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EDITORIAL COMMENT

The Editorial Board of the Journal of Issues in Special Education, a publication of the Federal College of Education (Special), Oyo is pleased to present to you the 16th edition of the journal. This edition has sixty-seven academic papers from general education, science education, special education and other related fields, most of which are products of well-conducted research contributing to the growth and development of education in Nigeria.

In this edition, topics such as Enhancing the teaching and learning of history in public secondary schools through effective use of field trips and resource materials in irepodun L.G.A, Kwara state, Essence of zakat and sadaqat for the betterment of Muslim *ummah* in Nigeria, Land owner's perception on Issues of compulsory acquisition of Land in Igabi and Kaduna North Local Government Area of Kaduna State, Nigeria, Mother education: Instrument for girl-child education and national development, Learning problems facing learners with hearing impairment in business education: A case study of Federal College of Education (Special), Oyo, Genetically modified food controversies: A review paper and Developing and managing an inclusive classroom for national development.

The volume also contains the Influence of educational media on academic performance of Islamic studies students in secondary schools (A case study of selected secondary schools in irepodun local government area, Kwara State, Nigeria), Potential vs reality: ICT in achieving education 2030 agenda in Nigeria, People's perspective and attitude towards special education in some selected secondary schools in Afijio local government area of Oyo state; Innovation for economic empowerment in Nigeria: The role of science, technology, engineering and mathematics education and Character education on basic science students' academic achievement.

The editorial board believes that articles in the volume will not only contribute to the existing literature but will further expand the frontiers of knowledge and offers solutions to some challenges in the education industry and the society at large. We sincerely appreciate all contributors and TETFund towards the success of the volume.

Professor K. O. Usman
Editor-in-Chief

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ENHANCING THE TEACHING AND LEARNING OF HISTORY IN PUBLIC SECONDARY SCHOOLS THROUGH EFFECTIVE USE OF FIELD TRIPS AND RESOURCE MATERIALS IN IREPODUN L.G.A, KWARA STATE

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Abstracts
The study focused on the effective use of field trips and resource materials towards the teaching and learning of history in Irepodun local government area of Kwara state. The use of educational field trips and resource materials has long been a major part of educational programmes for both youth and adults. However, due to funding limitations, time constraints, and increased liability concern education professionals balks at it. Descriptive research design was adopted. To guide the study, four research questions and four hypotheses were utilized. Data analyses were carried out using chi-square at 0.05 alpha levels. The study discovered that effective use of field trips and resource materials methods in the teaching of History aids learning enhancement by historians, teachers, school administrators, and all government agencies. Based on the findings, it was recommended that field trip methods should be employed by all teachers of history.

Keywords: Effective, Field Trip, Resource Materials, Learning Enhancement and History

Introduction

The relevance of field trips and resource materials in teaching and learning history has made learning interesting, effective, and creative and has brought about logical thinking among history students in secondary schools (Olayioye, 2011). Based on these secondary school students in sciences, Arts and commercial classes often embark on various trips and excursions to different historical and archaeological sites in Irepodun Local Government area of Kwara State and its environs.

The importance of field trips to history and other fields like sciences cannot be overemphasized. It includes among others: helping to actualize the curriculum in Nigerian schools. It also assists students to conclude, make predictions and make environmentally responsible decisions. Furthermore, field trip enables students to acquire knowledge, clarify thinking, synthesize information and enhance historical thinking.

Field trips expose students to places where they experience firsthand information rather than relying on books or television. The field trip is an avenue for someone to go out of the school environment and explore places and do new things. Therefore, a field trip can be described as an academic field as well as a good way to learn outside of the classroom. Olayioye (2011) opined that field trip is one of the easiest and most logical ways through which students

experience new things they may never have experienced before. He further stated that going to historical and archaeological sites especially museum enable students to interact with objects and artifacts that would be in their memory for a lifetime.

This study is aimed to find out and investigate how field trips and resource materials can enhance the teaching and learning of History. As humans cannot live without food and water, so also a good historian cannot teach effectively without field trips, resource materials and learning enhancement. A professional historian must carry out research regularly, update his memory by reading different resource materials and going on an excursion, and visit museums, historical and archaeological sites.

Wikipedia and Free Encyclopedia define resource materials as information, represented and stored in a variety of media and formats, that assists student learning by provincial or local curricula. This includes print video and software formats, as well as combinations of those formats intended for use by teachers and students.

In addition, Henige (1982) claims that a tape recorder, pen and notes are resource materials especially when going or embarking on a field trip. Also, Winks (1969), defines Resource materials include among others, documents or records, the decision of things, surveys and reports, chronicles, personal sources, letters and diaries, physical artifacts, coins, costumes, poems, sculptures, paintings, oral history and recording. Resources materials are the stuff from which all things are made, be it mundane, household utensils or sophisticated integrated circuits that drive all our modern technological society.

It is evident that the importance of field trips and resource materials to teaching and learning has been established in Social Studies, Political Science, Geography etc to the neglect of History as a subject. There is no new study done in this area, especially in Irepodun local government area of Kwara state. This study, therefore, seeks to examine the effective use of field trips and resource materials towards teaching and learning enhancement of History in Irepodun local government area of Kwara state.

Research questions
1. What is the effectiveness of the use of Field trips and Resource Materials for teaching and learning History in secondary schools in Irepodun Local Government area of Kwara State?
2. Will there be any significant influence on the use of Field trips and Resource Materials in Rural and Urban schools?
3. Do the use of Field trips and Resource Materials bring positive enhancement to the teaching of History in Private and Public schools in Irepodun Local Government area of Kwara State?
4. What will be the influence of Field trips and Resource Materials for the teaching of History in Single sex schools and Co-education schools in Irepodun Local Government area of Kwara State?

Research hypotheses
1. There are no significant effects on the use of Field trips and Resource Materials for teaching History in secondary schools in Irepodun Local Government area of Kwara State.
2. There is no significant influence on the use of Field trips and Resource Materials for teaching History in secondary schools in Rural and Urban Secondary Schools.
3. There is no significant difference between the use of Field trips and Resource Materials for the teaching of History in Private and Public schools in Irepodun Local Government area of Kwara State.
4. There is no significant difference between the use of Field Trip and resources Materials Materials for the teaching of History in Single sex schools and Co-education schools in Irepodun Local Government area of Kwara State.

Research Methodology

The research study was essentially descriptive based on the survey design. The study surveys the perception of students and teachers. The population of the study comprises 50 students and 50 teachers in six selected secondary schools in Irepodun local government area of Kwara state. To get this sample size, a multi-stage sampling technique was used. The instrument used for data collection was a questionnaire titled "Effective use of Field Trip and Resource Materials towards enhancing teaching and learning of History". The instrument is made of two sections: section A: elicits information on student's/teachers biodata while section B is a four-point scale: (Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) consisting of 30 items on effective use of field trip and resource materials.

Research Question 1:

Table 1: Descriptive statistics of frequencies and percentage showing the distribution of students by age:

Age group	Frequency	Percentage
12-16 years	30	38.0
17-21 years	18	18.0
22 years and above	2	2.0
Total	**50**	**50%**

The above table shows that the age range is 12-16 years is represented by 30% of the total respondents. Followed by 17-21 years and 22 years and above with the lowers numbers of the respondent.

Table 2: Analysis

Item	A	S.A	D	S.D	X^2	P
1.	(17.0) 25(11.2)	(0.13) 10(11.2)	(4.6)04(11.2)	(2.4) 6911.)	24-14	2.02
2.	(16.0 35 (18)	(0.5) 15 (18)	(5.5) 08 (18)	(0.88) 14 (18)	22.8	0.02
3.	(20.50) 40	(20.50) 07	(20.50) 15	(20.50)20	41.4	0.8
4.	(0.38) 15 (12.8)	(0.6) 10 (12.8)	(4.05)03(0.50)	(4.50) 07 (1,38)	3.76	0.01
5.	(18.75) 45 (1.45)	(18.75)15 (0.035)	(18.75)05(9.5)	(18.75)10(3.91)	13.45	0.001
6.	(4.50) 06 (0.50)	(4.50) 02 (1.38)	(4.50)03(0.50)	(4.50)0.7 (1.38)	3.76	0.04
7.	(0.63)20(16.75)	(0.03) 16 (16.75)	(0.45)4(16.75)	(0.003)17(16.78)	1.11	0.001
8.	(0.98)10(12.25)	(4.5) 20 (12.25)	(4.5)03(12.25)	(0.62)09(12.25)	11.60	0.01
9.	(44.25)40(16.25)	(0.0004)16(16.25)	(5.2)07(16.25)	(12.50)02(16.25)	61.94	0.06
10.	(0.12)14(12.75)	(0.04)12(12.75)	(0.4)15(12.75)	(0.6)10(12.75)	1.15	0.1

11.	(0.4)21(18.25)	(0.16)20(18.25)	(0.003)8(18.25)	(0.10)14(18.25)	1.60	0.02
12.	(0.4)08(10.0)	(4.9)17(10.0)	(0.00)10 (10.0)	(2.50)05(10.0)	7.8	0.07
13.	(25.0)30(12.25)	(3.1)06(12.25)	(8.5)02(12.25)	(0.13)11(12.25)	36.72	0.04
14.	(1.3)18(13.75)	(02)12(13.75)	(0.36)16(13.75	(1.64)09(13.75)	3.50	0.004
15.	(30.65)55(26.50)	(4.9)15(26.50)	(1.60)20(26.50)	(4.16)16(25.50)	41.31	0.04
16.	(0.5)10(12.25)	(5.7)21(12.25)	(2.40)06(12.25)	(0.02)12(12.25)	9.60	0.00
17.	(2.4)14(9.25)	(0.33)11(9.25)	(0.17)08(9.25)	(2.9)04(99.25)	5.87	0.005
18.	(3.9)06(13.20)	(0.77)10(13.20)	(5.8)22(13.20)	(0.2)15(13.20)	10.70	0.01
19.	(12.6)19(8.75)	(2.57)04(8.75)	(0.18)10(8.75)	(5.2)02(8.75)	20.55	0.02
20.	(0.13)22(20.4)	(4.5)30(20.4)	(0.9)16(20.4)	(2.00)14(20.40)	7.53	0.01
21.	(0.37)10(8.25)	(7.25)16(8.25)	(1.70)12(8.25)	(1.28)05(8.25)	10.63	0.01
22.	(2.8)18(12.75)	(4.12)20(12.75)	(0.60)10(12.75)	(0.004)13(12.75)	7.52	0.01
23.	(1.76)07(11.5)	(3.6)18(11.5)	(0.54)09(11.5)	(0.02)11(11.50)	5.92	0.01
24.	(48.48)23(21.25)	(0.85)17(21.25)	(0.35)30(21.25)	(1.83)15(21.25	51.84	0.05
25.	(0.56)13(10.50)	(2.88)05(10.50)	(1.93)15(10.50)	(0.21)9(10.50)	5.61	0.01

Table 3: Descriptive statistics of frequencies and percentage showing the distribution of students Sex:

Sex	Frequency	Percentage
Male	22	22.0
Female	28	28.0
Total	**50**	**50%**

The above table showed that the female students have the largest number of respondents which is 28% against the male respondents with 22%.

Table 3: Descriptive statistics of frequencies and percentage showing the distribution of Teacher's Marital Status:

Marital status	Frequency	Percentage
Single	4	4.0
Married	42	42.0
Divorced	4	4.0
Total	**50**	**50%**

The above table indicated the marital status of the respondent with married teachers which is the highest respondent with 42%, followed by the same percentage of divorced and single which is 4%.

Table 4: Descriptive statistics of frequencies and percentage showing the distribution of Teachers by Sex

Sex	*Frequency*	*Percentage*
Male	19	19.0
Female	31	31.0%
Total	50	50%

The table above shows that female Teachers have the largest number of respondents which is 31% against the male teachers of 19% of the total respondents.

