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## **INFLUENCE OF TEACHERS' PROFESSIONAL QUALIFICATION AND YEARS OF TEACHING EXPERIENCE ON ACADEMIC ACHIEVEMENT OF STUDENTS IN ECONOMICS**

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### **Abstract**

**T**his study sought to determine the influence of teachers' professional qualifications and years of teaching experience on academic achievement of secondary school students in Economics in Calabar Municipality and Calabar South Local Government Areas. Two research questions and hypotheses were formulated to guide the study. The research design adopted for this study was the ex-post facto design. Simple random and purposive sampling techniques were used to recruit a total of 92 Economics teachers and 2940 Economics students as the respondents. Two sets of instruments were used for data collection: Teacher Variables Questionnaire (TVQ) and Economics Achievement Test (EAT). One-way analysis of variance and Post Hoc test using Fisher's Least Significant Difference (LSD) test was carried out on data collected at 0.05 significant level. The results from the analysis of the two hypotheses indicated that teachers' professional qualifications significantly influences students' academic achievement" in Economics. This finding means that the educational attainment of teachers has a "significant relationship with" academic achievement of students; on the contrary there was no significant influence of teachers' years of teaching experience on academic achievement" of students. The study recommended that government and school administrators should give attention to teacher's level of professional qualifications when recruiting them to form a basis for such recruitment so that people with the right qualifications should be in the classroom for high academic achievement of students.

**Keywords:** *Teachers, Professional qualification, years of teaching experience, academic achievement, students.*

## **Introduction**

Teacher qualification is an essential and important factor to students' academic achievement. "An effective teacher is the one who matches the strategies to the students" effectively (Marzawo, 2007). If a teacher is not well educated and strongly motivated, the arch of excellence in school collapses and students' academic achievements may be marred. The National Policy on Education has also observed the importance of teacher qualification and emphasized that "All teachers in educational institutions shall be professionally trained" (FRN, 2004:39). "Quality teachers are often seen simply as good teachers who exhibit desirable traits and uphold the standards and norms of the profession. Quality teachers are also considered to be those who bring about student learning". Berliner (2005) refers to them as effective teachers. He further stated that teacher qualities are evaluated on the basis of students' achievement. Students' achievement is considered an accurate measure of teacher effectiveness and has become a basis for value added teacher assessment," this also is the views of Braun (2005). Teacher qualifications in many countries are seen to be related to students' learning and academic achievement and this has become a target for educational reforms. Potential teachers need a type of education that can equip them with skills that are adaptable and flexible for employment. Ipaye (1990) observed that what is basic to successful performance on one's job is best taught within the formal educational framework. The author also emphasized educational qualification as a crucial ladder to job performance and a rewarding job position in Nigeria. This implies that educational training influences job performance and also acts as a reliable indicator of the type of work one should do. "Darling-Hammond (1998) defined a well-qualified teacher as one who was fully certified and held the equivalent of a major in the field taught."

According to Uche and Umoren (1998) maintained that educational qualification is a very important" aspect of how a teacher teaches. They noted that teaching is improved when a teacher has the requisite qualification, for a teacher cannot give what he does not have. Teachers' qualifications can tell on students' academic achievement. Educational studies have continued to show that an effective teacher is the single most important factor of student learning. Darling-Hammond (2000) and Marzawo (2007) in their various views opined that an effective teacher is the one who matches the strategies well to the students. He further stated that without a well-trained, strongly motivated, skilled and well supported teacher, the arch of excellence in school collapses for the teacher is the keystone of quality." Furthermore, Essien (2004) noted that a well-trained teacher is expected to discover more than his students. He should develop in his students, method of clear thinking, correct perception of relationships and love for further reading in order to enhance better

academic achievement. This is so because teachers occupy an important position in the classroom and can influence to a large extent the students' achievement. Professional qualification contributes immensely to teachers' effectiveness and this manifests in students' academic achievement. A teacher is not actually a teacher without a requisite professional qualification. Professional training brings additional knowledge to the teacher in that all the skills he needs to impart to the learners must be given to him while in training if he must function effectively as a teacher. A man does not know what he does not learn until he goes for additional training, and thus a teacher cannot produce students with good academic achievement if he is not qualified. Research validates the place of teacher qualification and teacher performance. Odigbo (1999) carried out a study to find out how educational attainments by teachers' influence students' academic achievement. Data were gathered through a well validated questionnaire, with the use of survey research design, it was discovered that the English Language teacher requires some special training to enable him function effectively for students to excel in their examination. Ndoma (2004) study supports the "relationship between educational qualification and students' achievement. The researcher investigated the relationship between teacher qualification and students' achievement in chemistry. Using 180 teachers and 280 students in 10 secondary schools in Calabar Municipality, a survey research design with well validated research instrument and Pearson product moment correlation coefficient as statistical tool found a significant relationship between" teachers' educational qualification and students' performance. This signifies that the more students are taught by competent teachers, the better their achievement. A similar study was conducted by Onyene and Adetoro (2005) on institutional factors and academic achievement of "students in public and private secondary schools in Lagos State. They tested hypothesis that there is no significant relationship between teachers' qualifications and academic performance of students at 0.05 level of significant; using Pearson product moment correlation co-efficient analysis, the analysis revealed that a significant relationship exists between teachers' qualifications and academic achievement of students." A research was moreover carried out by Fakeye (2012), to investigate if teachers' qualification and subject mastery could predict students' achievement of secondary school students in Oyo State.

A descriptive research design of survey was adopted. Twenty (20) schools were randomly selected and fifty (50) senior secondary two students were selected from each school which constituted a total of one thousand (1000) senior secondary two students and all the English teachers in SS two in the sampled schools were selected. Multiple regression analysis was used for data analysis. The findings of the study showed that teachers' teaching qualification has a significant influence on students' academic" performance. Odigbo (1990) researched on educational attainment of students and teachers' effectiveness. He used a sample size of two hundred and forty (240) teachers, with a survey research design and Pearson Product Moment Correlation Analysis he found out that, proper training enhances teacher effectiveness and thus high students' achievement. His findings collaborated by the work of Wilson, Floden and Ferrini-Mundry (2001) who opined that the utilization of available stock

of teachers with qualified credentials and competent, constitute an asset to the school system. They further stated “that fully prepared and certified teachers are more successful with students than teachers without adequate preparation and certification.” This assertion is collaborated by the work of Marzawo (2007) who states in his findings that qualified teachers are competent in their teaching work. According to Jegede (1994) “teachers with lower educational qualification may implement the curriculum the wrong way because of their lower skills and experience. Wayne and Youngs (2003) in their study found out that highly qualified teachers follow good approaches in teaching and that students taught by this grade of teachers” perform well academically because of the positive attitude of the teachers. Therefore, Okoro (2000) and Rockoff (2004) noted that it takes an Economics teacher who has undergone training to know how to direct his instruments to suit the learners and also be able to carry out proper assessment to enable the learners grasp the subject matter correctly for high achievement. Iheanacho (2002) argues that teachers with higher qualifications are more effective than those with lower qualifications, and that skilled teachers are more productive than the unskilled teachers. Probably in the light of the above, the Federal Government of Nigeria in the National Policy on Education proposed that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE) (NPE, 2004). Due to the importance of educational qualification in teaching profession, Mohammed (2001) emphasized the necessity of re-imposing the prescribed qualification for teachers in the secondary schools, which is compelling university graduate without a background in teaching to obtain a post graduate certificate in education (PGDE). This suggestion was in line with the provision in the NPE (2004). “Those already engaged in teaching but not professionally qualified shall be given a period of time within which to qualify for registration or leave the profession” (p. 40-41). Therefore, teachers with higher qualifications are expected to be more productive especially as they earn more. These groups of teachers equally see themselves as experts in their areas (Iheanacho, 2002). This assertion was in line with Rockoff (2004) who asserted that the teaching profession is in a “constant state of change, teaching strategies are emergent and not absolute therefore, quality professional development is critical to the retention and improvement of any teacher in the classroom.”

Enukoha (1995) pointed out that the main issue behind the teaching of Mathematics in schools in Nigeria at present, is the shortage of qualified teachers. This assertion is in line with social science subjects especially Economics as anybody can be assigned to teach the subject even if he is not adequately qualified to handle the subject. “Few educators, economists or politicians would argue with the contention that, all other things being equal, highly qualified teachers produce greater student achievement than comparatively less qualified teachers. Indeed, Ferguson (1991: 465) concluded in his research in Texas” “Good teachers have distinguishable impacts on students’ exam scores” Likewise, Sanders and Rivers (1996) supported this view in their study that “single largest factor affecting academic growth of population of students is differences in effectiveness of individual classroom teachers”. “Concomitant to this growing consensus highly skilled teachers are the key to

improving students' academic achievement. It has been realized that a substantial number of teachers appear to be under qualified for their current teaching positions. Consequently, as noted by Ingersoll" (1999:26), "few educational problems have received more attention in recent times than the failure to ensure that our nation's elementary and secondary classrooms are all staffed by qualified teachers". Many schools however suffer from lack of teachers qualified enough to teach. (Laczko and Berliner (2002) also emphasized that as states were asked to "increase teacher quality through certificate courses, they concomitantly use various strategies to allow under qualified teachers into the field. One of the strategies supported by the U.S. Department of Education is to allow individuals enrolled in alternative certification programs to be designated. This is also happening in the Nigerian Educational system," and in view of this, the National Policy on Education emphasized that those already in the teaching profession should obtain certificates in education to back them up as teachers. Strauss and Vogt (2001) posited that "highly qualified teachers present their materials in an interesting way that gives the students a feeling of understanding and mastery of the subject." Higher level of education results in teachers having more egos and at the same time higher expectations on the part of the parents and public for more effectiveness and efficiency and thus, for better academic achievement of students. Teachers' qualification makes him outstanding and gives him more confidence that he can change the behaviour of the learners positively. This assertion is in line with Ingersoll (2004) that teachers have been recognized as indispensable factor in the classroom. This also confirms the work of Rice (2003). Ifejiaka (1990) reported that teacher qualification is very important in the choice of teaching aids and methods of teaching. He further stated that teaching aids when well selected and effectively utilized would enhance better achievement. More knowledge enable widely trained teachers perform better in their job than less knowledgeable and less trained teachers, for the former is more composed in front of his students than the later (Sansanwai 1995).

In a causal model, Amaefuna (2006) found that teacher qualification is seen to influence academic achievement of students both directly and indirectly. She concluded that the lack of suitable qualified teachers who lack pedagogical skills commitment and practical orientation seriously affect academic achievement of students. Several researchers such as Aguoru (2008), Akinsolu (2010), and Olaleye (2011) have systematically revealed in their various studies "that there exists a positive relationship between teacher qualification and academic achievement of students." In their separate research, it was disclosed that qualified teachers are likely to be more effective than unqualified teachers; since the former knows the different strategies to employ during instructions in order to illicit the desired change and enhance students understanding of the subject. However, some researches seem to show that teacher qualification has no significant impact on students' academic achievement. Hanushek (1990) for instance, surveyed the results of one hundred and thirteen (113) "studies on the impact of teachers' qualifications on their students' academic achievement. Eighty-five percent 85% of the studies found no positive correlation between the educational achievement of the students and the teacher's



educational background. Hence, higher teacher qualification does not make better students.” A study carried out by Khurshid (2008) supports the absence of any relationship “between the professional qualifications of the teachers and academic achievement of their students at secondary school level. Two male government and private schools and three female government and private schools were selected, by the use of table random numbers, 100 students and 87 teachers were selected. Using arithmetic mean, percentage and matrix, it was found out that” students trained by less qualified teachers still do better than those trained by highly qualified teachers. The findings align with Wenglinsky (2000) who maintained in their various studies that higher qualifications of teachers were not significantly related to student’s academic achievement. Ughamadu (1992) submits that the general level of education of the teacher, his professional preparation, personal disposition, motivation, capabilities, needs and interests can exert profound influence on the degree of success of a planned and developed curriculum. The teacher usually controls the learning experiences that go on in the classroom and also evaluates the learners’ achievement of objectives. In the same vein, Ferguson (1991) confirmed through findings that “experience and master’s degree were measures of teacher quality that predict higher test scores” for students. Laczko and Berliner (2001) carried out a study on students taught by two hundred and ninety-three (293) newly recruited, certified and uncertified teachers, the result from the analysis of scores from “state achievement test showed that students of certified teachers performed significantly better than students of uncertified teachers. From this finding it is evident that qualifications play a major role on academic achievement” of students. Some remedies to poor performance of students in various subjects was proposed by WAEC Chief Examiner in his report (2005) that there should be employment of more qualified teachers, teacher coverage of syllabus, organizing seminars and workshops and reduction of teacher student ratio in a class 1:30. If this is not done, less qualified teachers will continue to produce low performing students. This simply means that poor teachers tend to produce their own kind, just like the good ones produce their own kind too. With regards to experience, teacher experience promotes effectiveness and it is the “key factor in personnel policies that affect current employment (Memon, 2007). Experience is acquired or earned over the years. A teacher is someone who occupies a position in a group; influences others according to the role expectations for that position, coordinates and directs the group in maintaining itself and reaching its goals.” These functions entail one who has experience. For one to implement the curriculum to achieve the set goals it involves experience.

Fan (2008) observed that in 2005/2006 in Cross River State School Management Board, 1811 NCE teachers were posted from primary schools to teach in secondary schools; 205 staff were transferred from different ministries and 368 from various local governments to teach in the secondary schools. It was observed that the latter categories did not have teaching experience. The outcome of such act was that a teacher was required to offer what he did not have. He further observed that lack of actual experience in the classroom means that teachers venture into the classrooms with a simplistic view of teaching while they are sorely and patently inadequate on the

basis of the knowledge they possess since they do not have professional preparation in teaching methodologies. This is in line with the statement of WAEC chief examiners in their report (2005 & 2007) that student's poor performance can also be attributed to student's being taught by inexperienced teachers. "With the passage of time, teachers get the command of their subjects and become competent in the art of teaching through experience. More experienced teachers produce higher students' achievement than less experienced teachers" (Sass, 2007). One of the vital conditions for employment is experience or the number of years a person had worked in similar position. This thus plays a very significant role in his employment. Glathorn in Fan (2008) opines that experience is a "professional growth that takes place in the educator as a result of continued stay, study on the job and other related process. Many occupations recognize employees' years of experience as a relevant factor in human resource policies, as compensations systems, benefits, packages and promotion decisions. The idea is that experienced gained overtime enhances the knowledge, skills and productivity of workers." Memon (2007) opined that "teacher experience is probably the key factor in personnel policies that affect current employee. The underlying assumption is that experience promotes effectiveness, but is this really the case? Do students attain higher levels of achievement when taught by more experienced teachers?" Is experience essential for teachers' high productivity? Ballou and Podgurskey (2002) answered these questions thus: "teaching experience improves the teaching skills and methodologies adopted. With passage of time teachers get command on their subjects and become competent in the art of teaching through experience." This assertion is in line with Fullan (1992) who opines that experience is essential for teacher high productivity for experience had "been shown to be positively related to student' achievement. Sass (2007) and Ladd (2008) opined that when other variables are statistically controlled, more experienced teachers produce higher student achievement than less experienced teachers. Harris and Sass (2007) inferred that experienced teachers operate from a deeper and more sophisticated knowledge base than less experienced teachers. It is worthy to note that experience subsumes a number of sources of information that may be called upon in problem-solving situations, where solutions to certain problems lie beyond the range of personal experience the resourceful teacher may make use of the wider or different experiences in teaching the student in other to perform well in their studies. There is a saying that "practice makes perfect". Teachers with long experience on the job are bound to be more knowledgeable in their specialized areas including their teaching subjects, educational principles or theories. There is no doubt that more experienced teachers are likely to be more productive and efficient in their various areas of specialization which will equally enhance better academic achievement.

Adeniyi (1988) in his path-analytic study of teacher characteristics (which teaching experience is among the variables) and "job performance in secondary schools in Ogun State" found out that teaching experience was an effective variable that had direct casual influence on teacher's job performance as it influences academic achievement. The study had a path co-efficient of 0.137 which is significant at  $p < 0.01$ , its "direct effect accounted for 16.85 percent of the total effect whereas its

indirect effect accounted for 0.068 percent of the total effect” and 6.66 percent of the variability in teachers’ job performance. From the findings, the direct effect is higher than the indirect effect hence teacher experience enhances high job performance which will significantly influence students’ academic achievement. Edu (2006) opined that teachers have unique roles to play in schools and these roles require the best experience that will give rise to competent teaching. An experienced teacher perceives pictures of the materials to be used, while an inexperienced teacher creates problem of understanding the topic area. Kosgei, Mise, Odera and Ayugi (2013) in their study found out that teachers with prior training and some teaching experience were more effective than those without teaching experience. According to Ansa (1990) important criteria which often relates with teaching effectiveness and student achievement includes appropriate subject knowledge, previous training and teaching experience. If the teacher is experienced in his area, it will enhance teaching effectiveness and efficiency, enhances students’ excellent performance and high achievement in examination. This assertion contradicts the work of Lai, Sadoulet and Janvry (2006) who found out that teaching experience does not influence high achievement, that experience on its’ own does not exact any difference in student’s achievement. Tuntufye, Mwamwenda and Bernadette (1989) conducted a “research on teacher characteristics and students’ academic achievement in Botswana, to investigate relationship between teacher variables such as sex, teaching experience” and academic achievement. Using a sample of two thousand five hundred and fifty-nine (2,559) students, 1517 girls and 1042 boys; 671 teachers comprising of 84 males and 587 females, and stratified sample methods in 51 schools selected across Botswana. Teachers were administered a questionnaire whereas students’ scores were based on their performance in their final national examination. It was found out that teacher experience influences students’ achievement in examination. This finding is in consonance with the work of Rivkin, Hanushek and Kain (2005).

It takes Economics teachers who have taught for some years to understand certain characteristics in students which could make or mar their academic achievement. It is important to note that schools with experienced teachers perform better than schools with inexperienced teachers. How important is teachers’ experience? Do most successful schools have experienced teachers. Experienced teachers give the schools stability and serve as mentors to the new teachers. Experience is certainly important but interestingly enough, some studies have shown that the benefits of experience become evident after a few years of teaching and seem to peak at four or five years. In other words, teachers don’t necessarily become more effective the longer they remain in the classroom, ([www.greatschools.org](http://www.greatschools.org)). This assertion confirms the work of Ozumba (1999) in his study, which classified teachers based on the years of experience in Lagos state thus: long experience (10years and above), medium experience (5-9years) and short experience (below 4 years). An independent t-test was used and the result reveals a difference between medium experience and short experience, long and short experience teachers. The results further suggest that teachers with medium experience were more highly disposed to improving instruction than those with short and long experience. This study confirms



the work of “Clotfelter, Ladd, Vigdor and Wheeler (2007), Harris and Sass (2007), Kane, Rockoff and Staiger (2006), Ladd (2008), and Sass (2007) who opined that experience matters but more is not always better. They further stated in their respective studies that, “the impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish. Boyd, Hamitton, Loeb, Jonah, Rockoff and James (2007) also opined that teachers show the greatest productivity gains during their first few years on the job which their performance tends” to level off after that. These findings are at variance with Gibbons, Kimmel and O’shea (1997) who in their studies found out that teachers’ with long teaching experience seem to be more favourably disposed to their teaching jobs and related job content than other categories of teachers. They further stated that “experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning. Olaleye (2011) agreed with the study that teacher’s experience has a positive effect on students’ achievement, for students taught by more experienced teachers achieve at a higher level because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems. They also maintained that more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds.” An experienced Economics teacher is in a better position to handle contingencies in the classroom. Teachers with many years of teaching experience teach more effectively with students performing well in the subject than the teacher with fewer years of experience. Some researches show contrary results that experience as a teacher variable does not influence students’ achievement. Borich (1977) in his study observed that experience variable is almost worthless in predicting teacher performance as it relates to academic achievement of students. It is possible that these variables had in the past been measured too grossly to yield significant findings. The author goes ahead to decry the approach of educators preferring to consider experience from the number of years of teaching or students’ credits performance. According to him, experience should be viewed more from teacher’s experience with the type of curriculum or the kind of students he will be expected to teach. He summarized variables falling under teacher’s experience as follows; years of teaching experience in grade level taught, workshops attended, studies taken, qualifications, professional papers written. He concluded that “teachers’ years of experience cannot solely influence students’ academic achievement” in the examinations. In accordance with Borich (1977), there are also moderator variables that influence students’ performance.

According to Onuoha (n.d.), teacher experience can also be added to the following, teaching techniques, teachers’ knowledge of students’ psychology and their background. This stand is an output of the fact that years of teaching experience will only expose one to the above mentioned variables of experiences. He maintained that teachers’ years of experience has only indirect effect on students’ academic achievement. He further maintained that other variables like teacher instructional method, use of materials and so on also contribute to academic achievement of

students. It was concluded that teachers' years of experience alone may not cause high achievement of students in Economics. Most schools have operated under the assumption that more years in the classroom means better performance on the job. Researches about experience make two things clear: it matters to some extent but it is not the only thing that matters. Researchers have confirmed that on average, brand new teachers are less effective than those with some experience under their belts (Harris and Sass 2007). This assertion also confirms with the work of Ladd (2008) who states that even though teachers with more than 20 years' experience are effective but are not more effective than those with five years of teaching experience. This assertion is in consonance with the view of Murnane (1996) who found that teacher effectiveness improves rapidly over the three years of teaching and reaches its highest point between the third and fifth year but found no substantial improvement after five" years of teaching.

### **Statement of the Problem**

The aim of Nigerian education system is to improve the quality of education to ensure higher standard of learning and to improve the quality of instruction for all those who attend school. In the light of the above, teachers' qualification and experience are vital variables when it involves students' achievement. Teachers' qualification and experience are important in the academic achievement of the students that they teach. The evidence that most of the studies reviewed were carried out in foreign countries with varied methodology is a major problem that justifies this study. Another problem that justifies this study lies in the fact that some of the studies carried out in Nigerian schools to establish the influence of these teacher's variables on the academic achievements of students were in different locality not in the present study area and majority of the studies carried out were in Science subjects, English language, Mathematics and Social studies. Furthermore, most of these studies were in junior secondary schools. The present investigation therefore was to establish whether these teachers' variables (qualification and experience) would influence "the academic achievement of Senior Secondary School students in Economics especially when the sample is drawn from Calabar Metropolis in Cross River State, Nigeria." Thus the finding of this present study will provide both empirical and theoretical basis to fill the existing gaps and add to the existing literature in the study area to solve the problem of paucity in data in the study area.

### **Research questions**

In order to carry out the investigation for this study the following research questions were formulated to guide the direction of the study:"

- i. How do teachers' professional qualifications influence the academic achievement of students in Economics?
- ii. To what extent do teachers' years of teaching experience influence the academic achievement of students in Economics?

### **Statement of Hypotheses**

In an attempt to answer the research questions, the following hypotheses were formulated to guide the study:

**H<sub>01</sub>:** The level of teachers' professional qualification "has no significant influence on the academic achievement of students" in Economics.

**H<sub>02</sub>:** Teachers' years of teaching "experience does not significantly influence the academic achievement of students" in Economics.

### **Research Methodology**

The study adopted ex-post facto design. The research design" was adopted because the manifestation of the independent variable is already there and the researcher is studying in retrospect the possible cause of the observed phenomenon. The population of the study was one hundred and four (104) Economics teachers and three thousand, three hundred and ten (3310) SS2 Economics students in ninety-two (92) secondary schools in Calabar Metropolis which is Calabar Municipality and Calabar south. In a school that has more than one teacher teaching Economics in SS2, the sampling approach of hat and draw method was used to select one teacher only for the school, therefore one teacher from each school was selected. Hence 92 teachers selected were matched with the students they teach which resulted to 2940 Economics students. The 92 Economics teachers comprised of forty-nine (49) male and forty-three (43) female teachers respectively. The selection of 92 teachers and 2940 students were conducted using simple random and purposive sampling method. In order to acquire relevant data for "this study, two (2) sets of instruments were used for data collection. The instruments were: Teacher Variables Questionnaire (TVQ) and Economics Achievement Test (EAT). The first instrument, TVQ was designed to obtain information from the teachers." The questionnaire was made up of two (2) sections; section A was designed to obtain information on demographic data of teachers such as sex, age, marital status, teachers' educational qualifications and teaching experience. Section B was developed to elicit information on teachers' personal experience and it uses a four Point modified Likert- type scale of questionnaire. The options were Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The "second instrument was a 50-item multiple- choice Economics achievement test" to assess the students' academic achievement in Economics. The instrument was developed by the researchers. The respondents were expected to choose the correct option from the given options lettered A – D. The test covers the major content areas in Economics in senior secondary one (SS1) and senior secondary two (SS2). A table of specification (test blue- print) of 50 test items was prepared. The face and content validity of the instruments was determined by research experts, some items were scrutinized, ambiguous and double barreled questions were removed. The reliability of the instruments was determined using Cronbach alpha reliability method and Kudre-Richardson 20 for TVQ and EAT respectively. The TVQ were given to 30 teachers and EAT administered to 50 students in another local government area not included in the study area. The reliability estimates of the instruments were 0.709 and 0.829 for both instruments respectively. This was considered high enough to justify the use of the instruments for the study. Data

collection was done in the sampled schools by the researcher and data collected were analyzed using One-way analysis of variance and Post Hoc test using Fisher’s Least Significant difference (LSD).

**Presentation of Results**

**Hypothesis One**

The null hypothesis states that the level of teachers’ professional qualification “has no significant influence on the academic achievement of students” in Economics. To test this hypothesis, the scores of students taught Economics by a teacher was averaged for that particular teacher, then the “one-way analysis of variance was used to compare the academic achievement of students taught by teachers who have NCE/OND, B.A/ B.SC, B.ED/B.A(Ed), B.SC(Ed), B.A or B.SC + PGDE, HND+ PGDE, M.Ed., M.Sc.” and those with Ph.D. Unfortunately, there was no teacher with Ph.D. teaching Economics to SS2 students in Calabar Metropolis at this time of the investigation and hence that category of teachers was not included as a factor in the analysis. “The result of the analysis is presented in Table 1. The information in Table 1 shows that teachers’ professional qualification significantly influences students’ academic achievement in Economics (F=2.489; P=0.029). To find out the direction of influence of students’ academic achievement in Economics by teachers’ professional qualification, a “Post Hoc test using Fisher’s Least Significant Difference (LSD) test as reported in Table 2.” The information in Table 2 shows that students under teachers with NCE/OND achieve significantly better in Economics than those taught by teachers who have HND+PGDE, and those who have M.Sc. Other students taught by other teachers with other professional qualifications do not significantly differ in achievement from those taught by teachers with NCE/OND. The table also shows that students taught Economics by teachers with B.A./B.Sc. do perform significantly lower in Economics than those taught by teachers with HND+PGDE (mean different = - 3.75; P = .044). Other students taught by other teachers with other professional qualification do not significantly differ from those with B.A/B.Sc.

**Table 1: Summary data and one-way analysis of variance of the influence of professional qualification of teachers on students’ academic achievement in Economics**

<b>Professional Qualification</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
NCE/OND	2	35.85	4.53
B.A/B.Sc.	22	30.01	4.56
“B.Ed/B.A (Ed)/B.Sc.(Ed)	33	31.24	4.87
B.A/B.Sc + PGDE	14	31.52	3.43
HND + PGDE	7	26.28	2.88
M.Ed	7	29.14	2.99
M.Sc	7	28.27	2.54
<b>Total</b>	<b>92</b>	<b>30.33</b>	<b>4.42</b>

Source of Variation	SS	Df	MS	F	Sig of F
Between groups	265.918	6	44.320	2.489*	.029
Within groups	1513.474	85	17.806		
Total	1779.392	91			

*\*Significant at the 0.05 level of significance””*

**Table 2: Fishers’ LSD test of the influence of teachers’ professional qualification on students’ academic achievement in Economics**

Professional (I)	Qualification (J)	Mean difference (I-J)	Standard Error	Sig
NCE/OND	“B.A/B.Sc.	5.84	3.12	.065
	B.Ed/B.A(Ed)/B.Sc.(Ed)	4.61	3.07	.137
	B.A or B.Sc./PGDE	4.33	3.19	.179
	HND+PGDE	9.59*	3.38*	.006
	M.Ed.	6.71	3.38	.050
	M.Sc	7.58*	3.38	.028
B.A/B.Sc.	B.Ed/B.A(Ed)/B.Sc.(Ed)	-1.29	1.16	.293
	B.A or B.Sc. +PGDE	-1.51	1.44	.298
	HND +PGDE	-3.75*	1.83	.044
	M.Ed.	0.88	1.83	.633
	M.Sc	1.74	1.83	.344
	B.Ed/B.A(Ed)/B.Sc.(Ed)	B.A or B.Sc. +PGDE	-2.8	1.35
HND + PGDE		4.98*	1.76	.006
M.Ed.		2.11	1.76	.234
M.Sc		2.97	1.76	.094
B.A or B.Sc. + PGDE	HND + PGDE	5.26*	1.95	.009
	M.Ed.	2.39	1.95	.225
	M.Sc	3.25	1.95	.100
HND + PGDE	M.Ed.	-2.87	2.26	.206
	M.Sc.	-2.01	2.26	.376
M.Ed.	M.Sc.	.86	2.26	.703

*\*Significant at the 0.05 level.”*

It is also revealed that students taught by teachers with B.Ed. /B.A(Ed)/B.Sc. (Ed) perform significantly better than those taught by teachers with HND+PDGE (mean difference=4.98; P=.006). Other “students taught by other teachers with the other professional” qualification do not significantly differ from those taught by

teachers with B.Ed./B.A(Ed)/B.Sc.(Ed) in their academic achievement in Economics. The result of the analysis also shows that students taught Economics by teachers with “B.A or B.Sc. + PGDE perform significantly better than those taught by teachers” with HND+PGDE (mean difference=5.26; P=.009). Students taught Economics by teachers with B.Sc. or B.A + PGDE do not significantly differ from students taught Economics by teachers with M.Ed. and M.Sc. respectively. Result also shows that students’ academic achievement in Economics is not significantly different among those taught by teachers with HND+PGDE, M.Ed., M.Sc.; and between those with M.Ed. and M.Sc.

**Hypothesis Two**

The null hypothesis states that teachers’ years of teaching experience does not significantly influence the “academic achievement of students in Economics. To test this hypothesis, the one-way analysis of variance was used to compare the academic achievement of students in Economics among students taught by teachers’ whose years of teaching experience were below 6 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, and 31 years and above. The result is shown in Table 3. The information in Table 3 shows that the years of teaching experience of teachers does not significantly influence students’ academic achievement ( $F = 1.533$ ;  $P=0.177$ ) which is suggesting that the null hypothesis that teachers’ years of experience does not significantly influence the” academic achievement is upheld at the 0.05 level of significance.

**Table 3: Summary data and one-way analysis of variance (ANOVA) of the influence of teachers’ years of teaching experience on students’ academic achievement in Economics.”**

<b>Years of teaching experience</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
Below 6 years	19	30.42	5.23
6-10 years	22	30.28	3.34
11-15 years	25	29.01	2.53
16-20 years	14	30.95	6.29
21-25 years	4	28.73	3.06
26-30 years	4	33.64	5.77
31 years and above	4	34.53	5.28
Total	92	30.33	4.42

<b>“Source of variation</b>	<b>Sum of square (SS)</b>	<b>df</b>	<b>Mean square (MS)</b>	<b>F</b>	<b>Sig of F</b>
Between groups	173.728	6	28.955	1.533	.177
Within groups	1605.664	85	18.89		
Total	1779.392	91			



*Not significant at the 0.05 level.*

### **Discussion of Findings**

Hypothesis one sought to find out if there is any significant influence on teachers' professional "qualification and academic achievement of students" in Economics. The result showed that teachers' professional qualification significantly influences students' academic achievement in Economics. This finding means that the educational attainment of teachers has a "significant relationship with" academic achievement of students. This finding agrees with the work of Uche and Umoren (1998) who stated that educational qualification is the most vital aspect to how a teacher teaches. They further maintained that teaching is improved when a teacher has the pre-requisite qualification for a teacher cannot give what he does not have. This assertion is in line with Yoloye (1992), Iheanacho (2002) and Mohammed (2001). Again the finding is in agreement with Ferguson (1991) which states that "qualified teachers produce greater student achievement than comparatively less qualified teachers. He further stated that good teachers have distinguishable impacts on students' exams score." This view is in consonance with Sanders and Rivers (1996), Laczko and Berliner (2002), Marzawo (2007), Fakeye (2012) in their various views opines that qualified teachers are competent in their teaching work." The finding of this study is in contrast with the work of Khurshid (2008), Wenglisnky (2000) in their various study found out that students who are trained by less qualified teachers still do better than those trained by highly qualified teachers and that higher qualification of teachers does not have a significant relationship to students' academic performance. Also the finding of the work contradicts the opinion of Iheanacho (2002) who maintains that teachers with higher qualification are more effective than those with less qualification. Hence the finding of the work reveals that students taught by teachers with NCE/OND achieve significantly better in Economics than those taught by HND+PGDE and M.Sc. It is also revealed that students taught by teachers with "B.Ed./B.A(Ed.)/B.Sc. (Ed)" do not significantly differ from those taught by NCE/OND holders. The implication of this study is that students' academic achievement is dependent on teachers' qualification but does not depend on higher qualification of teachers.

Hypothesis two sought to find out if there is any significant influence of teachers' experience and academic achievement" of students. The null hypothesis that teachers' years of teaching experience does not significantly influence academic achievement of students was upheld. The finding of this study is in consonance with Borich (1997) who found out that teacher experience does not influence academic achievement. The finding also collaborates the work of Lai, Sadoulet and Janvry (2006), Olaleye (2011), Ukwaiyi (1990) who found out in their various studies that experience alone cannot affect academic achievement that there are other variables which can exert this influence. The present finding is contrary to Fullan (1992), Memon (2007), Kosgei, Mise, Odera and Ayugi (2013) who opined that experience is

essential for teacher high productivity and experience relates positively to students' academic achievement.

### **Conclusion**

Based on the findings of this study, the following conclusions were drawn, there is a link between the variables of the study teachers' level of professional qualification, teachers' years of teaching experience and students' academic achievement in Economics. Teachers' qualifications significantly influence students' achievement. The implication of this finding is that teachers' qualification plays a vital role on academic achievement of students for a teacher cannot give what he does not have and teaching experience does not significantly influence the academic achievement of students in Economics.