Discussion of result item 1

a. Item number one (1) which says "History, lays the foundation for good citizenship training", can enhance the teaching and learning of History, because 24.4 mean the item is higher than the chi-square X^2 Tab = 2.60.

b. Item number two (2) says "History is a difficult subject that enhances learning because it is 22.8 which means the item is higher than the chi-square X^2 Tab = 2.60.

c. Item number three (3) which says "Teacher of History should be from known to the unknown as well as start from the concrete o the abstract can enhance learning because 41.4 which is the item is higher than the chi-square X^2 Tab = 2.60.

d. Item number four (4) which says "Students' poor reading culture and theories contribute to the neglect of History in school", can enhance the teaching and learning of History, because 8.0 which is the item is higher than the chi-square X^2 Tab = 2.60.

e. Item number (5) which says "To get a representative cross-section of opinion, students should look beyond the classroom for opinion, students should look beyond the classroom for opinions, facts and data", is significant to the teaching and learning of History, because it is higher than 13.45 which is the item is higher than the chi-square X^2 Tab = 2.60.

f. Item number six (6) which says "Excursion can enhance learning and make History more stimulated and practical", can enhance the teaching and learning of History because 3.76 which is the item is higher than the chi-square X^2 Tab = 2.60.

g. Item number seven (7) which says "the discussion, the project resource persons, Dramatization, stimulation games, questioning, inquiry method and internet search are modern techniques of teaching History", it cannot enhance the teaching and learning of History, because the chi-square calculation is higher than question number seven (7).

h. Item number eight (8) which says "The role of History teachers as the interpreter and transmitter of the society's culture is very important" is significant to the teaching and learning of History, because the item is 11.60 which is the chi-square X^2 Tab = 2.60.

i. Item number nine (9) which says "Field trip is any learning activity that is carried on by students as a group outside the classroom under the guidance of the teachers", can enhance the teaching and learning of history because 61.94 which is the item is higher than the chi-square X^2 Tab = 2.60.

j. Item number Ten (10 says "Field trip is an extracurricular activity it cannot enhance the teaching and learning of History because the chi-square calculation is higher than question number Ten (10).

k. Item number eleven (11) which says "Field trip sustain student interest in the subject and make permanent", is not significant to the teaching and learning of History, because the chi-square X^2 Tab = 2.60.

l. Item number twelve (12) which says "field trips can be used to find answers to questions and problems by direct observation" can enhance the teaching and learning of History because 7.8 which is the item is higher than the chi-square X^2 Tab = 2.60.

m. Item number thirteen (13) which says "The teacher must ensure the students' good behaviour during the visit", is significant to the teaching and learning of History, because the item is 36.72 which is X^2 Tab = 2.60.

n. The number fourteenth (14) which says "Field trip gives valuable, practical experience and help to sustain students interest in the subject", can enhance the teaching and learning of History, because 3.50 which is the item is higher than the chi-square X^2 Tab = 2.60.

o. Item number fifteen (15) which says "Parents/guardians must be well informed on their ward's outing", is significant to the teaching and learning of History because 41.31 which is the chi-square X^2 Tab = 2.60.

p. Item number sixteen (16) says "Field trip exposes students to certain hazards i.e. accident can enhance the teaching and learning of History because 9.60 which is the items is higher than the chi-square X^2 Tab = 2.60.

q. Item number seventeen (17) which says "Students receive first-hand information from the visited curator/custodians/superintendents", is significant to the teaching and learning of History because it is 5.87 which is the X^2 Tab = 2.60.

r. Item number eighteen (18) which says "Local resource materials are always provided", can enhance the teaching and learning of History because 10.70 is the item is higher than the chi-square X^2 Tab = 2.60.

s. Item number nineteen (19) which says "Survey method enables students to gather information from books, magazine, article, etc. interviews entail direct contact with people ", is significant to the teaching and learning of History because 20.55 which is the X^2 Tab = 2.60.

t. Item number twenty (20) which says "Resource materials include human visual and audio-visual material", can enhance the teaching and learning of History because 7.53 which is the item is higher than the chi-square X^2 Tab = 2.60.

u. Item number twenty-one (21) which says "Field trip can help improve student's inquisitiveness, comprehension, report writing and exposure", is significant in the teaching and learning of History because 10. 65 which is the X^2 Tab = 2.60.

v. Item number twenty-two (22) which says "History syllabus should change with time (periodic review)", can enhance the teaching and learning of History, because 7.52 which is the item is higher than the chi-square X^2 Tab = 2.60.

w. Item number Twenty-three (23) says "Planners must be aware of the general objectives of education in the country before constructing the History because it is 5.92 which is X^2 Tab = 2.60.

x. Item number twenty-four (24) which says "An excursion should be well organized if it will not become a sheer waste of time", can enhance the teaching and learning of History, because 51.84 which is the item is higher than the chi-square X^2 Tab = 2.60.

y. Item number twenty–five (25) says "History syllabus must be well planned and designed if students would possess the expected knowledge, skill and value", it is significant to the teaching and learning of History because is 5.61 which is X^2 Tab = 2.60.

Discussion of the result of Item 2: X^2 – Analysis of Rural and Urban Respondents.

Variable	O	E	(O-E)^2/E	X^2	P
Urban	60	50	2.0	4.00	0.04
Rural	40	50	2.0		

If = (R-1) (c-1) = (2-1) (2-1) =1
X^2 Tab = 1.27

The result in table 2 indicated that both material resources and field trips had a significant influence on the achievement of students in Rural and Urban schools when used in the teaching and learning of history. The analysis shows that the chi-square calculated (4.0) is a higher chi-square table of (1.27) at a 0.05 level of significance. As a result, it could be integrated that both students and teachers in this area of study admitted the effectiveness of field trips and the use of materials resources for the teaching of History in our schools.

Discussion of Result of Item 3: -X^2 Analysis of public and private school respondents

Variable	O	E	(O-E)^2/E	X^2	P
Public	84	50	23.12	46.24	0.03
Private	16	50	23.12		

X^2 tab 1.27

Similarly, the result in table 3 also shows that the use of the field trip and material resources by both private and public schools in the area under study is effective since the calculated chi-square value (46.24) is significantly higher than the chi-square table value (1.27) at 0.05 alpha-level.

Discussion of the result of Item 4: Analysis of Single sex and co-educational school respondents

Variable	O	E	(O-E)^2/E	X^2	P
Single sex school	25	50	12.50	24.10	
Co-educational school	75	50	12.50		0.02

X^2 Tab: - 1.27

Furthermore, the application of the field trip and material resources for teaching history also enhances good performance in both co-educational and single sex schools as the table value of the chi-square analysis of respondents (1.27) is lower than the calculated chi-square (24.10) at the same alpha-level as in table 2 and 3.

Conclusion

The effective use of field trips and resource materials towards learning enhancement in History by the respondents in some selected secondary schools in Irepodun Local Government of Kwara State had shown that no society can do without its History, lest such slip into oblivion. Many of the student's perception of the effectiveness of field trip and resource materials toward learning enhancement in History shows that excursion, museum, historical/geographical and

monumental sites, visual and audio-visual materials, relics and artifacts, can enhance the teaching and learning of History among secondary school students. It could be concluded from the findings that there was no significant difference in field trips and resource materials towards learning enhancement in History.

Recommendations

The methodology used when handling History students can make the teaching and learning of History interesting or effective and on the other hand, if it's not properly used, it can make the teaching and learning of History lessons uninteresting. Therefore, there is a need for History teachers to vary his/her method of teaching, because there is no single method that can suit all occasions in teaching History (No "the method" of History). The effective use of surveys and field trips should be made compulsory for History students and they must be encouraged by their teachers and they should be provided with all necessary assistance needed.

Following the findings of this research work, it is suggested in item 'C' number 26-30 in the teacher's questionnaire tagged solutions for improvement that government and the people in the teaching profession should promote effective teaching/learning. The use of audio-visual materials and the internet must be used side by side with the expository approach.

It is evident that only when the past is related to the present situations that the teaching of History can meet the basic instincts and needs of the society. Hence, the students should be advised and encouraged to form the habit of reading regularly, seek materials outside the school environs and visit historical/geographical sites with parents and friends during school vacation or mid-term break.

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ESSENCE OF ZAKAT AND SADAQAT FOR THE BETTERMENT OF MUSLIM *UMMAH* IN NIGERIA

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Abstract
Zakāt and Sadaqat represent parts of the strategies for improving the living standards of Muslim ummah all over the world. The two religious institutions have a basis in the Holy Qur'ān, the traditions of the Messenger of Allah (SAW) and the consensus of the Muslim Jurists. It is within this context that this paper examines the institutions of Zakat and Sadaqat for the betterment of Muslim ummah in selected states of Nigeria. These two institutions have been found to have positive impact on the Muslim ummah with obvious challenges in their collection and distribution. Recommendations were made to ensure efficient disbursement of Zakat and Sadaqat in Nigeria. Prominent of these recommendations include campaigns in the mass media and through organizing seminars and workshops. Besides, Zakāt organizations in Nigeria should extend their services to all nooks and crannies of the country for easy collection and disbursement of Zakāt resources. The Muslim communities and organizations in the country need therefore to set up a mechanism whereby Zakāt could be administered under a capable and independent national body which will oversee the administration of Zakāt nationwide.

Keywords: Zakat, Sadaqat, Betterment, Poverty and *Ummah.*

Introduction

Islam, being a complete way of life, places great prominence on the betterment of Muslims and as such puts in place a number of measures through which their standard of living can be improved. Zakāt and Sadaqat constitute parts of the strategies for improving the betterment of the Muslim *ummah.* Zakat is a religious obligation, the third pillar of Islam ordained in the Qur'ān along with canonical prayer (Sadeq, 2002).In $Shar\bar{\imath}'ah$ terminology, Zakāt is the part of wealth, that the rich, possessing the *Nisāb*, have been ordained to spend for the deserving recipients at prescribed rates as laid down in the Islamic sources.

Zakāt is mentioned together with Salāt (five daily compulsory prayers) in many verses of the Holy Qur'ān such as:

<div dir="rtl">
الذين إن مكّنّاهم في الأرض أقاموا الصلاة وءاتوا الزكاة وأمروا بالمعروف ونهوا
عن المنكر ولله عاقبة الأمور
</div>

(They are) those who, if we bestow authority on them in the land, establish Prayers, render Zakāt, enjoin good, and forbid evil. The end of all matters rests with Allah (Qur'ān 22:41).

واقيموا الصلاة وءاتوا الزكاة وما تقدّموا لأنفسكم من خيرٍ تجدوه عند الله إن الله بما تعملون بصيرٌ

And perform As-Salāt, and give Zakāt, and Whatever of good (Deeds that Allah Loves) you send forth for yourself before you, you shall find it with Allah. Certainly Allah is All-Seer of what you do (Qur'ān 2:110).

The Prophet (PBUH) was instructed by Allah to defend physically the belief in the oneness of Allah, observance of prayer and payment of Zakāt. Ahmad related with a sound chain of narrators that Anas said:

A man from the tribe of Tameen came to the Messenger of Allah (upon whom be peace) and said. "O messenger of Allah! I have plenty of property, a large family, a great deal of money and I am a gracious host to my guests, tell me how to conduct my life and how to spend". The Messenger of Allah, (SWA) replied: "Pay Zakāt out of your property, for truly it is a purifier which purifies you, and be kind to your relatives and acknowledge the rights of the poor, your neighbor and the beggars (Sabiq, 1995).

The institution of Zakāt has implications for micro and macro-economic variables. In micro-economics, Zakāt is said to result in favorable effects on saving and investment behaviours of individuals without affecting work efforts. Favourable macro-economic effects of Zakāt are expected to cover several dimensions including economic growth, distribution of income and wealth, poverty eradication, social security and stabilization. The institution of Zakāt has its basis in the Holy Qur'ān, the traditions of the Messenger of Allah (SAW) and the consensus of the Muslim Jurists.

There is an agreement among Islamic scholars that the highest priority in Zakāt disbursement is for the eradication of all forms of poverty, especially begging and destitution (El-Din, 1986). Zakāt remains the major solution to the socio-economic problems ravaging Muslim society (Islam, 2004). The institution of Zakāt is expected to help alleviate poverty, which leads to untold suffering resulting in begging which is condemned in Islam (Nofal, 1984).

There is an overwhelming concurrence as to the role of Zakāt in fostering economic welfare in an Islamic community. One of the aspects of welfare that has received considerable attention in the literature is the positive effect of Zakāt on the distribution and allocation of resources in the economy.

Zakat as a Sadaqah is purely a religious obligation. It is, however, greatly endorsed and favoured in Islam. Zakat has been a successful tool for the reduction or even complete eradication of poverty during the time of Caliphs like in the era of the second Caliph of Islam Umar Bin Khattab and during the time of Umar bin Abdul Aziz. The condition of people during that time was so prosperous and better by far until there was no eligible recipient of Zakat. Against this background, this paper examines the institutions of Zakat and Sadaqat for the betterment of the Muslim *Ummah* in Nigeria.

Conceptual framework

Zakāt and Sadaqat occupy important concepts in Islam. The literal meaning of Zakāt in Arabic is cleanliness, betterment, growth, blessing and praise. Zakāt is referred to both in the material and the spiritual senses, as the voluntary transfer of funds from the rich to the poor promoting social cohesion and a sense of brotherhood as well as reducing the likelihood of recession by

keeping money in circulation. The Qur'ān mentions the word Zakāt 29 times (Al-Qardawi, 1999). Zakāt was instituted very early in Islam because the Makkan chapters contain references to it when the Qur'ān says:

<div dir="rtl">

والذين في أموالهم حقٌّ معلومٌ للسائل والمحروم.

</div>

And those in whose wealth is a recognized right for the (needy) who asks and him who is deprived (but does not ask for some reason) (Qur'ān 70:24-25).