### **Recommendations**

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

- i. The government and school administrators should give attention to teacher's level of professional qualification when recruiting them.
- ii. Teachers' qualification should be given more emphasis so that people with the right qualifications should be in the classroom for high academic achievement of students.
- iii. Teacher's years of teaching experience alone be considered as a variable during recruitment of teachers for there are other variables that make experience work such as teaching methods and materials and so on.
- iv. Teachers should not be solely blamed for low academic achievement of students because it makes them feel incompetent, and unappreciated.

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## **WORKPLACE INCIVILITY AND THE MEDIATORY ROLE OF SELF-MONITORING ON SOCIAL SKILLS OF NURSES**

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### **Abstract**

**T**he study investigated Workplace Incivility and the Mediating role of Self-Monitoring on Social Skills of Nurses. Two hundred and ninety-one (291) participants were selected from five (5) hospitals in Uyo metropolis, Akwa Ibom State, Nigeria using purposive sampling technique. Participants were 250 female and 41 male nurses with age range between 21 and 69 years and the mean age of 33.19. Three instruments were used in this study: Nursing Incivility Scale, Revised Self-Monitoring Scale and Health Professional Communication Skill Scale. Regression was used for data analysis. Results revealed that Nurses who reported low incivility in the workplace had high social skills compared to Nurses who reported high incivility ( $\beta = -.293$ ;  $t = -5.202$ ;  $P < .05$ ). Moreover, the result also showed that Workplace Incivility and Self-Monitoring jointly predicted Social Skills of Nurses [ $F = (2,291) 13.87$ ;  $P < .05$ ]. However, the hypothesis which stated that Self-Monitoring will mediate the relationship between Workplace Incivility and Social Skills of Nurses such that nurses who report low Workplace Incivility will have low social skills ( $\beta = -.273$ ,  $P < .05$ ) was not confirmed meaning that self-monitoring plays no mediatory role between workplace incivility and social skills in the study. Based on these results, workplace civility, which should be encouraged through training and sensitization, should be sought and embraced in every hospital and health facilities as well as other work settings by all stakeholders.

**Keywords:** *Workplace Incivility, Self-Monitoring, Social Skills, Hospital, Nurses, Patients.*



## **Introduction**

The quality of a good nurse-patient relationship is associated with some set of skills which is necessary to be acquired and displayed by nurses in the health sector. Psychologically, this positive behaviour is termed social skills. A social skill is any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways (Angelico, Crippa & Louriero, 2013). To a layman, social skills are simply the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, protect themselves, and in general, be able to interact with the society harmoniously. In all these, social skills are the specific abilities and behaviours that allow for effective responding in a social task. The ability to communicate and interact with other members of the society without undue conflict or disharmony over time could be referred to as social skills (Shatter, 2015).

Employers consistently rank interpersonal skills as being as important as, or more important than vocational preparation (Bullis, Davis, Bull, & Johnson, 2007). Even Hagner and Rogan (2012) reported that 90% of job loss is related to social problems. Several investigations recognize that a person with a good repertoire of social skills has a better chance of learning and teaching, being inserted in their social world, maintain satisfactory interpersonal relationships and perform efficiently and effectively in the workplace (Fernandez, Teruel, 2009; Mourshed, 2008; Naranjo, 2007). However, social skills are vital to a person's wellbeing and a major component in a person's ability to keep a job especially in institutions where employees get to meet very different and new faces every day.

The social skill of any nurse explains the level of nurse-patient interaction. Nurses work at the frontlines of most healthcare systems, and their contributions are recognized as essential in delivering effective patient care (Buchan & Aiken, 2008). Nurses are expected to help bridge the gap between coverage and access, to coordinate increasingly complex care for a wide range of patients (Institute of Medicine, 2011). Nurses working in the health institutions need some degrees of social skills since their work is to interact with the patients and make them feel loved in their new confined setting, rather, than exacerbating the illness. Social skills expected of nurses are numerous but include; assertiveness (rather than aggressiveness), empathy, respectfulness, solidarity, conflict-resolution skills, selflessness, approachability, carefulness, tolerance, politeness, coping skills, emotional intelligence, communicational or conversational skills and friendship making skills. The main aim of high quality of this interaction is to increase psychological and physical health, wellbeing and psycho-social functioning in this vulnerable population (Haugan, 2014).

According to Nicole (2015), social skills of a nurse alone are therapeutic as the patient feels comfortable and safe, being open with the nurse. It is associated with the development of an effective relationship and positive outcomes (Canning, Rosenberg & Yates, 2016). Rather than curing the disease, this interaction is concerned with showing empathy and warmth to help the patients feel relaxed and secured (McCabe



& Timmins, 2013). Nursing empathy skill is the ability of the nurse to perceive and reason as well as the capacity to interact as the core characteristic of a nurse to build a relationship with the patient (Ukah-Ogbonna, 2010). A good conversational skill is also needed. To support the social relationship, the nurse has to be a skilled communicator. High quality care for patients and nurses entirely depends on communication skills. It is by employing all these elements when communicating with the patients that the nurses can gain the patients trust and establish a sense of togetherness (Balzer-railey, 2008). Also, nurses need assertiveness skill. Assertiveness is defined as interpersonal behaviour which promotes equality in human relationships, enabling an individual to act in his/her own best interest, to stand up for himself/herself without anxiety, to express honest feelings comfortably and exercise his/her own rights without denying the right of others (Phillips, 2014). Assertiveness, therefore, shows the dignity and uniqueness of each and every person with whom a nurse comes into contact with, and the value and worth one feels about them (Philips, 2014). Therefore, to support this therapeutic relationship, the nurse has to be socially skilled.

Unfortunately, in Nigeria, some health workers including nurses are considered as being selfish, reckless, self-centered, hostile or rude, or even standoffish and unapproachable; thus, lacking social skills, and becoming a challenge in the health sector. The attitude a nurse holds towards patients and their state of ill health strongly determines the quality and extent of the emotional, physical, and psychological help that patients receive from that nurse (Rana, 2008). The negative attitude of many nurses had contributed to quite a number of health, social, economic, and societal problems including patients getting discouraged from coming freely to seek health in the health institutions (Charlotte & Olufunke, 2017). It is disheartening that some Nigerian pregnant women most often plan to travel abroad for child delivery due to their assumptions that they would not be treated nicely by the Nigerian nurses. According to Adepoju, Watkins and Richardson (2007), patients prefer consulting some private clinics where there are inadequate facilities for proper diagnosis and treatment. Even some patients who go to public health institutions keep their problems to themselves and hide their true feelings for fear of insult or hostile treatment from the nurses (Adetoyeje, Bashir & Ibrahim, 2008; Thomson, 2007). This has also led many patients opting for quacks and traditional healers, thus, jeopardizing the National Health Policy of the Nation (Charlotte & Olufunke, 2017). Also, nurse's lack of social skills can eventually lead to permanent disability and even death of patients in some cases. But, this ought not to be so in a fast developing country like Nigeria. Social skills are paramount in the nursing profession.

Treating one another with respect is fundamental to establishing and sustaining healthy workplaces, interpersonal and intrapersonal relationships. This respectful relationship is termed civility. A civil workplace is where employees are respectful and considerate in their interactions with one another. It is based on showing esteem, care and consideration for others and acknowledging their dignity. It is related to greater job satisfaction, greater perception of fairness, a more positive attitude, better teamwork, greater interest in personal development and engagement in problem-

solving. Unfortunately, the reverse—incivility is often the case in most social encounters. Vogelpohl, Rice, Edward, and Bork (2013) defined workplace incivility as “disrespectful, deviant work behaviours of a person to harm another that violates workplace rules”. Incivility encompasses several disruptive behaviours and manifests in rudeness, disrespect, and aggressiveness (Rocker, 2012). Incivility as defined by Anderson and his colleagues (1999) is low-intensity, deviant behaviour with ambiguous intent to harm a target in violation of workplace norms for mutual respect and courtesy. It is difficult to label uncivil behaviours as intentional acts of aggression because it is not clear why the perpetrator would harm the target.

However, workplace incivility is an epidemic that can negatively affect organizations and their members (Dosh & Wang, 2014; and Abdollahzadeh, Asghari, Ebrahimi, Rahmani & Vahidi, 2017). Lim and Bernstein (2014) presented individual factors such as self-centeredness, immaturity, defensiveness, and lack of conflict management skills and system factors such as job pressure, empowerment roles, and continual changes related to shift rotations that contributed to incivility in the workplace. Other factors include job stress and long-working days without time-off. Several examples from the literature exist to help develop a better understanding of incivility. Lack of politeness, offensive comments, rudeness, withholding information that could be helpful to another, a general disdain for coworkers, nonverbal innuendoes, verbal insults, gossiping, undermining, backstabbing, betraying confidences, scapegoating, uncooperative attitudes, and condescending language all encompass incivility behaviors that occur in the workplace (Blair, 2013; Lim & Bernstein, 2014). It may also include derogatory statements, insulting jokes, harassment, violence, bullying, mobbing, making sarcastic grimaces while talking with a coworker, yelling, lying, disrespect and spreading of rumours, etc. (Hutton & Gates 2008).

Apart from incivility, the present study also intends to locate the role of self-monitoring. More than 25 years ago, Mark Snyder came up with the concept of self-monitoring. According to Denhham, Hatfield, Smethurst, Tan & Tribe (2008), the concept is like a personality trait that has to do with awareness and flexibility. Self-monitoring is the tendency to notice visual, vocal, and verbal cues for socially appropriate behaviour and to modify one’s behaviour accordingly. It is the act of observing and regulating one’s own behaviour in a social context. Self-monitoring is metacognitive and metacognition concerns the ability of individuals to predict learning outcomes, apportioning learning time and priorities, explaining to oneself in order to improve understanding, self-coaching and noting failures to understand (Bransford, Brown and Cocking 2009). Whichever contemporary theoretical positions on metacognition are used as bases, numerous empirical investigations have demonstrated that various forms of learning are enhanced when individuals have knowledge of and apply appropriate monitoring or executive strategies (Alexander and Murphy 2014). Self-monitoring allows humans to measure their behavioural outcomes against a set of standards. Self-monitoring can be conscious and deliberate; alternatively, it can be subconscious and automatic. Individuals can be classified into

two groups with regards to their level of self-monitoring which are low self-monitors and high self-monitors.

Those who score high on self-monitoring are characterized by sensitivity to social clues indicating socially appropriate behaviours, and they use those cues to modify self-presentation. Those who monitor themselves in a highly meticulous manner are considered high self-monitors. They tend to project a particular image of themselves in order to fit in or impress others. They readily adjust their behavior to the situation at hand. Clearly high self-monitors are better at reading nonverbal cues and adjusting their behaviour accordingly. They are highly socially flexible and adaptable. Some would say that they are social chameleons. In contrast, low self-monitors are thought to be relatively insensitive to social cues, and tend to maintain a consistent self-presentation across different situations (Mueller, 2016). They tend to regulate themselves according to their own internal beliefs and are typically less concerned with social context. They tend to project an image true to their inner selves rather than put on a facade. Low self-monitors tend to care little about adjusting their behavior to the social situation and keep the same beliefs and attitudes regardless of others' opinions. Low self-monitors are honest with themselves and their beliefs, but can be seen as stubborn and socially unskilled.

Nevertheless, self-monitoring is closely tied to self-awareness of strengths and weaknesses. Nursing is concerned actively and vitally with all activities related to planning, coordinating and administering primary care to people. Inherent in the process of maintaining a helpful relationship with the patient is the nurse's self-monitoring behaviour in which she frequently assesses her own behaviour and its impacts upon the patients. In this study, self-monitoring will serve as a mediatory variable. A mediating variable is brought into a study when existing literature reveals a strong correlation between an independent and dependent variable. There are two types of mediation; complete and partial mediation. Complete mediation is the case in which an independent variable no longer affects dependent variable after the mediating variable has been controlled, making the correlation zero. Partial mediation is the case in which the relationship between independent and dependent variable is reduced in absolute size but is still different from zero when the mediator is introduced. This study will therefore investigate workplace incivility and the mediatory role of self-monitoring on social skills of nurses in Akwa Ibom State, Nigeria. Following from these, the following research questions are presented:

1. To what extent can workplace incivility influence the social (communication, empathic, assertiveness, and respect) skills of nurses?
2. To what extent can workplace incivility and self-monitoring jointly influence the social skills of nurses?
3. To what extent will self-monitoring play a mediatory role in the development of Social Skills of nurses?

These questions therefore lead to the following hypotheses:

1. Nurses who report low incivility in workplace will express high social skills than nurses who report high incivility in workplace.

2. Workplace incivility and self-monitoring will jointly and independently predict the social skills of nurses in the hospital.
3. Self-monitoring will mediate the relationship between workplace incivility and social skills of nurses such that nurses who report low in workplace incivility will express low social skills.

## **Method**

### **Design**

A cross-sectional design was used in the study. The independent variable was Workplace Incivility at two levels; high and low workplace incivility. The mediating variable was Self-Monitoring at two levels; high and low self-monitors. The dependent variable was Social Skills of nurses at four levels; conversational (communication) skill, empathic skill, assertiveness, and respect.

### **Setting**

The study was conducted in Uyo metropolis, Akwa Ibom State, Nigeria. The state is located in the southern part of the country and is regarded as one of the smallest states in Nigeria in terms of land mass (Usoro, 2010). Five (5) hospitals were selected for the study using purposive sampling technique. The hospitals included University of Uyo Teaching Hospital (UUTH), Abak Road; St. Athanasius Hospital, Ufeh Street; Staphender Clinic, Aka Road; Dammy Memorial Hospital, Ukanaoffot Street; and St. Luke's Hospital, Anua.

### **Participants**

Two hundred and ninety-one (291) nurses from the five hospitals identified were purposively selected from the population of 1,940 registered nurses in Akwa Ibom State (Akwa Ibom State Ministry of Health, 2010). They were made up of two hundred and fifty (250) female and forty-one (41) male nurses comprising of 153 nurses from UUTH, 110 nurses from St. Lukes Hospital, 15 nurses from St. Athanasius Hospital, 8 from Staphender Clinic, and 5 from Dammy Memorial Hospital. Participants were between the age range of twenty-one (21) and sixty-nine (69) with the mean age of 33.19 years.

### **Instruments**

Three (3) instruments were used in this study: The Nursing Incivility Scale (NIS), Revised Self-Monitoring Scale and Health Professional Communication Skills Scale (HP-CSS). The questionnaire was divided into 4 sections. Section A tapped into demographic variables such as age, gender, marital status, years of experience, type of hospital (public, private or missionary) and the name of hospital.

Section B was the Nursing Incivility Scale (Guidroz, Burnfield-Geimer, Clark, Schwetschenau and Jez, 2010). The scale was revalidated by the researcher for the present study. The NIS is based on a five-point Likert scale ranging from "strongly disagree" (1), "disagree" (2), "neither agree nor disagree" (3), "agree" (4) to "strongly agree" (5). The items are all negatively worded and directly scored from 1 to 5. NIS is

a 43-item scale made up of eight (8) sub-scales which are hostile climate (HC), inappropriate jokes (IJ), inconsiderate behavior (IB), gossip/rumors (GR), free riding (FR), abusive supervision (AS), lack of respect (LR), and displaced frustration (DR). The scale measures nurses' perception of incivility at different interaction levels in the hospital. Nine items had to do with nurses and all individuals' interaction. Ten items were related to interactions with other nurses. Seven items were related to interactions with a direct supervisor. Seven items were related to interactions with physicians. Ten items were related to interactions with patients/patient family/visitors. Six (6) subscales made up of 36 items relevant to the present study were used including, HC with items 1, 2, 3, 7, 8, 9; IB with items 4, 5, 6; GR with items 10, 11, 12, 13; FR with items 14, 15, 16; AS with items 21, 22, 23, 28, 29, 30, 31, 32, 33, 34, 35, 36; and LR with items 17, 18, 19, 20, 24, 25, 26, 27. Cronbach Alpha revealed reliability coefficient of .57 while Split-half reliability also revealed .75 on the first half and .61 on the second half, indicating that the instrument is reliable for this study. Participants' score above the norm (125.2) indicated high workplace incivility, while participants' score below the norm (125.2) indicated low workplace incivility.

Section C was the Revised Self-Monitoring Scale (Cramer & Gruman 2002). The scale was revalidated by the researcher. It consisted of 13 items to assess self-monitoring behaviour. The scale was based on a dichotomous format ranging from "True" or "Mostly true" (2) and "False" or "Not usually true" (1). Positive-worded items (1, 2, 3, 4, 5, 6, 7, 8, 10, 11 and 13) were directly scored from 2 to 1 while negative-worded items (9 and 12) were reversely scored from 1 to 2. Participants' score above the norm (22.23) indicated high self-monitoring, while participants' score below the norm (22.23) indicated low self-monitoring. Cronbach Alpha revealed reliability coefficient of .72 while Split-half reliability also revealed .62 on the first half and .54 on the second half, indicating that the instrument is reliable for this study.

Section D was the Health Professional Communication Skills Scale (Leal-Costa, Tirado-González, Rodríguez, Marín, Román, 2015). It is a 6-point Likert-type scale ranging from "Almost never" 1, to "Many times" 6. Positive-worded items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, and 17) were directly scored from 1 to 6 while negative-worded items (16 and 18) were reversely scored from 6 to 1. It is composed of 18 items with four subscales; Empathy (items 2, 4, 6, 11, and 12) measuring nurse's ability to comprehend the feelings of patients and give emotional response; Informative Communication (items 5, 8, 9, 14, 17, and 18) measuring proper communication manners of nurses towards patients; Respect (items 1, 3, and 15) measuring degree of nurses' respect to the patient as a human being and Social Skill (items 7, 10, 13, and 16) measuring assertive behaviour of nurses. Participants' score above the norm (80.47) indicated high social skills among nurses; while participants' score below the norm (80.47) indicated low social skills. Cronbach Alpha coefficient revealed a very good internal consistency of .75. Split-half reliability also revealed .73 on the first half and .51 on the second half, indicating that the instrument is reliable for this study.



**Statistics**

Regression Analysis was used for data analysis. Hypothesis one was tested with simple regression, hypothesis two was tested with multiple regression and hypothesis three was tested with Bootstrap regression.

**Results**

**Table 1: Summary of Pearson (r) correlation showing the relationship between the predictive variables and social skills of nurses**

Variables	(Gender)	(Age)	MS	YE	TH	WI	SM	SS
Gender								
Age	-.101							
Marital status (MS)	-.007							
Years of Experience (YE)	.020	.133*	.441**					
Type of hospital (TH)	-.057	.053	.121*	.129*				
Workplace Incivility (WI)	-.013	-.021	.070	.099	-.137*			
Self-Monitoring (SM)	-.012	-.008	.296**	.128*	.422*	-		
					*	.245**		
Social Skill (SS)	-.015	.031	.042	-.019	.063	-	.026	
						.293**		

**N/B:** \* correlation significant at .01 \*\* correlation significant at .05

As indicated in Table 1 above, a significant correlation between workplace incivility and social skills of nurses ( $r = -.293$ ;  $P < .05$ ) existed. However, gender was not significantly related to social skills of nurses ( $r = -.051$ ;  $P > .05$ ), age also did not correlate with social skills of nurses ( $r = .031$ ;  $P > .05$ ), marital status has no significant relationship with social skills of nurses ( $r = .042$ ;  $P > .05$ ), and years of experience was not significantly related to social skills of nurses ( $r = -.019$ ;  $P > .05$ ). Also, type of hospital (i.e whether public, private or missionary) had no significant relationship with social skills of nurses ( $r = .063$ ;  $P > .05$ ). In the same way, self-monitoring did not correlate with social skills of nurses ( $r = .026$ ;  $P > .05$ ).

**Table 2: Summary of simple regression showing the relative contribution of workplace incivility on social skills of nurses.**

	Beta $\beta$	t-value	Df	R	R <sup>2</sup>	P
Workplace incivility	-.293	-5.202	1	.293	.086	<.05

The result presented in Table 2 shows workplace incivility with a coefficient of multiple correlation (R) of .293 and multiple correlation square (R<sup>2</sup>) of .086. This shows that 8.6% of the variance in social skills of nurses is accounted for by the effect of workplace incivility. In addition, workplace incivility has a negative prediction on social skills among nurses ( $\beta = -.293$ ;  $t = -5.202$ ;  $P < .05$ ). This means that the lower workplace incivility, the higher the social skills of nurses. Therefore, the hypothesis which stated that nurses who report lower levels of incivility in the workplace will have higher social skills than nurses who report higher incivility in workplace was supported.

**Table 3: Summary of Multiple Regression showing explanatory role of Workplace Incivility and Self-Monitoring on Social Skills of nurses.**

Predictors	$\beta$	T	Sig.	R	R <sup>2</sup>	F	Df	Sig
WI	-.27	-5.25	.000	0.296	.09	13.87	2	<.05
SM	-.21	-8.4	.000					

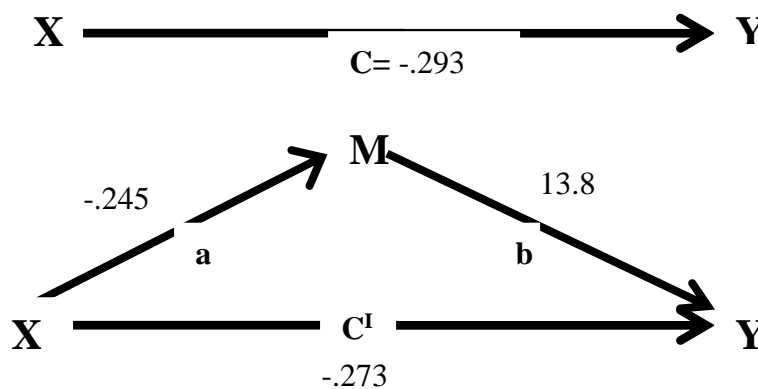
*Note: WI: Workplace Incivility; SM: Self-Monitoring.*

The table above shows that workplace incivility and high self-monitoring yielded a coefficient of multiple correlation (R) of 0.296 and multiple correlation square (R<sup>2</sup>) of 0.09. This shows that 9% of the variance in social skills of nurses was accounted for by the combined effects of workplace incivility and high self-monitoring. This result shows a significant joint prediction of workplace incivility and self-monitoring on social skills of nurses [ $F = (2, 291) 13.87$ ;  $P < .05$ ]. Therefore, the second hypothesis which stated that workplace incivility and self-monitoring will jointly predict social skills of nurses was confirmed.

**Table 4: Summary of Bootstrap regression showing self-monitoring as a mediatory factor in the relationship between workplace incivility and social skills of nurses**

	B	Bias	Std. Error	Sig. (tailed)	95% Confidence Interval	
					Lower	Upper
Incivility	-.273	.000	.044	.003	-.359	-.185
Self	-.205	.023	.202	.329	-.611	.221

Results presented in the Table 4 revealed that self-monitoring did not mediate the relationship between workplace incivility and social skills of nurses ( $\beta = -.273, <.05$ ). This suggests that changes in self-monitoring did not lead to a change in the existing relationship between workplace incivility and social skills of nurses ( $\beta = -.293; P<.05$ ). Therefore, the third hypothesis which stated that self-monitoring will mediate the relationship between workplace incivility and social skills of nurses such that nurses who report low in workplace incivility will have low social skills was rejected. This is demonstrated in the figure below:



*X=Workplace Incivility, Y=Social Skills, M= Self-Monitoring*

According to Baron and Kenny (1986), four steps are employed before mediation analysis can take place and these include:

**Step 1:** The first is that the causal variable (Workplace Incivility) should be correlated with the outcome variable (Social Skills). X is used as the predictor variable while Y is used as the criterion variable. This step establishes if there is any effect that can be mediated. Thus, *path c* in this result is  $-.293$ .

**Step 2:** This suggests the predictor variable (Workplace Incivility) is correlated with the mediator variable (Self-Monitoring). Thus *path a* in this result is  $-.245$  indicating that there is significant correlation.



**Step 3:** in this step, it is expected that the mediator variable (Self-Monitoring) should affect the outcome variable (Social Skills). In real sense, Y is used as the criterion variable while X and M are used as the predictors, thus testing *path b* is  $F=13.87$ . There is a significant relationship between X, M and Y.

**Step 4:** This should establish that M completely mediates X-Y relationship. The effect of X on Y while controlling for M should be zero (0), indicating there is complete mediation; or reduced in absolute size (but not to zero) indicating that there is partial mediation. However, path  $C'$  in this result is  $-.273$  implying that mediation did not take place at all. In this result, there was no significant difference in *path c* ( $-.293$ ) and *path c'* ( $-.273$ ).

## Discussion

The current study utilized a cross-sectional design to investigate the social skills of nurses. The results of the study showed that, hypothesis one was accepted, meaning that nurses who report low workplace incivility will express high social skills than nurses who report high workplace incivility. This finding is in line with the findings of Abdollahzadeh, Asghari, Ebrahimi, Rahmani and Vahidi (2017) who found out that a comprehensive and systematic attempt was needed to prevent incivility after they conducted a study with seven training hospitals in Tabriz. This study revealed that preventing workplace incivility from the nurses' perspective was a major task among management team. The findings of the study of Addison and Luparell (2014) which also supported the perception that disruptive behavior of nurses is linked to adverse events and has a negative impact on patient safety. This is in line with the Affective Events Theory (Weiss and Cropanzano, 1996) which posits that adverse events in the workplace precede negative affect (emotion) and this leads to negative reactions causing uncivil behaviours. Meanwhile, Nyirenda and Mukwato (2016) study revealed that job satisfaction is a good predictor of positive attitudes towards nursing care. Job satisfaction can include satisfaction with a civil and rewarding workplace. These findings all indicate that workplace incivility is a very strong predictor of low social skills of nurses.

Hypothesis two which stated that Workplace Incivility and Self-Monitoring will jointly and independently predict the social skills of nurses in the hospital was accepted. This means that nurses working in a civil hospital, self-monitoring is also a good predictor of social skills of nurses and the interaction of these two factors promotes social skills of nurses. The present findings is in line with the findings of an experimental study conducted by Anjali (2007), which revealed that self-monitoring assisted in generalization of trained social skills across settings and people. The finding also agrees with the study of Behbahani (2011) which result showed that there was a significant relationship between emotional intelligence with its components (self-awareness, self-regulation, motivation, empathy, and social skills) and the employees' capabilities.

Hypothesis three which stated that self-monitoring will mediate the relationship between Workplace Incivility and Social Skills of nurses such that nurses who reports low in Workplace Incivility will have low social skills was rejected. After hypothesis

3 was tested, the significantly inverse relationship between WI and SS was still maintained. This means that self-monitoring did not play any mediatory role in the pre-existing positive relationship between workplace incivility and social skills of nurses. Nurses still had high social skills when self-monitoring was introduced as a mediating factor. Where workplace incivility and self-monitoring are correlated together on social skills, WI plays stronger and overwhelming role on Social Skills than SM and change in SM did not change the relationship between WI and SS. This also implies that SM is not strong enough to alter the inversely significant relationship between WI and SS. The plausible explanations for these might be that the predictors in those studies were not as strong as Workplace Incivility in the present study to attitudes of nurses or that Self-Efficacy Scale (SES) is more compounding than Self-Monitoring Scale as Self-Monitoring is a component of Self-Efficacy. This could lead to Self-Efficacy having greater mediating influence than Self-Monitoring on attitude/performance of nurses.

### **Implications of the Findings**

The present study investigated workplace incivility and self-monitoring as predictors of social skills among nurses, with Self-Monitoring as a mediatory variable. The study of these external and internal factors balances the study not paying too much attention on the workplace environment to the detriment of some differences in personality traits that may account for a change on the criterion variable (social skills of nurses).

Our findings from the first result suggest that workplace incivility has a very strong influence on social skills of nurses. This implies that the lower the workplace incivility, the higher the social skills of nurses. Past studies on this topic have yielded this same result meaning that there is consistency in this result which might imply that workplace incivility is pervasive and has eaten deep into every organization including health organizations replacing work etiquette and respectful nature of every environment. This implies that every hospital experience some forms of incivility but to different degrees. Whatever degree it is, incivility must be rejected totally in all hospitals, because the spiral theory of incivility posits that primary spiral can lead to secondary spiral implying that low-intensity incivility can result in hospital wide incivility. Every hospital strives to make patients feel better than they came, but when they work under tension/pressure due to some forms of incivility, they tend to lose their social skills, thus jeopardizing patient's safety and satisfaction. Incivility in the workplace creates an environment that not only affects the nurse's wellbeing but also can lead to a patient's safety issue. Issues related to collaboration and communications are affected by incivility. Health care organizations need to recognize and respond to the problem of incivility not only to promote a healthy workplace for their employees, but to also understand the effects incivility can have on patient care

The second finding revealed that self-monitoring is also a strong predictor of social skills of nurses. Being a personality variable like extraversion, introversion and conscientiousness, self-monitoring is also an important personality trait that needs to be studied. Social skills are mostly learnt, if not acquired before. Like every learnt

material would need attention, retention and rehearsal, so also should learnt skills be reassessed and monitored regularly to stay in line. In a professional system like nursing, Self-Monitoring will help nurses to regularly monitor and evaluate their skills based on the set standards of their profession.

Existing experimental and survey studies reveal a consistent result of positive correlation between SM and SS, meaning that low SM leads to low SS. This implies that developing this behaviour is essential and crucial. Everyone self-monitors unconsciously, but conscious and rational self-monitoring is the key in maintaining professional skill and competence.

The third finding revealed that SM did not play any mediatory role on the relationship between WI and SS of nurses. This still points to the fact that WI is a stronger predictor of SS than SM, and no amount of variance in self-monitoring was able to change the relationship. This suggests that where nurses are high self-monitors, they can still score low on social skills if their workplace is uncivil. In another way, this finding explains that showing high self-monitoring is just an added advantage to maintaining high social skills where the nurses are working in a civil hospital. But, where these two variables are placed side-by-side, more attention should be placed on WI than on SM. Eradicating WI completely from the hospital means identifying the many possible underlying factors that can lead to it.

Some of the factors identified in this study include: depression and stress level, job factors, physical factors that affect performance, work environments such that tension exists between co-workers and/or coworkers and management, over-ruling supervisors, work atmosphere, and fear (Timmins & McCabe, 2005); lack of assertiveness training and bad organizational culture (Poroch, 2005).

Employee absenteeism, lateness to work, contact with death, patients and their families, uncertainty about therapeutic effects, job dissatisfaction intensifying emotional exhaustion leading to frustration, discouragement, aggression, negative events and affects are also factors. Addressing all these broad but basic factors by management and Human Resource Personnel would help in defining ways to eradicate workplace incivility in the hospital.

### **Limitations of the Study**

All the items in the NIS were negatively worded producing a response code that can lead to allowing some respondents to see a pattern and not answering as thoughtfully as one might with a mixture of positively and negatively worded statements of agreement. Also, the Revised Self-monitoring scale had the response pattern of true/false which does not give room for free response and can lead to skewed or biased response in the result. The population of interest was nurses in Uyo Metropolis, Akwa Ibom State. Thus, to some extents, the result of the study needs caution in generalizing it to the population. Apart from this, not paying attention to the demographic information of participants concealed some salient information.

**Suggestions for Further Research**

A more in-depth look at the demographics of the sample could be useful. For example, having the respondent answer which department/unit he/she works in could be helpful in identifying which areas tend to have issues with high incivility and targeting interventions to strengthen civility in that area. Also, type of hospital, marital status, age, gender, and years of experience of nurses can be statistically analyzed to have more elaborated causative factors to low/high social skills among nurses in the hospital setting. In the future, a more in-depth look at the subscales of each instrument is recommended to provide more specific intervention. For example, informative communication, empathy, respect, social skill sub-scales of the HP-CSS can be analyzed specifically for direct and specific results.

In future, a larger sample size should be used where the researcher can survey as many states as possible in Nigeria so that the results of the study can have valid external generalization for nurses.

**Recommendations**

Workload should be decreased for nurses. This is because unfamiliar behaviours at works are as a result of stress and excess load. Nurses under frustration may displace aggression while nurses under stress may experience weakened ability to judge other's behaviours accurately in the hospital.

Curriculum planners, Human Resource Developers, government, health management board and personnel/industrial psychologists should help hospitals and other health institutions to replace traditional methods with proactive, preventive, and educational approaches to prevent uncivil acts at work. Also, they should help organizational leaders establish an effective control mechanism to prevent, address, and punish uncivil acts in the hospital. Some incivilities are rooted in mismanagement and disorganization of hospitals, hence, hospital administrators should play important role to prevent WI.

Workshops on effective communication and collaboration techniques can be offered to all nurses as part of their yearly competency to keep nurses evolving into better communicators. Also, teaching communication skills in in-service training courses, improving quality of nursing education and introducing new methods of caring seems useful in this case.

Nurses should be encouraged to improve their social skill through routine prize-giving. They should maintain workplace standards and be more professional. They should remain focused even in the face of provocation and should still maintain respectful nature and treat others the way they want to be treated.

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## THE USE OF RELIGIOUS LANGUAGE IN POLITICS: IMPEDIMENT TO NATIONAL UNITY, PEACE AND DEVELOPMENT

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### Abstract

**A**frican Traditional Religion, Islam and Christianity dominate Nigerian political landscape. But it is the practice of Christianity and Islam that has brought Nigeria into active religious partisanships and adverse impacts on national peace and unity. Efforts to separate religion from politics have not been successful. Religious language has been at the forefront of all these, and had dictated political action taken by the politician right from time of independence till date. All these mingling of religious language with politics have culminated in political and ethno-religious intolerance and crises in the country, threatening Nigeria's fragile democracy. In this vein, the paper focuses on religious influence on Nigerians politics, religion and the constitution, political parties' policy formulation and implementation, religious crisis and security in Nigeria and the effect of the use of religious language in politics in Nigeria. For Nigeria and indeed Africa to make progress in her efforts to catch up with the rest of the world, the paper recommends that religious language be separated from politics. The paper therefore adopted socio-historical approaches to achieve its objectives and its success.

**Key words:** *Religious, Language, Politics, Unity, Peace and National development.*



## Introduction

Religion and politics, though conventional, are two fundamental and social phenomena so endemic in human affairs that can be said to be natural to man. Aristotle described man as *Homo politicos* hence the two, *homo-religious* and *homo politicos* are so present and man is at the centre of the phenomena. Thus, they appear natural because they stem from man's instinct for self-preservation. Religion is the response of man's awareness of the existence of a *Supreme Being*. Religion is associated as figment of human imagination as such it is an important social phenomenon that serves a vital function in the human society (Tilich: 4; Bellah:215).