In another verse, Allah says:

<div dir="rtl">

وفي أموالهم حقٌّ للسائل والمحروم

</div>

And in their wealth there is a due share for the beggar and the deprived (Qur'ān 51:19)

Şadaqah and *īnfaq* (*fi sabil lillāh*) are terms, which have been used in the same sense as Zakāt. *Şadaqah* has a general meaning and includes both voluntary and obligatory charity, whereas the term Zakāt is applied strictly to the obligatory alms with fixed rates and specific purposes of use mentioned in the *Qur'ān*. A significant legal distinction between the two is that any person, male or female, who is in possession of wealth above the level of nisāb, is obliged to pay Zakāt, whereas there is no legal compulsion for paying *Şadaqah*. The Qur'ān says:

<div dir="rtl">

إنما الصدقات للفقراء والمساكين والعاملين عليها والمؤلفة قلوبه

وفي الرقاب والغارمين وفي سبيل الله وابن السبيل فريضة من الله والله عليمٌ حكيمٌ

</div>

The alms are meant only for the poor and the needy and those who are in charge thereof, those whose hearts are to be reconciled, and to free those in bondage, and to help those burdened with debt, and for expenditure in the Way of Allah and for the wayfarer. This is an obligation from Allah. Allah is All-Knowing, All-Wise (Qur'ān 9:60).

Another literal meaning of Zakāt is growth. This growth has two dimensions, the first being spiritual development by pleasing Allah and the second being income redistribution leading to "an urge for greater enjoyment and in turn to greater production". Accumulation and hoarding affect production while distribution and circulation stimulate production and growth (Sadeq, 1980).

In the $Shar\bar{i}'ah$ terminology, Zakāt is the part of the wealth that the rich, possessing the *Nisāb*, have been ordained to spend for the deserving recipients at prescribed rates as per rules laid down in the Islamic sources. In the Islamic code of life, absolute ownership of everything belongs to Allah, the Creator of everything, including the wealth in its different forms that are possessed by people. Therefore, Allah has the right to guide and control human economic activities including the acquisition and spending of wealth and, accordingly, the requirement of spending a part of the wealth in His way. Zakāt is an obligatory 'Ibadāh and a *Rukn* (pillar) of Islam ordained in the Qur'ān along with prayer. As Allah put it:

<div dir="rtl">

واقيموا الصلاة وءاتوا الزكاة وما تقدّموا لأنفسكم من خيرٍ تجدوه عند الله إن الله بما تعملون بصيرٌ

</div>

And perform As-Salāt, and give Zakāt, and whatever of good (Deeds that Allah Loves) you send forth for yourself before you, you shall find it with Allah. Certainly, Allah is All-Seer of what you do (Qur'ān 2:110).

الذين إن مكّنّاهم في الأرض أقاموا الصلاة وءاتوا الزكاة وأمروا بالمعروف

ونهوا عن المنكر ولله عاقبة الأمور

> *Those (Muslim rulers) who, if We bestow authority on them in the land, they will establish Prayers, render Zakāt, enjoin good, and forbid evil. The end of all matters rests with Allah (Qur'ān 22:41).*

Zakāt was an obligatory 'Ibadāh done by all other prophets in the past, which signifies its importance as an 'Ibadāh and also for its role in the socio-economic life of Muslims. Zakāt is not only an *'Ibadāh*; its role is significant in the development of a healthy and peaceful social environment, which is full of cooperation and sympathy. According to Maududi (1988), man is inherently selfish, who wants to confine all the goodness to himself alone and thus lacks a sense of sharing with others. If all activities, including economic ones, are guided by such a philosophy of self-interest, it will lead to undesirable consequences in the society. Such selfish behaviour on the economic front will lead to the concentration of wealth, leading to poverty and eventual social unrest, social and economic crimes, and so on. On the contrary, if men help each other, the entire society will be better off and this will benefit all, including the wealthy people who help others. The institution of Zakāt creates the spirit of sharing and helping others, as against the inherent selfish behaviour, and thus creates a healthy and congenial social environment.

Most of the items that are subject to Zakāt are mentioned in the texts of the Qur'ān and Hadith. These include gold and silver (two monies of the time), herds of camels, sheep and cows, goods ready for sale, and agricultural products. Islamic jurists (*Fuqaha*) classify Zakatable items into apparent and non-apparent assets. The apparent assets (*amwal zahirah*) are the ones that can be easily observed. These would include agricultural products and livestock. The non-apparent assets/goods (*amawal batinah*) are not readily observable by outsiders. Goods for trade and cash fall under this category.

The institution of Zakāt has its basis in the Holy Qur'ān, the traditions of the Messenger of Allah (SAW) and the consensus of the Muslim Jurists. Zakāt is mentioned together with *Salāt*, devotional worship in many verses of the Holy Qur'ān. Logically, anybody placed in authority has overall control over the wealth of the Muslim Community and thus it is incumbent on him, to see to the welfare of the indigents and the less fortunate in the society. From the Hadith, At-Tirmidhi transmitted from Abu Kahshah Al-Anmari, the Prophet (PBUH) said:

> *I swear upon three (things) and I ask you to memorize my words: Şadaqah taken from a property never decreases it. A man who suffers injustice and he is patient with it, Allah will grant him strength, a man who starts begging Allah will cause him to be poor (Sabiq, 1996).*

Zakāt is one of the pillars of Islam and its rejection constitutes apostasy, on the other hand, *Şadaqah* is a voluntary act of charity and humanitarian gesture encouraged by Allah and His Messenger and its rejection can in no way take one outside the fold of Islam. According to some Muslim jurists, non-Muslims may benefit from the proceeds of Zakāt for the propagation of Islam. But some other Muslim jurists are of the view that the Zakāt is taken from the wealth of the Muslims to be spent on the poor and needy among them only. In the final analysis, Zakāt is aimed at ameliorating the economic condition of the poor and the needy, helping to bridge the gap between the rich and poor, creating love, harmony, and security amongst members of the society, planting compassion, and spreading the feelings of love and co-operation based on practical faith among the individuals of a Muslim community.

The Qur'ān determines eight categories of heads to whom Zakāt can be paid, saying:

إنما الصدقات للفقراء والمساكين والعاملين عليها والمؤلفة قلوبهم وفي الرقاب

والغارمين وفي سبيل الله وابن السبيل فريضة من الله والله عليمٌ حكيمٌ

Şadaqah (here it means Zakāt) are only for the <u>fuqarā'</u> (poor), and <u>masākin</u> (the needy) and those employed to collect (the funds), and to attract the hearts of those who have been inclined (towards Islam), and to free the captives, and for those in debt, and for Allah's cause, and the wayfarer. A duty imposed by Allah; and Allah is All-wise (Qur'ān 9:60).

Having included the poor, needy, wayfarers, freeing the captives or slaves and persons in debt as recipients of Zakāt, the verse covered all categories of the poor at the time of the revelation. Other verses and sayings of the Prophet (PBUH) added that destitute, orphans, and prisoners of war to the beneficiaries of Zakāt. While no strict definition of poverty appears in Shariah to categorize persons eligible to receive Zakāt, it is generally agreed upon that it is not meant for the rich. This is evident from the following Hadith which says:

The Şadaqah (Zakāt) is not lawful to a rich or a strong, non-defected (non-handicapped) person.

There are various sayings of the Prophet (PBUH) that make distributing Zakāt to people close to the payer permissible. For example, one's poor relatives, orphans under one's guardianship, etc are eligible. Al-Tabarani in his al Mul'jam al Awsat reports: "The Messenger of God (PBUH) used to instruct the Zakāt workers while sending them that whatever they take as Şadaqah should be distributed to the relatives of (the persons from) whom it is taken (if they are poor), the closer first then the farther, and if (the payer) has no relatives, then to the needy from the (same) clan, then to the needy in the neighborhood and others (Sabiq, 1996)."

All Islamic jurists agree that the government is responsible for the implementation of Zakāt in a Muslim society. The government of the Prophet (PBUH) took charge of the Zakāt administration in his time and Zakāt collectors/distributors were appointed to implement it. The majority of Islamic jurists contend that the Zakāt due to its apparent properties should be collected and distributed by the government (Syed, 2006). Al-Qaradawi maintains that the government is responsible to check if individual payers are paying their Zakāt on non-apparent properties. Failing this, the government should take direct charge of the collection of both kinds of assets/properties.

Nisāb and rates of zakāt

Nisāb is the Zakāt deductible income or minimum amount of the property of a Muslim upon which Zakāt can be levied (Iysa, 2003). The Zakāt is calculated on the total amount of the asset including the *nisāb* amount. Zakāt is due on certain items after the passage of *hawl* (lunar year), while for some other items this condition does not apply. The obligation of Zakāt applies only when the amount or the value of property reaches a minimum state called nisāb specified for each property. The rule is that it has to be in the possession of the owner for a complete lunar calendar year, except for the agricultural products from which Zakāt should be paid on the very day of the harvest.

A property that is liable for Zakāt falls under one of three categories:

1. Silver and gold, or currency used for the transaction.
2. Livestock or grazing animals such as camels, cattle or sheep.
3. Farm produce such as grain or fruit; or what is obtained from the earth such as treasure troves, minerals such as phosphate, oil etc. and the produce of the sea.

In Nigeria, those farm produce that is subject to Zakāt include rice, guinea-corn, millet, wheat, barley, maize beans, groundnut, melon, sesame seed etc. This is because they are non-perishable, and can last for more than a year under favourable conditions. The *Nisāb* of farm

produce is five *awsūq*. A *wusūq* is equivalent to sixty *Sā's* and one *sa'* is equivalent to four Mudds (Al-Qardawi, 1999). It is noteworthy to mention that the *Nisāb* of farm produce of *Wusūq* measurement cannot be converted to a uniform weight measurement in scale because of the difference in their weights. That is the logic behind using measurement instead of weight. A basic principle has been laid down for the payment of Zakāt on agricultural products thus: If the land is irrigated by artificial methods, 1/20 part of the yield is to be paid as Zakāt. The *nisāb* for other possessions other than money, which had been fixed during the prophetic era and had since remained unchanged are tabulated as follows:

Wealth	Nisāb	Rate of Zakāt
Agricultural produce	5 awsaq (653 kg per harvest)	5/% in case if irrigated land if not 10%
Gold, silver and ornaments made from their	85 grams of gold 595, grams of sliver	2.5 percent of the value
Cash in hand and at the bank	Value of 1026 U.S. dollars	2.5% of the value
Cows and buffaloes	30 in number	For every 30 one 1-year-old and 40 one 2 years old.
Produce of mines	Any quantity	20% of the value of produce
Camels	5 in number (up to 24) ▪ 23-35 in number ▪ 36-35 in number ▪ 46-60 in number ▪ 61-75 in number ▪ 76-90 in number ▪ 91-120 in number ▪ 121 or more in number	1 sheep/goat for every five ▪ 1 one-year-old she-camel ▪ 1 two-year old she-camel ▪ 1 three years old she-camel ▪ 1 four years old she-camel ▪ 2 two years old she-camels ▪ 2 three years old she-camels and for every 50 and additional 1 two years old she-camel.

It is expedient to note here that when one has currency and other Zakatable goods, all possessions will be used in calculating the nisāb as well as the rate to pay in Zakāt. Zakāt is however not due on such animals as horses, mules, donkeys or on slaves. Household utensils such as plates, chairs as well as mats are equally exempted.

Recipients/Beneficiaries of zakāt and sadaqat
The categories of Zakāt recipients have been fixed by Allah Himself. As outlined in the Qur'ān:

إنما الصدقات للفقراء والمساكين والعاملين عليها والمؤلفة قلوبهم وفي الرقاب والغارمين وفي سبيل الله وابن السبيل فريضة من الله والله عليمٌ حكيمٌ

The Zakāt is (meant) only for the poor and the needy and those who are in charge thereof, those whose hearts are to be reconciled, and to free those in bondage, and to help those burdened with debt, and for expenditure in the Way of Allah and for the wayfarer. This is an obligation from Allah. Allah is All-Knowing, All-Wise (Qur'ān 9:60).

1. The Destitute Poor (al Fuqara'): The term al *fuqara'* means those who are poor, destitute or indigent. It represents all such persons who lack material means, possessions or income to

support themselves, i.e. those who find themselves in involuntary poverty, unable to satisfy their essential needs such as food, clothing and shelter (Ul-Haq, 1996).

2. The Needy Poor (al masākin): The term *masākin* stands for the needy who are in misery, poverty, dependent on others, either unable to work or not earning enough to maintain themselves and their families, and humble but in straitened circumstances. The *masākin* may be the working poor possessing less than the *nisāb* or basic need level of income assets and the non-working but income-possessing individual below nisāb.

3. The Debtor (*al gharimun*): The term *al gharimun* refers to people who are overwhelmed by debts contracted in good faith and which they are subsequently unable to redeem, or simply such who are in chronic debt. So Zakāt has been ordained as a helping hand for such debtors, partly to enable them to repay their debts and partly to enable them to stand on their own feet while they clear the outstanding debt (Ul-Haq, 1996).