Politics is an art of acquiring power of sharing resources. It is the process by which public officials are selected either by election or appointment to promote political policies. Politics, viewing from practical aspect, it involves an intimacy of control over the allocation of important tangible and intangible human values (Udoidem: 153).

Language is the system of communication in speech and writing used by a particular country or ethnic group with one dialect. It could mean the way of expression of ideas and feelings, movement, symbols and sound. The emerging consideration of these two social phenomena, stems from the fact that religion and politics, have heuristic values as organizing principles in the human society.

They control human behavior based on dialogical relationship. Man stands between these two major influences described as politicization of religion and religionization of politics, therefore, man either practice religion for the sake of politics or practicing politics for the sake of religion.

Most importantly to consider, is the interpretation of the right relationship between religion and politics by major actors in Nigerian religions and politics. Moslems believe in the only one God, Allah, and Mohammed as the only prophet. It is this belief that leads the Moslems consider Christians as infidels, hence Christians proclaim Jesus as Son of God. Christians believe there is only one God who is the creator of the universe and all things therein and that God is merciful and forgiving through His son, Jesus Christ to redeem man-kind from sin. Islam believes their religion is the final revelation contained in the Koran. Thus Moslems are called to be enforcers of the divine will with the mission to convert and conquer all non-believers to Islam (Ibrahim: 162). Christians also believe Christ as the last revelation, the Savior of the world and His followers have the mission to preach Christ as the only way to salvation from condemnation of sin. The Moslems does not hold to the separation of powers hence Allah's will is to bring all mankind under Islam flag, law and religion, the only way to please Allah (Ibrahim:163). Christians believe on the separation of powers or separation of religion from politics and Church from the State.

The Moslems do not hold to the separation of powers hence Allah's will is to bring all mankind under Islam flag, law and religion the only way to please Allah (Ibrahim:163). Christians believe on the separation of powers or separation of religion from politics and church from the state (Udoidem: 134). The Islam holds to the inseparability of religion and politics in the conduct of human affairs thus the administration of justice must be based in the Sharia law to rule mankind (Shorter

Encyclopedia of Islam:525). This points to contentions of insecurity in Nigerian state and politics despite the secularized constitution of the Federal Republic of Nigeria. Thus the practice of Islam and Christianity in Nigeria has brought these two religions into active partisan politics.

### **Religious Influence on Nigeria's Political Life**

The background of the African Traditional Religion in the administration of their various societies can be considered as inextricable mixed with religion and government. The Oba's of Yoruba and Benin, the Sarakuna of the Hausa land, the Eze, Obi or Okpara in Igbo land, Amalo Snowei of Ijaws, Obong or Etebong of Ibibio and the Efiks, *Ochui* of Bukpe, *Utsu* of Bette, *Uti* of Utugwang and *Otu* of Boki respectively do not separate religion from politics and government in the traditional set-up. But this system does not hold strong as the two Christianity and Islam. This system paved as essential ingredients in the maintenance of political order, stability and promotion of the peoples' moral code (Ikem:6).

This type of theocratic society provides the fertile ground for the Christians and Moslems carriers, who back at home, had perfected the art of manipulation of religion for political advantage and for the formation of Nigerian state (Williams: 189).

Lord Lugard adopted this system and called it indirect rule used in the northern part of Nigeria. With the arrival of Christianity in 1842 by the church missionary society (CSM) in Badagry, sooner and within a short time the southern part of Nigeria was a beehive of missionary activities. Christianity advanced northward with little success because of the colonial administration which protected Islam (Williams: 189). Assessing the religious spread in the country as Agi X-rayed, Christianity dominates the east, Islam in the North and African traditional religion took a strong hold of the west and Midwest (Agi: 17).

The historical reflection above shows that the welfare facility which was primarily the function of the colonial government was handled by the Christian mission and the cooperation of the Moslem ruling system into the colonial government. Therefore, the routes by which religion entrenched itself a powerful tool and its influence on Nigerians political history and affairs can be traced.

### **Religion and the Constitution, Political Parties Policy Formulation and Implementations**

The Constitution of the Federal Republic of Nigeria is a guide and a political tool for smooth governance. Yet, history has shown that religion had borne great influence all through in the development of the Nigerian constitution. Religion has affected the development of the Nigerian constitution in the reverse and direct influence. In the reverse, we mean the attempt to keep religion out of political affairs while direct influence is when religion is adopted as a tool for formulating government decision and in the framing from constitution of a secular state. Thus the 1960, 1963, and 1979 constitutions upheld that:

Every person shall be entitled to freedom of thought, conscience and religion including freedom to change his religion or belief and freedom

either alone or in community with others and in public or in private to manifest and propagate his religion or belief in worship, teaching, practice and observation (section 35(2)). The same constitution further distant religion from politics and stressed that: No association by whatever name called shall function as a political party unless the membership of his association is open to every citizen of Nigeria irrespective of his place or origin, sex, religion or ethnic group.

These above provisions were appropriated by the 1999 constitution in an attempt to keep religion from politics and the affairs of the state. That is to ensure that no one religion dominates or is preferred by the state. But during Muhammed/Obasanjo administration, sharia law was in the 1979 included in the constitution showing the extent with which religion was directly instrumental to the development of the constitution of Nigeria.

In the influence of religion of government policy formation, in 1958, Nigeria Pilgrims Licensing Board was established by Ahmadu Bello, the then leader of the Northern Regional Government. This was an attempt to win the support and confidence of the Moslems. Obafemi Awolowo one month later also established Western Religions Pilgrims Board wooing the Moslems in the western region. Gen. Gowon in 1967 created 12 states and appointed Pilgrims Board in each state of federation. The Christians realizing the Moslems were enjoying priority attention by the federal government demanded for their own pilgrims Board. This resulted in establishing a section of the federal ministry of external affairs known as Nigerian Pilgrims Board Commission. Finally, in 1995 a decree was enacted and Nigeria Pilgrims Board was established to arrange transport and fix travelling costs etc. on the pilgrims in Nigeria (Williams: 194). The federal government has for sometimes now subsidized transport and providing logistic support for Nigerian pilgrims. Today every state in the country has two Pilgrims Boards, one for the Moslems and the other for the Christians.

In 1966 during the Nigerian and Biafran civil war, the Biafrans carried out propaganda that the war was an attempt by the Northern Moslems to achieve Usman Dan Fodio's long cherished dream of "dipping the Koran in the Atlantic Ocean to indicate the Islamization of the country" (Adigwe:11). Religion became a potent and veritable tool for diplomatic maneuver for political gains. Even while the war was on. Sultan of Sokoto, Sir Alhaji Abubakar III sent a Nigerian Moslems delegation to Morocco to attend to 1968 Organization of Islam Nations Conference (OIC). If this action went unchallenged, then it would have confirmed the Biafran claim of deliberate attempt to Islamize Nigeria. General Gowon quickly noticed the impending danger, wrote an official letter to the king of Morocco explaining that the delegation led by Alhaji A.M. Gumi was on a private mission and should be accorded as observers (Adigwe:3). Nigeria has since been a member of the Organization of Islamic Conference, OIC (Olajide: 14-15).

Shehu Shagari donated ten million naira and a piece of land to build a central Mosque in Abuja in 1982 putting away all official procedures (Kukah: 162). The

Christians Association of Nigeria (CAN) on seeing this action decried and criticized the attitude of the government. It was then that the government donated ten million naira and land (Onyejikwe and Dema: 21) which CAN decided to use to build Ecumenical Centre instead of National Cathedral as proposed by the government. In 1987, trying to respond to the problems of religious riots in the country, General Babangida established a National Advisory Committee on Religious Affairs (NACRA) charged them with the responsibility of seeking and recommending ways of harmonizing the religious and cultural interest and values with aims of ending religious conflicts and ensuring peaceful coexistence in the country (Uoiem:52).

In the Shehu Shagari and Babangida administrations, the issue of religious balancing in the appointment of political leaders reached its highest peak. For instance, immediately Shagari assumed office, he appointed Chief Michael Prest, head of the domestic staff converted to Islam, changed his name to Mikhail, Mr. Charles Igoh, press secretary who refused to convert to Islam, lost his job, Babangida in his cabinet reshuffle in 1989, army chief of staff was a Moslem, chief of Air staff a Moslem, the three arms of security i.e. State security Services (SSS), National Intelligent Agency (AIAS) and Military Intelligence were all Moslems. Furthermore, Ministers of Education, Petroleum Resources, Inspector General of Police and Attorney General of the Federation, National University Commission (NUC), Joint Admission and Matriculation Board (JAMB) were all Moslems (Usman:2). This CAN reacted, here religion was considered as a major factor in any policy formulation and implementation. This same practice of Moslems dominating key sensitive positions in federal ministries has even shown deeper implementation in Buhari's administration since his assumption as the President of the Federal Republic of Nigeria where only Muslims are service chiefs including education, petroleum, etc.

### **Religion and Political Formation in Nigeria**

Religion and political party formation is glaring in Nigeria. Ethnic groupings have always been the moving force in political affiliations in the North based on religion. For instance, Nigerian People Congress (NPC) was led by the ruling Emirate, had Islam as its rolling point. Northern elements Progressive Union NEPU) with most radical prided themselves as standard bearers of Islam/ the 2007 election was another recent picture of religion and party affiliation when General Muhammed Buhari as a presidential candidate for ANPP re-involved the religious clarion by calling on Moslems to vote only for their fellow Moslem at the election (Eso:4). Kukah noted that when the Hausa/Fulani ruling class engage in political activities, they do so within the units of the concept guided by the hierarchal stratified society with the Emir at the top (kukah:3). It was, therefore, not a surprise that in 1951, Saduana of Sokoto, Alhaji Ahmadu Bello, became the Premier of the Northern Region.

### **Religious Crisis and Security in Nigeria**

Religious crisis had for some time now disrupted and crippled activities in different sectors and parts of the country. Many of these crises have religious

undertone. The entire crisis and the counter coups and all the events that led to the civil war were religiously masterminded. Most scholars believe, the sharia debate at the 1977/1978 constituent Assembly may be seen as the beginning of the introduction of religion in the politics in Nigeria (Usman:15). This may be misleading as the aforementioned religious/political issues happened before the sharia debate. Alhaji Balarebe used Sharia to gain political advantage during the second Republic. This was also true when “certain groups with political ambitions from the north and south decided to use the sharia debate as a means of mobilizing support presenting themselves as defenders of their people” (Kukah:121). The implementation of the sharia has eroded the fundamental human right of non-Moslems and Christians who are domicile in sharia imposed state (Mahmud:9-23).

The emergence of sharia in the northern states was never as accident. It should rather be seen as a subtext to Obasanjo wrestling with the military political power of the predominant northern Hausa/Fulani Moslem officers shifting the balance to predominant Christian middle -belt military service and command appointments. And if Hausa/Fulani had cried of marginalization, them in effect they would be interpreted as saying that the middle-belt was not part of the core-north. The Zangon-Kataf crisis in Kaduna State in 1992 had condemned Zemani Lekwat and five others to death. The cry of CAN chairman, Jonathan Wanda, and other Christians saved these condemned by justice Benedict Okadigbo tribunal. This was a religious crisis between the Moslems and the Christians which has taken over five hundred lives in the last attack in February 2010. Other previous religious crisis in the country are too numerous for this limited pages paper can take or cover.

The Companies and Allied Matters Act 2020 (CAMA) Bill recently passed and signed into law by the National Assembly and President Muhammadu Buhari is viewed by the Christian Association of Nigeria National President as “ungodly” and rejects the law in its entirety. Rev. Samson Ayokunle, “the Christian Association of Nigeria President said that the Nigerian government had declared war on the Church by trying to implement the new law” Such law is aimed at dictating and controlling the affairs in the religious set-up which is supposed to be separated from the government institutions. This is detrimental to the Church and against the freedom of worship as entrenched in the Constitution of the Federal Republic of Nigeria. Thus, becoming dictatorial in the affairs in the matters that are purely religious (*Oprera News*, 20 August, 2020).

### **The Effect of Religious Languages as a Political Tool in Nigeria Politics**

Nigeria is a heterogeneous state or society with predominant Northern Moslems and predominant Christians in the south and part of the north. In Nigeria, conflicts occur between groups who are battling in a win or lose contest. Therefore, damage and harm done by religious conflicts in the social-political landscape of Nigeria cannot be over emphasized. Religious language resulting in numerous political crises in Nigeria have brutally murdered hundreds of thousands of Nigerians, properties worth millions of naira destroyed, social relationship between Moslems and Christians impaired-psychological and psychical dispositions dramatized, political and



economic development truncated, foreign investors seared off our shores and worst of all our image in the international community smeared. Especially the recent Umaru Farouk Abdulmutallab's case which listed Nigeria among the terrorist countries in the world has put travelling abroad in an embarrassing situation.

The implementation of sharia has eroded the fundamental human right of non-Moslems and Christians who are domicile in sharia imposed states. The effect of religious languages in politics has heightened the ethnic tension in Nigeria. The animosity between Hausa Fulani Northerners and the Igbo-Yoruba southerners is alarming. The citing of Mosque and chapel at the Aso Rock Villa is deliberate attempt to de-secularize the secular state of the country. And this is adversely affecting federal appointments, development, unity and tranquility in the country.

### **Suggestions and Conclusion**

The pride of African continent would have been that Nigeria, the largest emerging democracy in Africa, has achieved much to be emulated since her over 60 years of independence. In view of the effect of religious language as a political tool in Nigerian politics and viewing the effect or impediment for national unity, peace and development. This paper suggests areas for solutions as revealed here as follows;

1. The Nigerian constitution by God's wisdom through the authors separated religion from politics guaranteeing freedom of worship and religion affiliation. We agree religion is a fundamental social phenomenon which cannot be ignored in human affairs. This paper strongly suggests that the ongoing constitutional review by the national Houses of Assembly expunge all provisions that were influenced by the military which allowed religion at par with politics in the 1999 constitution. Religion should be a matter of individual choice and faith. Therefore, no state house of assembly shall wail any right to entrench, make any law and implement such law(s) order than the conveyed in such section(s) in the constitution of the federal republic of Nigeria. Furthermore, no one religion should be deemed superior to the other in a secular state as ours.
2. If the vision 20-20 agenda and the transformation agenda of the federal government must have any meaningful, issue of religious crisis in Nigeria must be adequately addressed. That is, any crisis in any part of the country that has religious undertone must be properly investigated and the culprits brought to book and sentenced to death or life imprisonment. This is because every religious crisis claims life and the instigator(s) get the same punishment hence death is the result of every crisis.
3. The security networks at Nigerian borders should be given serious attention to avoid illegal immigrant into the country. Many crises in Nigeria are fueled by hired immigrants from neighboring countries. Even the legal immigrants should be screen and bad ones deported to their countries of origin.
4. Any security boss in charge of security outfit, governor or traditional ruler whose territory erupt such religious crisis should be removed from office to serve as a deterrent to others.

5. Any political party with element of religious affiliation and or outlook should be and their leaders removed and disallowed from practicing politics in any political Platform.

These will guide against the unnecessary crisis and the use of religious languages as a tool in Nigeria politics where unity peace and respect for rule of law command. This allows trust for foreign investments, tolerance, peace and rapid national development.

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## **STUDENTS' ATTITUDE TO LECTURERS AND STUDY HABITS IN THEIR ACADEMIC PERFORMANCE IN TERTIARY INSTITUTIONS IN NIGERIA**

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### **Abstract**

**F**or good academic success, good study habits and attitudes are important. Therefore, this paper focuses on Students attitude to lectures and study habits in their academic performance in tertiary institutions in Nigeria. The paper x-rayed the following areas such as: Students' attitude and study habits in Nigerian schools; its relationship to students' academic performance; students and their learning environment; problems affecting students study habits in Nigerian schools. Hence, it is recommended that orientation courses, conferences, seminars and workshops should be organized for the students in order to create a much-needed awareness on the importance of good reading habit.

**Key word: Students, Attitude, Study, Habit, Academic, Performance.**

## **Introduction**

Students' academic performance occupies a very important place in education as well as in the learning process. It is considered as a key criterion to judge one's total potentialities and capacities, which are frequently measured by the examination results (Nuthana and Yenagi, 2009). It is used to pass judgment on the quality of education offered by academic institutions. In fact, it is still the most topical debate in higher learning institutions that caused great concern to educators and researchers due to the alarming examination performance of students.

In the report of the Professional Regulation Commission (PRC) on performance of graduates in the different licensure and board examinations, data show that performance of graduates has been declining in the last ten years. The overall passing rates are quite low (around 36% on the average). In the 2010 professional licensure examinations given by the PRC, almost 70 percent of college graduates in the country failed and, last year, only 125,419 of the 345,182 or 36.3 percent college and technical school graduates passed their respective professional eligibility examinations as per PRC records. These statistics were based on the results of licensure examinations for 45 groups of professionals. Among the lowest number of passing rates were posted by: elementary teachers (15.4 percent); secondary teachers (23.3 percent); electronics engineers (23.5 percent); and registered electrical engineers (31.9 percent) (Philippine Education Sector Assessment Project, 2011). Multiple reports indicate that academic success cannot be predicted by a single variable. It is dependent upon many factors; both cognitive and non-cognitive.

Numerous studies have been carried out which focused on cognitive factors as predictors of academic success. Recently, there has been a growing interest on the non-cognitive factors. A number of researchers have examined the role of non-cognitive variables such as study skills (Fazal, Hussein, Majoka, 2012; Awang, and Sinnadurai, 2011; Demir, Kilinic, and Dogan, 2012; and Hassanbeigi, 2011), study motivation (Telia, 2007; Nonis and Hudson, 2008), study behavior (Yang, 2011; Otto, 1978), study habits (Crede and Kuncel, 2008; Nuthana & Yenagi, 2009; Nouhi, Shakoon, and Nakhei, 2008; Bashir, and Mattoo, 2012; Boehler, 2001; Kurshid, Tanveer, and Naz Qasmi 2012; and Mutsotso, 2010), and attitudes (Sarwar, 2010 and Yu, 2011) on academic achievement. Some argued that these factors have strong relationship with academic performance of students while others concluded that it was the combination of the different factors that could explain students' academic performance.

In a more recent meta-analysis, Crede and Kuncel (2008) found that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades. Moreover, a literature review by Nagaraju (2004) pointed out that, for good academic success, good study habits and attitudes are important. Hence, it is imperative and desirable that a probe into the pattern of study habits and attitudes of students be made.

### **Students' Attitude and Study Habits in Nigerian Schools**

The University is a citadel for learning, a place for the acquisition of knowledge and the translation of such knowledge to reality after graduation in the macro milieu. The possession of such knowledge comes with assiduousness in learning and studying in school. Study habit is the pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in regular acts of studying that are characterized by appropriate studying routines (e.g. reviews of material, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying. Study attitudes; on the other hand, refers to a student's positive attitude toward the specific act of studying and the student's acceptance and approval of the broader goals of college education (Crede and Kuncel, 2008). In short, study habits and attitudes of students are determined through their time management ability, work methods, attitudes toward teachers and acceptance of education.

A review of literature highlighted the importance of students' study habits and attitudes in their academic performance. According to Menzel, cited by Rana and Kausar (2011), many students fail, not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying (Mutsotso and Abenga, 2010). Moreover, a study by Nagaraju (2004) found that students usually do not devote sufficient time to their studies and seldom have proper study habits.

Efficient study habits are associated with a favorable attitude toward learning in general. As Otto (1978), believes in the value of intellectual pursuits and in the importance of education are positively related to academic performance. An important aspect of a student's attitude toward education is the value he sees in what he has to learn. In the study of Sarwar *et al.* (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. Another research found discrepancy between the study attitudes of high and low-achieving students. High-achieving students had a more positive attitude toward study in that they detected and reacted positively to the favorable aspects of the situation they found themselves in, while the low-achieving students tended to be fault-finders, reacting to the negative aspects of study such as distractions and minor annoyances.

The high-achieving students found tertiary work an interesting challenge, accepted the restrictions and conformed to the demands made upon them more readily, while the low achievers appeared to lack high-level motivation. The more successful group was also found to be more realistic and discriminating in their assessment of those situations which were highly relevant to scholastic achievement, such as discipline and work priorities, and they were better organized in both their work and leisure activities. In terms of attitude towards teachers, the high achievers generally have a positive attitude towards teachers. For instance, as compared to low achievers, the high achievers more often say that their teachers are competent,

impartial, and interested in their duties (Sarwar, Bashir, Khan, and Khan, 2009). Yu (2011) in his study revealed that among the SHSA factors examined, student perception of teacher effectiveness influence accounting performance.

### **Study Habits and Attitudes in Relation to Students' Academic Performance**

A substantial amount of research has examined the role of students' study habits and their attitudes to study on academic performance. The study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the students' study habit, as a means of enhancing their academic performance, revealed a high correlation between study habits and students' academic performance. This suggests that it is only when students imbibe or cultivate proper study habits that their academic performance can be improved upon.

Similarly, Nuthana and Yenagi (2009) found significant correlation between study habits and academic achievement. It further revealed that reading and note-taking habits, habits of concentration, and preparation for examination had significant correlation with academic achievement. The authors pointed out that students who are better in reading and note-taking, well prepared for the board examination and have concentration may have better academic achievement. An association between study skills and academic performance also has been found to prevail among undergraduate students. The study of Fazal (2012) identified various study skills used by *learners* and ascertain which study skills is more related to academic achievement. Results of the study indicate significant relationship of time-management skills, reading and note-taking skills with academic achievement. Students with higher academic achievement used a wide range of study skills compared to students with lower academic achievement.

Another study was conducted using a Q factor analysis to understand study behavior and habits of undergraduate students. The Q factor analysis was used to classify students as either proactive learners with well-organized study behavior or disorganized procrastinators based on their self-reported study behavior. Findings of the study showed a significant difference: academic performance of the two groups of students. Student type was found to be a significant predictor of academic achievement beyond and above students' attribute variables (Yang, 2011). Nonis and Hudson (2010) also conducted a study on performance of the students-impact of study time and study habits in which they found some study habits had a positive direct relationship on student performance but others had a negative direct relationship. Hassanbeigi (2011), in a study of the relationship between various study skills and academic performance of university students, noted that the study skills scores of students with GPA of 15 and above (out of 20) were statistically higher than those of students with GPA of less than 15 in all of the seven skills (time management and procrastination, concentration and memory, study aids and note-taking, test strategies and test anxiety, organizing and processing information, motivation and attitude, and reading and selecting the main idea).

Because of the importance of study habits and attitudes on academic performance, some researchers have proposed strategies that will help students

develop effective study habits and attitudes. For example, the study of Demir (2012), which examined the effect of development of efficient studying skills curriculum on academic achievements and studying skills of learners, found that students can acquire efficient studying skills by means of curriculum for developing efficient studying skills. The students were able to organize the study environment and use specific methods effectively, such as efficient reading, listening lectures, note-taking, efficient writing and doing homework.

It further revealed that those students where the curriculum was implemented have increased academic achievement as compared to the group of students on which the curriculum was not implemented. Mutsotso and Abenga (2010) also propose a paradigm shift in study methods and suggest strategies for both lecturers and the students in universities towards improved learning and performance. It is based on the "distributed learning approach" that adequately cater for individual differences that exist among the students.

### **Students and their Learning Environment**

Study habits may be taken for granted, particularly in developing country like Nigeria. In Africa, there is widespread reading in all scholarly fields, but less is been achieved in writing and publication. Efficient study habits can strengthen writing. Professors in the developing countries, such as those in Nigerian universities, should attempt to equip graduates with the high level of analytical skills, capacity for critical reasoning, self-reflection and conceptual grasp and ability to learn autonomously and exercise flexibility of mind (Simmons, 2003).

Study habits are actually improving because of the advent and wide use of the internet, hypertext, and multimedia resources (Liu, 2005). Karim and Hassan (2006) also note the exponential growth of digital information, which changes the way students perceive study, reading and how printed materials are used to facilitate study. Liu (2005) and Ramirez (2003) reported that students print materials from the internet in order to study and read later on. Igun (2005) also found that Nigerians study from materials downloaded from the internet.

Simmons (2003) notes that good writing spawns from a close understanding of text and great writing result from an interactive analysis and fluency with our reading. He adds that inadequate writing is a direct result of inadequate reading and studying. Students are scholars in training and have the responsibility of becoming prolific and critical writers in their disciplines and careers. The spirit of responsibility and integrity are vital to their study habits. Adapting study habits to Information and Communication Technology is very important for students. The internet has channels of communication that can improve study habits. It can:

1. Facilitate information access;
2. Enhance study and reading habits;
3. Accelerate academic success by making information easily available; and
4. Improve managerial and professional skill.

### **Problems affecting Students Study Habits in Nigerian Schools**

Study is a systematic research, examination, identification, and understanding of the aspects or facts associated with an activity, event, phenomenon, situation, etc. When these processes are constantly repeated it becomes a habit. Habits are routine behaviours done on a regular basis. They are recurrent and often unconscious patterns of behaviour and are acquired through frequent repetition. It can also be thought of as a link between a stimulus and a response. Also, it serves as a mental connection between a trigger thought or event (stimulus) and our reaction to that trigger (response). Many of these are unconscious as we don't even realize we are doing them. Studying or reading is a habit which is an attempt to absorb the thought of the author and know what the author is conveying (Leedy, 1956). Studying is the interpretation of reading materials.

Reading is an attempt to absorb the thought of the author and know what the author is conveying (Leedy 1956). Studying is the interpretation of reading materials. Study habits and skills are particularly important for students, whose needs include time management, note taking, Internet skill, the elimination of distractions, and assigning a high priority to study. Fielden (2004) states that good study habits help the students in critical reflection in skills outcomes such as selecting, analyzing, critiquing, and synthesizing. Nneji (2002) states that study habits are learning tendencies that enable students work privately. Azikiwe (1998) describes study habits as the way and manner a student plans his or her private reading outside lecture hours in order to master a particular subject or topic. Study habits help students master their areas of specialization.

The general feeling that poor reading habit among Nigerian students is getting out of control is very terrifying and infuriating. The high failure rate in examinations, the increase in students' dropout rate, the production of half- baked graduates, etc, are all affecting the country socially, economically and politically. The Government effort in fighting illiteracy is being thwarted by the students who do not read neither their prescribed textbooks nor for pleasure. The much needed manpower which the tertiary institutions are supposed to produce fall beyond required standard because of the students' nonchalant attitude towards their studies with regard to reading. Many students, who would have contributed immensely if properly trained, drop out because of poor performance due to inadequate preparation for their examinations. This according to Azikiwe (1998) can be attributed to:

1. **Funding:** Dwindling funding affects the development of schools in Nigeria. External overseas assistance and scholarships are hard to acquire.
2. **Academic Staff:** The lack of funding has created a problem with retaining instructors, who find better positions elsewhere.

**Frequent strike actions and closure of schools,** this delays schools programmes. Even serious students are delayed from graduating ontime as a result of this problem.

3. **Technological Infrastructure:** Many schools in Nigeria still lack proper computers and internet connectivity that would facilitate study and better reading habits in the students.



4. **Other Infrastructure:** Laboratory and chemicals, library resources and equipment, and buildings, lecture halls, and electricity needs to be improved.

### **Conclusion**

It could be seen that reading habit of the students has really fallen but there is hope to rescue it. Although it is below average, the state of decay can still be revived. An average female student spent more time on leisure reading than an average male student. The leisure reading was mainly daily newspaper and not novels. The average male student however spent more time on textbook reading than an average female student. Even the time spent on the readings was inconsequential, too little to really make a meaning out of it. This is a challenge to educational administrators and planners. There is no way a student can do well if he cannot put himself in the habit of constant reading. Students are scholars in training and have the responsibility of becoming prolific and critical writers in their disciplines and careers. Therefore, the spirit of responsibility and integrity are vital to the study habits of students.

### **Recommendations**

Based on the findings above, the following recommendations are made to improve on the reading culture of students in the tertiary institutions:

1. There is need to include in curriculum a reading course for all students in the tertiary institution irrespective of the major areas of studies.
2. Lecturers should endeavour to give reading assignments. This should be evaluated by asking questions randomly to students in the class to know whether they have done their assignment or not.
3. Government should take more interest in education by providing necessary books at subsidized rate.
4. The University Presidents or Vice Chancellors should source fund from nongovernmental agencies, private sectors and philanthropists to provide more accommodation for students.
5. The indigent students should be given work study opportunity to enable them meet their psychological needs for better performance.
6. There should be provision of generators which should be in good conditions to take over when power fails.
7. Functioning computers should be provided so that students can get access to other libraries and publishers' databases.
8. Orientation courses, conferences, seminars and workshops should be organized for the students in order to create a much-needed awareness on the importance of good reading habit.
9. The mass media should create a wider awareness of good reading habit, which a child is expected to imbibe starting from home.



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## EDUCATION FOR PEACE: THE ANTIDOTE FOR NATIONAL UNITY CUM DEVELOPMENT IN NIGERIA

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### Abstract

*Education For Peace (EFP) is an innovative whole school program that creates violence-free and peaceful school environments conducive to meeting the emotional, social, and intellectual needs of diverse school populations through creating a peaceful school environment characterized by unity in diversity to meet the manifold needs of the increasingly diverse populations in different cultural settings. The emphasis on peace is based on the fact that peace and education are inseparable aspects of civilization. No civilization is truly progressive without education and no education system is truly civilizing unless it is based on the universal principles of peace. Therefore, this paper focuses on education for peace: the antidote for national unity cum development in Nigeria: it covers Concept of Education for Peace, Education for Global Citizenship, Activities of Education International towards Education for Peace, Worldview Transformation on Education for Peace. Hence, it is recommended that Education for Peace should be enshrined into the school curriculum and be made compulsory for all levels of education in the country.*

**Key words:** *Education, Peace, Antidote, Unity, Development.*

**Introduction**

The world is experiencing great technological breakthroughs that ushered in the 21<sup>st</sup> century but these advancements are coupled with rising incidences of physical, economic, political, psychological and ecological violence at personal and interpersonal levels as well as communal, national and international levels. To tame this tide of violence, different countries are resorting to peace education as instrument for institutionalizing the adoption of peace and non-violence to conflict resolutions. The two arms of peace education being implemented in most societies are education about peace which implies peace as a subject of study in schools and education for peace which is concerned with the in and out of school process of inculcating in learners the knowledge, skills, attitudes and values to live in harmony with oneself and others by adopting peaceful resolutions to intrapersonal and interpersonal conflicts (Swee-Hin, 1997).

In fact, education for peace presents peace as one of the aims of education (Kevin, 2008). It is in this regard that the United Nations (UN) has been piloting a global movement for the establishment of a culture of peace through education by promoting initiatives to help people recognize the role of education in establishing a culture of peace. This is a culture in which people act with the mindset of peace consciousness and peace becomes a way of life and of doing things. Achieving this global objective of establishing peace in the society through education requires the inculcation of peace dimensions in different aspects of curriculum development, from instructional goals to content, methodology and evaluation.

In Nigerian curriculum development process, peace education is not offered as a separate subject but salient topics from this area of study have been added to the social studies curriculum which is offered to learners in the Universal Basic Education Programme. However, adequate curriculum development for education for peace requires more than the addition of some peace topics to the learning content of some school subjects. Consequently, while proposing peace education as a transdisciplinary education that takes place in all learning spaces, Akudolu (2010) observed that "since peace behavior is more caught than taught, it pays to complement school learning of peace behavior with concerted, conscious efforts to promote peace behavior in a systematic way both in-school and out-of-school". In-school promotion of education for peace implies integrating basic elements of peace education (see table 1 from Akudolu, 2010) appropriately into all instructional activities in the school while out-of-school promotion involves all strategies for the promotion of dimensions of peace education in informal learning.

**Table 1: Basic Elements of Peace Education**

S/N	Peace Dimensions	Elements
1.	Knowledge	Peace, Justice, Human rights, Civic participation, Emotional literacy, Problem solving (including conflict prevention, conflict management and conflict resolution), as well as understanding (including international and intercultural understanding) etc.
2.	Values and Attitudes	Tolerance, Caring, Social equity, Peace, Justice, Cooperation and Solidarity, Human rights, Active citizenship, Gender equity, Self-awareness, Empathy, Conflict resolution using peaceful means, Promotion of sustainable environment, Freedom of religious practices, Compassion, Respect for human life etc.
3.	Skills	Active listening, Understanding similarities and differences, Cooperation, Mediation, Problem solving, Trust, Critical thinking, Self-reflection, Self-esteem, etc.

Curriculum development for peace education is aimed at developing these basic elements of peace education in learners in all forms of education (formal, non-formal and informal). This implies that the emergent curriculum development for peace education is one that covers education about peace and education for peace.

**Concept of Education for Peace**

Education is the key to uniting nations, bringing human beings closely together. In many parts of the world, civil society suffers because of situations of violent conflicts and war. It is important to recognize the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. A culture of peace and non-violence goes to the substance of fundamental human rights: social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights and core labour standards, children rights, equality between men and women, cultural identity and diversity, Indigenous peoples and minorities rights, the preservation of the natural environment to name some of the more obvious thematics (Page, 2008).

These are all issues of concern to Education International (EI) and its member organizations, as reflected in many resolutions endorsed at EI World Confesses as well as at regional EI supported events. EI affirms the right to peace and pledges its support for the peaceful resolution of conflicts and practice of non-violence through

education, dialogue and cooperation. Education remains a key tool in combating poverty, promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations (Reardon, 1997). It is also the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. Deutseh (1993) described education for peace as a series of "teaching encounters" that draw from people:

- Their desire for peace,
- nonviolent alternatives for managing conflict, and
- skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

The educational action for promoting the concept of peace concerns the content of education and training, educational resources and material, school and university life, initial and ongoing training for teachers, research, and ongoing training for young people and adults. A culture of peace must take root in the classroom from an early age. It must continue to be reflected in the curricula at secondary and tertiary levels. However, the skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation, and cooperative learning are delicate skills to develop. This is education in the widest sense. It is a dynamic, long term process: a life-time experience. It means providing both children and adults with an understanding of and respect for universal values and rights. It requires participation at all levels - family, school, places of work, news rooms, play grounds, and the community as well as the nation (Brabeck, 2001).

### **Education for Global Citizenship**

One of the ways that developments in Information and Communication Technologies (ICTs) is reshaping human activities is in the area of availability and accessibility of information anytime, anywhere and in different modes. With ICTs, a person in one corner of the globe communicates with another person at the other corner of the globe simply at the press of a button. In the same vein, a person stays in the comfort of her/his room and follows world events through the internet. People stay in their houses in different countries and participate in teleconferences and electronic discussions. Davy (2011) summarizes these technology-based developments by stating that "the world is changing, and there is evidence that we are entering a post-international environment: borders are weakening, multiple citizenships are more common place, migration has reached record level, and we have encountered the death of distance".

The use of ICTs has removed the problem of distance in information exchange and everybody appears to be close to everybody else regardless of location. Consequently, the world at the present time is often referred to as a global village. There is a growing need for people to understand different cultures as well as the what, how and why of global events. Every society hopes to satisfy this need through



education. Andrzejewski, and Alessio, (1999) opine that "by learning how global issues affect individual and community lives, how and why decisions are made which affect the planet and life on it, and, most importantly, means by which the future can be influenced, education can prepare students to become socially responsible global citizens".

Since one of the goals of education is to prepare the learner for effective life in the society, and the present 21<sup>st</sup> century society is a globalized one, education for global citizenship is an emergent issue in curriculum development. The overall philosophy of Nigeria is to live in unity and harmony and "promote inter-African solidarity and world peace through understanding" and the national educational goal that is derived from this philosophy is "the training of the mind in the understanding of the world around" (FRN, 2004). However, global events indicate that the citizenship education offered to learners at the universal basic education (UBE) level is inadequate for achieving this goal of education. For learners in Nigeria to be prepared for international competitiveness, curriculum development efforts that cover both national and international affairs are the ideal. This is the type of curriculum that can prepare the learner for effective local citizenship and responsible global citizenship.

Many countries all over the world are already implementing education for global citizenship. The United Kingdom (UK) developed a curriculum for Global citizenship in 1997 and since then, learners are acquiring education for global citizenship in schools and in global citizenship projects funded by such bodies as Department for International Development (DFID) and International Development Education Association of Scotland (IDEAS). Education for Global Citizenship (EGC) gives learners "the knowledge, understanding, skills and values that they need if they are to participate fully in ensuring their own, and others' well-being and to make a positive contribution, both locally and globally" (Oxfam, 2006). The aim is for the learner to become a responsible global citizen. Andrzejewski, and Alessio, (1999) itemized the three key elements of responsible Global citizenship as knowledge and understanding, skills as well as values and attitudes. The element of knowledge and understanding covers social justice and equity, diversity, globalization and interdependence, sustainable development, as well as peace and conflict. Items in the skills element are critical thinking, ability to argue effectively, ability to challenge injustice and inequalities, respect for people and things as well as cooperation and conflict resolution. Items in the values and attitudes element are sense of identity and self-esteem, empathy, commitment to social justice and equity, value and respect for diversity; concern for the environment and commitment to sustainable development as well as belief that people can make a difference. These skills, knowledge and values should guide the development of curriculum for global citizenship.

It is necessary to point out that this presentation is not proposing education for global citizenship (EGC) to be implemented as a separate subject on the school timetable. EGC is a global ideology that covers all areas of the curriculum. It is made manifest not only in what is taught and learnt but also in the schools' decision making process, the entire school ethos, and the relationship among learners, teachers,

parents, members of the community and other stakeholders in the school. In fact, the curriculum for EGC encompasses the whole school from the learning content to presentation strategies as well as the people and the culture of the school.

### **Activities of Education International towards Education for Peace**

Education for Peace is integrated comprehensive education focusing on life skills covering human rights, democracy, international understanding, tolerance, non-violence, multiculturalism, and all other values conveyed through the school curriculum. According to Danesh, and Clarke-Habibi (2007) it is a program centered on conflict resolution typically focusing on the social- behavioural symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and mediation, learning to manage anger, "fight fair" and improve communication through:

**Promoting Peace Education in the classroom:** These are not just lessons for the classroom but lessons for life of immediate relevance, empowering individuals to achieve a just society in which all human rights of all persons are valued and respected. Peace education applies to the contents of all curricula, at every level in the education system. It is the all-round education of each individual. Peace education should be extended to all learners, including refugee and migrant children, children from minorities and disabled with the objective of promoting equal opportunities through education.

The training of teachers, education workers and all education stakeholders, including staff from ministries of education is crucial. Educators promote the development of the whole person, so as to enable everyone to contribute to society in a caring and responsible manner. In order to recruit and retain the best teachers, governments should give priority to adequate salary, which must provide teachers with a reasonable standard of living for themselves and for their families, as well as the means of enhancing their professional qualifications by developing their knowledge and improving their cultural resources. Governments must also focus on providing attractive working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs (Danesh, and Clarke-Habibi, 2007).

Education is a participatory and interactive process of instruction and learning, and the curriculum and pedagogy should give prominence to understanding the wealth of distinctive cultural and linguistic characteristics, in response to globalization. The educational context should provide programs addressing psychological and physical violence, including Cyberbullying, through violence prevention, conflict resolution and mediation in all levels of education.

**EI Declaration "Schools shall be Safe Sanctuaries:"** Schools must be safe and secure to ensure the best possible situation for teaching and learning. It is incumbent upon governments and the international community to take action designed to prevent violence in schools and to facilitate an atmosphere where children can learn and teachers can perform their job in a positive, healthy and safe setting. Since September

2008, EI has engaged in multiple cohesive initiatives to protect teachers, students and education worldwide in a context of increased targeted attacks against education.

In 2008, EI adopted a Declaration "Schools Shall be Safe Sanctuaries" demanding that schools be respected and protected as zones of peace. EI's Declaration focuses on Violent Political and Military Attacks Against Schools and Education Institutions, Students, Teachers, Academics and all other Education Personnel, including Support and Transport Staff, Education Officials, Education Trade Unionists and Education Aid Workers. It is the responsibility of all Governments to ensure that students, teachers, schools and universities are protected, that the perpetrators of attacks are punished and that education becomes a force for peace.

In 2011, EI developed an analysis of the Education for All Global Monitoring Report which focuses on the impact of armed conflict on education. The EI publication is meant to be a reading guide to the EFA Report. It highlights the major findings, and helps teacher unions use these findings to protect education in their country, and the teachers and children in conflict- afflicted zones. The publication also highlights EI's initiatives to keep education going in all corners of the world, and to make schools safe sanctuaries that guarantee the peace and security of all children, girls and boys, teachers and support staff and communities. EI stresses the importance of re-building education systems in post-conflict situations and of considering education as a priority in humanitarian relief (Deutsch, 1993).

**Living and Learning Together:** Building dialogue and understanding between cultures has been a priority and a programmatic activity of EI for years. In 1997, EI organized its first international conference for affiliates in Central and Eastern Europe. Entitled "Democratic Societies: Living and Learning Together", the Bled conference highlighted the role and responsibilities of teachers and their unions in combating racism, anti-Semitism and xenophobia. The second such conference was organized in Malta in 2002. Over 160 participants from all regions of the world challenged each other to enter into true dialogue among civilizations, cultures and religions and to face up to the dangers of unequal opportunities. Workshops provided participants with examples of best practice of EI member unions in terms of respecting cultures and honouring differences, human rights education, and democracy to protect minority rights and access to education of asylum seekers and refugees. Further conferences were organized in Turkey and Morocco to encourage the dialogue between cultures and religions. EI activities continue to be developed to reassert universal values of human rights, peace and democracy and mutual respect through education in the Middle East and North Africa (MENA). With its member organizations in Israel and Palestine, EI is also continuing its efforts to make meaningful contributions to the Middle East peace process (Van Slyck; Stern; and Elbedour, 1999).

**2000, Year for the Culture of Peace and Olympic Truce:** In 2000, EI and UNESCO joined to produce a grassroots campaign for a culture of peace. The peace initiative was sustained effort by EI to invite all its affiliates to join in the promotion of 2000 as the Year for the Culture of Peace. The kit outlined aspects of EI's ongoing commitment to human rights and a peace culture from an education and union

perspective. Papers directed to teachers, education workers, and their students provided topics for classroom discussion and suggested some practical activities. For example, EI followed up the 1998 Congress resolution that EI "commits itself to promoting world peace during the period of the summer 2000 Olympic Games, recalling that peace was declared during the original Olympic Games in ancient Greece." The kit provided details of the Olympic Truce campaign which schools and colleges developed in a variety of ways.

**Manifesto 2000 for a Culture of Peace and Non-Violence:** The Manifesto 2000 for a Culture of Peace and Non-Violence was endorsed by EI. Written by Nobel Prize Peace Laureates in order to create a sense of responsibility starting on a personal level, the Manifesto 2000 was not an appeal or petition addressed to a higher authority. Considering it is the responsibility of each and every individual to put into practice the values, attitudes and forms of behaviour which inspire the culture of peace, UNESCO promoted a Manifesto which everyone can contribute to its aims within their family, their area, then- town, their region and their country by promoting non-violence, tolerance, dialogue, reconciliation, justice and solidarity on a daily basis.

**Tackling Violence in Schools:** The education sector is one of the most exposed to violence. The Fourth European Working Conditions Survey carried out in 2005 in the EU27, in the two candidate countries (Turkey and Croatia), as well as in Switzerland and Norway, shows that overall approximately 10% of workers' report having being exposed to violence, bullying or harassment at work in the previous twelve months. The education sector appears to be amongst those where the risk of experiencing some form of violence, bullying or harassment at work is the greatest. For example, workers in the education sector are six times more likely to have encountered the threat of physical violence than their counterparts in the manufacturing sector. Survey data also reveals that around 6.6% of workers in the education sector report having experienced bullying or harassment (against the EU27 average of 5%) and another 7.9% say that they have been personally subjected to physical violence from fellow workers or people outside the workforce (against the EU27 average of 5%) in the previous twelve-month period.

In several European countries, measures developed to prevent violence in schools have proven to be successful, thereby underlining the potential benefit of the exchange of best practices and an analysis of best practice transferability. The need for initial teacher training and continuing professional development; the importance of the support of other professionals including psychologists, therapists and counselors in dealing with bullying and the victims of bullying; as well as the importance of leadership, constructive conflict management and school action plans, are regularly featured by teacher organizations as possible ways to prevent violence in the learning environment. Teacher organizations also insist that the issue has to be collectively addressed by the profession through trade union representatives.

**Women's Engagement in Peace Building Policy:** The UN Resolution 1325 recognized the relevance of gender in peace and security matters, and mandated all United Nations member-states to ensure full participation of women at all levels of decision-making in conflict resolution and peace processes. It also called for the

protection of women and girls against violence during and after conflict, and for the adoption of a gender perspective to prevent and mitigate impacts of conflict on women. While progress has been made at policy levels, translating the goals of Resolution 1325 into reality in conflict-affected countries remains a challenge. In the education sector, more efforts must be made by Governments to identify and strengthen the right methodologies for empowering both male and female teachers to create a safe and secure school environment for girls and boys. Synergies must be created between experience and policies.

in 1995, the Beijing Platform of Action recognized education not only as a human right but also as an essential tool for achieving the goals of equality, development and peace. "Literacy of women is an important key to improving health, nutrition and education in the family and to empowering women to participate in decision-making and society." The issues raised at the UN Beijing Conference remain relevant. The Conference identified twelve critical areas of concern. Each concern revealed that women's human rights are very much compromised and at risk in a prevailing culture of violence, and women remain systematically disadvantaged and discriminated against solely on the basis of gender. The Conference concluded that equality between men and women could not be achieved unless the rights of women are fully respected (Pitts, 2002).

The 2011 EI Conference "On the move for Equality" highlighted that women's civil society organizations are an important vehicle for the promotion of women's participation and gender-friendly policies, both important for long-term peace and democracy. Burundi and Nepal are two post-conflict countries that are notable for the large number of women engaged in civil society. In these countries, women's organizations have been a driving force behind women's engagement in public and political life, and for the adoption of laws protecting women's rights. Yet, the impact and sustainability of these organizations are hampered both by a lack of political will, and by insecure and inflexible funding regimes.

### **Worldview Transformation on Education for Peace**

New approaches to peace education are starting from insights gleaned from psychology which recognize the developmental nature of human psychosocial dispositions. Essentially, while conflict-promoting attitudes and behaviours are characteristic of earlier phases of human development, unity-promoting attitudes and behaviours emerge in later phases of healthy development. Danesh (2002a, 2002b, 2004, 2006, 2007, 2008a, 2008b) proposes an "Integrative Theory of Peace" in which peace is understood as a psychosocial, political, moral and spiritual reality. Peace education, he says, must focus on the healthy development and maturation of human consciousness through assisting people to examine and transform their worldviews. Worldviews are defined as the subconscious lens (acquired through Cultural, family, historical, religious and societal influences) through which people perceive four key issues:

1. the nature of reality,
2. human nature,



3. die purpose of existence, and
4. the principles governing appropriate human relationships.

Surveying a mass of material, Danesh argues that the majority of people and societies in the world hold conflict-based worldviews, which express themselves in conflicted intrapersonal, interpersonal, intergroup, and international relationships. He subdivides conflict-based worldviews into two main categories which he correlates to phases of human development:

1. The Survival-Based Worldview and
- 2, the Identity-Based Worldview. It is through the acquisition of a more integrative, Unity-Based Worldview that human capacity to mitigate conflict, create unity in the context of diversity, and establishes sustainable cultures of peace, is increased - be it in the home, at school, at work, or in the international community.

Swee-Hin (1997) observes that each of the various streams of peace education "inevitably have their own dynamics and 'autonomy' in terms of theory and practice". "Salomon (2002) has described how the challenges, goals, and methods of peace education differ substantially between areas characterized by intractable conflict, interethnic tension, or relative tranquility". Salomon (2002) raises the problem and its consequences: "Imagine that medical practitioners would not distinguish between invasive surgery to remove malignant tumors and surgery to correct one's vision. Imagine also that while surgeries are practiced, no research and no evaluation of their differential effectiveness accompany them. The field would be considered neither very serious nor very trustworthy. Luckily enough, such a state of affairs does not describe the field of medicine, but it comes pretty close to describing the field of peace education. First, too many profoundly different kinds of activities taking place in an exceedingly wide array of contexts are all lumped under the same category label of "peace education" as if they belong together. Second, for whatever reason, the field's scholarship in the form of theorizing, research and program evaluation badly lags behind practice. In the absence of clarity of what peace education really is, or how its different varieties relate to each other, it is unclear how experience with one variant of peace education in one region can usefully inform programs in another region."

According to Clarke-Habibi (2005), "A general or integrated theory of peace is needed: one that can holistically account for the intrapersonal, interpersonal, intergroup and international dynamics of peace, as well as its main principles and prerequisites. An essential component of this integrated theory must also be the recognition that a culture of peace can only result from an authentic process of transformation, both individual and collective." One major aspect under debate is the issue of conflict itself in peace education theory. Most peace education programs postulate that conflict is an inseparable, indeed beneficial, aspect of human nature and human social relations.



## **Conclusion**

Education For Peace (EFP) faces continual elaboration, a significant theory-practice gap and frequent challenge as to its validity. Education for peace does not work in communities fraught with conflict unless it is part of a comprehensive approach. In fact, such education can be counterproductive and lead to greater conflict if people become aware of rights which are not realized. In this respect, human rights education can increase the potential for conflict. To prevent these outcomes, many such programs are now being combined with aspects of conflict resolution and democracy education schools of thought, along with training in non-violent action.

## **Recommendations**

Based on the paper, the following recommendations are made:

1. Education for Peace should be enshrined into the school curriculum and be made compulsory for all levels of education in the country.
2. Curriculum planners should ensure that the tenets of promoting peaceful co-existence and religious tolerance such as kindness, loyalty, honesty, love, optimism, compassion, peace etc. are included in reading comprehension passages and in the titles of supplementary reading materials of the reading component of the English Language curriculum.
3. Students need to be trained to make them responsible citizens through the teaching and reading of relevant portions of the holy books. Through these teachings, students will be aware of the implication of contravening the teaching enshrined in the holy books.
4. Students should be taught and encouraged to constantly focus on being tolerant of others in their daily lives. This involves consciously challenging the stereotypes and assumptions that they typically encounter in making decisions about others and or working with others in the school environment.
5. Curriculum planners should suggest activities that teachers can expose their students to in order to achieve some of the goals of peaceful co-existence and religious tolerance.
6. Supplementary reading materials about other cultures, religions, war and its aftermath, religious mayhem and its consequences should be provided for pupils/students to read in schools.
7. Students should be taught values such as tolerance, harmony, peace, interdependence, acceptance or respect for diversity and cultural identity. Students should be encouraged to maintain a balance between egocentric and egocentric considerations in learning to live together and in working for the betterment of the country and the world in general.
8. Students should be given opportunity to dramatise, mime or sing songs that convey messages on peaceful co-existence and religious tolerance.
9. Students should be encouraged to participate in creative writing (i.e. writing their own story books). Teachers can ask students to create titles and write stories on religious mayhem and its aftermath effect, peaceful co-existence and religious tolerance. These

stories can be called "My Big Story Book" students can exchange their story books within themselves to provide variety of reading opportunities.

10. Students should be taught and encouraged to constantly focus on being tolerant of others in their daily lives. This involves consciously challenging the stereotypes and assumptions that they typically encounter in making decisions about others and or working with others in the school environment.
11. Students need to be trained to make them responsible citizens through the teaching and reading of relevant portions of the holy books. Through these teachings, students will be aware of the implication of contravening the teaching enshrined in the holy books.

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## ETHICAL VALUES IN ACCOUNTING PROFESSION AND PRACTICE IN NIGERIA: MATTERS ARISING

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### Abstract

**T**his paper examined the ethical values in accounting profession and practice in Nigeria using bursary department in two colleges of education in Anambra State which are Federal College of Education (technical), Umunze and Nwafor Orizu College of Education, Nsugbe as a case study. Ethical values and behaviour are essential and expected traits for professional accountants. The society places high premium of trust and expectations from the professional accountants as such people need to have confidence in the financial reports being prepared by them in making an informed decision. It is imperative therefore, that the information being provided by accountants should be meaningfully efficient, reliable, and realistic and are unbiased. The objective of the study was to examine the impact of ethical values in accounting profession and practice in Nigeria as well as identifying the reason contributing to unethical behaviours among professional accountants.

**Key words:** *Ethical, Values, Accounting, Practice, Professional.*

## **Introduction**

The widespread corruption in the society and the failure of organizations in every part of the world have, according to Oraka and Okegbe (2015), once more increased the need for accounting professionals to adhere strictly to the codes of professional ethics prescribed by international accounting bodies. Accountants have obligations to stakeholders such as shareholders, creditors, employees, suppliers, the government, the accounting profession and public at large. Behaving ethically is, therefore, an essential and expected trait. Thus, an accountant is responsible for the consequences of his moral choices not only for his own life but also for the lives of other people. There are a number of situations in which the guidelines or ethical standards appear not too relevant. According to Akadakpo and Enofe (2013), in such situations, accountants attempt to resolve such issues by choosing from their actions. In resolving conflict of interest, situations that border on loss of revenue or job, personal interest and beliefs cultural background and double standards in the application of sanctions, many accountants are likely to do so without reference to the expectations of the accountancy profession. The issue of what is wrong or right comes up on a daily basis and the practicing accountant, students of accounting, preparer of accounts, accountants planning to set up professional practice, as well as accountants not in practice have obligation to conduct themselves within the limits of good ethical standards (Akadakpo & Enofe, 2013).

In recent times, studies such as Armstrong, (2008) and Leuz & Barth (2008) have all cited evidence of the need for improvements in financial reporting and credibility of financial statements. Fundamentally, the agitation tends to favour migration of local accounting standards to achieve convergence with international standards. This is based largely on expectations that international standards would lead to higher disclosure levels, credibility and improvement in the informativeness of financial reports (Miller and Bradshaw, 2008). However, Ball (2005) opines that standardization of accounting rules is just one of the elements of the on-going requirements which will tend towards accounting professionalism and improvement in reporting standards. Consequently, the roles of ethics in accounting practice have received considerable attention from several studies (Ryan, 2005). This is against the backdrop that cases of corporate failure have been attributed amongst other factors to unethical practices of accounting professionals (Sanusi, 2010; Ryan, 2005). This implies that the functions of the accounting professional as it relates to the accuracy and correctness of accounting records amongst others, is pertinent to the sustainability of the entity.

Miner (2002) defined ethics as right or wrong actions that stems from the value and expectation of society. Furthermore, Mintz and Morris (2007) notes that ethics are acceptable standards of behaviour that define how people ought to act (i.e. prescriptive) not how people really act (i.e. descriptive). Consequently, a code of ethics outlines a set of fundamental principles. These principles can be used both as the basis for operational requirements (things one must do) and operational prohibitions (things one must not do). It is founded on a set of core principles or values. Those subject to the code are expected to understand, internalize, and apply

the examples in situations the code does not specifically address. The effect of ethics and ethical issues on accounting practice cuts across developed and developing economies.

As Nigeria progresses in her vision to become one of the top 20 economies in the world by the year 2020, Salaudeen, Ibikunle and Chima (2015) stated that one prevailing issue that remains on the front flame is how to build investors' confidence in the national economy through ethical accounting and auditing standards that enhances transparent financial reporting. Ethical standards set by professional accounting bodies in Nigeria, ICAN and ANAN, can act to supercharge the engine of morality and good conducts in the discharge of auditing functions in Nigeria. Efforts are being made to introduce and enforce the practice of ethical standards by the regulatory bodies; however, strict adherence to the standards has been a problem (Gowthorpe & Amat, 2005 as cited in Akadakpo & Enofe, 2013). Over years, allegations and scandals of unethical conduct have been directed towards managers in general and accountants/auditors in particular in virtually all segments of the society. It is, however, observed that globally including Nigeria there is increasing attraction between the accounting firms and companies. However, any organization that lacks ethical considerations may not survive for long time to achieve its desired goals and objectives of its stakeholder. In Nigeria, according to Sanusi (2010) fundamental to the issues of corporate failure witnessed in the banking system was the unethical practices of the corporate structure of these institutions of which the accounting system framework is not exclusive.

According to Leuz & Barth (2008), the Sarbanes-Oxley Act was passed in 2002 in the United States of American to correct amongst other things ethical issues in corporate governance and strengthen accounting practice by promoting transparent financial reporting, discouraging earning manipulation, fraud and falsification of accounting records. Though passed in the United States of American, the contents and issues addressed in the act are either presently existing challenges or foreseeable challenges for developing countries like Nigeria (Leuz & Barth 2008). According to Egwuonwu (2007), there is a long list of corporate casualties across international and national divides on account of variance from ethical standards. In Nigeria alone 54 banks have either failed or forced to close shop between 1994 and 2005. Then there were the cases of the then Lever Brothers Nigeria Plc and Cadbury Nigeria Plc who overstated their earnings through the cooking of accounts. However, when we ask the question "who are behind these figures", we are ultimately exploring to reveal the behavioral quality of the Accountants and their management collaborators who have authored and endorsed the accounts or financial statements presented to the organization. No such financial statements can be reliable if the behavioral accountability of those behind them is not reliable. Based on the backdrop, this paper sought to examine the ethical values in accounting profession and practice in Nigeria using accountants in bursary department in two colleges of education in Anambra State which are Federal College of Education (technical), Umuze and Nwafor Orizu College of Education, Nsugbe as a case study.



**Ethics**

The notion of ethics is regularly drawn upon in the context of expected patterns of behaviours written or unwritten, consistent with generally accepted standards for those to whom it may concern. However, there are various perspectives on the concept of ethics. Griffin cited in Agbonifoh (2002) defines the concept as an individual's personal belief about what is right or wrong, good or bad. Conversely, Miner (2002) defined ethics as right or wrong actions that stems from the value and expectation of society. Mintz and Morris (2007) note that ethics are acceptable standards of behaviour that define how people ought to act (i.e. prescriptive) not how people really act (i.e. descriptive). Nevertheless, the generic sociological meaning of the concept of ethics seems to provide a common ground for most of them. Sociologically speaking, ethics are provided in order to render behavior intelligible and to "prevent conflicts from arising by bridging the gap between action and expectation" (Scott & Lyman, 1968).

In the context of an operational definition with regards to professions, Ethics generally refers to those principles and codes of behaviour that guide the conduct of any profession. The term usually carries along moral values, normative judgments and moral obligations. At any rate, every profession possesses its own ethics. However, there are some commonalities in professional ethics. These ethics that are common derive from the general expectations of the public from either a public officer or a professional practitioner. The issue of ethics usually goes along with allocation of value judgment such as good or bad; right or wrong. Every professional strives to keep to the guiding ethics of his/her profession. A basic theoretical framework for organizational ethics is best explained through the Agency theory.

Fisher (2004) defines the concept as an individual's personal belief about what is right or wrong, good or bad. It is the arbiter of an individual's evaluation of the "rightness" or otherwise of his or her actions. Though often regarded as subjective, it is traceable to the foundation of an individual's belief system and judged within context. Conversely, Logsdon and Yuthas (1997) note that the ethical stance of a firm is constructed based on the expectation of society, that is, the legitimate claims made by the constituencies to whom the firm interacts. According to Hanekom (1984), the question of ethics is one that is linked with the history of mankind. Ethics deals with the character and conduct and morals of human beings. It deals with good or bad, right or wrong behaviour. It evaluates conduct against some absolute criteria and puts negative or positive values on it. It is the reflective study of what one ought to do, or how one ought to live.

Erondu, Sharland and Okpara (2004) hold that the study of "ethics" focuses on issues of practical decision making, including the nature of ultimate value, and standards by which a human action can be judged right or wrong, good or bad. For Adenubi (1999), ethics applies to any system or theory of moral values or principles. For Beauchamp and Bowie (2001), ethics is the general term referring to both moral beliefs and ethical theory on human conduct. Guy (1990) notes that ethics is the study of moral judgments and right and wrong conduct. Furthermore, he views ethics as different from law because it involves no formal sanctions. It is different from

etiquette because it goes beyond mere social convention. It is different from religion because it makes no theological assumptions. It is different from aesthetics because it is aimed at conduct and character rather than objects. It is different from prudence because it goes beyond self-interests of others. Ethics is both a process of inquiry and code of conduct. As a code of conduct, it is like an inner eye that enables people to see the rightness or wrongness of their actions. Guy (1990) explains further that ethics are about what is fundamentally desirable. They underlie the choices made in work decisions just as the choices made in one's private life.

### **Accounting/Accounting Practice**

Accounting has been defined as an age long tradition that is being shaped by its environment on which it also exerts considerable influence (Anao, 1991). By implication therefore, the changing environment had led to the evolvement of different definition of the subject and the roles of accounting professionals overtime. Accounting as observed in the literature dated back to 4500 BC when stewardship accounting reflecting in mundane book keeping commercial activities blossomed during the renaissance, the need to fine tune the book keeping system gradually led to the evolvement of the double entry principle as published in the treatise by Luca Pacioli in 1494 titled "Summa de Arithmetical, Geometrical Proportioni et Proportionalita". The publication which was basically an algebra text devoted a chapter to expanding the principles of double entry which had been in existence at that time. Therefore, significance of Pacioli's work was that it systematized and popularized a principle that had probably been haphazardly applied. This was the crucial foundation on which all other subsequent developments in accounting seem to have been based. The double entry system quickly spread across Europe, particularly after the publication of Luca Pacioli's book. Due to its Italian origin, the system was often referred to as the Italian method (Belkasoni, 2003).

The American Institute of Certified Public Accountants (AICPA) has defined accounting "as the art of recording, classifying and summarizing in a significant manner and in terms of money, transactions and events which are, in part at least of a financial character and interpreting the result there of." (AICPA,1961). This definition emphasizes that accounting is skewed towards transactions that portends certain financial implications. The definition also highlights the major activities involved in accounting such as; identifying, recording and summarizing of data, usually expressed in monetary terms and the subsequent interpretation of the resultant Accounting information. The American Accounting Association (1966) defines Accounting "as the process of identifying, measuring and communicating economic information to permit informed judgments and decisions by users of the information". The definition highlights the rationale for Accounting; to improve or guide judgment and decision making. However, Anoa (1989) notes that irrespective of the use to which accounting is put, the significance of the broad terms employed to describe the accounting sensitivities should be noted.

**Reasons for Unethical Behavior in Accounting Profession and Practice in Nigeria**

**Greed and Self-interest:** Most professional accountants believe that the position of an accountant is the position of wealth. In order to achieve their selfish interest, they abuse their professional code of ethics, particularly when they have the opportunity to exercise professional judgment (Frenchman, 1998). Anyone familiar with the perennial distress in the Nigerian banking industry knows that one main cause is the questionable and often illegal wheeling and dealing not to mention outright fraud of many professional accountants who shamelessly compromised the once “sacred” ethics to their profession. What can be said of banks, which were issued a clean bill of health by professional accountants only to sink into distress and bankruptcy within a twinkle of an eye? Was it possible that there were no signs of failure visible to the accountant? What about the case revealed by Prof. Charles Soludo the former Governor of the Central Bank of Nigeria, that the financial statements of most banks were misrepresentation of facts? Could it be that the accountants do not know the right thing to do? Far from it? Yet another problem is the accountant’s involvement or ever increasing propensity to turn up on the all sides of client’s activities. Some professional accountants not only audit their client’s books, but also help in preparing such accounts and have also turned up in different advisory capabilities. These will not only jeopardize the secured independence quality, but will also aggravate the already existing crises of confidence in the one revered noble profession of accounting (Nigam, 2008).

**Pressures from Employers/Clients:** The objective of any business is the maximization of profit in order to increase the company’s share price. But increased competition in the business world has eroded the company’s objective. The pressure to succeed therefore and remain at the top is responsible for the changes in contemporary business practices whereby standards of behavior expected from professionals are being abused (Aquaok & Life, 2010). This has caused chief executive of companies to pressurize professional accountants to manipulate accounting data through rule bending and loophole seeking to paint a rosy picture of sinking organizations (window dressing). Since the management accountant earns his income from the company (the employer), he has no choice other than to abuse the ethical concepts of his noble profession. In the same vein, because the auditor earns his fees from his client, and may want to keep and maintain his client, he equally yield to his client’s request. Is this the right thing to do? The professional code of conduct stipulates that the professional accountant should resign his appointment or engagement when faced with such ethical dilemma. Donaldson (1996) identified pressure from employers and clients as the most prevalent factor influencing the adoption of accounting ethics by professional accountants.

**The Price of Ethical Behaviour:** One may think that professional accountants will do the right thing, regardless of the amount of personal sacrifice involved. But this is easier said than done. Frenchman (1998) suggested that in exhibiting ethical behavior, professional accountants often come into conflict with their clients and or employers. This is because what the client or employer wants the accountant to do may be against his professional code of conduct. Knowing fully that resignation is the

price that goes with his conflict of ethical conduct with his client and employer, the accountant has no choice than to abuse ethical concepts and remain on his job. Professional accountants in Nigeria are scared of losing their present jobs because of ethical conduct since they are not too sure of getting any new job elsewhere. But in developed countries where the rate of unemployment is very low, a professional accountant can resign from an employment or engagement that conflict with his professional code of conduct, and have a new job or engagement in a short while. The price of losing his job makes professional accountants in developing countries to exhibit unethical behavior.

**Poor Societal Values:** Every professional accountant comes from a particular society with diverse norms and standards. Cheng (2012) opined that the kind of societal values acquired by the accountant at early childhood have more influence on him than the professional code of conduct. Therefore, professional accountants allow their society values (good or bad) to interfere with their professional judgment in financial reporting. For example, in 1999, a study conducted by Aliyu Mamud on “Career Choice” in the central district of Kano revealed that parents prefer their wards to study accounting because they believe that accountants are wealthy individuals. With this societal value built on the child, as he becomes a professional accountant he is bound to violate the accounting ethics so as to become wealthy.

**Lack of Complete Information:** A professional accountant may suspect that activities in which he or she is asked to participate are unethical, but has no complete information of the transactions. For example, a chief accountant in a multinational oil company in Port Harcourt was asked to process the paper works to reimburse the manager of international operations for a \$64,000 “communication expenditure” claimed in the manager expense account. The accountant considered it improbable that the manager actually spent \$64,000 in personal funds for the company. More likely the accountant thought the funds were paid as a bribe to some foreign agencies. However, the accountant had no facts concerning the expenditure, other than that the top management wants the international operations’ manager reimbursed. In most situations, accountants have neither the responsibility nor the right to investigate their employers or clients. If a further investigation of the facts is not directly related to the accountant’s professional responsibilities, the accountant simply may never have enough information to reach an informal decision as to whether or not specific activities are “ethical” (Frenchman, 1998).

**Lack of Clearly Defined Ethical Conduct:** No code of ethics can address every situation that might arise. Every “ethical dilemma” borders upon the unique, having its own facts and circumstances (Robert, 2005). In many situations, however the ethical course of action is not readily apparent. Assume that a professional accountant is auditing the financial statements of a company. During this audit, the company was acquired by another company. The chief executive of the acquired company, is a brother to the accountant (auditors). Has the accountant’s independence been impaired with respect to the company’s audit? Must the auditor resign from the engagement? This case is intended to show that ethical dilemmas do not always have clear-cut answers. This case hinges upon personal judgment, including the closeness of the

relationship “between the accountant and the chief executive (brother)” and what impairs the “appearance” of independence. Thus, even with all the facts at hand, experts are likely to disagree on the answer to this case.

Codes of ethics, including the “official interpretations” typically do not address such specific questions. Therefore, it is often not possible to simply “lookup” the solution to an ethical problem. In deciding when an ethical problem exists, and in determining what constitutes ethical behavior, the practitioner must often rely primarily upon his or her own professional judgment (Cheng, 2012).

### **Ethical Values and Accounting Profession and Practice in Nigeria: Matters Arising**

Studies (Woolf, 1979; Alalade, 1987; Shittu, 1992; Olowookere, 2000) in their work have highlighted the peculiar ethics apart from the general ones for professional accountants and auditors. While the general ethical codes include confidentiality, integrity, transparency, accountability, competence, loyalty, honesty, anonymity, impartiality, courtesy and respect, neutrality and such other codes. Citing classical evidence in Nigeria, Sanusi (2010) notes that, financial institutions made public information on their operations on a highly selective and biased basis and investors were unable to make informed decisions on the quality of their earnings, the strength of their balance sheets or the risks in their businesses. Without accurate information, investors made ill-advised decisions regarding stocks, enticed by a speculative market bubble which was allegedly partly fuelled by the banks through the practice of margin lending. Some banks even engaged in manipulating their books by colluding with other banks to artificially enhance financial positions and therefore stock prices. Practices such as converting non-performing loans into commercial papers and bank acceptances and setting up off-balance sheet special purpose vehicles to hide losses were prevalent. Recently the CBN put an end to these practices and the collapse of the equity markets effectively put an end to alleged stock price manipulation.