4. The Wayfarer (ibn al sabil): In the Zakāt verse and numerous other places in the Qur'ān (2:177, 215, 8:41, 59:7), the wayfarer refers to a person who lacks sufficient means to meet his needs on his journey or stay, and consequently faces hardship. So the categorization of the wayfarers as Zakāt recipients reflects the necessity to meet their essential needs and facilitate their journey or stay, as the case may be.

5. Collective Welfare Category (fi sabil Allah): *Fi sabil Allah* is the most comprehensive term among all the disbursement categories of Zakāt (lit. in the cause of Allah). It refers to all activities which promote social good and collective welfare.

6. The Zakāt Administrators (al 'amilun 'alayha): The third category of expenditure from Zakāt is earmarked for those employed to administer the funds. It has been argued that the inclusion of this category in the heads of expenditure for Zakāt proceeds is a clear indication that the collection and distribution of Zakāt are to be administered by an organized body of employed workers and is not something to be left to individual practice (Qaradawi, 1999).

7. For the Winning of Hearts (al mu'allafah qulubuhum): Qaradawi has defined this category as: 'Those whose hearts are being reconciled include persons who have recently become Muslim or who need to strengthen their commitment to this faith, and individuals whose evil can be forestalled or who can benefit and defend Muslims', and implies that, by nature, this task requires a process of strategic decision-making, which cannot be deferred to the individual.

8. Emancipation of Slaves (*fi al riqāb*): Islam prohibits kidnapping and selling free persons as well as it does not permit the enslavement of prisoners of war in wars that are immoral and are waged in aggression. There is great emphasis in Islam to free slaves. Islam urges Muslims to free slaves and links it to seeking forgiveness for sins as well as commanding Muslim masters to grant their slaves the right to enter a contract with them to finance their freedom.

Essence of zakat and sadaqat among Muslim *ummah* in Nigeria

Generally speaking, Islam put in place the Institutions of Zakat and Sadaqat as strategies for making life equal and balanced among the wealthy people and the poor. It is a truism that these institutions have been used to improve the living conditions of Muslims in Nigeria. The extent of Zakat and Sadaqat for the betterment of the Muslim community in selected states of Nigeria will be examined in this section. Allah says:

مَّا أَفَاءَ اللَّهُ عَلَىٰ رَسُولِهِ مِنْ أَهْلِ الْقُرَىٰ فَلِلَّهِ وَلِلرَّسُولِ وَلِذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينِ وَابْنِ السَّبِيلِ كَيْ لَا يَكُونَ دُولَةً بَيْنَ الْأَغْنِيَاءِ مِنكُمْ ۚ وَمَا آتَاكُمُ الرَّسُولُ فَخُذُوهُ وَمَا نَهَاكُمْ عَنْهُ فَانتَهُوا ۚ وَاتَّقُوا اللَّهَ ۖ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

And what Allah restored to His Messenger from the people of the

> *towns - it is for Allah and for the Messenger and for [his] near*
> *relatives and orphans and the [stranded] traveler so that it will*
> *not be a perpetual distribution among the rich from among you.*

In contemporary Nigeria, efforts have been made through Zakat funds to educate poor Muslims such as Alimanjiri children, particularly in the northern part of the country (Wali, 2013). In Kano State, the Zakat Commission distributes grain to needy families and provides them with access to medical treatment and Ramadan packages as well as entrepreneurship assistance. However, given that 12 million people live in Kano State, the Zakat funds are not sufficient to alleviate poverty. The administration of Zakāt in Kano State has been very effective and conforms to the Shariah, more so that this is managed by a Commission. Zakāt has been adjudged by most of the beneficiaries to be a significant tool for the redistribution of wealth in Kano State. Through an efficient system of its collection and distribution, the bulk of people that are needy and poor are catered for and or by way of devising a helpline for them. (Aliyu, 2002)

In Kwara State, Ilorin Zakāt and Şadaqah Committee were established in 1996 to collect and distribute Zakāt proceeds according to the teachings of the Holy Qur'ān and the sunnah of the Prophet Muhammad (PBUH). The central objective of the committee is to ensure that Şadaqah and Zakāt become more rewarding (both materially and spiritually) for the rich and to be more fulfilling for the poor (Sanni, 2001). Besides, it planned an endowment that would ensure perennial funds to meet the basic needs of the poor in the society. The goal of the committee was to also ensure that equity, goodness and kindness were expected to be extended to the poor and the masses. The committee has since been into this assignment of providing succour for the poor and needy members of the Muslim community in an organised way.

The committee since its inception has recorded a resounding achievement as far as collection and distribution of Zakātu-l mal and Şadaqah are concerned. Going by the 1997 report, the committee was able to execute six projects of Şadaqah. The amount involved was N182, 410:00. In the same year, the Zakāt proceeds were disbursed to four categories of beneficiaries including a widow, a new convert, poor patients in different hospitals and many other servants of God who are legally entitled to be given. Similarly, in 1998, the committee disbursed Zakāt to different categories of beneficiaries including forty-five beneficiaries from hospitals, two beneficiaries from educational institutions, three from Dawa' and four from the social welfare houses. The total amount disbursed to these beneficiaries amounted to two hundred and forty-one thousand, one hundred and seventy-two naira (N241, 172:00).

In Lagos State, the administration of Zakāt is handled by Imams and some other groups but the only organized institution for the administration of Zakāt in Lagos State is the Zakāt and Şadaqah Foundation (Z & S). The operations of the Foundation, which cut across local and international scenes commenced in the year 2000 for the betterment of mankind to live a fulfilled and purposeful life. In 2007, the Foundation assessed about 500 prospective Zakāt payers using a trained team but not all these prospective payers were qualified to pay Zakāt. A sum of N6.5 million was realised majorly from individual Muslims for the year 2008 distribution ceremony held at the Lagos State Secretariat Alausa. In 2007, three million naira was distributed to less than two hundred beneficiaries. In addition, the Foundation carried out the construction and reconstruction of mosques, funding of students at all levels of education, provision of *iftar* for the poor and the needy in the environment, provision of accommodation, debt relief, and offsetting the medical bills of the needy (Zakāt and Şadaqah Foundation, Zakāt Distribution Ceremony, Lagos 2008).

In Sokoto State, Zakāt administration is handled by Şadaqah Collection and Distribution Committee, established in December 1996 and reconstituted by the State government on the 14th June 1999. In Yobe State, a Board of Trustees on Zakāt and Endowment was established in 2000. Yobe State adopted the Zakāt as a means of economic and regulatory systems, with remarkable achievements in that direction. Disabled, widows, orphans, tipper labourers,

a*lmajiris* have benefited from the distribution of the Zakāt collected which was about N20 Million each year with over 3,000 beneficiaries ranging between N5, 000 to N10, 000. Out of the Zakāt collected, about N100, 000 was deposited every year at the General Hospital for emergency medical intervention. In order to solicit the co-operation of the Imams in the collection of Zakāt in particular and enlightenment over *Sharia* in general, they were placed on a salary of between N5, 000 to N10, 000 per month (Mustapha, 2004).

Some challenges

In Nigeria, there are some challenges in the collection and distribution of Zakāt and Sadaqat. In the first instance, Zakat committees in some states lack the power to compel the rich to pay their Zakāt as they do not receive any backing from the secular government or that of the established traditional rulership system to do so. Whoever pays Zakāt whether to the committee or directly to the beneficiaries does so on his own accord. Thus, detached from any legal power or will and with little capacity to raise the spiritual and moral consciousness of the people towards the payment of Zakāt, the committee becomes powerless.

The Zakāt mobilizing committee on the other hand has not come up with up-to-date mobilization strategies that will enhance Zakāt proceeds. All well-meaning and legally binding Muslims need to be encouraged to pay their Zakāt directly to the committee to give positive distributive yield and improve on the Zakāt proceeds. There is an equally a lack of effective methods of Zakāt assessment which causes leakages and Zakāt evasion. Even those who are willing to pay Zakāt without evasion hesitate to declare all their assets due to the fear of the tax department and the Economic and Financial Crime Commission (EFCC). These factors make Zakāt assessment fall short of what is due, which affects the size of Zakāt collection and revenue.

Another problem has to do with stinginess and greed. Some affluent people who are qualified to pay Zakāt no doubt take cognizance of Zakāt as being one of the pillars of Islam and therefore an essential religious duty. But their avaricious craving for amassing wealth and their fear of poverty turn them away from paying Zakāt.

Mistrust is another problem in the collection and disbursement of Zakāt in Nigeria. Some wealthy Muslims are ready to pay their Zakāt but they are afraid of paying it to the wrong hands of collectors who may want to embezzle instead of disbursing such judiciously. There is also the fear of unqualified illegal recipients who may want to collect Zakāt from the committee out of sheer greed.

Many Muslims in Nigeria often prefer to pay Zakāt through non-official channels thus causing a major leakage in the collection of Zakāt. The reasons for payment of Zakāt through non-official channels include the inconvenience of going to the committee which collects Zakāt, the inefficiency of the Zakāt committee, lack of confidence in the committee and satisfaction received by giving Zakāt to known people. Sometimes, the Zakāt payers believe that it is more religious to pay Zakāt by themselves rather than giving it to any committee.

The absence of an Islamic system of Zakāt management in some parts of the country makes effective collection and disbursement of Zakāt difficult. Muslims often complain about paying secular tax and Zakāt. The government collects heavy taxes from individuals, for example, PAYEE. After paying this, some Muslims find it difficult to pay Zakāt. To do so, some regard it as an act of double taxation. Related to the above is the absence of an enabling law (Shariah) to punish the evaders of Zakāt as well as the Islamic economic policy which is not in place because of the secularity practice in the state.

Secrecy is another major problem with the payment of Zakāt. Some Muslims are rich and therefore liable to pay Zakāt for which they are ready as Muslims. But they believe that its payment would expose the extent of their wealth, which they would like to conceal from people for security reasons or professional ethics or even distaste for publicity. This kind of person feels insecure and hence reluctant to pay Zakāt to a collector who in turn disburses it because one

can know the estimate of the volume of the wealth of a Zakāt payer through what he pays as Zakāt.

There is also leakage in the Zakāt collection and hence the potential amount could not be collected and disbursed. Besides, there is no distributive mechanism to reach the poor preferably in descending order of poverty so that the worse sufferers are taken care of first among those who are eligible. Although all of them deserve help, Qur'ān mentions eight categories of Zakāt recipients; the Zakāt officials did not consider it necessary to disburse Zakāt to all the Quranic beneficiaries.

There is a lackadaisical attitude from wealthy Muslims towards the payment of Zakāt. Many Muslims in Nigeria prefer to pay Zakāt individually. The reasons for payment of Zakāt individually include inefficiency of the Şadaqah committee efforts and lack of confidence in the committee.

On the issue of disbursement, it was discovered that many groups and mosques do not administer Zakāt proceeds appropriately. Imams and Ulama distribute Zakāt proceeds amongst themselves while individuals give Zakāt to those they love for such unspecified returns as praise singing their names and hero-worshipping them.

Conclusion and Recommendations

In a brief form, this paper has heuristically examined Zakat and Sadaqat as institutions for the betterment of Muslim *Ummah* in Nigeria. However, the administration of Zakāt and Sadaqat in Nigeria is beset with several challenges. In order to ensure efficient disbursement of Zakat and Sadaqat in Nigeria, the following suggestions are hereby made. In the first instance, Zakāt organizations in Nigeria should extend their services to all nooks and crannies of the country for easy collection and disbursement of Zakāt resources. They should have committees at local levels for wider coverage of Zakāt administration. Besides, people who are working on the Zakāt and Sadaqat committees must be Muslims, mature, honest, knowledgeable about Zakāt, and possess expertise in their work.

The various Zakāt government agencies and committees in Nigeria should embark on campaigns in the mass media and through organizing seminars and workshops. The public enlightenment committee should be made to be more active while it should try to open up more offices in the local government areas in the state for wider coverage. Indeed, adequate media publicity on the Zakāt organisations' activities in Nigeria will greatly help in enlightening and sensitizing the general public. The fears of Zakāt payers could be allayed by paying their Zakāt anonymously in bank drafts or through a third party who would not disclose that Zakāt payer's identity.

The absence of an Islamic system in some parts of Nigeria, especially the south, makes effective administration of Zakāt difficult. Muslims often complain about paying secular taxes. Nigeria is not an Islamic state. The Muslim communities and organizations in the country need therefore to set up a mechanism whereby Zakāt could be administered under a capable and independent national body which will oversee the administration of Zakāt nationwide.

Government at all levels (Federal, State, and local governments) should give necessary backing to the establishment of any Zakāt and Sadaqat organizations and support the existing ones in various States for effective Zakāt administration for the betterment of the people.