According to Egwuonwu (2007), there is a long list of corporate casualties across international divides on account of behavioral misalignments or diminished behavioral governance and accountability. In Nigeria alone 54 banks have either failed or forced to close shop between 1994 and 2005. Then there were the cases of the then Lever Brothers Nigeria Plc and Cadbury Nigeria Plc who overstated their earnings through the cooking of accounts and were appropriately sanctioned by the Security and Exchange Commission (SEC). Consequently, following these questionable accounting practices witnessed in the operations of these entities, the reputation and ethical values of the accounting Professional seems elusive. Although, accounting regulatory bodies intend that financial statements should be useful to a wide range of users. The preparers of those financial statements act as intermediaries between the regulators and the multiplicity of end users of the statements. They therefore occupy a powerful position as interpreters of the regulations, and, given the complexity of the business world, it is hard to see how some degree of ethical inconsistency can be avoided.



According to Amat and Gwothrope (2004), financial statements provide information that is used by interested parties to assess the performance of managers and to make economic decisions. Users may assume that the financial information they receive is reliable and fit for its purpose. Thus, accounting regulation attempts to ensure that information is produced on a consistent basis in accordance with a set of rules that make it reliable for users. However, communications between entities and end users of accounting estimates as reflected in financial statements may be deliberately distorted by the activities of financial statement preparers who wish to alter the content of the messages being transmitted. This type of distortion is often referred to as 'earnings management' though often perceived as reprehensible, has led to the presence of an expectations gap arising from the possibility that the accounting estimated reported by accountants may not reflect the true and accurate estimates that actually exist. Ethical values are essential to the progress of any nation. Ethical values are crucial to the functioning of business and society. Business and society depend on individuals making personal ethical decisions that are fundamental to responsible business operations and to an orderly society.

However, in recent times attention has also been shifted to the role of corporate governance in the current expectation gap. The accounting profession and its functions do not exist in isolation; it is part of a wider corporate system of which corporate governance is fundamental. Consequently, that corporate governance fails is often because more effort is devoted at creating and sustaining structures and processes while almost no meaningful attention is given to genuine institutionalization of behavioral and ethical accountability which are accomplished by the hands of genuine integrity.

### **Result and Discussion**

Accounting is a noble profession that requires high level of professionalism. As a result, members of the profession are expected to exhibit certain behaviours that are consistent with their responsibilities to their clients/employers, other members of the profession, and above all the general public. This can be achieved by upholding to the moral principles that ensure the protection of the public and credibility of the profession. In spite of the above the result of this paper however shows that there is a low degree of adoption of accounting ethics by professional accountants in Nigeria as well as bursary department in the two Colleges of Education in Anambra. This paper revealed several reasons for the low degree of adoption, which include greediness and self-interest, pressures from employers/clients, price of ethical behavior, poor societal values, lack of complete information, lack of clearly defined ethical conduct, lack of competence in complex environment, effect of cultural change, self-protection activities, and self- deception and rationalization. The most prevalent of these factors is greediness and self- interest of the accountant while the least factor is lack of clearly defined ethical conduct and values.



## **Conclusion**

The issue of unethical practice in accounting profession and practice has become a global issue and this has impacted negatively on financial reports as such has eroded the public confidence on financial reports. Professional accountants have been found wanting of not adhering to ethical profession standards in discharging their duties and this has resulted to serious corporate scandals. There is the need for adherence and enforcement of high ethical values and standard for members of the profession which will go a long way in maintaining diligence in the way members of the profession carry out their duties.

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## IMPACT OF CORPORATE GOVERNANCE ON THE PERFORMANCE OF DEPOSIT MONEY BANK IN NIGERIA

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### Abstract

**T**he study examines the impact of corporate governance on the financial performance of deposit money banks in Nigeria. The explanatory variables used as proxies for corporate governance include audit committee size, board size, board composition and bank size. On the other hand, earning management was used as proxy for bank financial performance. The model was estimated using the ordinary least square methodology to explore the contemporaneous dynamics. The data obtained from the annual financial reports of the sampled banks covers the period 2008-2019. The study finds that earning management had a positive and significant response to changes in board size (0.23%) and board composition (0.62%) contrary to its negative response to changes in audit committee size 0.56% and bank size 0.12%. Essentially it was recommended by the study that bank chief executives and management may consider closure or merging of some branches that are not viable but rather constitute liability on the revenue of the banks. Finally, management may also consider that the size of audit committee should be such that it does not constitute impediment on the finances of the bank.

**Key words:** *Corporate Governance, Deposit Money Banks, Financial Performance, OLS, Nigeria*

## **Introduction**

The issue on the code of corporate governance in a limited liability companies and particularly in the banking sector has assumed increasing attention and discuss by academia and practitioners. In the pre-consolidation era of 2004, the banking sector suffered severe scandal leading to collapse of many deposit money banks (DMBs) in Nigeria. According to Joushua, Efiong and Imong (2019), investors lost confidence in the banking sector as many banks hitherto perceived healthy could suddenly collapse. They argued that the faulty banking sector distress at that time was largely as a result of absence of corporate governance as well as lack of code of ethics and professionalism. Anecdotal evidence suggests that bank failure around the world and particularly in Nigeria has been attributed to the dearth of corporate governance practices. They opined that the lapses exhibited by senior management team of corporations and the careless attitude of board of directors in Nigeria and elsewhere in the areas of ensuring adequate review of the system for compliance with the rules and regulations account for series of distress banks which led to meager and acquisition in recent time. This, coupled with inadequate system to review and approved material changes in accounting principles has thrown corporate governance into the front burner of international debates and discourse.

Faozi, Hamood, Khalid and Mohammed (2020) assert that despite the multiplicity of regulators in the financial sector, weak monitoring system has continued to account for the failure of corporate governance practices in many emerging economies. The recent corporate frauds in Nigeria gives vent to the justification of this phenomenon. Instances abound of such disturbing failures of credible business activities occasioned by non-observance of corporate governance practices. These include but not limited to Enron and the Worldcom saga in the United States (Brick, Palmon & Wald, 2006) and Vivendi and Parmalat scandals in Europe (Brown, Stuman & Simmering, 2003). Likewise, Nigeria has had its share of illegal business practices that have resulted in failed corporate giants. Notably, from 2006 to 2010 series of bank failure occurred that saw their take over by stronger banks. Thus, Intercontinental Bank was taken over by Access Bank, Standard Trust Bank and Continental Trust Bank were acquired by United Bank for Africa and Oceanic Bank acquired by Ecobank. In 2011, the federal government injected the sum of ₦678 billion as bail out for five commercial banks, all in a bid to savage the banking sector from collapse. Between 2012 and 2019, there was another wave of meager and acquisition which saw Bank PHB taken over by Keystone Bank in 2017, Skye bank acquired by Polaris Bank in 2019 while the most recent be the acquisition of Diamond Bank by Access Bank in January, 2020. This development was as a result of failure to embrace professional ethic of corporate governance practices.

The apex bank (i.e., the Central Bank of Nigeria), had embarked on several reform policies to stem the tide of incessant bank failures. Consequently, Code of Best Practices on Corporate Governance was launched in 2003 with the aim of helping to achieve viable and successful banking practice in Nigeria (Joshua et al, 2019). Similarly, the Nigerian Securities and Exchange Commission (SEC) in 2003 proposed code of best practices on corporate governance and as a result the Peterside

Committee was set up to check issue of malfeasance on corporate governance practices in public companies. Following the recognition of the role of corporate governance and the subsequent issuance of codes by relevant authorities, the literature has been saddled with effort at assessing the impact of corporate governance on bank performance. It is in this regard that the current study is germane.

The objective of the study therefore is to scrutinize the extent at which adequate corporate governance practices or otherwise affect the performance of deposit money bank in Nigeria. Expectedly, the sequence of the paper is clear. Following the introduction, section two contains brief review of related literature both theoretical and empirical issues. In what follows is section three where the model utilized for the study is introduced. Whilst section four presents result of findings section five concludes the paper with recommendations.

### **Literature Review**

The literature is replete with countless number of definitions of corporate governance with each undertaken from different perspectives. Thus, one writer sees corporate governance as rules and regulations that ensure that a company is governed in a transparent and accountable manner such that the enterprise survives and meets the expectation of its shareholders, creditors and stakeholders of which society forms a large part of the banking industry. The author argues that overall effect of corporate governance could be the strengthening of investors' confidence in the economy of a particular country, sub-region or region (Osuagwu, 2013). The Cadbury Report of 1992 defines it as a "systems by which companies are directed and controlled," (Abdullahi, 2004). According to Mannasoon, (2007), corporate governance is defined as the study of the distribution of rights and responsibilities among different participants in the organization such as managers, shareholders, the board of directors and other stakeholders.

Sanda, Mikalu and Garba (2005) see corporate governance as the ways in which all parties interested in the well-being of the firm (the stakeholders) attempt to ensure that managers and other insiders take measures or adopt mechanisms that safeguard the interest of the stakeholders. The research by Adams and Mehran, (2005) cited in Osuagwu (2013) canvases for an institutional and moral approach to CG to tackle quantitative and qualitative issue of efficiency in the complex decision process involving insiders and outsiders. They assert that corporate governance has a major indirect effect on the socioeconomic development of a country due to the pivotal role of finance and investment decisions in the growth process of an economy. Ibrahim, Adesina, Olufowobi and Ayinde (2018) define corporate governance as a way of controlling the affairs of companies for the purpose of promoting business prosperity and corporate accountability. The main goal is the actualization of long-term shareholder value while taking into account the interest of other stakeholders. (Nigerian Code of Corporate Governance, 2018).

Theoretically, it has been argued in the literature that corporate governance is one important way to harmonize the interest of stakeholders regarding financial, material and human resources of the organization. This interest must be judiciously



used to achieve the overall corporate objective of the firm. Strict observance of corporate governance keeps the organization in business and creates a greater prospect for future opportunities. The overall aim of good corporate governance should be the strengthening of investor's confidence in the economy. Corporate governance is therefore about building credibility, ensuring transparency, accountability as well as maintaining an effective channel of information disclosure (Onakoya, Ofoegbu & Fasanya, 2011). Accordingly, Onakoya, et al (2011) submit that corporate governance involves a complex web of checks and balances of things internal and external to the companies, which ensures that firms discharge their accountability to all their stakeholders and act in a socially responsible way in all areas of their business activities.

From the empirical corridor, Okereke, Abu and Anyanwu (2011) examined the effect of corporate governance on the financial performance of deposit money bank (DMBs) in Nigeria covering a data period of 2002-2006. Using an Ordinary Least Square (OLS) technique, the study finds that corporate governance had significant impact on financial performance of DMBs in Nigeria. Similarly, Osuagwu (2013) documents how corporate governance affects performance of deposit money banks in Nigeria spanning 2005-2010. Using descriptive approach, the study finds that noncompliance to corporate governance code was an impediment to effective performance of DMBs in Nigeria. He argues that for firms to survive the keen financial environment in Nigeria, corporate governance must be imbibed as a way of trust. The level of compliance in holistic implementation of corporate governance regulations on managerial accruals was investigated for some quoted firms in New Zealand. Bhuiyan, Roudaki and Clark (2013) used free cash flow as measure of discretionary accruals to assess effect of corporate governance on performance of listed companies in the New Zealand Stock Exchange for a period of 2000-2007. Utilizing univariate and multivariate regressions on 70 listed firms, the study finds that faithful implementation of corporate governance in firms reduces discretionary accruals thereby lowering opportunistic behavior of management.

A study on the effect of corporate governance on financial performance of DMB was also conducted in other African countries. Thus, Hajer and Anis (2016) conducted a study on the impact of corporate governance on financial performance of selected commercial banks in Tunisian. Using a sample of eight banks listed on Tunisian Stock Exchange covering the period, 2000-2011. The study finds evidence of absence of standard governance structure put in place to regulate activities of the banks. Similarly, Dzingai and Fakoya (2017) evaluated administration of corporate governance structures on the financial performance of selected quoted firms in the Johannesburg Stock Exchange (JSE). The study makes return on equity (ROE) as a function of board independence, board size, sales growth and firm size over a period 2010–2015. Using a panel regression on a fixed effect model, findings indicate that ROE is positively responsive to changes in board independence and sales growth contrary to its negative response to changes in board size and firm size.

In a related study, Buallay, Hamdan and Zureigat (2017) assessed how corporate governance practice affects performance of quoted firms in Saudi Arabia

Stock Exchange. Using a three-year data from 2012-2014 on 171 listed companies with three dependent variables namely, ROA, ROE and Tobin's Q, the study finds that corporate governance had no significant impact on firm's financial performance in Saudi Arabian. Also, the study could not establish significant relationship between ownership of the largest shareholder and independency of board of directors and firm's performance. However, firm's financial performance was found to be significantly responsive to changes in the size of the Board of Directors. In Botswana, Sathyamoorthi, Baliyan, Dzimiri and Wally-Dima (2017) evaluated how corporate governance affects quoted companies in the consumer services sector using a data period of 2012-2016. The study makes return on assets (ROA) as a function of board size, gender diversity, male-female representation in the board, composition of executive and non-executive directorship, number of sub-committees and frequency of board meetings. Among other things, the study finds that board size, the number of male board members and the number of non-executive directors had positive significant impact on ROA. Likewise, the study finds that the impact of male and female board representations, number of executives as well as gender diversity and ROA is negative. A multiple regression technique was utilized for the study.

Back home in Nigeria, Ibrahim et al., (2018) assessed the impact of corporate governance on return on assets of quoted banks for a data period of 2013-2017. Using descriptive statistics and OLS technique, the study finds evidence of statistical significant impact of corporate governance (i.e., board composition and bank size) on return on assets of deposit money banks in Nigeria. Olaoye and Adewumi (2018) examined the effect of corporate governance on earnings management of DMBs in Nigeria for the periods, 2006- 2015. Utilizing Pearson moment correlation and OLS technique, the study reveals that a negative and statistical relationship exists between independent directors as well as leverage and earnings management in DMBs in Nigeria. Also, the study finds that reputable audit firms had positive but insignificant impact on DMBs. Likewise, board size had insignificant but negative impact on DMBs in Nigeria in the period of review. Olayinka (2018) conducted a study to unveil the extent at which corporate governance affects the performance of ten quoted companies in Nigeria for the period of 2010-2016. The study's independent variables were board size, board composition and audit committee size while the dependent variable was net profit margin (NPM) as a proxy for corporate performance. Using an OLS technique, the study shows that NPM had a positive and significant response to changes in board composition contrary to its negative response to changes in board size. However, the study could not find any relationship between net profit margin and audit committee.

Similarly, in a more recent study, Sani, Aliyu and Bakare (2019) argued that although the banking sector in Nigeria has witnessed relative stability since the post-consolidation era, weak corporate governance has continued to account for a declining financial sector performance. The authors use CEO duality and management equity holding as proxies for corporate governance and assess its impact on return on assets (a proxy for financial performance) of DMBs in Nigeria. The study finds that the impact of corporate governance on financial performance of DMBs is positive and

statistically significant. The study uses multiple regression on data covering 2011-2018 to explore the contemporaneous dynamics. On the other hand, Yunusa, Oyindamola and Obidu (2019) looked at the possible determinants of DMBs in Nigeria using sample data ranging from 2007-2016. Employing Emerging Market score model in conjunction with Generalized Least Square regression model, the study finds that liquidity, leverage, profitability, solvency and asset management constitute key determinants of DMBs in Nigeria.

In Indonesia, Larasati, Ratri, Nasih and Harymawan (2019) sourced 510 observations from 216 companies quoted in the Indonesia Stock Exchange over the period 2014–2016 to assess the relationship existin between independent audit committee, risk management committee and audit fees. Utilizing the OLS, the study finds that inclusion of independent auditor in the audit committee member re-enforces the relationship between risk management committee and audit fee thereby raising the cost of the latter. Buntara and Adhariani (2019) documented empirical evidence to support the relationship between audit tenure and audit quality regulations in respect of audit rotation in Indonesia. Exploring panel regression technique, the study finds a negative correlation between audit tenure and audit quality using discretionary accruals as a proxy variable. Joshua *et al.*, (2019) assessed the impact of corporate governance on financial performance of deposit money banks in Nigeria. The study employed return on asset as a function of board size, board composition and audit committee. The study which utilizes the OLS method on data covering 2007-2016, finds that return on asset had positive and significant response to changes in audit committee, board composition and bank size. In India, Faozi et al. (2020) used a collection of 161 published research papers obtained from 101 journals sourced from 17 publishers' databases to evaluate the state of the art of corporate governance practices. The paper discovered that 151 researches undertook studies on board of directors, 90 studies focused on ownership structure, 64 researches examined audit committee attributes while 11 papers concentrated on audit quality. Among other things, the study finds that a good number of papers utilize either descriptive statistics or basic regression analysis or both.

## **Methodology**

### **Research Design**

The study adopts ex post facto research design in that it uses a combination of cross-sectional and time series data from audited annual financial reports of deposit money banks listed on the floor of the Nigerian Stock Exchange (NSE). The data span the period, 2008-2019.

### **Population of the Study, Sampling Technique and Sample Size**

The population of the study encompassed all deposit money banks quoted at the NSE. Consequently, a simple randomized sample was used in choosing the banks for the study. A total of five DMB were chosen for the study as follows:

**Table 1: Sample Banks**

S/No	Name	Year of Listing
1.	Access Bank Plc	1998
2.	First Bank Plc	1971
3.	Guaranty Trust Bank Plc	1996
4.	Ecobank Plc	2006
5.	First City Monument Bank Plc	2004

Source: NSE (2019)

**Model Specification**

A number of firm performance measurement used as dependent variable exists in the literature. They include ROA, ROE, NPM, Tobin’s Q and earnings management (ENM) (Dzingai & Fakoya, 2017, Buallay et al., 2017, Wally-Dima, 2017, Olayinka, 2018, Olaoye & Adewumi, 2018). Essentially, the current study uses ENM as a measure of financial performance for DMBs in line with previous studies. Thus:

$$ENM = f(ASZ, BSZ, BCO, BKS).....(1)$$

In stochastic term, equation 1 becomes

$$ENM_t = \alpha_0 + \alpha_1 ASZ_t + \alpha_2 BSZ_t + \alpha_3 BCO_t + \alpha_4 BKS_t + \varepsilon_t.....(2)$$

Where: ENM = earning management, ASZ = audit committee size, BSZ = board size, BCO = board composition, BKS = bank size, t = time trend,  $\varepsilon$  = white noise error term,  $\alpha_0, \alpha_1-\alpha_4$  = constant and parameters to be estimated respectively.

**Results and Discussion**

Over the last few years the banking sector in Nigeria has become a source of concern to the government and stakeholders. This is predicated on high level malfeasance by chief executives of some of the deposit money banks. The result is that these banks became unsound making the CBN to withdraw their operating licenses and subsequent takeover by Assets Management Corporation of Nigeria (AMCON). The reasons normally adduced, ranges from non-performing loan to bad debts which were awarded by the bank management without due process and often with no collaterals leading to poor performance occasioned by severe decline in profitability.

**Fig 1: Trend of Bank Earning Management**



For instance, in 2008, Ecobank and Intercontinental Bank licenses were withdrawn for this reason. It was reported that AMCON bought the debt of Intercontinental and Oceanic banks for ₦146 billion and ₦200 billion respectively. Fig 1 indicates the performance of the selected banks chosen for the study. It can be observed that in 2008 and 2012 the economy did not fare better and was actually in recession and the growth of the banking sector in Nigeria has not be consistently stable. As the sector is key to the growth of any economy, that the Nigerian economy faces doubting challenges that needed urgent and drastic reforms is not in doubt.

**Table 3: ADF Unit Root Test**

Variables	Level	First Diff	Order
ENM	-4.86	-	0
ASZ	-1.89	-4.12	1
BSZ	-3.65	-	0
BCO	-1.86	-3.88	1
BKS	-3.22	-5.29	1
Mackinnon Critical Value = 5%	<b>-3.56</b>	<b>-3.56</b>	

*Source: Author’s computation using Eview 8.0*

In order to prevent a spurious regression, unit root test conducted on the data was aimed at ensuring results obtained was suitable for policy forecast. Thus, Table 3 reveals that the variables were stationary at both level and first differencing, using the MacKinnon 5% level of significance.

**Table 4: OLS Estimation**  
**Dependent Variable: ENM**

Variable	Coefficient	Std error	t-statistics	Probability
ASZ	-0.56	0.13	-4.30	0.00
BSZ	0.23	0.07	3.29	0.00
BCO	0.62	0.18	3.44	0.00
BKS	-0.12	0.03	-4.00	0.00
R <sup>2</sup> = 0.77, DW = 2.00, F-stat = 3.55				

*Source: Author computation from Eview 9*

Table 4 contains the results of the performance of DMBs in Nigeria. It can be observed that the model has a good fit in that the R<sup>2</sup> is robust. It shows that the independent variables explained 77% of changes in earning management of DMBs in Nigeria. Also, the model reveals absence of serial correlation as indicated by DW statistics of 2.0. As tabulated by Dublin and Watson (DW), no autocorrelation lie in the range of 1.59 to 2.41. A model with DW < 1.59 is considered having a positive correlation while DW > 2.41 amounts to negative correlation. Therefore, DW = 2.0 depicts complete absence of serial correlation. Finally, Table 4 shows that the entire model is statistically significant as indicated by the F-statistics.

A cursory look at the results show that all-four feature of corporate governance were statistically significant with negative audit size (ASZ) and bank size (BKZ) while board size (BSZ) and board composition (BCO) carry positive signs. What this implies is that a change in any of the explanatory variables is felt by earning management (a proxy for bank performance). Illustratively, earning management had a positive and significant response to changes in board size (0.23%) and board composition (0.62%) contrary to its negative response to changes in audit committee size 0.56% and bank size 0.12%. This means that a unit increase in audit committee size led to 0.56% reduction in earning management of DMBs. On the other hand, a 1% increase in board sized increases earning management of DMBs by 0.23% and so on in the period under consideration. Dzingai and Fakoya (2017) in South Africa, Sathyamoorthi *et al.* (2017) in Botswana and Olaoye and Adewumi (2018) as well as Olayinka (2018) in Nigeria had earlier reached similar findings.

**Conclusion and Recommendations**

The study examines the impact of corporate government on the financial performance of deposit money banks in Nigeria. It argues that series of malfeasances occurring at the sector negate the basic principles of corporate governance. The result is declining profits leading to poor performance of deposit money banks in Nigeria. The study uses trend and econometric approaches for the analysis. The finding of the study indicates that whilst audit committee size and bank size exert negative influence on DMBs the impact of board size and board composition is positive. The negative impact of audit committee size and bank size is not surprising as all of which lead to unnecessary increase cost with attendant reduction in profitability. It must be emphasized here that prior to the banking reform of 2004, there were over 85



commercial banks in Nigeria. Thus, there was the practice of independent banking with several autonomous banks having few branches. This minimizes operational costs. However, following the reforms in 2004, the Nigerian economy entered a system of branch banking where the number of DMBs in Nigeria was reduced to 24 commercials with each having hundreds of branches. For example, First Bank of Nigeria, Plc had over 100 branches in Lagos alone. This also means that audit committees set up by these banks are large requiring huge amount of funding.

The problem of declining profit for the banks was compounded following the decline in the global crude oil prices upon which government revenue in Nigeria is anchored. Also, the problem of fluctuating foreign exchange, continuous increase in inflation rate and the implementation of Treasury Single Account recently introduced by the Nigeria government negatively affected the financial performance of deposit money banks in Nigeria. It is therefore recommended that bank chief executives and management may consider closure or merging of some branches which are not viable enough and therefore constitute liability on the income of the banks. Likewise, the size of audit committee should be such that it does not constitute impediment on the finances of the bank. Finally, effort should be intensified by management to ensure that board composition and board size are restructured with the aim of making them more effective thereby making the banks more revenue yielding.

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## **INTERNALLY DISPLACED PERSONS AND POST RE-INTEGRATION CONSEQUENCES IN NIGERIA: THE EXPERIENCE IN AKWA IBOM STATE**

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### **Abstract**

*The growing efforts among countries in the world to cater for the plight of Internally Displaced Persons (IDPs) appeared to be centered on programmes that are stark and camp based. Victims of displacement when discharged from the camps either successfully fit into the society or live as parasites, and in some cases constitute environmental nuisance. This study examines the post re-settlement or re-integration consequences of internally displaced persons in Akwa Ibom State, Nigeria. It adopted a representative sample of 328 respondents (internally displaced persons) who were identified using the snowball sampling technique. The study investigates the background characteristics and surviving strategies of the respondents before their displacement and after the camp. It collected data with the use of interview and focus group discussion (FGD). Emphasis was placed on the theories of change for self-reliance and livelihood interventions to help generate a framework for assessing and discussing the findings of the study. However, the study observed that Internally Displaced Persons most often experienced stiffer conditions than was the case before their displacement and while in the camp. More so, the IDPs policy is politically driven. It is meant to calm nerves as it is silent and passive about the plight of the displaced victims after camp. On account of these and other findings, the study suggests a restructuring of IDP policy to lay foundation for economic emancipation and self reliance for the victims of displacement after the camp.*

**Key words:** *Internally Displaced Persons, Re-integration.*

## Introduction

Insecurity in health, social amenities, services, and food are important but few of the problems common to virtually all developing countries of the world. These countries suffer significant loss from militancy, neighbouring rivals, domestic conflict arising from human rights violations and other causes, and ecological challenges. The stormy experiences generate tensions that shift some population groups up and down and away from their usual place of habitation, thus, resulting in the phenomenon of displacement. According to Schultheis (1989) cited in Bamgbose (2009) forced displacement and refugees can also result from one or more of the following factors: dissolution of a century of colonial rule; post-independent realignment of political and economic forces; misguided development policies; bureaucratic ineptitude and corruption, unfavourable climate and weather conditions, war, civil conflict, prolonged economic deprivation, declining standards of living and widespread hunger.

In many academic literature, it has been reported that the shift of people through force migration can lead to one of two kinds of life inflicted conditions, that is, either as a refugee or internally displaced person. In the latter case, it refers to 'persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an international border' (Ocha, 2004) in Rao (2013). This ugly and unplanned development has been described widely as 'one of the most pressing global crises of the twenty-first century (Aksu, 2003 in Ayata & Yüксеker, 2005)'.

Eweka and Olusegun (2016) for instance, have presented a chronicle of some cases of refugee and internally displacement in selected African countries thus: the Biafra War in Nigeria (1967-1970); the liberation struggle in Guinea-Bissau (1963-1973); the Casamance Independence Movement in Senegal (1980s till date); the Mauritanian conflict of 1989; the terrible conflict which tore apart the River Mano countries of Sierra Leone and Liberia between 1999 and 2000; the Nigeria-Cameroun Bakassi Peninsula conflict; the post electoral crisis in Ivory Coast (2010-2011); the on-going political crisis in Mali; as well as the on-going *Boko Haram* insurgency in Nigeria. A similar experience in 2002 concerning two different incidents of accidental bomb blast at Ikeja Cantonment, and ethnic conflict between the Yoruba and Hausa at Idi-Araba, Mushin in the suburb of Lagos has been reported by Bamgbose (2009)

Other scholars such as Raiput (2013) examines the Islamist extremist terrorism and the 1989 militant uprising among the mosaic minority groups in the Kashmiri Pandit (KP) community of Kashmir Valley in India-administered Kashmir. Siriwardhana, Adikar, Jayaweera & Sumathipala (2013) in their study of Ethical challenges in mental health among internally displaced people, have also evaluated the civil conflict and the 2004 Tsunami in Sri Lanka. In Turkey, Ayata and Yüксеker (2005) assessed the displacement of several hundred thousands of people in the Kurdish populated southeastern region during the 1990s. Yet, the list of conflicts and crises cause displacement and the actual number of victims remain uncertain across the world.

Although the largest concentrations of internally displaced persons today can be found in Sudan, Angola, Colombia, the Democratic Republic of the Congo, Burma, Sierra Leone and Turkey according to Zard (2002), the Internal Displacement Monitoring Centre (IDMC, 2014) submits that in recent times over 15 million individuals have been affected by forceful displacement within the African continent. The sub Saharan Africa alone experience a rising spate of the phenomenon of displacement to the tune of ‘10.4 million IDPs, but with an increase of 7.5% between 2013 and 2014 (UNHCR 2014)’. Within Nigeria, there are estimated 2,152,000 internally displaced persons as at December, 2015 (IDMC, Online). Evidence abound that the country’s number is decreasing from the 3,300,000 IDPs reported in March 2014 (see Eweka & Olusegun, 2016), perhaps on account of government’s strong security concern. Nevertheless, this ugly development is linked to the unending and smoking Bakassi crisis and Boko Haram militancy in the northeastern part of Nigeria.

It is sad that the 21<sup>st</sup> century is witnessing an increase in the efforts of government, non-governmental organizations, groups and individuals to cater for people who are victims of natural disasters, war, violence, and other forms of crises instead of such efforts being galvanized to tackle poverty, unemployment, malnutrition, infant, child and maternal mortality, failing education, dearth of health institutions and facilities that have remained almost sustainable in many economies in the world. Again, instead of witnessing peace highly demanded for growth and development particularly in the Third World societies, given the spate of increase in religious fanaticism, crises and conflicts that lead to displacement becomes escalated.

In the country, several IDPs supporting mercenaries exist. Prominent among them include Nigerian Red Cross Society, National Emergency Management Agency (NEMA), Salvation Army, Lagos State and other humanitarian agencies. All these institutions and organizations supply relief materials to the displaced victims and intervention assistance either in cash or kind. Besides, relief materials to the IDPs are mostly doled out as pet project of the First Lady of a Local Government, State or the Central Government. Alternatively, such is sourced from emergency fund of the state or nation; all of which have short live, hence, only calm nerves. In Nigeria also, where there are uncountable number of spiritual formations, humanitarian facilitators and peace initiatives, and where the slogan ‘Nigeria is a great nation and Nigerians are good people’ becomes the national philosophy, yet, it is difficult to avoid certain crises and confrontations, talk less of having a glue of the estimated number of victims of displacement due to internal wrangling. Quite disturbing is the fact that all efforts involving catering for the displaced persons have been camp based, with little or no concern about the post socio-economic consequences of their reintegration in the new environment of habitation. This study therefore seeks to investigate the post socio-economic consequences of reintegration of internally displaced persons in Akwa Ibom State.

### **Specific Objectives of the Study**

- (i) to find out the social and economic conditions of the IDPs in their place of abode, in the camp and after the camp.



- (ii) to find out how the social and economic conditions of the IDPs affect the communities where they are reintegrated.
- (ii) to find out what government does to help the IDPs become self-dependent after camp.

### **The Study Area**

This study was concentrated in Akwa Ibom State. Akwa Ibom State is one of the oil -rich Niger Delta states in Nigeria. It is located between latitude 4°32<sup>1</sup> and 5°53<sup>1</sup> and longitudes 7°25<sup>1</sup>, and 8°25<sup>1</sup>, East in the south-south region of the country. By national estimate, she has a population of 3.9 million people (NPC, 2006) that occupy a land mass of 6187 square kilometers and distributed in the 31 local government areas in the state. A projection by the State Ministry of Economic Development (MOED, 2014) indicates that the state is currently inhabited by 5,272,029 people; 2,679,488 of this number are males and 2,592,541 are females. Further assessment of the demographics of the population indicates that 71.5 per cent of the male population is actively engaged in a pensionable employment and 14.7 per cent of the female are employed in professional, technical or managerial capacities, whereas 56.7 per cent are involved in sales and services. The actual rates of dependency and migration in the population are not unknown because of lack and insensitivity to such data by the government. A stronger reason for the insensitivity on the part of the government is the enthusiasm generated by oil earnings that divert the government's attention from certain other important but challenging sectors and issues. Akwa Ibom State shares boundaries with Abia State, Cross River and Rivers States on land, and the Republic of Cameroun via the Atlantic Ocean. Despite the surveillance by the different security operatives in Nigeria, the borders of the state still remain a basket, people of all walk of life move in and out of the State not minded by the State government except when problems erupt like the phenomenon of IDPs. Moreover, the state basically has a rural economy, characterized by vast arable land; a large part of which is under fallowed. A vast majority of the state population (87.9%) is rural. This population takes agricultural activity as the cardinal occupation since land is both a critical factor and heritage of the people. Apart from a comparative advantage in agriculture, the state has a large deposit of many resources other than oil. Traditionally, the people specialize in farming, trading, crafting and wood works. On the other hand, unemployment and poverty are at very high rates, thus, acting as pushing factors that drove displaced persons to places where they were later displaced.

### **Theoretical Discussions**

An evaluation of access to, protection from and resettlement of IDPs in less developed countries, particularly in the atmosphere of economic hardship can best be examined using appropriate models or approaches. Such approaches as the human need theory, the normative framework and operational framework have gained prominence in academic discourse. In this study, the theories of change for self-reliance and livelihood interventions have been adopted as the guiding frameworks. The idea of change is significant in human life. People opt for change when the

previous life conditions accrue lesser utility. Conversely, they plan no alternatives if the experienced life and living conditions continue to maximize the expected satisfaction. Nevertheless, when pursuing the new set of conditions, in a situation of change in the life and living conditions, they normally start with the option that will help launch a successful intervention.