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LAND OWNER'S PERCEPTION ON ISSUES OF COMPULSORY LAND ACQUISITION OF LAND IN IGABI AND KADUNA NORTH LOCAL GOVERNMENT AREA OF KADUNA STATE, NIGERIA

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Abstract
Compulsory land acquisition is no doubt a government power to make land available for the provision of social amenities. However, it has attracted numerous controversies. Having resulted in the displacement of a whole/part of the community, affecting people's cohesion, livelihood and way of life. This study examines the land owner Perception on issues of compulsory land Acquisition in Igabi and Kaduna North Local Government Area of Kaduna State, Nigeria. Simple Random and purposive sampling was used to select 150 affected property owners (claimants) in the study area with the use of a structured questionnaire. Descriptive statistics and content analysis were employed in the data analyses. The result showed that majority of the community heads consent to the fact that were only informed about the land acquisition in their community, majority of land owners express satisfaction with the procedures of compulsory acquisition which pointed to the fact that the principles of compulsory acquisition used by Kaduna state government are in line with its basic principles consequently, the study recommended that the Land Use Act as the current law governing the compulsory acquisition of land and other land issues needs to be reviewed.

Introduction
Governments all over the world are mainly responsible for the provision of public infrastructural amenities to its citizen. In the provision of such infrastructural facilities, there is a

need for the acquisition of appropriate land (Akujuru & Ruddock, 2013). However, where the government undertakes compulsory acquisition of land for an overriding public interest, compensation is often paid in line with the provision of the law to at least restore the affected persons to their original state or its equivalent while at the same time providing the intended benefits to the society (Onyije & Akujuru, 2016).

According to Onyije and Akujuru (2016), Compulsory land acquisition is a tool used to execute the land development function of land administration within the land management paradigm. The use of the compulsory land acquisition tool and the accompanying resettlement compensation method is a very complicated form of land acquisition since it involves the use of forceful deprivation of property.

In Nigeria, compulsory acquisition is a statutory practice under the Land Use Act of 1979 which provided that government cannot rely on land markets alone when and where land is needed to provide major infrastructural facilities for the general public and to promote sustainable development (Food and Agricultural Organization 2009; Pashoulis 2010). Property owners are thus denied their property rights for overriding public benefit and are usually compensated (Means, 2017). However, the Land Use Act of 1979 which was meant to usher in a new land reform in Nigeria became a clog in the wheel of development over the years (Mabogunje, 2009) as the compensation payable under the Land Use Act 1979 is grossly inadequate (Ambaye, 2009).

Ndjovu (2016) opined how governments in most developing countries have exercised the power of eminent domain in a way that has weakened the security of tenure besides payment of little or no compensation. Muzammil (2011) appraised the public-sector land acquisition in Kano State and was of the view that government compulsory acquisition rendered people homeless is nothing but complete unjust. Iyanda (2014) noted that the lack of adequate, fair and just compensation results led to prevalent resistance to land acquisition. It is against this background that this study tends to further investigate land owner perception on issues of Compulsory Land Acquisition in Igabi and Kaduna North Local Government Area of Kaduna State.

Statement of the problem

The overall objective of land acquisition is in pursuit of socio-economic development for the public good (Larbi, 2008). Compulsory acquisition and valuation for compensation in different parts of the World is nevertheless, often associated with several observable problems, controversies, lapses and disputes (Alterman, 2007; Crawford, 2007; Kakulu, 2007; Plimmer, 2007; Nuhu, 2007, and Viitanen and Kakulu, 2008). Kotey (2002) also noted that the exercise of the Land Acquisition Law is not without controversy. The way in which governments in many developing countries exercise these observable problems undermines tenure security, and because little or no compensation is often paid, it has negative impacts on equity and transparency (Deininger, 2003). From whatever dimension one looks at the land, it is on it all individuals or groups in the community carry out their day-to-day life. Man's life is closely tied to the land and whatever happens to land happens to a man (Falola, 2000). Claimants whose interest had been revoked are usually left in a position far worse than they were before the revocation.

Steinsholt (2007), assessing Norwegian experience revealed several factors such as a lack of standards method on how land acquisition should be conducted, these include Lack of an institutional framework, lack of capacity and the preference for negotiators who do not have any policy guidelines for their services. Nuhu (2009) also corroborate this a universal model and standard are absent for compulsory acquisition and payment of compensation. Umar (2014) describe compensation payment in Katsina State as being unjust because of placing the displaced persons in a homeless condition. Mudi (2012) appraised the public-sector land acquisition in Kano State and was of the view that the government's role in making people

homeless is unjust. Compensation problems have created a wide range of crises as the mode of land acquisition has led to inadequate payment food insecurity and social injustice among the displaced persons (Halima, 2012). Bawa (1994) revealed that there is a wide disparity between the amount of compensation paid and the market value of the property while the satisfaction of the claimants was below an acceptable level. The criteria used in the valuation of compensation were considered undervaluation, over-exploitation of natural resources and so on (Charles, 2011).

From the foregoing, the underlying factor is the nonpayment of adequate compensation for land so acquired. This study will further investigate the compensation arrangement and effectiveness of the valuation approach adopted in the study area and also look at the socio-economic status of the claimant after the compensation exercise.

Research questions
Arising from the foregoing, the research questions addressed are:
  i.   What are the existing ways for compulsory land acquisition and compensation payable to claimants in the area?
  ii. What is the effectiveness of the valuation process for compensation?
  iii. How do people view the compensation policy/practice in the area?

Aim and objectives
This research is aimed at examining the issues in compensation for land acquired for road construction projects in Igabi and Kaduna North Local Government Area of Kaduna State, Nigeria, with a view to finding out the effect on people's wellbeing so that social planning policies can be adopted.
To achieve this aim, the following objectives are pursued: They are to:
  1. Identify various Compensation arrangements in the area
  2. Elicit the opinion of the affected communities on the payment of compensation and
  3. Elucidate the post-compensation problems on the socio-economic status of the claimant in the area

Literature review
Land as a concept
Land is a variable factor that has a broad meaning and it is no wonder that different professions view it from different angles (Linsay, 2012). Berry (2016) defined land as the solid part of the earth's surface not covered by water. This means that land includes not only the ground or soil but everything which is attached to the earth whether by course of nature as trees and herbage or by the hand of man, as houses and other buildings. It includes not only the surface of the earth but everything under and over it. Sambursky (2014) maintains it that is the "solid part of the earth's surface including all things attached to it. It extends down to the centre of the earth and upwards infinitely into space.

Land has been regarded particularly by the economics of the socialist school of thought as it as the factor of production upon which all the other factors of this distinguished, the aristocrat the land owner from feuded slaves and the present class. However, in Nigerian traditional belief, land is conceived as belonging to a vast family of which many are dealt with, few are living countless members are still unborn (Kakulu, 2008).

In simple parlance, land in this country includes the very land itself, the surface soil together with things on it which are enjoyed with it as being part and parcel of the land by nature such as streams and palm trees. It also includes houses, buildings and all other artificial structures as well as any estates, interests or rights into or over the land (Larbi, 2008). Legally, the concept of the land and whatever is above or beneath the earth's surface which individuals, groups and nations can exercise right control, use and alienation.

Meaning and concept of compulsory acquisition

The term compulsory acquisition is used in its widest sense to define the power of government to compulsory acquire private rights in land/landed property without the willing consent of its owner or occupants for overriding interest (Akujuru, 2014). This power is often necessary for the government in meeting both social and economic development needs of local, state or national governments but also for the protection and preservation of the natural environment against the excess of private business or uses (Onyije & Akujuru, 2016). To the researcher, the compulsory acquisition is the process whereby government acquires land/land premises from individuals, families and communities for the provision of infrastructure in the best interest of the public. The exercise of the power is essential for both social and economic development and also to protect and preserve the natural environment, in all cases, the land owners or occupiers are deprived of their property rights for an overriding public interest, public purpose or public benefit and are entitled to full, just, fair, equitable and adequate compensation (Onyije & Akujuru, 2016). Compulsory acquisition requires finding the balance between the public need for land on the one hand and the provisions of land tenure security and the protection of private property right on the other hand. To actualize this balance, it is expected countries should apply the principles that ensure the power is not misused but rather used for the benefit of the entire society.

Expropriation or compulsory acquisition refers to the government's power to force a person to sell his home, his business, or other property to the government at a price it deems, "just compensation" is one of the most extreme forms of government coercion, and today among the most common (Ray, 2014).

Principles of compulsory acquisition and compensation

Some guiding principles guide compulsory acquisition/compensation of land/landed properties from intending or already disposed of landowners which is the principle of "equity and equivalence" (FAO, 2009). This principle is the fulcrum for compensation and its application cannot be over-emphasized in determining compensation. The principle states that affected landowners and occupants should be neither enriched nor impoverished as a result of the compulsory acquisition of their land/landed properties. The guiding principle for ensuring equity and equivalence includes:

i) **Equivalence:** affected landowners by compulsory acquisition should receive compensation that is no more or less than the loss incurred as a result of the dispossession. Appropriate measures should be used to ensure that the affected landowners and particularly the vulnerable (locals) are not disadvantaged.

ii) **Balance of interest:** the procedure should ensure the security of the rights of people who were dispossessed of the ownership rights of their land/landed properties while ensuring that the public interest is not jeopardized.

iii) **Flexibility:** the law should be specific enough to provide clear guidelines, but also flexible enough to allow for the determination of appropriate equivalent compensation.

iv) Compensation should be able to address both Defacto and Dejure rights equitably following the principle of equivalence. This means that compensation should take into consideration the legal rights of the dispossessed landowners as well as the rights of occupants who do not have recognizable legal rights.

v) **Fairness and transparency:** the negotiating powers of government and landowners should be as equal as possible. Negotiation should be anchored on an open basis of exchange of information and the legislation should ensure a fair process for determining the value and compensation payable.

vi) **Fair and adequate:** compensation for compulsory acquisition of land/landed property should be fair and adequate, it should restore dispossessed landowners to a state where they are neither better nor worse off at the end of the revocation exercise (Olusegun, 2009). He further stated that the methods of assessment used by the government to determine

compensation must sustain the principle of equity under which the landowner is to be left whole in terms of naira and that the requirement for the payment of compensation on acquired lands includes the right to compensation and social equity.

However, a study by Akujuru and Ruddock (2014) submitted that the Nigerian acquisition practice does not conform with the above-stated principles thus. The inequity embedded in the Nigerian acquisition and compensation practice.

Current Issues and concerns on compulsory lands acquisition

The statutory provisions of the Land Use Act of 1978 in relation to compulsory acquisition in Nigeria have raised a number of issues and concerns among stakeholders in the administration of land especially such compulsory acquisition is done for urban properties. These issues include;

i. Non-inclusion of just compensation principle: section 29 of the Land Use Act of 1978 which provides for the payment of compensation does not mention the principle of just term compensation or value to the landowner. The principle of "just compensation" aims at providing disposed groups with adequate financial compensation.

ii. Undefined interest in land: usually more than one interest may exist in land/landed property, for example, freehold and leasehold interest in land, thus when compulsorily acquiring land it is usually the interests that exist on such land that is being acquired. The Land Use Act assumed compensation for the acquired interest should be made to only the occupier of the land and it is doctrine that land title is vested in the governor. Thus there exist multiplicities of interest.

People's perception on compulsory land acquisition

Compulsory land acquisition is the most challenging aspect of land management as it effects both the government and the governed, thus the displaced landowners are usually unpleased with the process but are entitled to fair, just and adequate compensation to minimize their loss (FAO, 2009). Also, Kakulu, Byrne, and Viitanen (2009) asserted that compulsory land acquisition is a vital tool for the government to acquire land for the development of its citizens, Where the purpose for compulsorily acquiring people's land is done with the motive of developing infrastructure such as hospitals, schools, roads, etc., is the usually accepted with less or no resistant, though accompanied with the payment of just compensation and/or resettlements of the affected landowners. However, if the land were compulsorily acquired by the government for private motives/undertakings such as for personal development by those in government and or its associates, then there is bound to be some forms of resistance by the landowners (Larbi, 2008). Ndjovu (2016) opined that where landowners are being dispossessed against their will and the amount paid as compensation is unjust or inadequate when compared with their loss, this result in conflicts between landowners, governments and even resistance against the agency involved in the development of such land.

Research Methodology

The target population for the study comprises the land owner (Claimant) at Rigasa U/dosa who was affected by the compulsory acquisition and community leaders within Igabi and Kaduna North. Random sampling technique was adopted at the first stage and was used in selecting 150 affected property owners (claimants) for administering questionnaires because they are the ones having a direct influence on the project. In the second stage, purposive sampling techniques were adopted in selecting 10 Ward Heads for interview.

Data analysis and discussion of results

Descriptive statistical techniques using frequency counts and percentage were used to analyze the opinion of the affected land owner on land acquisition, sources of information on land acquired, the economic position of the claimant before and after the compulsory acquisition, level of involvement of the affected land owner in the exercise and response from the focus group. The result obtained was tabulated using frequency distribution tables and bar charts with the use of Statistical Package for Social Sciences (SPSS) version 22. The qualitative data were transcribed in a descriptive manner.

Table 1: Source of information on land acquisition

Response	Mean	Std. Deviation	Remark
Written Awareness Communication	2.56	1.421	Agreed
Newspaper Publication	2.40	1.143	Agreed
Personal Contact	3.26	.753	Agreed
Through Village Head	3.30	1.001	Agreed

Source: *Field survey 2019*

Table 1 revealed that the mean response of the respondents depicts that majority of the respondents agreed that the information on the land acquisition was gotten through written awareness/communication, newspaper publication, personal contact and village heads. This finding is in line with the recommendation by Nzioki and Kariuki (2012) and Wanyoike (2014) that landowners need to be aware of the process and legislation involved in compulsory acquisition to reduce the tension of people who are threatened with dispossession.

Table 2: consideration of opinion for the site acquisition

Response	Mean	Std. Deviation	Remark
Fully Considered	2.62	1.311	Agreed
Partially Considered	2.58	.700	Agreed
Not Considered	1.51	.844	Disagreed

Source: *Field survey 2019*

The findings in table 2 show the consideration of respondents' opinions on the land acquisition, thus the majority of the respondents agreed that their opinion was fully or partially considered. Meanwhile, majority of the respondents declined that their opinion was not considered. Thus this finding is in line with the UN Declaration on the Rights of Indigenous Peoples as approved by the Human Rights Council (2007), Article 10 that "Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return".
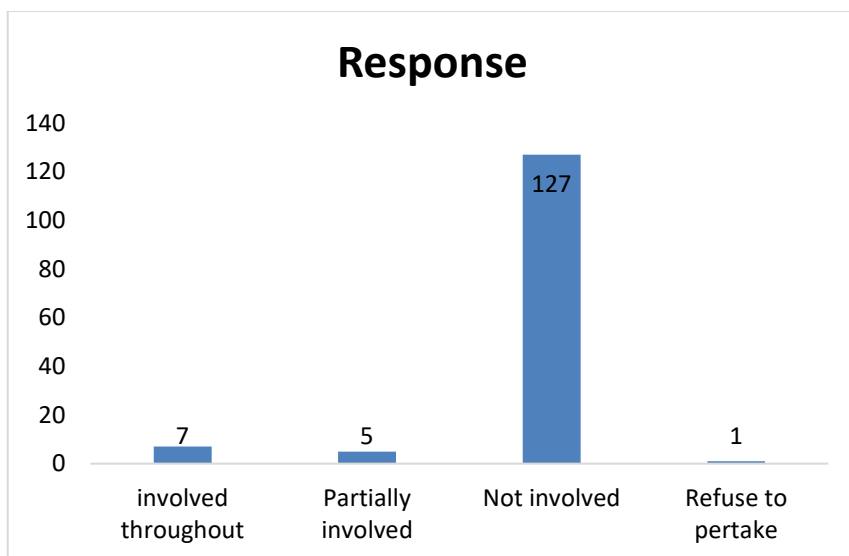
Source: *Field survey 2019*
Figure 1- *Involvement in the assessment process*

Figure 1 revealed that the majority of the respondents 127 of them were not involved in the assessment process, only 7 of the respondents were involved throughout the process, 5 respondents were partially involved and 1 of the respondent refuses to partake in the process. This finding is in line with the findings of Adams and Palma 2007 that the non-involvement of landowners in the acquisition process reduces public confidence in the rule of law and results in unclear, unpredictable and enforceable procedures creating opportunities for corruption.

Table 3 Economic position after and before acquisition

Response	Mean	Std. Deviation	Remark
Fully Improved	2.42	1.232	Disagreed
Partially Improved	2.63	.884	Agreed
No improvement	2.61	1.244	Agreed

Source: *Field survey 2019*

The result in above Table 3 shows the economic position before and after the acquisition. it was revealed that the majority of the respondents agreed that the economic position has partially improved and no improvement after the acquisition. Correspondingly majority of the respondents disagreed that the economic position has fully improved. This is in line with the assertion of Wanyoike (2014) and Tavonga 2013 that for the government's exercise of compulsory acquisition to be efficient, fair and legitimate land owners should be restored to the equivalent situation before their displacement.

Conclusion

It can be concluded that the Road construction project for Igabi and Kaduna North has affected the community negatively and has thus impacted their well-being in the same direction. The majority of the community heads' consent was sort about the land acquisition in their community. There is awareness of the process of compulsory acquisition and there was an upliftment in the economic position of the affected land owner. The majority of the community heads agreed that the process of land acquisition was fair and satisfactory.

Recommendation

This study assesses issues in compulsory acquisition in Igabi and Kaduna North, Nigeria The findings suggest that Social justice should always be allowed to come into being as it played an important role in land acquisition, where land is compulsorily acquired if an alternative land should be provided and where it will not be given an equivalent amount should be paid in place of the property acquired. Adequate enlightenment of displaced persons is needed in order to reduce the negative post- resettlement impact on the affected persons. This should include both the property owner and the community heads. It is also recommended that the Land Use Act as the current law governing the compulsory acquisition of land and other land issues needs to be reviewed.

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EDUCATING THE GIFTED AND TALENTED STUDENTS IN THE REGULAR LANGUAGE CLASSROOM PROGRAMME: ROLES OF THE TEACHER AND PARENTS

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Abstract
All learners require challenging tasks to facilitate learning and develop autonomy. The uniqueness of the gifted and talented persons requires a special administrative programme for their successful inclusion in a regular classroom environment. To realize their potential, gifted learners should be engaged in challenging tasks for three reasons related to cognition, meta-cognition and motivation. Boredom is a major concern of gifted learners and stems from a lack of challenges in academics and innovative and creative tasks. Considering what is involved in a truly inclusive classroom, educating gifted learners with superior abilities together with other learners with diverse abilities poses an enormous challenge. Thus, gifted and talented children need specialized instructional strategies, materials and experiences that will allow them to realize their potential without being excluded. It is on this premise that this paper x-rays the pivotal role of the stakeholders, especially the school, the teacher and the parents in the education of gifted children in regular classroom placement. The paper stresses the need for joint-participatory efforts vis-à-vis educational provisions towards making the gifted an integral part of the regular language classroom programme.

Keywords: Education, Language, Teacher, Gifted and Talented.

Introduction
In spite of occasional outbursts of exuberance and immaturity of some educators about the gifted in the country, Nigeria as a nation has, since independence in 1960, made significant efforts at evolving a national education system that could cater for the gifted. The national curriculum conference of 1969 attempted to define a Nigerian philosophy of education. Its deliberations formed the basis of discussion in further meetings in 1973 which culminated in the publication of a National Policy on Education in 1977. In addition to outlining a national philosophy of education and specifying how this can be translated into practical tasks, the National Policy on Education lays some emphasis on Special Education (particularly of the gifted) in the following words:

> *There are also the specially gifted children who are intellectually precocious and found themselves insufficiently challenged by the programme of the normal school and who may take to stubbornness and apathy, in resistance to it. Government has already directed that all children including the gifted must be provided for under the educational system. Therefore special education arrangements must be made for the*

exceptionally gifted (Adima, 1989; 65).

Generally, special education is often seen as education for special people as the name implies. However, Okuoyibo (2008) described special education as all activities, be it academic, vocational and or rehabilitative put together for the training, education and or rehabilitation of the group of people often described as the handicapped. Within the context of this description, the beneficiaries of special education often include persons with hearing impairment, persons with visual impairment, persons with intellectual retardation, persons with behavior disorders as well as those with health and physical impairment.

Furthermore, as educational ideas and activities continue to develop, beneficiaries of special education become expanded to include persons with higher intellectual ability and talent. Hence, special education becomes the education for exceptional people, which included both persons with disabilities and the gifted and talented. The gifted and talented persons are included as beneficiaries of special education due to their special learning needs and style which differ from that of regular persons and therefore demand special training and expertise to meet especially in regular classroom placement.

Who is the gifted child?

The gifted child is found in all segments of society. These children show exceptional ability or potential in many areas and require a differentiated educational programme. The gifted child often demonstrates outstanding intellectual ability and specific academic aptitude. According to Kathryn and Hegeman (1987), gifted children may possess some of the following behavioural or personality traits:

- early language proficiency
- early development of reading ability
- curiosity
- an observant nature
- longer than the usual attention span
- the ability to retain and apply information
- early discovery of cause and effect relationships.
- Creativity
- An interest in many things
- Special talent or ability
- Resourcefulness

Care must be taken neither to overestimate nor underestimate the ability or potential of any child, including the disabled or culturally different. Mba (1985) designed what he refers to as the "check list" to help teachers identify pupils who may manifest characteristics associated with giftedness. According to him, gifted is demonstrated in learning, creativity and leadership characteristics. Some of the characteristics he highlighted include:

1. **Learning characteristics**
   The gifted child
   a. learns rapidly and easily;
   b. reasons things out and think clearly;
   c. has a large vocabulary
   d. uses words accurately and easily
   e. asks many sensible questions
   f. can solve difficult questions
   g. uses good but uncommon methods
   h. observes and remembers what other children do not notice.

2.   Creativity characteristics
    The gifted child exhibiting creative characteristics
a. shows much curiosity about many things;
b. is adventurous and always ready to take risks;
c. provides many ideas and solutions to problems
d. likes to adopt, improve or modify things to make them work better
e. reveals his teachings sincerely and fearlessly
f. has a keen sense of humour
g. does not worry about being different.

3.   Leadership Characteristics
    The leadership qualities of the gifted child are produced in that he:
a. does whatever he promises well;
b. gets along well with other pupils of his age and adult;
c. co-operates with teacher and classmates;
    d. easily adapts himself to situations;
    e. I am sociable and enjoy being with others;
    f. generally likes to lead others; and
    g. takes part in most social activities and sports.

There is a need to note that the kind of characteristics exhibited by gifted children depends upon the class or degree of giftedness.

The gifted in regular language classroom placement: The role of the teacher
    The key to any successful programme for the gifted lies with the classroom teacher, thus, on the first note, it is essential that teachers receive information on the nature, needs and traits of the gifted child since the identification process is essentially bound up with the teaching/learning environment. Next, be prepared for the unexpected when dealing with gifted children who are divergent and creative thinkers. The quest for knowledge by an eager, probing young mind challenges a teacher to provide ever-spiralling links to a wider and wider range of human and material resources! Moreover, experiences such as field trips, work with mentors, museum visits, nature likes, mini-courses and the like add to children's understanding of themselves and the world around them. Also, communication skills are sharpened and children are provided with role models when they meet professionals, skilled artisans and other community members. They can explore and discover special interests and gain insight into potential linguistics and psycholinguistics.

How can the language classroom teacher adapt instruction for the gifted child?
    The teacher can also take the following steps as identified by Kathryn (1987) to adopt language instruction in the regular classroom:
a. According to his/her developmental level, involve the child in planning, working at; and evaluating tasks.
b. Encourage personal growth and self-realization through the development of positive values and attitudes.
c. Use teaching/learning strategies which emphasize higher-level thinking abilities.
d. Provide tasks that include open-ended learning activities, small group work and discussion
e. Develop learning process skills that enhance problem-finding and solving abilities through independent projects.
f. Maintain a learning environment that provides an opportunity, materials, and a climate suitable for developing linguistic creativity.

g. Utilize materials, media and resources in order to stimulate in-depth learning.

A receptive environment for a gifted child stems from the regular school programme. Enrichment encompasses and extends basic learning experiences in various curriculum areas. Perceiving, listening, reading, speaking and writing form a communication core to support the gifted child's cognitive and affective development. The child understands, develops and clarifies his/her values through communication processes. These processes entail learning specific skills and procedures. These skills cannot be taught in isolation but can be fused with the content areas through the language arts. Children's language experiences should be meaningful to them. The students must have a genuine interest in the activities if they are going to share ideas and develop higher-level thought processes.

The keys to independent learning are found in the mastery and expansion of language arts skills. Assessing a child's skills development is important and the teacher needs to monitor growth and evaluate progress. Gifted children are often clever verbally, the teacher should help them develop a basic understanding and guard against glib generalizations that may mark a lack of fundamental facts. After diagnosing the students' strengths and weaknesses, ample opportunities must be provided in daily activities to expand basic language skills. The following Individual Progress Record Language Arts-Skills Development (Listening, Speaking, Reading; Writing) and Individual Summary Sheet Language Arts Skills Development help plan differentiated activities and evaluate the child's progress. The skills listed indicate some of the processes in which a child needs to become involved. Plan for developing communication skills on a personalized basis for a particular child. Work with that child to formulate a few simple goals that:

a. deal with skills that are readily attainable by the child at this stage of his/her development.
b. motivate and encourage activities related to some current interest and effort of the child.