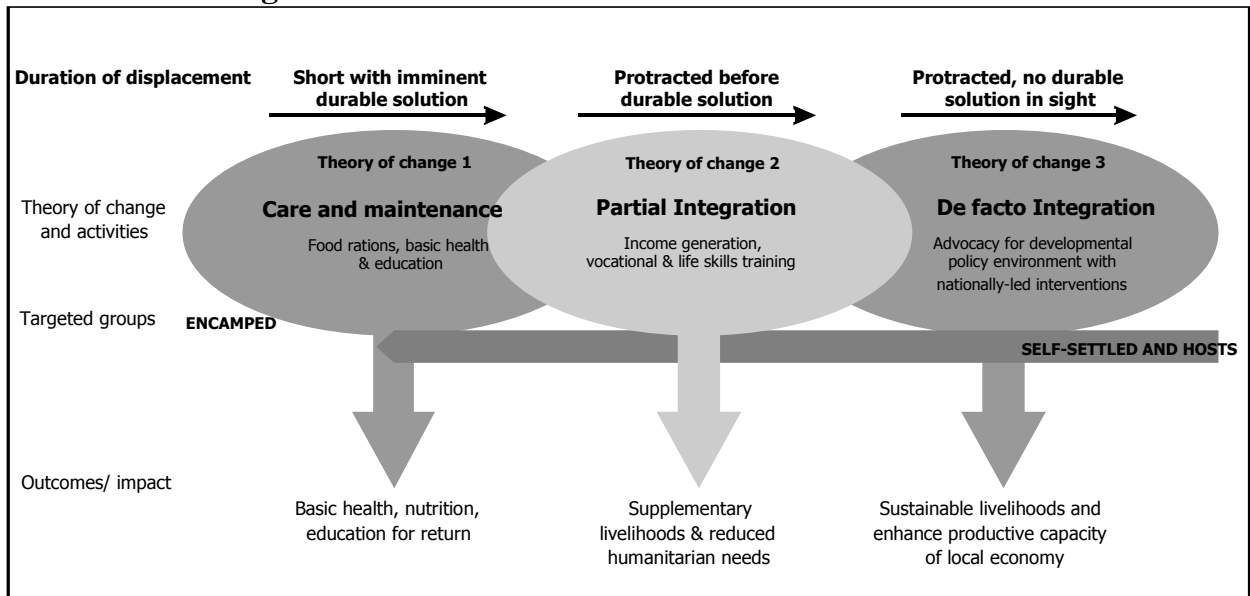
Change is to some extent is shaped by the external environment of a specific displacement situation: the legal and policy framework, the extent of conflict or violence, the geographic location, donor funding, the dynamism of the surrounding economy, among many other factors (Crawford, Cosgrave, Haysom & Walicki, 2015). Crawford et al. (2015) also argue that in most situations of protracted displacement, needs vary among the displaced depending on vulnerability, opportunities for work, expectations of return, and existing social capital. The theory of change has three variances, namely;

Care and maintenance model - this model assumes that displacement crisis progresses along a linear path: a single displacement event and a short period of exile before a collective return. Partial integration - this is the most prevalent model for self-reliance and livelihood activities; it assumes that the concentrate of activities of support to IDPs depends on opening up economic opportunities for displaced beneficiaries while still preparing them for return.

De facto integration – this model assumes that the displaced people themselves – their decisions, their movements, their activities – are the determining factor in the realization of self-reliance and that external assistance has often been marginal or misdirected, and has a better understanding of the complex connections between displaced people and local, national and international communities and economic opportunities.

Basically, the theories of change for self-reliance and livelihood centre on interventions. The interventions range from safe evacuation, transportation, accommodation or housing, food assistance, health, vocational training and life skills, provision of agricultural inputs, soft loans or microcredit support, rights and protection, and education, among others. Articulation of these intervention factors establishes a template for the IDPs survival and sometimes self-reliance after losing their properties and resources to whatever circumstance that forces them into displacement. The theories are significant in that they equip the displaced persons to develop or create for among themselves different ideas about what they feel they need to pursue in order to achieve self-reliance and sustain their sources of livelihoods. Being self-reliant implies having the ability and capacity both in skill and money resource to undertake one's chosen economic activity to generate income which at average could help in the provision of his and family's needs provided such ability and capacity can endure over time.

**Theories of Change for Self-reliance and Livelihood Interventions**



*Co-opted from Crawford, Cosgrave, Haysom & Walicki, 2015*

**This diagram shows the variants of the theories of change and livelihood interventions.**

**Data and Methods**

This study used the descriptive data. It selected a representative sample of 328 respondents, mainly persons who had ever suffered forced migration and have relocated to the state, whether ever been camped in the state or not. They were identified from 52 villages across the state using the snowball sampling technique. First, the villages (communities) where the displaced returnees are residing were identified through their leaders (village heads) who themselves were identified through the snowball procedure (that is, in the conference of Village Heads). In some places, more than one victim of displacement was identified and selected. Altogether, 11 respondents were selected from 13 communities or villages (Aba Ukpo, Akpa Uton, Ibedu, Ishiet, Ndueton, Ikot Ankit, Afua, Atan, Ikot Ediene, Eniong, Anua) in the Akwa Ibom State Northeast Senatorial District, 19 from 6 communities (Ekim Mbuk, Utu, Ikot Ese, Nkari, Ukpom, Ikwek) in the Akwa Ibom State Northwest Senatorial District, and 67 from 22 communities (Mkpong, Iko, Oniok Edor, Ntafre, Opolom, Atia, Nduk, Iman, Eyuloto Eyulor Oro, Oduonim Isong Inyang, Eyabiasang, Udung Ikpang, Udesi Isong Inyang, Edikoh, Odobo, Obufi, Uboro Isong Inyang, Abiak Elibi, Uda, Odukim, Uko Ntehe) in the Akwa Ibom State South Senatorial District. The study investigated the background characteristics of the respondents in their place of habitation before displacement. It also collected data on occupation, family size and place of residence of the respondents to help evaluate their situations

after the camp. All data were collected with the use of interview and focus group discussion (FGD).

**Data Presentation**

**Table 1: Background characteristics of the respondents before displacement**

<b>Age of respondents</b>	<b>No. of respondents</b>	<b>%</b>
< 10 years	19	5.8
11-20 years	51	15.5
21-30 years	67	20.4
31-40 years	22	6.7
41-50 years	37	11.3
51-60 years	54	16.5
61 year+	78	23.8
<b>Total</b>	<b>328</b>	<b>100</b>
<b>Sex</b>		
Male	226	68.9
Female	102	31.1
<b>Total</b>	<b>328</b>	<b>100</b>
<b>Marital status</b>		
Single	81	30.1
Married	119	44.2
Divorce	7	2.6
Widow	13	4.8
Separated	46	17.1
Co-habited	3	1.1
<b>Total</b>	<b>269</b>	<b>100</b>
<b>Level of education</b>		
No education	61	20.1
Primary education	147	48.4
Secondary education	89	29.3
Higher education	6	1.9
Tertiary education	1	0.3
<b>Total</b>	<b>304</b>	<b>100</b>
<b>Skill/occupation</b>		
No occupation	19	7.9
Labour	21	8.7
Farmer	20	8.3
Fisherman/woman	76	31.5
Palm wine taper	8	3.3
Brewer	11	4.6
Trader	14	5.8
Painter	3	1.2
Tailor/ fashion designer	7	2.9
Patent medicine dealer	2	0.8

Block molder	6	2.5
Brick layer	4	1.7
Welder	7	2.9
Carpenter	9	3.7
Other skill/occupation	34	14.1
<b>Total</b>	<b>241</b>	<b>100</b>
<b>Family size/ no. of children</b>		
No child	13	4.8
1	52	19.3
2	34	12.6
3	47	17.5
4	114	42.4
5	7	2.6
6+	2	0.7
<b>Total</b>	<b>269</b>	<b>100</b>

*Ben's field work, 2016*

The data presented in the table (Table 1) vary depending on the number of respondents who accepted to give information on certain aspect of their background characteristics. As shown in the table, only 70 (21.3%) of the respondents were 20 years of age or below; 19 (5.8%) were specifically 10 years or below. The largest number of respondents 78 (23.8%) selected in the study were 61 years of age or above, while 67 others (20.4%) were selected in the age cohort of 21-30 years of age. Altogether, more males, 226 (68.9%) than females, 102 (31.1%) were involved in the study. Accordingly, 188 (69.9%) respondents reported different marital statuses; with those presently in marital bond constitute 119 per cent of the total samples. Only 81 (30.1%) of the respondents admitted that they were single. The educational level of the respondents was relatively low; only one (0.3%) respondent reported a tertiary education while 61 (20.1%) others said they never had any formal education. A total of 236 respondents, approximately 72 per cent of the study respondents either a primary or a secondary education.

Based on the effect of poor educational background of the study population, coupled with the restrain to take up civil employment in some cases, the occupational standard for the respondents was low, even though majority of them could engage in one form of economic activity or the other to meet up their needs. Apart from the 19 (7.9%) respondents who said even before their displacement they were still jobless, others, 76 (31.5%) reported that their main occupation was fishing. The data show that 13 (4.8%) of the 269 respondents who disclosed information on their marital status indicated that they were yet to bear children. While only two (0.7%) respondents reported that they had six or more children before their forced migration, as large as 114 (42.4%) respondents said they had born four children before their displacement. To a large extent, the level of education and occupational characteristics of the respondents both have effect on their marital status and fertility behaviour.

**Table 2: Background characteristics of the respondents after the camp**

<b>Skill/occupation</b>		
Applicant	34	13.8
Job/labour	76	30.9
Security	43	17.5
Trader	52	21.1
Farmer	8	3.3
Brick layer	2	0.8
Beggar	29	11.8
Public/civil service	2	0.8
<b>Total</b>	<b>246</b>	<b>100</b>
<b>Family size/ no. of children</b>		
No child	Nil	0.0
1	18	6.7
2	67	24.9
3	31	11.5
4	128	47.6
5	16	5.9
6+	9	3.3
<b>Total</b>	<b>269</b>	<b>100</b>
<b>Place of residence</b>		
<b>Rural</b>		
Thatched house/rented	57	21.2
Thatched house/not rented	163	60.6
Cemented building/rented	18	6.7
Cemented building/not rented	31	11.5
<b>Urban</b>		
Rented house	Nil	0.0
Not rented	Nil	0.0
<b>Total</b>	<b>269</b>	<b>100</b>

Ben's field work, 2016

Table 2 shows data on the background characteristics of the respondents after they have been discharged from the camp. Although while in the camp, the displaced persons were exposed to some forms of assistance and skill acquisition, such appeared to have minimal effect on their occupation. Based on the data indicated in the table, only 64, comprising 26 per cent of the 246 respondents who provided information on their occupation after camp could boast of substantial income engagement. These respondents include traders, 52 (21.1%); famers, 8 (3.3%); and, brick layer and public/civil servants, 2 (0.8%) each. The table shows that majority of the respondents were either involved in menial labour, 76 (30.9%) and security work, 43 (17.5%) or were applicants, 34 (13.8%) and or beggars, 29 (11.8%). But despite their economic



and income levels, most of the displaced persons, 153 (56.9%) reported 4-6 children and above. That means the remaining 59 respondents, approximately 18 per cent of the total samples could either be children or those who refused to indicate that they have children and the number that they have. A total of 128 respondents (47.6%) reported 4 children each while 9 (3.3%) respondents, reported 6 children or more.

Based on data in the table, 269 of the total samples are permanent residents in the rural areas of Akwa Ibom State. The remaining either shuttles the townships or locate in the towns although they did not indicate their actual places of residence during the interview and interactive sessions. The data in Table 2 show that 163 (60.6%) of the respondents are living in thatched houses that are their own. While 31 (11.5%) respondents could boast of cemented houses of their own, 57 (21.2%) and 18 (6.7%) others reported they live in thatched houses and cemented houses, respectively that are rented. Generally, the thatched houses were reported to comprise those built with mud but with zinc roof and those built with mud and mat roofing. Toiletry and other facilities in both categories of building are local.

### **National Policy and IDP Management in Nigeria**

It is a fallacy that IDPs re-settlement programmes in many countries particularly among those in the sub Saharan African region revolve around equipping internally displaced persons to fit into the society of their origin and to be able to carry out life sustaining and rewarding economic activities. Fitting into the society of origin means going back after being away for a long time, to live in, associate with and take part in the family, social, economic and political activities that are engaged in by one's relatives, neighbors and towns men. In Nigeria, there exists a policy framework tagged 'national policy on internally displaced persons (IDPs) in Nigeria, formulated, adopted and assumed to be practicable in all states within the country. The policy which is meant to guide the management of all categories of victims of displacement 'seeks to achieve the following specific objectives:

- To ensure the establishment of a comprehensive and gender responsive framework for national responsibility, coordination and collaboration with respect to protection, assistance and other humanitarian interventions related to internal displacement in Nigeria.
- To provide for the respective obligations, responsibilities and roles of various agencies and institutions of government and non-state actors including communities, civil society organizations, armed groups, international humanitarian and development partners or any other relevant actors with respect to the prevention of internal displacement, protection of, and assistance to internally displaced persons in Nigeria;
- To promote the fundamental human rights of all internally displaced persons in Nigeria and ensure their maximum access to protection and assistance without any form of discrimination whatsoever;
- To accentuate the commitment of the Government of Nigeria to the obligations of state parties under various international treaties, conventions and protocols

relating to humanitarian law and human rights protection in situations of emergencies and internal displacement, with special attention to the Kampala Convention; and

- To ensure accountability of state and non-state actors including individuals, armed groups, multinationals and other actors whose actions or in-actions directly or indirectly result in arbitrary displacement of vulnerable populations in Nigeria (FGN, 2012)'.

The implementation of this policy in Nigeria has been a problem. Despite the claims that the IDPs have received serious care and protection, there are lot complaints from the IDPs about their welfare. Crawford, Cosgrave, Haysom & Walicki (2015) posit that:

‘the process of listening to displaced people and better understanding their livelihood strategies has contributed to a strong consensus on policy advocacy, for instance around liberalised migration, residency and work rights, bolstered by growing evidence on the potential positive overall impacts progressive displacement policies can have on host and displaced populations alike’.

As already indicated, the focus of this study was to evaluate the post re-integration consequences of IDPs in Akwa Ibom State. Emphasis was placed on finding out the situations in which the IDPs find themselves after the camp where the government, international organizations, charitable organizations and public spirited individuals volunteer to take responsibility of their welfare. It is a common knowledge of course, as pointed out in the National Policy on IDPs that when the displaced persons add up to the existing population of their terminal point or destination, there is bound to emerge challenges associated with the hike in the cost of foods, stress of existing infrastructural facilities, among others. In the IDP national policy, it is noted unequivocally that:

‘when internally displaced persons are accommodated by the host communities, these communities also experience immense pressure. There is overcrowding of internally displaced persons who create informal settlements on communal and private land. There is also overstretching of social basic amenities as water and social services such as schools, clinics, and other social infrastructure including housing. Trees are cut down for firewood, building material and charcoal burning, causing environmental degradation in the long run. More often than not, where the host community is urban, a number of internally displaced persons turn into migrants, deciding to settle and re-integrate into urban life, seeking new livelihood opportunities and a hope for a better life. Sometimes, as internally displaced persons over-burden

existing community services, resources and job or economic livelihood opportunities, tension arises between the two populations, making effective local integration difficult. Cost of living in host communities increases, especially cost of food, housing, healthcare and education. (FGN, 2012)'.

Although the rising urban poverty and destitute in the country cannot be labeled on the jobless and homeless displaced population alone, but a census of arms beggars and wonderers in most communities in a state like Akwa Ibom State are victims of displacement. It could however be argued that the national policy on IDP in Nigeria only sets out to target the areas that could give relief to the displaced persons and families without in any small way attempting to offer and institute lasting solutions to the challenges and or problems of the victims of displacement.

### **Akwa Ibom State and the Issue of Internally Displaced Persons (IDPs)**

Akwa Ibom State is a home of Internally Displaced Persons. Frequently, there exists skirmishes as it is in many states in Nigeria and in many different parts of the world, thus, making it difficult to ascertain the number of IDPs in the state. However, it may be conflicting to over emphasize the phenomenon of refugee in Akwa Ibom State instead of IDPs because until the Bakassi communities were ceded to the Republic of Cameroun, the people and families in Bakassi were historically, economically and politically affiliated to the state as indigenes and to the rest of Akwa Ibom society as brothers, sisters, siblings and inlaws. Even upon the ceding of the Bakassi communities to the Republic of Cameroun, whereby Bakassi is by International law regarded as part of the Cameroun state, the Bakassi returnees to Akwa Ibom State are regarded as individuals and groups forced to move from one location in their state to the other, hence, are IDP's and not refugees. However, since the affected Bakassi returnees in the state and others that have been forced back home from crises points in the Northeast and other parts of Nigeria are brought together in the same camps, this study terms all the campers IDP's.

The state has camps where displaced persons are accommodated before they are discharged to vent for themselves and families; a procedure called re-integration. The camps are Ikot Ada Idem Transit Camp, Ikot Ebiom Transit Camp, and Ibaka Transit Camp. Presently, there is neither any law nor policy that regulates the management of IDP's in the state. The state government operates through the shadow of the National Policy which is basically theoretical. However, despite the adoption and application of the National Policy to regulate the management of the IDPs in the state, attention to their problems and the provision of their needs is spontaneous, more over politically driven. Particular concentration is on the campers at all times while those disengaged from the camps are left without support to carry out at least palliative economic activities for their daily survival. Government does this by supplying toiletries, food items, beddings, accommodations in the camps, and clothing. In essence, this practice to most individual IDP's and families has caused

serious frustration leading to taking up of any available options and opportunities for the purpose of meeting life needs.

It is pertinent as Zetter (1995) suggests that ‘the impacts of and responses to displacement must be evaluated in terms of the overall costs and benefits for all interest groups: displaced populations, hosts, governments, donors and agencies’. According to Rhodes (2010) cited in Mapiko and Chinyoka (2013) the phenomenon of ‘displacement affects communities beyond the individuals who are themselves displaced. In most parts of Nigeria, it is evident that health and food insecurity, and poverty of social amenities and services escalate as the displaced persons force the population at the point of their destination to explode. Similarly, breakout conflicts and crises in many places hitherto known to be peaceful are products of the misunderstanding and struggle between the host populations and the returnees over means of survival.

### **Chronicle of some Conflict Situations that create IDPs in Akwa Ibom State**

The list of common sources of conflict that led to the displacements of individuals and families within the state include:

Nigerian civil war of 1967 to 1970

Ngwa and Ikot Umo Essien between 1968-1969, 1970-1972, 1996-1997

Nwaniba and Ifiayong Usuk 1996

Ngwa and Ikot Umo Essien 1996 to 1997

Oku Iboku and Ikot Offion/Mbiabo Edere in December 1999

Eastern Obolo crisis 12 June 2001

Oku Iboku and Ikot Offiong in 2003,

Mbiakong and Ifianyong Usuk 2003,

Mbiakong and Ifiayong Usuk in 23 April 2003

Etinan-Afaha Nsit crisis August 2005

Ika crisis in June 2003 and 2006

Ibeno crisis 2006

Eyoabasi and Ilue communities crisis 2011

Efiat and Ebughu communities 2012

Ikporom communal conflicts in Ini Local Government Area and Edem Aban in Abia State. (Bamgbose, 2009), (Akpaeti, 2005; Etuk et al., 2006; Akpaeti, 2012) cited in (Akpaeti & Umoh, 2012).

### **Discussion of Findings**

Displaced populations are in most cases potential threat and/or burden to the host environment, host population, host state, and neighbouring countries (Refugee Studies Centre, 2011). The phenomenon of displacement is a two-edge sword; it does negatively impact on the displaced persons and also constitute a burden on the host communities and the people. This is through adding more to the already larger number of people that struggle for the scarce resources available in the place of destination. On the other hand, displacement articulates the diffusion of traits and skills that were hitherto not found to the place of destination of the victims of displacement. Such

traits and skills thereafter become useful in many social and economic capacities to the host populations. According to Raiput (2013) displacement touches and adversely magnifies a range of issues at multiple levels, individual, social, economic, legal and political issues. In Nigeria, the phenomenon of Internally Displaced Persons (IDP) is a general problem. As indicated by Olagunju (2006) cited in Eweka and Olusegun (2016) the country (Nigeria) has been finding it increasingly difficult and is almost failing in its task to manage its plethora of IDPs. The challenge is severe to the extent that information on internal displacement constitutes the major headlines of national and state news as well as those of newspapers.

The information and comments from the respondents, relating their experiences vis-a-vis their livelihood and surviving strategies are presented in thematic format. Thus, the first respondent, male (security), 48 years, 'my brother the government has not been honest about it promises to us. Since I and my family left the camp, because you see, as a family person I need to try and get money that I can use to feed my children well, nothing is given to me and even other people who also have families like me'. Respondent 9, male (brick layer), 43 years who collaborated with respondent 14, female (a trader), 37 years and many other respondents, 'even when we were in the camp, we ate general foods. You cannot eat what you want at a time; when your children want to eat eba, you have only rice and sometimes beans given to everybody; what do you do? The government said they will settle us; to give us money so that we can use to establish small business but nobody hears anything again since we left the camp for others.

Respondent 26, female (applicant), 33 years and eight other respondents (34,40,46,29,47,50,39,45), males and females and comprising labourers and beggars, 'we do not have work, even a place to sleep; we either go to job or begging, else no food for us and for our children'. Respondents 57 and 72, all males (traders), 43 and 59 years respectively, reported that they are engaged in petty trading since they left camp and also confirmed the views of other respondents that government has been insincere to their plights after camp. 'Things are really very hard with those of us who were displaced and we returned home. In our former place, we use to fish and farm to get money. Here, at home, when we came back, our brothers and nephews have seized all our father's lands and other property', said respondents 70 (male, 26 years, security), 71 (female, 41 years, labourer) and 75 (female, 50 years, farmer). Interception 'at the moment I have a case against my family head over a trespass on my father's land at the traditional rulers' council (TRC); my own case with my elder brother and his children is in the customary court- is it because I was not at home for years that they took over all the lands that I also have share?' (respondent 74; 54 years and a labourer).

Respondents 79 (male, 19 years, applicant), 77 (male, 55 years, farmer), 84 (male, 38 years, security), 90 (male, 42 years, farmer) and others who either supported or asked questions argued, 'we have not been in the camped before. We were forced to run back home because of the crises in the place we went to look for money'. On behalf of the group, respondent 95 (male, 57 years, trader) and respondent 99 (male, 34 years, applicant) said 'we thank God and our family members, most especially our



church that helped us and our families to have where to keep our heads at nights after we were release from the camp by the government. In their argument, respondents 100 (male, 24 years, security), 107 (male 30 years, applicant), 121 (male, 48 years, trader), 114 (female, 32 years, security) and 125 (male, 54 years, farmer) admitted that they have not been camped since two years ago when they ran back home. As they asserted, ‘when we observed the situation in the camp, it is better to go back to Bakassi and die there than continuing in suffering here’. They also argued that the government does not always take care of the displaced people in the camp, the worst is after the camp. So that is why we refused to report our predicaments to the government by going into the camp.

To many respondents, the word ‘re-integration’ is a strange word, they have not heard of such throughout their stay in the camp. Respondents 127 (female, 20 years, applicant), 130 (male, 18 years, applicant), 139 (female, 40 years, labourer), 150 (female, 31 years, trader) with many other collaborators argued ‘we hear the word ‘re-integration’ from you but the question is: when they do not support us to get work, lands for farming, shops for business, so that we can get money to train our children in the school and even feed them well, what do you do? In another encounter, respondent 155 (male, 27 years, applicant) and 169 (male, 41 years, security) supported by others objected to the word ‘re-integration’, saying that they and other IDPs are never re-integrated in any way in the state. Apart from the general food, skeletal healthcare services, temporary accommodation in the camp, nobody talks about you after the camp.

For respondents 177 (male, 46 years, trader), 184 (male, 52 years, farmer), 191 (male, 58 years, trader) and others, ‘we are enemies of our family members since we were displaced and we came back home. It has been quarrel and fight every day because we came back to look for our fathers’ lands’. Our own cases are different (respondent 180, male and 24 years), (respondent 198, male and 48 years) and (respondent 200, female and 31 years), ‘we have been going to the Police Stations every time because of conflict over own lands’. Also, ‘we are struggling on our own without support, they promise that they will give us help to start small business but that has not been redeemed. When we called our coordinator, he will say there is no information yet, be patient. Nobody knows what is really happening whether the government will still give us support or not’.

‘We cannot really answer your questions, but we can try some because when the problem started and we fled where we used to stay before and came back home, nobody asked or told us where to go. We came back on our own, so the Governor, Barrister Akpabio then, did not know anything about us. In the village, we do any work that can give us money, any work at all, bush clearing, weeding, security, cutting of palm fruits, production of roofing mats and sleeping mats; we also produce foot carpet (respondents: 204, 209, 217, 220, 221 and 225), all males and in the age bracket of 18-44 years’. Respondent: 247 (male, 33 years) ‘I was lucky to have work in the Local Government when I came back because of the crisis in the North. But the salary I collect at the end of the month is always very small. I was not in the camp when I



came back because I did not report myself to the government but my political leader knows me very well and so helped me to get the work at the Local Government’.

For some of the displaced victims from the Bakassi ‘the government has done well at least by ensuring our safe evacuation from the Bakassi Peninsula; during our stay in the camp, government provided foods; churches, organizations and individuals also bought us some relief materials’ (respondents 229, 234, 237, 231, 246, 250, all males). Respondent: 251 (female, 45 years, trader), 266 (male, 24 years applicant), 267 (male, 32 years, labourer), 271 (male, 41 years, labourer), and 275 (female, 27 years, applicant) among others said ‘after we left the camp to be on our own, the condition has been different. Only in a few occasions, about two-three times that we received a little thing from the government through the Governor’s wife’. The Local Governments have severally promised us upkeep, but we have repeatedly gone to remind them, only to be told to wait. These experiences were also enumerated by many other respondents (276, 279, 281,299,300) all males and (283, 291, 298) all females.

The last focus group comprised respondents in the age bracket of 10 years or below to 20 years. These respondents constituted the applicants, labourers and beggars that roam the urban areas in the state. The respondents in this group said they fled back to the state by themselves or with their parents. However, they have experienced hardships in many ways as the re-integration programme of the Federal and State Governments has failed to be a reality. It is clear based on these findings that the ‘framework for national responsibility towards prevention and protection of the citizens and, in some cases, non-citizens, from incidences of arbitrary and other forms of internal displacement, meet their assistance and protection needs during displacement, and ensure their rehabilitation, return, re-integration and resettlement after displacement (FGN, 2012)’ has only been a paper work. Contrary to this, in Colombia, for example, donors and NGOs have concentrated support on income generation in urban areas primarily by funding small-scale, home-based industries which are prone to failure because of ‘skill levels, business inexperience, difficult market access and low income levels among would-be customers’ (Fagen, 2011) cited in (Crawford et al., 2015).

## **Conclusion**

Internally Displaced Persons (IDPs) are some of the most neglected vulnerable populations in the world (Mapiko and Chinyoka, 2013). In many countries of the world, the responsibility to protect and assist IDPs lies with national authorities. But in the case of Nigeria, although it is the Federal Government that makes all the laws regulating the management of IDPs, the three levels of government share the responsibility to protect and assist the IDPs. Unfortunately, the said responsibility of the government addresses the needs of the IDPs only on the surface. While in the camp, the IDPs rely on the food mass-cooked for everybody at a time. The question therefore is, if people who at normal circumstance, vent and feed themselves suffer from malnutrition that leads to underweight and stunted children, what happens to those children in the IDPs camps? As indicated by Crawford, Cosgrave, Haysom and

Walicki (2015) investment in nutrition and education is a basic prerequisite for displaced people's self-reliance and livelihood prospects – whether in exile or upon return. Among the respondents, the issue of assistance mentioned in the national policy on IDPs in Nigeria is a political talk, democratic propaganda and a gimmick. No respondent admitted ever receiving any form of assistance (grant or loan) from any level of government.

It is worrisome that the IDPs are victims of neglect in Akwa Ibom State and in Nigeria where they have birth rights. But it must be noted as pointed out by Rhodes (2010) that displacement affects communities beyond the individuals who are themselves displaced. The narrations by the respondents in this study appear quite frustrating. In essence, re-settlement of IDPs requires more than hosting and catering for the victims in the camps but extends to creating avenues for them to acquire property and assume legal ownership rights, shelter, security and a sense of belonging and identity in the new place of abode or 'the metaphorical space of personal attachment (Raiput, 2013). Dugan (1996) cited in Raiput (2013) has argued in his conceptualized of relational issues as it involves the displaced persons, to mean the fit of a person into their society. Indeed, as Raiput (2013) also suggests, 'subsequent to the breakup of a family and the loss of one's social and cultural ties, finding one's place in a new society poses additional hardships for IDPs'. This is because every internally displaced person belongs to a family or lineage but left his kinsmen on account of reasons which could be personal, social, economic, political, historical or otherwise, and therefore, in the unfortunate circumstance of displacement, there is need for protection and integration. This study hence, recommends the shift of emphasis from the issue of IDPs as political and pet projects to making it a constitutional issue that must be treated as provided for by the law. It also recommends that the word 're-integration' should be interpreted and considered to mean providing for the IDPs life sustaining assistance and supports rather than camp support.

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## **ENVIRONMENTAL DEFORESTATION AND ITS IMPACT ON THE BUILT ENVIRONMENT OF THE AFRICAN CONTINENT: THE NIGERIAN EXPERIENCE**

**Okoro, Michael Kalu  
Any, Eseni Okoro**

### **Abstract**

*The built environment of the African continent has not been environmentally friendly due to devastating impact of some natural and man-made disasters and hazards (factors) actively denuding on the built environment. The African environment is seriously threatened by so many natural factors ranging from earthquake, landslide, flooding, erosion, desertification, volcanism, tsunamis, natural radioactivity etc. on the other hand, man-made factors such as indiscriminate land excavation, poor designing of construction projects, lack of soil or foundation survey prior to construction, uncontrolled discharge of industrial effluents, poor urban drainage system etc have collectively worsened the situation on hand. This paper is moduled to holistically examine the impact of environmental deforestation on the built environment of the African continent drawing inferences from Nigerian experience. It will expose those retrospect deforestation trends in Nigerian environment, expose those factors responsible for deforestation. The paper highlights the effect and impact of deforestation in African continent. It further x-rays the economic importance of deforestation and concludes by recommending remedial measures to be taken in order to curb and contain the menace of deforestation on the built environment of African continent.*

**Key Words:** *Built Environment, Deforestation Natural Disaster, Man-Made hazard environmentally Friendly.*

## **Introduction**

Built environment by the context of this paper means and include all areas on the earth's surface where man lives and encompassing where man's activities for survival and sustainable take place. Broadly speaking it covers settlements, towns, urbans, cities, industrial sites, agricultural/farm lands, commercial/business areas, recreational areas, etc. Simply defined all land uses ranging from residential, commercial, agricultural, transport lands, service areas, industrial, recreational, pasture, etc, fall under built environment (Hemuka 2012, Aghamelu & Okogbue, 2011). As a result of rapid human population, activities of man on the earth's surface has tremendously increased. To this effect, the planet earth has been experiencing an unprecedented rate of destruction of forests worldwide. Forests in African continent and other continents of the world are adversely affected by acid rain and very large area of the Siberian forests have been harvested since the collapse of Soviet Union (Efekalam, 2010; Nwankwo, 2010; Stock & Rochen, 2007). In the last two decades, Afghanistan has lost over 70 percent of its forests. Africa is not spared of the menace as the earth has lost great tropical rainforests that once characterized this continent. It is estimated that about half of the nature tropical forests, between 750 – 800 million hectares that once covered the planet have fallen. It is further perceived that unless world-wide significant measures are taken to preserve the dwindling forest reserves, by 2030, there will be only ten percent (10%) remaining with another ten percent (10%) in a degraded condition (World-wide Rainforest Report, 2017).

The foregoing calls for urgent attention, hence, this paper which seeks to bring deforestation to the limelight especially as it affects the built environment of the African continent with particular reference to the Nigerian experience.

## **Meaning of Deforestation**

Deforestation is the excessive felling of trees without corresponding replanting of the same. It is the permanent destruction of forest and woodland. In the forest, the crowns of individual trees touch to form a single canopy while in the woodlands, trees grow far apart so that the canopy is open (Boehm, 2005; Hemuka, 2012). In its simplest form, deforestation means the act of or the policy that encourages the cutting down of trees in a forest without replanting same almost immediately (Efekalam, 2010).

Deforestation is also seen as the practices or processes that result in the conversion of forested lands for non-forest uses or better still, the long-term removal of trees from an area because of changes in land use. This implies that deforestation involves the conversion of forested areas to non-forest land for use such as arable land, pasture, urban use, logged area or waste land. It should be noted at this point in time that clear cuts of forests if shortly followed by forestation (replanting trees) for forestry purposes are not considered deforestation. We should also note that when deforestation is mentioned, it means a permanent or long-term change of land use from forest to other uses or simply, depletion of forest crown covers to less than 10 percent. Deforestation which is seen as removal of forest stands by cutting and burning to provide land for various uses or harvesting trees for various purposes.



### **Deforestation Trends in Nigeria**

There is a vast amount of forest resource base in Nigeria whose diversity reflects the country's large land area of 923,765 km<sup>2</sup>. About 57 percent of the land mass is made up of forests. This diversity of tropical ecological environment comprises coastal mangrove and rain forest in the South, and Guinea, Sudan and Sahel Savana in the North. Deforestation is mainly restricted to the rain forest and mangrove zones of the Southern part of Nigeria as well as in the forest reserves in both the Northern and Southern parts. There are also evidences of deforestation outside the reserves in the North. An estimated 1,275 forest reserves covering 9.6 million hectares are spread throughout the major vegetation zones in Nigeria (Udia, 2003 & Nwankwo 2010) Parks and gardens, which constitute lot of fruit, trees have grown old and become unproductive and are systematically being cut down.

Similarly, watersheds in urban areas have equally been affected by this trend. For instance, the trees which once covered Sapan Hills in Ibadan have largely been destroyed. (Ebohon 2011). There are various estimates confirming the very high rate of deforestation in Nigeria. According to Oguntala (2010), one estimate had it that the high forest in the country decreased from 20 million hectares at the beginning of 20<sup>th</sup> century to only 2 million hectares in the 1990s representing about 10% of its original size, existing mostly in the high forest reserves where what is left can be found.

Apart from the goods and services from the forest which include fuel wood, timber and non-timber products like medicine and human habitat, the forests in Nigeria are also the country's richest area of wild life and biodiversity. Other demands made on Nigeria's forest resources include their value as timber and non-timber forest products for national and international use as traded resources and carbon storage. Demands have been on the increase because the vast rural population especially the poorer people depend on forests for their livelihood. Thus, a large number of these people gain employment from the forest directly and indirectly.

The ever-increasing demand for wood and wood products for construction, furniture, energy, pulp and paper industry, etc, for domestic and external usage is responsible for the high intensity logging and exploitation of natural forests and plantations in the country. This is particularly so in the Southern states, especially in the forest reserve areas of Ogun, Ondo, Edo, Delta, Kogi, Abia and Cross River. This trend has been on the increase since the 1990s (Atoyebi, 2000).