The teacher should take into account a child's personality and behavior traits as well as academic needs. Also, be sure to set up a section in your classrooms such as an "Author's Workshop" with a wide variety of appropriate advanced reference books and other challenging resources and materials. This encourages the independent pursuit of language skills by the gifted child.

Importance of early exposure to literacy

When identifying factors that contribute to the underachievement of gifted children, low expectation is rightly at the top of the list. However, it is closely followed by poor literacy skills and increasingly by limited access to or knowledge of ICT. Lack of early exposure to books and conversation are major obstacles to developing good literacy skills as research carried out by Wells (1987: 156) showed:

> *What is so important about listening to stories, then, is that, through this experience, the child is beginning to discover the symbolic potential of language: its power to create possible and imaginary worlds through words-by representing experience in symbols that are independent of objects, events, and relationships symbolized and that can be interpreted in contexts other than those in which the experience originally occurred*, if indeed it ever occurred at all.

He goes on to say that:

> *Children, who had been read to, were better able to narrate an event, describe a scene, and follow instructions. But perhaps what*

> *was most important in accounting for the teacher's higher assessment of these children's oral language abilities was the greater ease with which they appeared to be able to understand the teacher's use of language (Wells, 1987: 156, 157).*

For the gifted and talented children to develop adequate literacy skills, they need (especially in regular classroom placement) to be exposed to the following:

Listening and speaking
a) Different styles of speech for different occasions.
b) Opportunities to articulate explanations, not just to present facts.
c) Open-ended questions encourage able students to give detailed responses.
d) Modelling speech patterns.
e) External speakers, community resource persons, visits to theatres, etc (Goodhew, 2009).

Reading
a) More complex longer texts (including non-fiction)
b) Consideration of how as well as what they read.
c) Inferential questioning
d) Discussion and higher-quality book talk
e) Awareness of an author's use of language
f) Tune to reflect on their learning (Goodhew, 2009).

Writing
a) Modelling the writing process, especially more complex writing.
b) Ability pairings for discussion, planning and peer assessment.
c) Knowledge and use of technical language-providing gifted and talented writers with the tools of the trade
d) Use a reading/writing journal for jotting down ideas and thoughts.
e) Probing questions about their writing reference the effect of writing on the reader.
f) Challenging group targets where they will have to cooperate
g) Occasional opportunities to prepare and present a text for a lesson.
h) Extended tasks over a number of seasons
i) Getting students to take short clips on a given theme, putting the clips together and editing them with the support of local video journalists, linguists etc (Ellison, 2007).

The Role of the School vis-à-vis the parents toward the gifted children

The school should provide equality of opportunity for the gifted child. A comprehensive plan of differentiated education for gifted children in regular classrooms is necessary if they are to reach their potential. To ensure this, a school must consider many factors such as:
a. Formulating a clearly defined statement of the school philosophy, goals and objectives for the gifted.
b. Establishing adequate identification procedures.
c. Developing strategies and differentiated curricular to meet the individual needs of the gifted.
d. Providing in-service training, information, resources and materials.
e. Cooperating with educators, parents, and associations to advance the cause of quality education for the gifted.
f. Establishing evaluation procedures.
g. Expanding horizons beyond the classroom.

The school must help gifted children become worthwhile individuals to realize their potential and contribute to society.

Similarly, parents have a pivotal role to play in helping their gifted children achieve the desired goals in a regular classroom context. Generally, children grow and learn through experience. The home life of a child determines the extent and nature of the child's early learning opportunities and indeed shapes the child's interests and goals. An enriched home environment is a key factor that sparks creativity and encourages intellectual development. Creating a home environment that is supportive and nurtures a child's abilities without pressure is worthy of the parent's efforts.

A home environment that fosters learning provides:
a. opportunities to develop positive values and attitudes.
b. motivation and encouragement
c. opportunities to interact with thoughtful answers to the child's questions.
d. ways to build on the child's interest.
e. opportunities to discuss and analyse current topics.
f. guidance and support.
g. opportunity for a variety of social experiences.

Parents are also teachers at home. As parents, share a special interest of yours with your child, a truly joyous learning experience for both of you. Take time to plan special trips to enhance and enrich your family life. Utilize community resources and cultural programmes. Maintain an interest in your child's school work and progress. Encourage your child to take independent action and adopt responsible behaviour. As concerned parents become involved in groups that promote the education of gifted and talented children.

Conclusion

An attempt has been made in this paper to x-ray the pivotal roles of concerned stakeholders in the education of gifted children in regular language classroom placement. The gifted are especially apt to task a teacher's stock-in-trade because of the huge varieties and amount of curriculum content they consume and because of the special strategies required to determine who can benefit from enrichment, how to administer it, and what approaches to take in evaluating its quality. Thus, the paper stresses the need for joint-participatory efforts among the school administrators, the parents as well as teachers vis-à-vis educational provisions for the gifted to make them a successful integral part of the regular school programme.

Recommendations

As a way forward, the school policy should encourage maintaining open lines of communication between parents and teachers. Every effort should be made to give parents information about their child's strengths, weaknesses, and potential for achievement. Input from parents detailing their child's interests and behaviour is exceptionally valuable. Parents should be considered an important part of the planning process for their child's educational programme. When informed about the school programme, parents can provide enrichment and extend the child's learning experiences.

Establishing a working rapport with parents can be achieved through many avenues such as conferences, seminars, newsletters, progress reports, school visitations and group discussions.

Again, evaluation is a vital element when any special programme is being developed. Hence, procedures should maintain continuous, ongoing evaluation among those most concerned: the school, the parents, the teachers and of course, the students.

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MOTHER EDUCATION: INSTRUMENT FOR GIRL-CHILD EDUCATION AND NATIONAL DEVELOPMENT

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Abstract

This work attempted to discourage age-long negative cultural perceptions about girl-child education. The work also attempted to examine the role of mother education on girl-child education and the contributions of girl-child education to national development. The descriptive survey research design was adopted for this work in which questionnaires and oral interviews were used to collect data on mother education and girl-child education to answer the research questions. The work revealed that mother education greatly influenced girl-child education positively and contributed to national development. Recommendations were made which include: Massive girl-child education campaign that should be embarked upon by the government nationwide. Tertiary institutions should introduce part-time education to encourage girl-child education and there should be stable education policies in the country. Early marriage and confining girl-child to the purdah system must be discouraged nationwide.

Keywords: Mother Education, Girl-child Education, National Development.

Introduction

Education has been defined in different ways by different intellectuals, depending on which angle it is viewed. For example, the Cambridge Advanced Learners Dictionary defined education as the process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills. Fafunwa (1979) defined education as "a preparation for life, productive activity and investment in human resources. Therefore, education is the process of providing a suitable experience for learners so that they will not be subjected to any kind of pressure in life. It can be said that education is the best thing that has happened to mankind. Therefore, the significance and usefulness of education cannot be quantified.

Given the various definitions, it is necessary and important therefore that education cannot and should not be limited to one particular sex or gender, otherwise, efforts geared towards development in any society will be difficult to realize. It is in the realization of this that girl-child education should be seen as part and parcel of any efforts in national development. There is no gain-saying that low participation of girl-child education in Nigeria in the past has contributed immensely to most of the national problems.

Therefore, it becomes important to awaken the girl-child to their rights and the immense opportunities available to them through education, because if the girl-child becomes educated, the problem of national development is being solved directly or indirectly in one way or the other. It is important to emphasize that the transformation of girl-child from being seen as a "child manufacturing industry" to becoming an agent of development is not the sole responsibility of the government alone, but the parents that will become the ultimate beneficiaries of educated

girl-child in future. This is because no organization or agency is closer to a child than the parents.

In order to achieve rapid socio-economic development in our country, there is a need for concerted efforts of both males and females in all human endeavours. For any individual to contribute positively to the economic development of a country, such an individual must have acquired some level of education. Although, in the time past during the medieval era, uneducated people were able to achieve some level of economic progress, yet lack of education made the rate of progress and development very slow and limited.

Women's participation in economic activities was nothing to write home about even in this period. It is this mentality and misconception about the role of women in economic development that later transformed limited access to western education for women. However, a critical study of educated women and their contributions to economic development revealed the great impact they have made on our national development. It is no wonder, therefore, that many writers have devoted a lot of time and resources to the significance of girl-child education in Nigeria's educational system, and how it can contribute to the nation's development. Almost all the works the researcher came across in the course of carrying out this work were unanimous that girl-child education can contribute immensely to the economic development of the country.

Statement of the problem

Education is seen universally as a veritable tool for the development of the human race which means that it is an important factor in attaining social order, socioeconomic, justice, freedom and equal opportunity which translates to accelerated development both economically and technologically. However, gender disparity in education is more glaring in our society as the rate of female enrolment and retention in school poses a serious threat and this contributes to the wide gap between girl-child and their male counterparts.

Furthermore, there is a gender in-balance between the girl-child and the boy-child as the girl-child is being treated differently, from the boy-child in all ramifications as a result of discrimination, the girl-child constitutes a nuisance to the society because of their low level of education. The low level of girl-child education results in their low productivity. Therefore, this work is an attempt at redeeming the girl-child from the bondage of keeping her "in the kitchen" and making her to vulnerable to all sorts of child abuse.

Research questions

i. What is the relationship between the education of the mother and the girl-child education?
ii. To what extent can the education of the mother influence the girl-child education?
iii. Can girl-child education influence national development?

Purpose of the study

There is no doubt that the main intention of girl-child education in Nigeria is for them to contribute their quota to national development in various aspects of human endeavour. However, inspite of the fact that it has been established that women constitute over fifty percent of Nigeria's population and given the series of policies and programmes being put in place so as to ensure gender balance in access to education in Nigeria, the gap between literate girl-child and their male counterparts is still very wide. Therefore, this work is attempting to bridge this gap between girl-child and boy-child education. Also, this work is to discourage age-long cultural perceptions about the roles of girl-child and the value of girl-child education on national development.

Conceptual framework

One of the cardinal aims of education is to equip and empower individuals with the skills with which to be functional and contributing members of the society. However, gender equality in education has been a vexing issue in developing countries in particular and the world in general.

There is a correlation between education and development.

Girl-child education in perspective

The operational definition of girl-child in this work is any female that is below the age of 18 years, while girl-child education is that form of formal education and training that is offered to a female child who is below the age of 18 years. The female population in Nigeria constitutes about half the population of about 150 million people of Nigeria. According to the United Nations International Children Fund (UNICEF) 1977, about 79 million girls in the 6-11 years age bracket are not in primary schools. This is compared to 61 million boys of the same age bracket who are not in primary schools. Within the same period, Nigeria's estimated adult illiteracy rate for the population was 31.2% for men and 49.3% for women. In 2000 the rate improved to 27.6% for men and 44.2% for women.

According to Oniye (2011), a Statistic released by the Federal Government of Nigeria and the United Nations International Children Education Fund, 1977-2001 shows that on the national level, the primary school enrolment ratio for boys and girls is 94:75. Oniye (2011) citing Agbakwuru, went further to note that in Nigeria, primary school net enrolment is 67% boys and 52% girls, while the literacy rate for those aged 15 years and above was 67% and 47% for males and females respectively.

According to Oniye (2011), poor female access to education is not restricted to the primary school level alone. It spreads to post-primary and tertiary levels of education. For example, according to 1991 statistical data, UNICEF (2001), as cited by Oniye (2011), it was revealed that out of a total number of about 500,000 students that were admitted to all tertiary institutions in Nigeria, female enrolment accounted for only 34%. From the foregoing, it can be deduced that girl-child education is not being pursued with vigor and commitment.

Challenges to girl-child education

Challenges to girl-child education can be attributed to political, socio-cultural and economic issues. Politically, many governments lack the political will to fund adequately girl-child education (Oniye, 2011). In many countries, there is no gender policy in education and where such exist, little or no efforts are made to enforce the policy.

Socio-culturally, girls are made to believe that they are the weaker sex and therefore, their major role in the society is to produce children, and take care of them and the home. It is on this sore note that Oniye (2011), noted that "tradition reduces them to kitchen manageress and producers of babies" thus discouraging investment in girl-child education.

Other menaces that serve as challenges to girl-child education include early marriage, the purdah system, household work, parents' preference for boy's education over girl's education, and lack of adequate security measures for girl students and women teachers.

The Need for girl-child education

The home, school and the larger society are responsible for the proper upbringing of children for a purposeful future. The African nations not until recent, gave not much attention to the training of the girl-child. Investment in the education of the girl-child was seen as a wasteful venture. However, the attainment of great feat by modern-day women in all facets of life is changing the notion of world societies hence, the clamour for gender balance in all facets of human endeavour, which could be made near possible through proper education of the girl-child. Ihebereme (2011) citing World Bank identifies six compelling reasons why girl-child education is important and by extension enhances national development. These reasons include:

1. **Reducing Women's Fertility Rates:** Educated women are in a better position to use reliable family planning methods, delay marriage and childbearing and have fewer and healthier babies than uneducated women. It is estimated that one year of female schooling reduces fertility by 10%. The effect is particularly pronounced in secondary schooling.