Another cause of deforestation in Nigeria is intensive, extensive and shifting cultivation to the clearance of large expanses of forest land for agriculture. Furthermore, there is much dependence of a large growing number of people on fuel wood World Conservative Union (WCU, 2016). For example, United nations Development Plan (UNDP (2012) estimated that about three quarter of Nigerian households (83% in the rural areas and 30% in the urban centres) depend on firewood for their household cooking needs. It is possible that the percentage of the people using firewood and charcoal for household cooking in urban centres would have increased beyond 30% because of the rise in the prices and scarcity of petroleum products, especially kerosine and cooking gas.

### Factors responsible for Deforestation in Nigeria

A lot of factors would be held responsible for deforestation in the African continent. However, in Nigeria, the following could cause deforestation: -

**Population growth:** The World Wide Forest Report (2017) opined that when the Roman Empire was in control of Europe, 90% of the continent was forested. Presently, 500,000 hectares disappear in a single week as a result of logging. The remote cause of deforestation is over population in cities and developing countries. There were people who had land and increase in population forced them off their land and they became landless peasants that were forced to look for land in the untouched forest. Bad land tenure, a shortage of modern agricultural tools, and government neglect of subsistence farmers has put an influx of human interference in the forest thereby causing significant deforestation. (Lucas & Knight 2008). The practice of shifting cultivation using slash and burn methods of tree removal. This involves cutting down trees and burning the stump. The ash is used as fertilizer and the land used for farming or cattle grazing. However, the land that is cleared using slash and burn method is left infertile as the nutrients in the soil are quickly dissolved by surrounding organisms. As population increase, farmers keep moving to other areas and keep repeating this process such that worthy land forest resources are depleted.

**Logging:** Modern industries play much greater role in cutting down trees for industrial construction. Onochie, Nnamdi and Chukwuma (2018) observed that eleven million acres of forest are cut every year for commercial and property industries. The British Columbia manufactured 7,500,000 pairs of chopsticks a day, amounting to about three trees daily. The demand for fuel wood according to them is so high that there would be shortage by the year 2000

**Cattle grazing:** Overgrazing also leads to erosion and deforestation. Cattles for example on their grazing pattern tear soil particles and this is caused by the fact that the pastoralists and their cattle herds have trekked back and forth across the rangelands following the seasonal growth of pasture and the availability of water (Hemuka, 2012) Geist & Lambin, 2001 Heller (1998) reported that the Amazon region of South America alone had 100,000 cattle ranchers. Studies carried out by Lucas & Knight (2008) showed that 15,000km squared of forest were used expressly for the purpose of cattle grazing. As soon as the trees are cut down, the land is often overgrazed.

**Increase in the supply of wood:** Timber concessions, clear cutting and the like are usually aimed at increasing the supply of wood. Wood can be employed to a wide variety of uses such as housing, furniture making, construction of ship (vessels) and boats. Wood can also be used as fuel such as in firewood, paper and gum-making industries use wood as a major raw material. Wood is also a major foreign exchange earner as it is exported to Western countries that in turn employ them to various uses. The list of the use of wood by man seems almost endless. In Nigeria, wide spread timber emission is usually granted. Furthermore, clear cutting of forest is almost a daily affair-all these are aimed at increasing the supply of wood so as to meet at least to an extent, the ever rising demand for wood. This is a common phenomenon in almost all African countries.

**Increase in the supply of developable land:** Land, as a commodity and factor of production is characterized by fixity not just in supply but also location. With increasing human population and the attendant increase in the demand for developable land there is always the temptation to deforest certain areas. Yielding to this temptation often results to deforestation. By developable land, reference is being made to land to which capital could be applied in order to create one form of property investment or the other. The various forms of property investments which together make up the built environment include all land uses as explained before.

**Harvesting of forest resources for food:** Man in an attempt to exploit natural resources on the land to take what belongs to the land may bring about deforestation. Some forest resources such as leaves, roots, stems and wild fruits provide a variety food for both human beings and wild animals.

**The use of forest as waste lands for toxic and non-toxic waste:** This is another source where deforestation can occur. Deforestation by this process occurs when trees begin to die in their numbers as a result of toxins in the soil that provides them with nutrients.

Sequel to these is the wide spread destruction of forest to facilitate crude oil exploitation activities.

### **The Effect of Deforestation in African Continent**

Multiple societal and environmental problems are associated with deforestation in African countries. Some of those effects include the following:

**Loss of biodiversity:** This is the variation of life forms within a given ecosystem, become or for the entire earth. Biodiversity is often used as a measure of the health of biological systems. Biodiversity found on earth today consists of many millions of distinct biological species being the product of almost 500 million years of evolution. Deforestation utterly destroys biodiversity species and this brings extinction of the existence of such species on the earth (Kalu, Egbu & Ukachi, 2016)

**Erosion:** - Tropical forests look very lush but their lushness is somewhat deceptive because the underlying soils are very poor. Erosion is one of the major environmental hazards that exposes the earth's surface to agents of denudation. Once the forests have been cut down, the essential nutrients are washed out of the soil completely, leading to erosion. Goudie (2006) observed that 80% of soil in the humid tropics is acidic and infertile. Moreover, when there are no trees to keep the soil in place, the soil becomes ripe for erosion. There are over 200 erosion sites in Abia state of Nigeria alone found in Abiriba, Ohafia, Igbere, Eziama, Etche road in Aba Amucha, Ndiegoro etc (Hemuka, 2012). The same is applicable to some Anambra State Communities.

**Climate change:** Greenhouse effect is the effect produced by greenhouse gases allowing incoming solar energy to pass through the earth's atmosphere but preventing most of the outgoing heat from the earth from escaping into outer space. This effect which is necessary 33<sup>0</sup> centigrade warmer that it would have been without the presence of the atmosphere. Unfortunately, because of excess greenhouse emission, the greenhouse gases are now trapping too much heat. Greenhouse gases (GHGS) for example water vapour, methane and carbon IV oxide (CO<sub>2</sub>) allows incoming solar

radiation to pass through the earth's atmosphere while preventing most of the outgoing infrared (heat) radiation from the surface and lower atmosphere from escaping into other space. Deforestation is a major cause of greenhouse effect for the following reasons;

- The burning or decomposition of wood (trees) releases  $\text{CO}_2$  into the atmosphere.
- Trees that once removed  $\text{CO}_2$ , from the atmosphere in the process of photosynthesis are no longer present.

Deforestation releases significant amounts of  $\text{CO}_2$  into the atmosphere because of soil disturbance, burning and removal of above-ground biomass.

**Flooding:** Environmental floods are often regarded as freaks of nature which can neither be foreseen nor prevented. In fact, they are often the direct result of human activity. When the trees and natural vegetation are cleared from upland slopes, forest belts there is nothing to slow the flow of rain water after a heavy storm. The result is a sudden rise in the river levels. Banks are breached, homes and agricultural lands are flooded and if uncontrolled stretches up to the built environment (developed areas) (Hemuka, 2012; Goudie, 2006).

**Desertification/desert encroachment:** This is becoming a common phenomenon in most African countries especially Nigeria. While some, deserts are naturally occurring others develop as a result of the activities of humans around such areas. Deforestation could have an adverse effect on climatic and weather conditions. If these effects are not properly addressed, on a matter of time that might span several years, desertification or desert encroachment might set in. (Hemuka, 2012; Efekealam, 2010). Indeed, all the geomorphologic agents such as water, wind, ice gravity are in constant operation and their excessive operation in recent times is as a result of exposure to intensive solar energy which give rise to drought and desertification (desert encroachment).

**Decline in wild life habitat:** Deforestation destroys the habitat thereby making the biodiversity found therein susceptible to death and easy prey for human. This implies that there is a direct relationship between deforestation and reduced biodiversity.

### **Economic Importance of Deforestation in Nigeria**

It may sound contradicting to say that deforestation has some element of economic importance to offer to any country of Africa. The fact remains that deforestation is carried out mostly by humans who in one way or the other feel justified for their action. Generally speaking, the economic growth and development of any nation depends on man's activities on the earth's surface which directly or indirectly brings about deforestation. Construction works of any kind, engineering works, industrial activities, commercial, recreational, agricultural activities among others, which are the mainstream of economic growth and development are all anchored on deforestation. Besides, the economic importance of deforestation is dual-either to provide additional land (develop-able) for various uses or to harvest trees (fruits, leaves, stems and nuts) for various purposes. It should be noted that all forms of deforestation are aimed at either harvesting trees or providing land both for a number of reasons (Efekealam, 2010).

## Conclusion

There is no gainsaying the fact that the built-environment is seriously threatened by deforestation factors. Economic activities cannot take place without causing deforestation directly or indirectly on the earth's surface. Deforestation and economic activities (land uses) are positively correlated, proper forest management is called for to take care of undesirable deforestation in all African countries. Therefore, it becomes pertinent and necessary to institute measures aimed at minimizing the negative and devastating effects of deforestation on the built environment without isolating economic activities which are the economic pillars of any nation's economic growth and development.

## Remedial Measures/Recommendation

To be able to check and minimize deforestation in African countries especially in Nigerian Communities, the following steps should be adopted:

- **Tree planting:** This is a measure that requires replanting new trees if trees are felled in a particular forest. This should be done immediately after deforestation.
- **Application of land to its highest and best use:** Considering the fact that land is fixed in both supply and location, there is the need to ensure that available land is out to its highest and best use. This is so because most lands especially in African urban areas are underutilized. It is believed that demand for land gives rise to the temptation of reclaiming forest and other marginal lands. But if land is put to its highest and best use, this demand of land will get reduced.
- **Urban Renewal:** This concept agrees that the temptation of destroying green areas to develop new settlement will be minimized if there is massive renewal of virtually all urban areas especially the slums and blighted areas of any particular country.
- There should be an environmental monitoring team set up by the government at all levels to checkmate indiscriminate felling of trees in the country.
- There should also be master plans and zoning regulations which establishes orderly and good management of forest and other lands and this must be enforced adequately.
- There is the need to decrease the need for the amount of products harvested from the rainforest. If all countries of Africa enforce programs that use recycling, the need for disposable products would be diminished and loggers would be out of business.
- **Poverty Eradication:** Millions of people in African countries are poor and make their liveability from forest. The activities of these millions of people in the forest signify huge deforestation (Salim and Ullsten, 2010).

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## QUALITY ASSURANCE PRACTICES AND TEACHERS' LEVEL OF PRODUCTIVITY IN SECONDARY SCHOOLS IN OBUDU LOCAL GOVERNMENT AREA

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### Abstract

**T**his study aimed at determining the relationship between Quality assurance practices and teachers' level of productivity in secondary schools in Obudu Local Government Area. Survey design was used by the researchers and the population of this study consists of four hundred and eighty-five (485) teachers in all the eighteen (18) public secondary schools within the area. The researchers adopted simple random sampling technique. In selecting the sample size for the study, two hundred teachers (200) were selected. Given 110 males and 90 females. Questionnaire titled "quality assurance practices and teachers' level of productivity" (QAPTLP) was used for data collection. Pearson's Product Moment Correlation was used for data analysis. The result of the findings revealed that there is a significant relationship between quality of teachers, quality of classroom evaluation with teachers' level of productivity. It was recommended that Government should organize regular seminars, workshops and conferences in order for teachers to update their knowledge and skills for better productivity in the schools. Assessment and evaluation of students should be done in such that it will determine the various objectives of education.

**Key words:** *Quality Assurance, Practices, Level, Productivity.*

## **Introduction**

Teachers' teaching level of productivity involves all the activities carried out by the teachers to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objectives and goals of the school. In other words, performance is the accomplishment of school goals. However, Ada (2004) has observed professional laxity on the part of teachers. To him, many teachers are merely staying on the job to look for better jobs outside. He complained that the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. According to Ekundayo, (2008) has called attention to the state of affairs in our secondary schools where in his words "a totally unwholesome and nonprofessional behavior of teachers such as absenteeism, malingering, trading and general low level of commitment to duty which appears to be indices of lack participative management style in school administration. Given the scenario in the school, it is the duty of the principal to coordinate such activities through participative management or leadership, without which, effective teaching may not be accomplished easily."

Level of productivity demands accountability and the need to take responsibility for school outcomes. Therefore, level of productivity in the school system is a multi-level activity where productivity in terms of quantity and quality of school outcomes is taken to be the ultimate criterion and all other criteria or assurances are considered as preconditions and means of achievement. The school productivity or performance is a function of its level of productivity, the level of productivity of a school helps determine what happens in each classroom. School performance is not likely to improve significantly by any measure or set of measures that fails to recognize that the school is a complex organization composed of interdependent variables governed by established rules and norms and adapted for stability.

Igwe (2007) puts the onus on the principal to create a clear school mission. The principal should be a leader. To be effective in this role a principal should create a common vision, build effective terms to implement that vision, and engender learning. In the effective schools, the principal acts as an instructional leader and effectively and continually communicates the mission of the school to staff, parents and students. In addition, the principal understands and applies the characteristics of instructional level of productivity in the management of the instructional programme. The role of the principal as the articulator of the mission of the school is crucial to the overall level of productivity of the teachers (Lezotte, 2001).

The education outcome [output] is expected to conform to the desired standard, and this can be achieved only by paying special attention to the quality of input variables and the processing of those variables by school principals. Quality assurance is achieved in schools that have committed principal who devote considerable time to coordinating and managing instruction. Such principals are highly viable in their school and stay close to instructional process.

Quality assurance in education is the efficient management, monitoring, evaluation and renew of the resources inputs and transformation process (teaching and learning) to produce quality output (students) that meet set standard and expectation of the society. According to Ojedele (2000) quality control assurance should be concerned to the state (Cross River) in its drive toward technological development. He added that there is need to examine the qualification of teachers, teacher's gender, adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the process involved in the various skills to ensure that the finished products are in high standard. Teachers are an important educational input, which is one of the most important assurances of quality, Coombs (2002) opined that apart from the students, teachers are the largest most crucial inputs of an educational system. Nakpodia (2011) posits that the quality of the teachers is an important indicator in the assessment of the quality of any educational system. If, however they are qualified but wrongly deployed there may be problems of quality control, in other words, teachers should be appropriately assigned to ensure quality control.

According to Jada & Job (2006), 'no matter the availability of educational infrastructure in the school system, they mean nothing if there are no competent teachers', quality in teaching according to Okon (2011) means possessing the competencies required. It includes the ability of the teacher to measure students' educational achievements, and ensure that parents are satisfied with the educational development. Essentially, improving the quality of education will improve the quantity and quality of students. Coombs (2002) posits that evaluation shows how effective selected learning experiences and contents are in achieving goals and objectives. It allows feedback into the system and provides opportunities for corrections to be effected early enough particularly at the planning and implementation stage of the curriculum evaluation stage. Thus, it is only through evaluation that a curriculum can be judged as suitable and of good quality in achieving high standard.

According to Udenewu (2005), evaluation is an important phase of the curriculum process and the method of evaluation will to a very great extent determine the quality of education. For evaluation to help achieve the expected goals and results, all types of evaluation techniques in the classroom must be embedded. Idoko (2005) also posits that evaluation in the classroom should apart from assisting the teacher to establish the degree of extent to which educational objectives have been achieved, also affords the teacher the opportunity of assessing himself as well as his methods of teaching.

### **Statement of the Problem**

The issue of teachers' level of productivity in our secondary schools today has drawn so much attention, by parents, educationists and researchers. The unwholesome and non-professional behaviour of teachers such as absenteeism, lateness and trading lead to low level of commitment to duty which has created so much problems in the educational sector despite government effort in providing incentives to better their stay in the job. Many teachers still consider teaching as a mere stepping stone while

searching for better jobs outside. These observations have shown that there are constant cases of indiscipline such as absenteeism, persistent lateness to school, irregular and unauthorized movements from duty post to another which constitute a big problem to the attainment of educational goals in secondary schools in Obudu local government area of Cross River State.

Teachers level of productivity is the hall mark of growth and development of any school. An effective and efficient way or ratio of measures of getting things done. The achievement of any educational goal depends on the ability of the principal to influence the teachers. The principal cannot work alone, he must have people to influence, direct, carry along towards the achievement of the organizational goals. In fact, education is not just to be provided for its own sake but the emphasis now is on the quality of education to be provided attempt must be made by the government and individuals to ensure that the prescribed standard of education is obtained.

### **Purpose of the Study**

The main purpose of this study is to determine quality assurance practices and teachers level of productivity in secondary schools in Obudu local government area.

Specifically, the study sought to examine whether;

1. Quality of teachers relate to teachers' level of productivity
2. Quality of classroom evaluation relate to teachers' level of productivity.

### **Research Question**

The following questions were stated to guide this study:

1. How does quality of teachers relate to teachers' level of productivity?
2. In what way does quality of classroom evaluation relate to teachers' level of productivity?

### **Statement of Hypotheses**

The following hypotheses were formulated to guide this study:

1. There is no significant relationship between quality of teachers and level of productivity.
2. There is no significant relationship between quality of classroom evaluation and level of productivity.

### **Methodology**

This study adopts survey research design. Survey research involves the collection of data to accurately and objectively describe existing phenomena. Kerlinger (1986), Isangedighi, Joshua Asim and Ekuri (2004) for instance described the nature of a situation as it exists at the time of investigation. Survey design is useful for opinion and attitude studies. The population of this study consists of four hundred and eighty-five (485) teachers in all the eighteen (18) public secondary schools within the local government area. The researcher adopted simple random sampling technique. In selecting the sample size for the study, two hundred teachers (200) were selected.

Given 110 males and 90 females. Questionnaire titled; Quality Assurance Practices and Teachers Level of Productivity (QAPTLP) was used for data collection. The instrument was divided into 3 sections A, B, and C. Section A was designed based on demographic data such as sex, age, qualification and years of experience. Section B of the instrument was designed to obtain information from respondents based on the independent sub-variables used for the study with eighteen (18) item statements. Section C contains information on the dependent variable, six (6) items were used for the study. The Likert 4-point scale of strongly agree (SA) agree (A) disagree (D) strongly disagree (SD) was used.

**Presentation of Results**

**Hypothesis One**

There is no significant relationship between quality of teachers and their level of productivity.

**Table 1: Pearson’s Product Moment Correlation analysis on the relationship between quality of teachers and their level of productivity N=200**

Variable	$\sum x$	$\sum x^2$	$\sum xy$	cal. R
	$\sum y$	$\sum y^2$		
Quality of teachers	786	1210		
Teachers’ level of productivity	643	1102	1442	0.81

$p \leq 0.05$  df= 198 critical  $r = 0.138$

The result of this table revealed that at 0.05 level of significance and at 198 degree of freedom, the calculated r-value of 0.138. Thus, the null hypothesis was rejected. The result implies that quality of teachers significantly relates with teachers’ level of productivity.

**Hypothesis Two**

Quality of classroom evaluation does not significantly have a relationship between teacher’s level of productivity.

**Table 2: Pearson’s Product Moment Correlation analysis on the relationship between quality of teachers and their level of productivity N=200**

Variable	$\sum x$	$\sum x^2$	$\sum xy$	cal. R
	$\sum y$	$\sum y^2$		
Quality of teachers	782	1208		
Teachers level of productivity	643	1102	1459	0.138

$p \leq 0.05$  df= 198 critical  $r = 0.138$

The result of this table revealed that at 0.05 level of significance and at



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198 degree of freedom, the calculated r-value of 0.138. Thus, the null hypothesis was rejected. The result implies that quality of classrooms evaluation significantly relates with teachers' level of productivity.

### **Discussion of Findings**

The result of hypothesis one revealed that there is a significant relationship between qualities of teachers with their level of productivity. The null hypothesis was rejected while the alternate hypothesis was retained. The result of this finding is in line with the finding of Ijaiya (2007) who upholds that there is no one factor that attracts the attention in the classroom that is as important as the teachers' personality and his commitment to work. He added that when a teacher comports himself well, his courage, his charisma, his mode of dressing coupled with how he verbalizes while delivering his teaching and the degree of competence he exhibits over the course, establish discipline among his students hence high academic result. In support of the result of this finding Oku (2013) opined that the primary attribute of a good teacher is the ability to create a warm friendly atmosphere in the classroom for meaningful learning to take place Oku (2013) also observed that positive teacher's attitude is significant for learning. Ndifon (2003) also is of the views that teachers can help students to develop and enhance achievement.

The result of hypothesis two also revealed that there is a significant relationship of quality of classroom evaluation and teachers' level of productivity. The null hypothesis was rejected while the alternate hypothesis was retained. The result of this finding is in consonance with the findings of Coombs (2002) who posits that evaluation shows how effective selected learning experiences and contents are in achieving goals and objectives. It also allows feedback into the system and provides opportunities for corrections to be affected early enough particularly at the planning and implementation stage.

In support of the result of this findings, Udenewu (2005) posits that evaluation is an important phase of the curriculum process and the method of evaluation will to a very great extent determine the quality of education. Berrgan (2013) also in support of the result of this findings revealed that evaluation in the classroom should apart from assisting the teacher to establish the degree of extent to which educational objectives have been achieved, also affords the teacher the opportunity of assessing himself as well as his method of teaching. Okeke (2004) posits that evaluation in secondary schools is very complex and involving, it requires a critical assessment of the objective of being pursued in the school.

### **Conclusion**

Based on the result of these findings, the following conclusions were drawn: That there is a significant relationship between quality of teachers on their level of productivity; there is a significant relationship between quality of classroom evaluation with teachers' level of productivity.

### **Recommendations**

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

1. Government and school administrators should organize regular seminars, workshops and conferences in order for teachers to update their knowledge and skills for better productivity in the school.
2. Assessment and evaluation of students should be done in such that it will determine the various objectives of education.
3. Government should provide adequate classroom buildings, school laboratories and good instructional materials as these will go a long way to enhance teaching and learning.

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## **CURRICULUM LECTURERS PERSPECTIVES OF EFFECTIVE CURRICULUM DELIVERY AND SECURITY CHALLENGES IN TERTIARY EDUCATION IN SOUTH EAST, NIGERIA**

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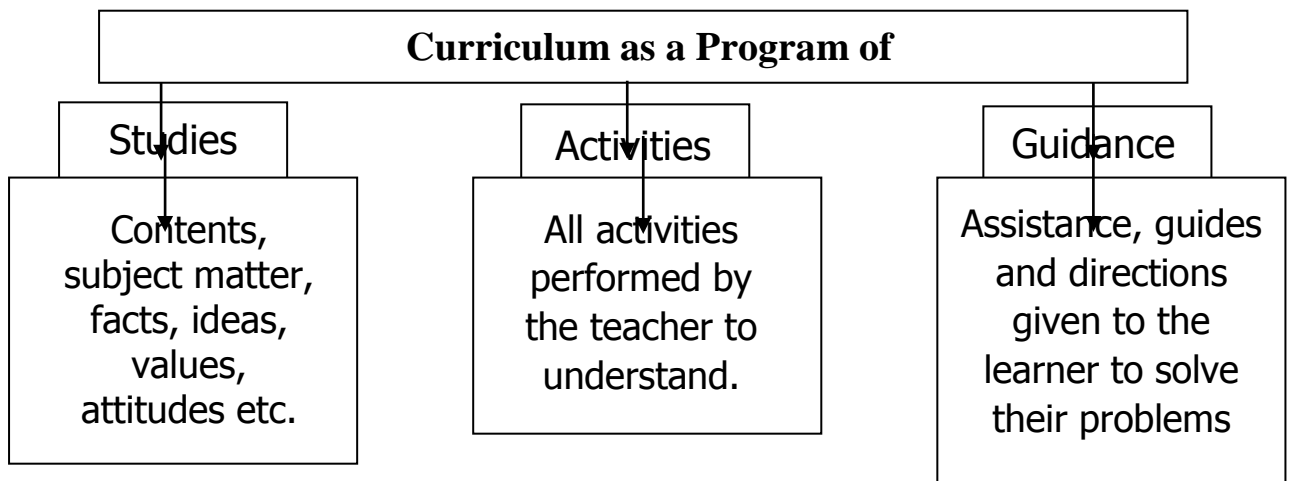
### **Abstract**

**T**he study was carried out to investigate curriculum lecturers' perspectives of curriculum delivery and security challenges in tertiary education in South-East Nigeria. Three research questions and two null hypotheses guided the study. The study was conducted using descriptive survey design. The population of the study was all 163 curriculum lecturers in tertiary institutions in South-East Geo-Political Zone. A 15-item structured questionnaire titled "Curriculum Lecturers Perspectives of Curriculum Delivery and Security challenges in Tertiary Education. Questionnaire (CLPCDSCTEQ) was developed from the literature reviewed and was used to collect data from respondents. Data collected were analyzed using mean and standard deviation to answer the research questions while *t*-test statistic was used to test the hypotheses at 0.05 level of significance. Findings from the study revealed that curriculum lecturers required all the 25 item statements on curriculum delivery and security challenges in tertiary education of Nigeria. Hypotheses tested showed that there was no significant difference in the mean ratings of responses of male and female curriculum lecturers on all the item statements. It was recommended among others that lecturers should make conscious efforts to curb the menace of insecurity in Nigeria tertiary institutions.

**Key words:** *Curriculum, Lecturers, Curriculum Delivery, Security Challenges.*

**Introduction**

The concept of curriculum means different thing to different people in different context, and it has been used in different ways by different people in Nigeria. Curriculum delivery is embedded in curriculum can be seen as an instructional guide of blue print for teaching and learning to bring about positive and desirable changes in the learner’s behavior. Oteh and Akuma (2010) summed up the interpretation of curriculum as: that taught in school as sequence of courses, everything that goes on within the school including extra moral activities, guidance and counseling, and interpersonal relationships that which is taught both inside and outside the school being dictated by the school for a desirable change in behavior and growth of the learner.



*Source: Oteh and Akuma(2010)*

**Fig 1: Curriculum as a Programme.**

**Concept of Curriculum Implementation**

Curriculum delivery is embedded in curriculum implementation which is the process of translating the whole curriculum objective into action. Curriculum implementation has to do with the actual putting the planned curriculum into action. The problem of this nation is not planning at all, but implementation. Curriculum which is planned and guided learning activities to be consumed by the learners within a particular period of time, require trained implementers. The implementation also need the good use of teaching methods, instructional materials and other needed facilities (Offorma, 2004).

Curriculum implementation is putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experiences (Scribd, 2018). It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the curriculum implementation process. Curriculum

implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect. Putting the curriculum into operation requires an implementing agent - the school and teachers remain the focal agents in the curriculum implementation process (Nwafor & Oka, 2018).

### **Security in Nigeria**

The term security can be used in many ways to mean human security that deals with the protection of an individual's personal safety and freedom from direct and indirect threats of violence such as environmental destruction, over population and spread of infectious diseases, food supply, energy crises, physical, mental harassment, racism and others that endanger the wellbeing of any daily lives (Yisca & Agbum, 2018). Security may be defined as a state of being protected from danger or anxiety (Olusola, Abideen and Jolaosho, 2016).

Tella (2015) defines security as the relative freedom which individuals, group and nations enjoy from danger, risks or threat of harms, injury or loss to personal and or group property. Okene (2010) says that security is a situation where an individual, social group of geo-political entity is protected or defended against any form of danger while Mohammend (2007) describes it as a condition whereby a country is free from any form of fear or threat to its peace, progress and stability. All these definitions have one thing in common, living in a secured (protected) environment. However, Nigerians and Non-Nigerians alike have been faced with security problems which have led to the retardation of economic activities in Nigerian. For instance, in some parts of the country, farmers keep away from their farms, children do not attend to schools and so many have been displaced from their father lands because of violence and lack of value attached to human lives.

According to Yisa and Agbum (2018), security challenges can be referred to as insecurity which refers to as states of being subject to fear, threat, danger, molestation, intimidation and harassment in all aspect. According to Olugbeko and Asagha (2014) insecurity comes in different forms and magnitude among which include the spate of bombing in some parts of the country, assassinations in schools and tertiary institutions, armed robbery, election related crises, kidnapping, human trafficking, military, terrorism, religious fanaticism and environmental degradation. Others include ritual killings, armed banditry, car hijacking, ethnic clashes, suicide bombing, political motivated killings, religious killings and violence (Yisa and Agbum, 2018). Other manifestations of insecurity include ruthless attacks by suspected Fulani herdsmen in many States in Nigeria which have led to loss of lives and property, pipelines vandalisation, Boko Haram insurgences among others.

According to Ferris and Winthrop (2010), those who have been displaced by this insecurity faced several vulnerabilities. These include fear, trauma, separation from family members, lack of access to employment, separation from social networks and communities, discrimination, stigmatization, lack of personal documents which often restricts access to services such as health care and education, lack of political rights and vulnerability to recruitment from armed groups. Silva (2017) reported that



the effect of insecurity includes declines in tourism and foreign direct investments as well as a significant drop in quality growth rates.

### **Causes of Security Problems in Nigeria.**

A myriad of factors led to peace and security challenges in Nigeria. Ogbidi (2014) posited that, we are today plagued with both internal and external security problems because the country refused to use the good opportunities that came her way positively. Tella (2017) classified the reasons into:

- Lack of broad public participation in the affairs of the state.
- The politics of resources allocation
- Resource management/ control
- Arbitrary use of power
- Annulment of June 12, 1992.
- Easy access to small arms, social and economic deprivation and marginalization, exposure to violence in the home.
- Lack of quality educational opportunities and
- Nigerian do-or-die style of politics.

Other causes of national security problem in Nigeria include corruption, collapsed infrastructure, environment degradation, injustice, poverty, poor health care delivery service and socio – religious (ethno-religions) crisis (Olusola, Abideen and Jolaosho, 2016).

According to Ogbidi (2014), another serious factor in the security problems/ or challenges facing Nigerian graduates from tertiary institutions across the country is “Unemployment”. In the view of the authors, the situation is worsened as unemployment benefits are not given to them as practiced in some countries as a form of social security. In addition, the author stressed that corruption and poverty also constitute serious security challenges as so many Nigerians face economic depression, lack of freedom, inability to provide basic needs of life for self and family, lack of access to loans and credit, inability to save or own access.

Following the above, Fatosin (2017) posits that about 80% of the Nigerians find it difficult to get employment every year. This is corroborated by the National Bureau of Statistics. He continued by saying that unemployment rate increased from 8.2% to 29.9% in the third quarter of 2015. The result of this is the higher waves of crimes perpetrated in Nigeria and this is due to lack of skills acquisition by the students which could enable them embark as a result of practical strategy in given instruction in tertiary institutions.

If graduate or undergraduate students are exposed to practical instructions, they could acquire practical skills at the youthful stage, they would grow with it thereby engaging in one form of productivity or the other and this will eliminate idleness, abject poverty and other factors that could lead to hopelessness and restiveness. This will in turn reduce crime related activities because the youths are employed and this will guarantee peace and national security. This is because a hungry man is an angry man.

The main purpose of this study is to examine the influence of curriculum lecturers' perspective towards curriculum delivery (curriculum implementation) and security challenges in tertiary institutions in the South East Geo-Political Zone. Specifically, the study sought to;

1. ascertain the definitions of curriculum delivery (curriculum implementation) and its perception by curriculum lecturers in tertiary institutions in South-East Zone.
2. identify the perceptions of security causes and its challenges of in tertiary institutions in South East Zone.
3. identify the strategies to be adopted for curbing the menace of security challenges in tertiary institutions in South-East Zones.

Based on the objectives of the study, the following research questions were posed to guide the study;

1. What are the main definitions of curriculum delivery or curriculum implementation?
2. What are the definition and main causes of security challenges in tertiary institutions by curriculum lecturers?
3. What are the strategies to be adopted for curbing security challenges in tertiary institutions by curriculum lecturers?

The following hypotheses were formulated and tested at 0.05 levels of significances;

H0<sup>1</sup>: There is no significant difference between the mean responses of male and female curriculum lecturers towards the perception of definitions of curriculum delivery in tertiary institutions.

H0<sup>2</sup>: There is no significant difference between the mean scores of male and female curriculum lecturers towards the strategies of curbing security challenges in tertiary institutions.

## **Method**

The study was conducted using a descriptive research design. The study was carried out in South-East Zone, Nigeria. The population of the study is made of all the 163 curriculum lecturers in tertiary institutions in South-East Zone of Nigeria. Sample of 80 curriculum lecturers from the six tertiary institutions in South-East Zone were involved for the study using stratified simple random sampling techniques. Two instruments were used for data collection. One is demographic data of the curriculum lecturers containing their gender specification and the other rating scales titled "Curriculum Lecturers Perceptions on curriculum delivery and security challenges scale (CLACDSC) with 15 items. The questionnaire consists of 2 sections; Section A and Section B. Section A elicited information from the respondents of demographic of biodata while Section B contained fifteen questionnaire items. Three research questions and two null hypotheses guided the study. Each of the scale were structured along a four-point Likert type scale response option structured thus: "Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and weighted 4,3,2 and 1 point respectively. The instruments were validated by two specialists in the

Department of Curriculum studies and Instruction or Arts Education Department and the other specialist is from Educational Measurement and Evaluation, all in Faculty of Education, Imo State University, Owerri. The instruments were subjected to face and content validity while the reliability was established using split-half and Pearson Product Moment Correction Coefficient (PPMCC) of 0.85. This shows that the instrument is very reliable for the study. Copies of the instruments were dully administered which lasted for (2) two weeks. All the administered copies were retrieved without loss, due to carefully administration by the researcher and her assistance. Data collected were analysed using mean and standard deviation for the research questions respectively. The hypotheses were tested using independent sample t-test at  $P < 0.05$  level of significance.

**Results**

**Table 1: Curriculum Lecturers mean rating on the definition of Curriculum delivery (curriculum implementation) in tertiary institutions**

S/N	ITEMS	X	SD	DECISION
1.	Curriculum delivery or curriculum implementation is the process of translating the whole curriculum objectives into action which need the good use of teaching methods, instructional materials and other needed facilities	2.51	0.82	Accept
2.	Curriculum Lecturers perceive that curriculum delivery are the efforts of teacher in translating the planned curriculum which required the use of proper supervision and inspection to make sure that the right thing is done.	2.61	0.92	Accept
3.	The Teachers who are professionals and implementers of curriculum implementation and students who are consumers are both at the centre of the curriculum delivery which need effective team work to overcome barriers	2.83	0.65	Accept
4.	Lecturers are aware that if there is no curriculum delivery, no teaching profession which has to do with the good use of instructional materials and methods.	2.09	1.01	Reject
5.	Curriculum is the task of translating the curriculum document into the operation document by the combined efforts of students, teachers and others concerned	2.44	1.09	Reject
	<b>Total mean score</b>	<b>2.54</b>		<b>Accept</b>

The result displayed on Table 1 shows that all the mean scores of 1, 2, 3 and 5 were above the criterion mean score of 2.50 except that of 4. The table further shows

that the total mean score of 2.54 is slightly above the criterion mean score of 2.50. the conclusion which was drawn from the result is that the respondents agreed that curriculum lecturers in tertiary institutions in South-East perceived that curriculum delivery require the use of proper supervision and inspection to make sure that the right things are done while implementing the curriculum in tertiary institutions.

**Table 2: Curriculum Lecturers mean responses on the perceptions of Security causes and its challenges in Tertiary Education.**

<b>S/N</b>	<b>ITEMS</b>	<b>X</b>	<b>S.D</b>	<b>DECISION</b>
6.	Security refers to the activities involved in protecting a country, building property or person against attack, danger, disaster, crime, accident. Etc.	3.23	0.67	Accept
7.	Security means not wanting to loose something valuable and precious in your side which involves taking critical and necessary actions	3.28	0.91	Accept
8.	The main cause of insecurity is greed, indiscipline, lack of integrity, illiteracy, poverty and unemployment.	3.17	0.89	Accept
9.	The absence of western education in any given society brings insecurity to that society	3.03	0.82	Accept
10.	People that live in insecurity society live in fear, poverty, isolation, darkness, superstition and ignorance	3.27	0.90	Accept
<b>Total mean Score</b>		<b>3.17</b>		<b>Accept</b>

The result displayed on Table 2 shows that the mean scores of all the items (6,7,8,9and 10) as well as the total mean score of 3.17 were well above the criterion mean score of 2.50. this shows that curriculum lecturers accepted that some security challenges in the universities are caused by greed, indiscipline, lack of integrity, unemployment and poverty while lack of western education, people living in fear, poverty, isolation and ignorance among the youths (Boko Haram) were not accepted by the lecturers with a low mean score.

**Table 3: Mean and standard Deviations of Curriculum Lecturers responses on how to curb security challenges in tertiary institutions in South – East Zone**

S/N	ITEMS	X	S.D	DECISION
11.	There is need to fight insecurity from grassroots at the national, state and community levels.	3.65	0.68	Accept
12.	Severe punishment to be meted to unscrupulous people causing insecurity to the society such as Boko Haram, Religious fanatics	3.33	0.87	Accept
13.	Exposure of the youths or people that cause insecurity to the society and enforcement of relevant decrees on them.	2.90	0.71	Accept
14	Effective and appropriate use of practical skills at the youthful stage eliminate idleness and object poverty.			
	Regular payment of enhanced salary and allowances to lecturers and government officials so that they will partake in security cautiousness.	2.84	0.94	Accept
15.		3.33	0.87	Accept
	<b>Total mean</b>	<b>2.95</b>		<b>Accept</b>

The result displayed on Table 3 above shows that the mean scores of all the items (11, 12, 13, 14, 15) as well as the total mean score of 2.95 exceeded the criterion mean score of 2.50. Conclusion which was drawn from this result is the strategies adopted for curbing insecurity in Nigerian Tertiary Institution include lack of greed, regular payment and allowance to teachers, lecturers, civil servants and government officials, providing the youths with effective and appropriate use of practical skills with reduce idleness and object poverty and by fighting insecurity from grassroots, exposing the unscrupulous youths (Boko Haram, Religious Fanatics etc.) by giving them severe punishment with a mean of 2.95, it means that lecturers could be used to curb security challenges in the school system.

**Table 4: Curriculum Lecturers awareness of security challenges in tertiary institutions is not significantly high (P<0.05)**

Gender	N	X	SD	DF	Tcal	Ttab	Decision
Male Lecturers	20	96.67	34.16				
Female Lecturers	60	160.76	51.48	178	0.39	1.96	Retain HO

Table 4 showed the mean score and standard deviation of male curriculum Lecturers as 96.67 and 34.16 respectively while the mean score and standard deviation of female lecturers were 160.76 and 51.48 respectively. Applying the t-test calculation at 5% level of significance, with the degree of freedom of 178. The outcome was 0.39 which is less than the t-test tabulated there is no significant of male and female curriculum lecturers' perception towards the practice of Security challenges in tertiary institution in South - East of Nigeria .

**Table 5: The mean response of male and female curriculum lecturers on strategies to be adopted in curbing security challenges in tertiary institutions**

<b>Gender</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>DF</b>	<b>Tcal</b>	<b>TtAB</b>	<b>Decision</b>
Male Lecturers	20	98.00	20.16				
Female Lecturers	60	108.68	28.38	198	2.09	1.96	Retain HO

Table 5 showed the mean score and standard deviation of male curriculum lecturers as 98.00 and 20.16 respectively while the mean score and standard deviation of female curriculum lecturers as 108.68 and 28.38 respectively. Applying t-test calculation at 5% level of significance, with the degree of freedom of 198, the outcome was 2.09 which is greater than the t-test tabulated of 1.96 which led to the rejection of the null hypothesis and concluding that there is significant difference between the mean scores of male and female curriculum lecturers' perceptions of security challenges in the tertiary institutions.

**Discussion of Result**

It was revealed in the study that male curriculum lecturers have positive perception towards the curriculum delivery and security challenges while the female curriculum lecturers had negative perception towards security challenges though it was observed that the difference between them is not significant. This implies that gender is not a significant factor in curriculum lecturers' perception of curriculum delivery and security challenges in institutions in South East Zone. They perceived that security is the act of protecting a person, country, property and state against attack, danger, crime and accident and the practice of insecurity can be a threat to the students' academic achievement, health and personality development. Similarly, Ekpe (2012) result showed that curriculum lecturers perceived that insecurity act has been taken for granted in tertiary institutions. The fact that lecturers perceived the act of insecurity going on in the form of living in fears and isolation alters the behavior of lecturers' attitude towards the perception of insecurity practice in tertiary institutions in South-East. That is to say, that gender does not significantly influence Curriculum lecturers' perception of security practices. In line with this findings, Dodo and Toryem (2019) found that the behaviours of the unscrupulous youths, terrorists, (Boko Haram



and Religious Fanatics and other insurgents) could lead to students Maladjustment which is harmful to their lives and academics. This is in agreement with the views of Mohammed (2007) that the politician who see students as minors without right and start sending terrorist to higher institutions tend to control students with reckless abandon and utter negligence. This hostile acts of some politicians, teachers, lecturers and administrators on insecurity contribute to the psychological damage to some students to become hardened offender with negative personality.

It was also revealed that the cause of insecurity practice among lecturers and students are because of poor remuneration of the staff and unemployment for students after graduating. Tella (2015) viewed that security challenges acts are being caused by low or poor wages of lecturers, greed, hatred, animosity, bitterness among the students. This is because it is difficult to stay honest on a poor purse. The real cause of insecurity is greed, indiscipline and lack of integrity among the generality of both low level salary earners and high level earners. This evil act could bring a ripple effect on the students, communities, society and nations at large. It can also bring setback in students' development, growth and academic achievement. This is because students are future functional and contributory members of the nation.

In this study, it was also revealed that there are some strategies to curb insecurity practices or security challenges in our tertiary institutions in the Nigeria Education system. Collaborating this findings, Ogbidi (2014) result revealed that majority of the curriculum lecturers in the schools in this study accepted that some strategies to curb insecurity practices in the schools are that it is the responsibility of the government and non- governmental organizations must make a conscious and deliberate efforts to increase the penetration of western education to the areas that lack education. Education should be provided, made affordable and accessible to the people (especially youths). Governors of the state should ensure compliance of due process and accountability standards which are needed to curb insecurity in government educational system. It is important to address security and to promote transparency and accountability not just at the local government, ward, clan, village levels but also at the state and national levels. The public also needs to be aware that it has a civic duty to blow the whistle on corrupt politicians, lecturers and official at all levels of the schools in Nigeria. In the same vein, majority of the curriculum lecturers are in the opinion that there must be stringent laws which must be enforced to deal with anybody who brings insecurity to the society, state, nation as well as schools. Although, the studies have similar findings, but they were carried out in different areas using different subject area

### **Conclusion**

It is clear from this study that the male curriculum lecturers perceived more of curriculum delivery and security challenges in tertiary institutions than the female curriculum lecturers. But it was observed that the difference between them is not significant. This implies that gender is not a significant factor and security challenges in tertiary institutions in South East Zone. It was also concluded that male curriculum lecturers perceived more of security challenge practices than the female curriculum

lecturers but the difference recorded is significant, hence gender is a significant factor in security challenges in schools. The author therefore, concluded that there should be urgency in battling effective curriculum delivery and security challenges which will help to restore the confidence of Nigeria tertiary education system to her beloved country.

### **Recommendation**

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

1. Federal Government should call for a real constitutional conference where issues affecting national security, various ethnic groups and religious bodies will be trashed and addressed for general well-being of Nigeria citizens, or implement the report of the State constitutional conference.
2. Nigeria political elites should approach electoral competition from sportsmanship perspective not as a do or die affairs.
3. Political party formations should be devoid of ethnic chauvinism and religious sentiment. This will enable Nigeria leaders to correct the past mistakes made by the Colonial masters ever before the attainment of independence.
4. Also public enlightenment should be given to all and sundry in Nigeria before and after election. This will go a long way in promoting unity and peaceful co-existence in Nigeria.
5. Government and non-governmental organizations should make conscious efforts in providing western education to all citizens no matter their social, physical status and place of location in the country. When a large number of youths are left uneducated and uncared for, they become a problem to themselves and contribute a great threat or danger and can display in security practices to such societal and tertiary institutions.

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## THE EFFECT OF EXCHANGE RATE VOLATILITY ON ECONOMIC GROWTH IN NIGERIA

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### Abstract

**T**he study looked at “The Effects of Exchange rate volatility on Economic growth in Nigeria from 1986 to 2019”. The volatility of exchange rate was obtained through correlation and regression all aimed at finding the effects of exchange on the economy viz- a-viz positive effect or negative effect. The study found that exchange rate volatility has a significant positive effect on economic growth, the finding equally revealed that inflation rate has a positive but insignificant effect on economic growth in Nigeria among others. The study therefore recommended the following among others, the need for Government to encourage the export promotion strategies in order to maintain a surplus balance of trade, the monetary authorities to pursue policies and programs that would ensure the stability of the exchange rate for economic growth. Nigeria to shift from the over-reliance on a single product and pursue a program of economic diversification to boost foreign earnings.

**Keywords:** *Exchange rate, effects, impacts, economy, volatility, foreign currency, diversification, growth.*

## Introduction

Exchange rate is defined as the price of one unit of currency in terms of another currency. According to Chukwu *et al.*, (2019), exchange rate is the price of a nation's currency in terms of another currency. An exchange rate thus has two components, the domestic currency and a foreign currency, and can be quoted either directly or indirectly. In a direct quotation, it refers to the price of a unit of foreign currency expressed in terms of the domestic currency. In an indirect quotation, the price of a unit of domestic currency is expressed in terms of the foreign currency. An exchange rate that does not have the domestic currency as one of the two currency components is known as a cross currency, or cross rate.

In most economies, the exchange rate is expressed using the foreign currency as the base currency. The exchange rate is an important macroeconomic variable used as parameter for determining international competitiveness and it is being regarded as an indicator of competitiveness of any currency of any country and an inverse relationship between this competitiveness exists. To this end, the lower the value of this indicator in any country, higher the competitiveness of such currency of that country will be. It becomes imperative at this junction, to distinguish between the Real Exchange Rate (RER) and Nominal Exchange Rate (NER). The NER is a monetary concept, which measures the relative price of the two moneys or currencies e.g. Naira in relation to U.S dollar. While the RER is being regarded as a real concept that measures the relative price of two trade able goods (exports and imports) in relation to non-trade able goods (goods and services produced and consumed locally). But it should be noted that a relationship between two goods could be seen from the fact that change in NER causes short-run changes in RER.

Exchange rate volatility refers to the day-to-day, month-to-month variability of exchange rates. Volatility (in Forex trading) refers to the amount of uncertainty or risk involved with the size of changes in a currency exchange rate. (Umahi *et al.*, 2019). A higher volatility means that an exchange rate can potentially be spread out over a larger range of values. High volatility means that the price of the currency can change dramatically over a short time period in either direction. On the other hand, a lower volatility would mean that an exchange rate does not fluctuate dramatically, but changes in value at a steady pace over a period of time. Commonly, the higher the volatility, the riskier the trading of the currency pair is.

Technically, the term "Volatility" most frequently refers to the standard deviation of the change in value of a financial instrument over a specific time period. It is often used to quantify (describe in numbers) the risk of the currency pair over that time period. The exchange rate and its volatility are key factors that influence economic activities in Nigeria. That is why foreign exchange (FX) market fluctuations have always attracted considerable attention in both the economic and finance literature. The continued depreciation of a national currency mars the economic performance of the country. The challenge of the combined effect of increase in oil price and exchange rate instabilities on macroeconomic stability and economic growth for oil producing nations like Nigeria is really enormous.

Huge inflow of oil revenues in Nigeria is more often associated with expansion in the level of government spending while period of dwindling oil revenues is usually accompanied by budget deficits (Usman, 2009). There is no gainsaying that Nigeria relies so much on revenue from oil export but it equally and massively imports refined petroleum and other related products.

This development has taken a toll on the performance of the economy especially the manufacturing sector. Due to insufficient foreign exchange, many manufacturing companies have folded up while some other have relocated to neighboring countries like Gambia, Ghana, South Africa etc. Most of the companies left in the country today are operating below installed capacity.

Economic growth is the increase in the quality of goods and services produced in an economy over a period of time, usually one year. According to Investopedia (2015), economic growth is an increase in the capacity of an economy to produce goods and services, compared from one period of time to another. It can be measured in nominal or real terms, the latter of which is adjusted for inflation. Traditionally, aggregate economic growth is measured in terms of Gross National Product (GNP) or Gross Domestic Product (GDP), although alternative metrics are sometimes used. This growth is usually measured in terms of the percentage increase in the gross domestic product (GDP) The major determinants of economic growth are capital accumulation, technology, availability of skilled man power and foreign aid among others (Raza., Mckinnon and Schnabl 2011; Raza Sabir and Mehboob. 2012). Exchange rate has effects on economic growth. This is because it is the major determinant of profit rate of both foreign investors and local manufacturers who may wish to export their products. As Nigeria currency (Naira), is fluctuating, most investors find it difficult to continue their business. It is based on this that the paper sought to examine the impact of exchange rate volatility on economic growth.

### **Statement of the Problem**

Nigeria has adopted several exchange regimes. During the time of fixed exchange rate, the movement of exchange rate seemed to be stable but the economy were getting worse every day, the alarming deterioration of the economy called for change, hence the switch over the flexible exchange rate, the management of the floating exchange rate has not stabilized the economy. Hence, the effects of various macroeconomic shocks depend on the exchange rate policy adopted by the country, it is therefore important to investigate the effects of exchange rate volatility on the Nigeria economic growth and also the factors that influence exchange rate in Nigeria.

### **Objectives of the Study**

The broad objective of the study is to examine the effect of exchange rate volatility on economic growth in Nigerian. Specifically, the study seeks to:

1. Find out the influence of exchange rate on economic growth in Nigeria.
2. Ascertain the effect of inflation rate on economic growth in Nigeria.



### **Significance of the Study**

The result of the study would be of great benefit to the government, policy makers and to the world of academics. The result of the study would also be of great benefit to the government and other corporate bodies. This is because it will help them in making good policies that would help to strengthen and stabilize the Nigerian currency in the international market.

The result of the study would also be of great benefit to the world of academics. This is because it will add to the stock of literature existing in this area.

### **Scope of the Study**

The study focused on the impact of exchange rate volatility on Nigerian economic growth. Specifically, the study sought to find out influence of exchange on GDP in Nigeria and ascertain the effect of exchange rate on economic. The data used for the study is obtained from CBN bulletin. The time frame for the study was from 1986-2015. The time frame was chosen because it was when SAP was introduced which has consistently affected Nigerian exchange rate.

### **Concept of Exchange and Volatility**

Exchange rate is the price of a nation's currency in terms of another currency. An exchange rate thus has two components, the domestic currency and a foreign currency, and can be quoted either directly or indirectly. In a direct quotation, the price of a unit of foreign currency is expressed in terms of the domestic currency. Exchange rate can be fixed or flexible. In an indirect quotation, the price of a unit of domestic currency is expressed in terms of the foreign currency. An exchange rate that does not have the domestic currency as one of the two currency components is known as a cross currency, or cross rate. According to Mordi (2006), exchange rate is the most important price variable in an economy and performs the twin role of maintaining international competitiveness and serving as nominal anchor to domestic price.

Exchange rate is the price of one country's currency in relation to another country, which is a key variable for healthy economic management in every nation (Oloyede, 2002; Fapetu and Oloyede, 2014 cited in Stephen, 2017). Exchange rate is the price of the currency of one country expressed in terms of the currency of another. For example, the Nigeria Naira has exchange rate against the U.S. dollar and many other currencies. It may be expressed as nominal exchange rate or real exchange rate (Okorontah and Odoemena, 2016). E.g. Naira in relation to dollar (N/\$), while the real exchange rate is a real concept that measures the relative price or value of different countries products.

Exchange rate volatility refers to the tendency for foreign currencies to appreciate or depreciate in Value, thus affecting the profitability of foreign exchange trades. The volatility is the measurement of the amount that these rates change and the frequency of those changes. There are many circumstances when exchange rate volatility comes into play, including business dealings between parties in two different countries and international investments. Although this volatility is different to avoid in

such circumstances, the use of futures to lock in exchange rates can mitigate the effects of price change.

Volatility can occur in any security that rises or falls in value. The terms is most often used in conjunction with the stock market, but foreign currencies can be volatile as well when exchange rates are floating exchanges rates, as opposed to fixed exchange rate, they are likely to go up and down in value depending upon the strength of the economies involved. As a result, volatility is something that affects any business undertaking involving two different countries.

### **Economic Growth**

Economic growth is the increase in the inflation-adjusted market value of the goods and services produced by an economy over a time. It is conventionally measured as the percent rate of increase in real gross domestic product, or real GDP, usually in per capital terms (Bjork, 2009). According to Web finance (2017), economic growth is the increase in a country's productive capacity, as measured by comparing gross national product (GNP) in a year with the GNP in the previous year.

Kalikume (2015) opined that the term refers to economic growth accompanied by changes in output distribution and economic structure. It is concerned with quality improvements. The introduction of new goods and services, risk mitigation and the dynamics of innovation and entrepreneurship. Economic development has direct relationship with the environment. Whereas economic development is a policy intervention endeavor with aims of economic and social well-being of people, economic growth is a phenomenon of market productivity and rise in GDP. Consequently, as an economist Amartya Sen points out, "economic growth is one aspect of the process of economic development".

According to Ranis (2011), economic growth and development is a two-year relationship. Accordingly, the first chain consists of economic growth benefiting human development, since economic growth is likely to lead families and individuals to use their heightened incomes to increase expenditures, which in turn furthers human development. Increase in the capital stock, advances in technology, and improvement in the quality and level of literacy are considered to be the principal causes of economic growth. In recent years, the idea of sustainable development has brought in additional factors such as environmentally sound processes that must be taken into account in growing an economy. Growth is usually calculated in real terms- i.e., inflation-adjusted terms- to eliminate the distorting effects of inflation on the price of goods produced. Measurement of economic growth uses national income accounting. Since economic growth is measured as the annual perfect changes of gross domestic product (GDP), it has all the advantages and drawbacks of that measure.

At the same time, with the increased consumption and spending, health, education and infrastructure, systems grow and contribute to economic growth. Economic development typically involves improvement in a variety of indicators such as literacy rate, life expectancy, poverty rate. Due to the fact that GDP alone does not take into account other aspect such as leisure time, environmental quality, freedom, or

social justice alternative measures of economic wellbeing of been proposed. Essentially, a country's economic development is related to its human development, which encompasses among other things, health and education. These factors are, however closely related to economic growth so that development and growth often go together. since economic development and growth cannot be discussed in isolation of a referenced community, society or nation, efforts may be made in this paper to relate essentially to the economic development parameters in the Nigerian nation.

Nigeria's economic aspirations have remained that of altering the structure of production and consumption patterns, diversifying the economic base and reducing dependence on oil, with the aim of putting the economy on a part of sustainable, all-inclusive and non-inflationary growth. The implication of these is that while rapidly growth in output as measure by the real gross domestic product (GDP), is important, the transformation of the various sectors of the economy is even more critical. This is consistent with the growth aspirations of most developing countries as the structure of the economy is expected to change as growth progresses.

### **Empirical Literature**

Previous studies have been carried on the impact of exchange rate volatility on economic growth. However, different conclusions were made depending on the country, researched methodology and the type of data used. The study by Ojeyinka (2019) examined the effect of exchange rate volatility on the performance of manufacturing sector in Nigeria for the period of 1981 to 2016. Annual data were source from World Development Indicators of World Bank and Statistical Bulletin of the Central Bank of Nigeria. Based on the result of unit root test, an ARDL technique of estimation was employed. The result from Bounds Test for cointegration revealed the evidence of long-run relationship among manufacturing sector's value added, exchange rate, exchange rate volatility; interest rate, inflation, import and gross capital formation. Findings from the study revealed that the impact of exchange rate volatility on manufacturing sector's performance is positive and significant both in the long-run and short-run. In addition, the study found that the impact of exchange rate on manufacturing sector's output is positive but not significant in the long-run while its impact is negative and significant in the short-run. Furthermore, the effect of import on manufacturing sector's performance is negative and significant in the long-run and short-run Okorontah, and Odoemena (2016), in their study on the effects of exchange rate fluctuation on economic growth of Nigeria. Using annual data for the period 1986-2012; the study employed the ordinary least square (OLS) techniques, the Johnson co-integration test and the error correction mechanism (ECM) to examine the relationship between exchange rate and economic growth in Nigeria. It is therefore suggested that Nigeria improves its competitive capacity in the international market through export diversification.

Ehikioya (2019), noted that appreciation of exchange rate result in increased imports and reduced export while depreciation would expand export and discourage import. Also, depreciation of exchange rate tends to cause a shift from foreign goods to domestic goods. Hence, it leads to diversion of income from importing countries to

countries exporting through a shift in terms of trade, and this tend to have impact on the exporting and importing countries' economic balance of payment.

Oloyede (2020) noted that appreciation of exchange rate results in increased imports and reduced export while depreciation would expand export and discourage import. Also depreciation of exchange rate tends to cause a shift from foreign goods to domestic goods. Hence, it leads to diversion of income from importing countries to countries exporting through a shift in terms of trade, and this tends to have impact on the exporting and importing countries' economic balance of payment.

Hassanov and Samadova (2012) studied the impact of the real exchange rate on non-oil exports in Azerbaijan by applying Vector Error Correction Model. The results showed that appreciated real exchange rate is one of major factors that impede non-oil export growth. Ewetan and Okodua (2013) examined the applicability of the Export-Led Growth (ELG) hypothesis for Nigeria using annual secondary time series data on the country's exports and GDP growth from 1970-2010. The estimate results obtained from the so integration test and granger causality test within the framework of a VAR model did not support the export-led growth hypothesis for Nigeria.

Akinlo and Adejumo (2014) investigated the impact of exchange rate volatility on non-oil exports in Nigeria and found that exchange rate volatility has positive and significant effects on non-exports in the long run while the short run impact of the exchange rate volatility is statistically insignificant. The policy implication is that the exchange rate volatility is only effective in the long run but not in the short run in the Nigerian economy.

Wilson and Choga (2015) investigated the relationship between exchange rate volatility and export performance in South Africa. Using GARCH methods, exports were regressed against real effective exchange rate, trade openness, and capacity utilization. The result obtained showed that exchange rate volatility had a significantly negative effect of South African exports in the period 2000-2011

Raghul and Hariharan (2015) investigated EXP volatility in Indian firms and documented a lengthy list of factors affecting EXR, but EXP was not featured. Similarly, recent contribution from other researchers such as Venkatraja (2015) and Venkatraja and Sriram (2015) have only Granger-tested FDI, capital formation and the GDP in Indian context, indicating that academic inquiry into the actual nexus between EXR and EXP may be a relatively new area of research.

## **Theoretical Framework**

### **Purchasing Power Parity (PPP)**

The idea originated with the school of Salamanca in the 16<sup>th</sup> century, and was developed in its modern form by Gustav Cassel in 1918. The concept is based on the law of one price, where in the absence of transaction costs and official trade barriers, identical goods will have the same price in different markets when the prices are expressed in the same currency.

Purchasing power parity (PPP) holds that the nominal exchange rate between two currencies should be equal to the ratio of aggregate price levels between the two countries, so that a unit of currency of one country will have the same purchasing

power in a foreign country. Theories that invoke purchasing parity assume that in some circumstances (for example, as a long-run tendency) it would cost exactly the same number of, for example, US dollars to buy euros and then to use the proceeds to buy a market basket of goods as it would cost to use those dollars, directly in purchasing the market basket of goods. A fall in either currency's purchasing power would lead to a proportional decrease in that currency's valuation on the foreign exchange market.

The concept of purchasing power parity allows one to estimate what the exchange to be at par with the purchasing power of the two countries' currencies. Using that PPP rate for hypothetical currency conversions, a given amount of one currency thus has the same purchasing power whether used directly to purchase a market basket of goods or used to convert at the PPP rate to the other currency and then purchase the market basket using that currency. Observed deviation of the exchange rate from purchasing power parity are measured by deviations of the real exchange rate from its PPP value of 1.

At the theoretical level two, economic growth has been investigated using the neoclassical growth theory and the endogenous growth theory. The neoclassical growth theory pioneered by Solow (1956), argued that steady economic growth could be attained through progressive efforts in exogenous technical innovation. However, the endogenous growth theory popularized by Romer (1986), and Lucas (1988) argued that any country can achieve economic growth even without any exogenous technical progress but through deliberate efforts in endogenous activities such as external capital accumulation, foreign aid, human capital development or through existing product design among others. The endogenous growth theory hinges its arguments on sound economic policies that support and promote macroeconomic stability, increased investment and productivity. Moreover, the growth models posit that low inflation rates, low interest rates and trade openness can enhance productivity and economic growth through access to markets, transfer of capital goods, technologies and skills (Eris & Ulasan, 2013 Lopez-Villavicencio & Mignon, 2011).

**Strategies to Achieve Research Objectives**

The research design employed in this research work is research design method. This method is chosen by the researcher because secondary data will be collected as no attempt is made to control or manipulate the relevant independent variable. The researcher shall adopt the multiple regression analysis based on the classical linear regression model, otherwise known as ordinary least square (OLS) technique. The researcher's choice of technique is based not only on its computational simplicity but also as a result of its optimal properties such as linearity, unbiasedness, minimum variance, zero mean value of the random terms, etc. (Gujarati 2004). The decision rule on the statistical significant of the result obtained is based on the t-value and the arising p-value.

**3.2 Model Specification**

$Gdp=c+a_0logExp+a_2Infla+a_3Exchar+ut$  Where:

Gdp=gross domestic product



Exp=Exports  
 Infla=annual inflation rate  
 Exchr=Exchange Rate  
 Ut=error term  
 Table 1: Regression Result

Dependent Variable: LOGGDP

Variable	Coefficient	Std. Error	t-Statistic	prob.
C	1.218708	0.111805	10.90030	0.0000
LOGEXP	0.456937	0.214029	2.134924	0.0436
LOGIMP	0.268561	0.219134	1.225556	0.2328
INFLA	0.000327	0.000982	0.332984	0.7422
EXCHR	0.001846	0.000632	2.922037	0.0077
R-squared	0.992376	mean dependent var		3.615638
Adjusted R-Square	0.991050	S.D. dependent var		0.774102
S.E. of regression	0.073232	Akaike info criterion		-2.229945
Sum squared resid	0.123346	Schwarz criterion		-1.992051
Log likelihood	36.21922	Hannan-Quinn criterion		-2.157218
F-statistic	748.4777	Durbin-Watson stat	1.693523	
Prob (F-statistic)	0.000000			

Source: e-view 7.0,2017

**Discussion of Result**

**Discussion of Objective One**

The discussion is based on the regression result obtained from Table one. From Table one, the result obtained shows that exchange rate volatility has significant positive impact on economic growth. This is confirmed by the t-value of 2.1349 and the corresponding p-value of 0.0035

**Discussion of Objective Two**

The result also indicates that there is positive but non-significant relationship between inflation and gross domestic product (GDP). This stem to the result obtained from Table one with the t-value of 1.225556 and the arising p-value of 0.23289.

**Summary of Findings**

This study analyzed the causes of real exchange rate volatility and its effect on economic growth in Nigeria relying on annual data from CBN. Exploiting techniques from the time series literature, our results revealed that in short run output is the main driver of exchange rate fluctuations in Nigeria. In the long run however, exchange rate



volatility is significant influenced by government expenditure growth, money supply, terms of trade shocks, which can be seen from the regression result obtained from the study.

The implication of the results is that since exchange rate volatility is almost self-driven, unbridled, interventions may not only exacerbate volatility, but may also be costly in terms of output and welfare. Improving exchange rate modeling and forecast at the central bank level, while incorporating the impact of asset prices in domestic monetary policy could improve both the transparency and functioning of the foreign exchange market.

Having seen that exchange rate volatility has an impact on economic growth, thus, there is need to maintain a stable exchange rate. hence with stable exchange rate, it will help to curtail inflation, maintain a favorable balance of trade, boost export of domestic commodities and above all, maintains steady growth of the economy. Sequel to the finding of this study, the study specifically made the following policy recommendations to the maintenance of stable exchange rate. Based on the results obtained it can be concluded that exchange rate volatility has impact on the growth of the Nigerian economy during the period under review.

### **Recommendations**

1. There is need for the Government to encourage the export promotion strategies in order to maintain a surplus balance of trade.
2. It is important for the government through the monetary authority to pursue policies and programs that would ensure the stability of the exchange rate for economic growth.
3. There is need for the government and other stakeholders of the economy to create the enabling environment through the proper mix of macroeconomic variables capable of affecting each other positively.
4. It is important for Nigeria to shift from the over-reliance on a single product and pursue a program of economic diversification to boost foreign earnings.
5. Government should promote financial market development to reduce the cost and risks in financial assets and encourage investment that will improve productivity and economic growth.
6. There is need to invest on infrastructure, that would enhance human capital development and overall improvement of the enabling environment to encourage the export base expansion of the economy.

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**Appendix**

<b>Year</b>	<b>Exchange Rate (Naira to US Dollar)</b>	<b>Inflation Rate</b>	<b>GDP N'Bil</b>	<b>Export N'billion</b>	<b>Imports N'Billion</b>
1986	3.3166	5.4	134.6	14.9	6.0
1987	4.1916	10.2	193.1	48.2	17.9
1988	5.3530	38.2	263.3	52.6	21.4
1989	7.6500	40.9	382.3	88.8	30.9
1990	9.0001	7.5	328.6	155.6	45.7
1991	9.7545	13.0	545.7	211.0	89.5
1992	19.6609	44.5	875.3	348.8	143.2
1993	22.6309	57.2	1089.7	384.4	165.6
1994	21.8861	57.0	1399.7	368.8	162.8
1995	21.8861	72.8	2907.4	1705.8	755.1
1996	21.8861	29.3	4032.3	1872.2	562.6
1997	21.8860	8.5	4189.2	2087.4	845.7
1998	84.3679	10.0	3989.5	1589.3	837.4
1999	92.5284	6.6	4679.2	2051.5	862.5
2000	109.5500	6.9	6713.6	2930.7	985.0
2001	112.4864	18.9	6895.2	3226.1	1358.2
2002	126.4000	12.9	7795.8	3256.9	1512.7
2003	135.4067	14.0	9913.5	5168.1	2080.2
2004	132.6700	15.0	11411.1	6589.8	1987.0
2005	130.4000	17.9	14610.9	10047.4	2800.9
2006	128.2700	15.0	18564.6	10433.2	3108.5
2007	117.9680	8.5	20657.3	12221.7	3912.0
2008	118.5669	11.6	24296.3	15352.9	5238.2
2009	148.8802	12.4	24794.2	13518.6	5116.5
2010	150.2980	13.7	33984.8	19321.4	7614.7
2011	153.8616	10.9	37409.9	25057.8	10235.2
2012	157.4994	12.2	40544.1	23820.6	9084.5
2013	157.3112	10.3	42396.8	23648.8	8808.1
2014	185.631	13.8	43544.1	33820.6	9084.5
2015	210.531	15.3	62196.8	53648.8	

*Sources: Central Bank of Nigeria 2017, National Bureau of Statistics 2011*

**Co-Integration**

**Null Hypothesis: RESIDUAL has a unit root**

**Exogenous Constant**

**Lag Length: 0 (Automatic –based on SIC, maxlag=6)**

	Prob	t-Statistic
Augmented Dickey-Fuller test statistic		-2.642698
	0.0972	
Test critical values:	1% level	-3.699871
	5% level	-2.976263
	10% level	-2.976263

Mackinnon (1996) one-sided p-values

Augmented Dickey-Fuller Test Equation

Dependent Variable: D (RESIDUAL)

Method: Least Squares

Date: 04/09/15 Time: 11:22

Sample (adjusted): 1987 2013

Included observations: 27 after adjustments

Variable	Coefficient	Std. Error	t-statistic	Prob.
RESIDUAL (-I)	-0.434721		0.164499	-2.642698
				0.0120
C	0.195036		0.132509	0.062262
				0.9508
-squared	0.218356	mean dependent var		0.160359
Adjusted R-Square	0.187090	S.D. dependent var		18.05299
S.E. of regression	16.27685	Akaike info criterion		8.488552
Sum squared resid	6623.397	Schwarz criterion		8.584540
Log likelihood	-112.5955	Hannan-Quinn criter		8.517094
F-statistic	6.983850	Durbin-Watson stat		1.758820
Prob (F-statistic)	0.013989			

Variable	Levels	1 <sup>st</sup> Different	2 <sup>nd</sup> Different	Order of Integration
logGdp	2.402153(2.976263)	4.585295(2.981038)	-	1
logEXP	2.815505(2.976272)	6.440898(2.981038)	-	0
LOGimp	2.860824(2.976263)	7.324510(2.981038)	-	1
Infa	2.344780(2.976263)	3.0902779(0.004861)	-	1
EXCHR	0.547325(2.976263)	4.812331(2.981038)	-	1