2. **Lowering Infant and Child Mortality Rates:** Educated women are more disposed to seek medical care, ensure that their children are immunized, be better informed about their children's nutritional demands and adopt improved sanitation practices. Consequently, their babies possess higher survival rates and tend to be healthier and better nourished.

3. **Lowering Maternal Mortality Rates:** Women with formal education tends to have better knowledge in respect of health care practices, they are less likely to become pregnant at a very young age, tend to have fewer better-spaced pregnancies and seek pre-and post-natal care. It is estimated that an additional year of access to education for 1,000 women helps prevent two maternal deaths.

4. **Protection against HIV/AIDS Infection:** Girls' education is a veritable tool for reducing girls' vulnerability. It involves and reduces the rate of the spread of HIV/AIDS. Their education contributes to female economic independence, delaying marriage, family planning and working outside the home as well as conveying greater information about diseases and how to prevent them.

5. **Increasing Women's Labour Force Participation Rates and Earnings:** Education has been proven to increase income for wage earners and increase productivity for employers, yielding benefits for the community and society.

6. **Creating Inter-Generational Education Benefits:** The education of the girl-child is an important variable affecting children's educational attainment and opportunities. When an educated girl-child becomes a mother, she will surely send her children to school.

The above shows that girl-child education can have positive effects on national development.

Girl-Child education and national development

Development could be perceived as a multi-dimensional process that involves the restructuring and re-orientation of both economic and social systems so as to improve the living standard of the citizenry. According to Udaba (2004), it carries with it not only the idea of economic betterment but equally of greater human dignity, security, justice and equity. But then, no nation develops without equipping its citizenry, both male and female with solid and functional education. Ihebereme (2011) remarked that girl-child education serves as a launching pad in equipping the girl with the knowledge, ability, skill and value to understand the world around her so as to function effectively in her environment.

Girl-Child education and access to employment and resources

It is a well-known fact that Nigerian female faces a series of specific developmental problems, mainly of a social and economic character, deeply rooted in cultural attitude regarding the respective roles of the genders. Government at all levels in collaboration with Non-Governmental Organizations (NGOs) must strive at all costs to provide both formal and non-formal education to girl-children, the reason being that no literate mother will encourage her children to drop out of school in preference for marriage.

In spite of the fact that the Nigerian constitution guaranteed equal rights for both male and female in terms of access to capital and property, female very rarely own land, despite their heavy involvement in agricultural activities. However, the few urban highly educated elite females have overcome these barriers. For girl-child education to be meaningful in such a way that it will provide access to employment there is a need to emphasize the importance of pre-vocational training at both Junior and Senior secondary school levels and this training should be attained in the labour market requirement. Conclusively, the transition to the world of work is hindered not only by the dismal state of the economy but also by the falling standard of the education system.

Research Methodology
Research design
The descriptive survey research design was adopted for this work in which questionnaires and oral interviews were used to collect data on mother education and girl-child education to answer the research questions. A total number of two hundred (200) women participants from Ibadan North West Local Government Area of Ibadanland participated in the study.

Method of data analysis
The method of data analysis was mainly by descriptive statistics which include Frequency distribution and percentage. The results and discussions follow sequentially.

Research Question 1. What is the relationship between mother education and girl-child education?

Table 1: Relationship between mother education and girl-child education
The following items were used to analyse the research question

S/N	ITEMS	YES	%	NO	%
1.	Is there any relationship between mother education and girl-child education?	150	75	50	25
2.	Can mother education influence girl-child education?	190	95	10	5
3.	Can mother financial assistance improve girl-child education?	176	88	24	12

Source: field survey 2018

Item Analysis
Item 1: This item indicates that 75% of the respondents agreed that there is a relationship between mother education and girl-child education, while 25% of the respondents disagreed. Therefore, mother education has a relationship with girl-child education.
Item 2: 95% agreed that mother education can influence girl-child education, while 5% disagreed. This indicates that mother education influences girl-child education.
Item 3: 88% of the respondents believed that mother financial assistance can improve girl-child education, while 12% disagreed. This shows that mother financial assistance can improve girl-child education.

Research Question 2: To what extent can mother education affect girl-child education?

Table 2: Extent to which mother education affects girl-child education
The following items were used to test the second research question.

S/N	ITEMS	YES	%	NO	%
4.	Does mother education affect girl-child education?	180	90	20	10
5.	Can girl-child education improve their innovations?	180	90	20	10
6.	Can hawking affect girl-child education negatively?	190	95	10	5

Source: Field Survey 2018

Item 4: 90% of the respondents agreed that mother education affects girl-child education, while

only 10% disagreed. Therefore, mother education affects girl-child education.
Item 5: 90% of the respondents agreed that girl-child education improves girl-child innovations, while 10% disagreed. This shows that girl-child education can improve their innovations.
Item 6: 95% of the respondents agreed that hawking can affect girl-child education negatively, while only 5% disagreed. This indicates that hawking affects girl-child education negatively.

Research Question 3: Can girl-child education influence national development?

Table 3: Extent to which girl-child education can influence national development
The items below were used to test the third research question

S/N	ITEMS	YES	%	NO	%
7.	Do you believe that girl-child education can improve national development?	194	97	6	3
8.	Is girl-child education has anything to do with national development?	184	92	16	8
9.	Do you think girl-child education can lead to self-esteem development for girl-child in the future?	160	80	40	20
10.	Is girl-child education has a relationship with national development?	192	96	8	4

Source: field survey 2018

Item 7: 97% of the respondents agreed that girl-child education can improve national development, while 3% disagreed. This shows that, if the emphasis is laid on girl-child education there are tendencies for improvement in national development.
Item 8: In the above table, item 8 indicates that 92% of the respondents agreed that, girl-child education has many things to do with national development, while 8% disagreed. This indicates that girl-child education can lead to national development.
Item 9: This item shows that 80% of the respondents believe that girl-child education can lead to self-esteem/development of girl-child, while 20% disagree. This shows that girl-child education can lead to girl-child development.
 Item 10: 96% of the respondents believe that girl-child education has a relationship with national development, while 4% disagree. This indicates that girl-child education can affect national development positively.

Discussion
From the findings, there is a significant link between mother education and girl-child education. It revealed that mother education affects girl-child education positively as all mothers' participants have their girl-child in school. The reason for this is not far-fetched; since mothers themselves are educated and they have known the importance of education. It is worthy of note that, majority of these mothers provide financial assistance for girl-child education. Thus, it can be said that the means to empower the girl-child is through education and not through all the palliative measures of dolling out money to women by government agencies.
The findings also revealed that girl-child education can improve national development as girl-child can improve their self-esteem and development, and this will lead to national development. These findings buttress the finding of Ihebereme (2011) who remarked that girl-child education serves as a launching pad in equipping the girl-child with knowledge, ability, skill and value to understand the world around her so as to function effectively in her environment. Thus, girl-child education should be made compulsory throughout this country so as to contribute their quota to national development.

Conclusion

From the report and analysis of data collected, one can infer that girl-child education has a very important role to play in our national development if we consider the contributions of those women that have been able to overcome the obstacles that our culture placed on them. Furthermore, it can be concluded that, if our educational system can be designed in a way that will recognize the girl-child peculiar nature, many more females will have access to western education.

In the same analysis, it can be concluded that (based on the empirical data), an average Nigerian girl is desirous to acquire western education if the opportunity is provided. Conclusively, it can be observed from the data analysis that, no educated mother will want to pay lip service to the education of her girl-child no matter the level of her economic status.

Recommendations

Girl-child should be treated as special, by providing adequate funding that will enable them to receive some monetary allowance while in school. If this is done most indigent parents will no longer withdraw their girl-child from school for marriage or street hawking. A massive literacy campaign at the ward level throughout the country should be introduced.

All tertiary institutions in the country should introduce a part-time educational programme for all courses of study. With this measure, access to higher education shall be increased for girl-child education. There should be legislation against hawking by the girl–child, and this should be enforced by carrying out raiding periodically by the law enforcement agencies, parents of such culprits should be made to pay a fine or detained for some days so as to serve as a deterrent to other parents.

The wide gap between existing educational policies and the girl-child enrolment in school should urgently be addressed through an educational submission. Frequent changes in educational policies as regards girl-child education by every successive education minister at the national level should be discouraged by all stakeholders in the education sector as this has a way of dampening the morale and enthusiasm of girl-child to acquire education.

Furthermore, cultural practices such as early marriage, and confining girl-child to purdah which may tend to entrench gender imbalance in access to education should be discouraged. Unless the government acts quickly to grant girl-child access to education, national development in the real sense of the nation will continue to be a mirage.

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LEARNING PROBLEMS FACING LEARNERS WITH HEARING IMPAIRMENT IN BUSINESS EDUCATION: A CASE STUDY OF FEDERAL COLLEGE OF EDUCATION (SPECIAL), OYO

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Abstract
This study investigated the learning problems faced by Learners with Hearing Impairment in Business Education. Descriptive survey research design was adopted for this study. Twenty students with hearing impairment in the Business Education Department of Federal College of Education (Special), Oyo were purposively selected for this study. Data was collected through 14 items structured questionnaire on a four-point Likert scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). A total number of 20 questionnaires were administered to the respondents. Data collected were analyzed using mean and standard deviation for the research questions. A mean value of 2.50 and above indicated respondents' agreement while mean values of 2.49 and below indicated respondents' disagreement. Therefore, any research question with a mean of 2.50 and above is accepted while anyone with 2.49 and below is rejected. The study revealed that students with hearing impairment learning were negatively affected by teachers' methods, inadequate sign language interpreters and the attitudes of their classmates. Among others, the study recommended that regular workshops should be organized for teachers to equip them with the necessary skills needed to teach students with hearing impairment.

Introduction
Hearing loss impacts the development of receptive and expressive communication skills which can lead to reduced background knowledge and incidental learning. Communication difficulties often lead to social isolation and poor self-concept and may have an impact on vocational choices. Students with hearing impairment are more vulnerable to some problems that hinder their learning capability in learning. Most of them suffer from social maladjustment, psychological problems, emotional disturbances, difficulties in interpersonal relationships, poor self-concept and personality problems (Heward, 2006).

The term 'hearing impairment' comprises several cases: dysfunctions of the auditory system, hardness of hearing, and deafness. It may be caused by genetic reasons, trauma or disease. However, the terms "deaf" (d) or "hard of hearing" (hh) which are accepted in their community of people, not only imply the degree, type or configuration of hearing impairment, but also the way of communication the person uses. Most hh-people rely on residual hearing and communicate through speaking and lip-reading. In noisy environments, however, it can be very hard for them to communicate verbally. Thus, they are likely to face various difficulties at school and differ in their educational and psycho-social development from their hearing (h) classmates (Nordheimer & Brandl, 2015).

There is a general misconception that students with hearing impairment are limited in

cognitive capacity. Adoyo (2008) submitted that language is not a necessary ingredient for complex cognitive processes. Students with hearing impairment are confirmed not delayed in visual-motor-perceptual functioning. Chimedza and Peterson (2003) asserted that it has been shown that deafness itself does not affect a person's intellectual capacity to learn and that deaf children have the normal range of intelligence when tested on performance rather than on verbal tests.

The individual classroom teacher attitude remains the most effective variable that influences the performance of students. Booth and Ainscow (2003) asserted that the inclusion of children with hearing impairment does not depend solely on whether the child is severely or profoundly deaf, or on the level of intelligence, ability to lip-read, language development, and availability of resources but also on teachers' attitudes. Teachers should encourage students to express themselves freely in class and try to develop activities that involve all the children together. This helps to keep a healthy and collaborative interaction of students with hearing impairment with their peers in the classroom. This will also help in creating a better social adjustment for them in daily classroom interactions. With the proper care and instruction, children with hearing disabilities can have a positive and productive experience in any learning environment (Wadesango, Eliphanos & Gudyanga, 2014).

Mushoriwa and Gasva (2008) opined that parents and teachers should try to understand the problem of the students and try to cooperate with them in helping their navigation of the learning process and work output. In class, a teacher should try to speak slowly and clearly so that the students can easily understand the lesson. In an inclusive education system, human resource is essential and it includes all the people who support the learning of students with hearing impairment. Successful inclusion requires a definition of roles and responsibilities, collaboration and building of teams and training, (Ainscow, 1995). Teachers need to be willing to adjust their plans and their practices in light of the feedback they receive from their learners with hearing impairment.

A child's social development through socialisation is closely related to his or her normative cognitive development. If the child's cognitive functioning is limited, or development is hampered by certain conditions such as hearing impairment, social and normative development will likewise be deficient because the inadequate acquisition of insight into what is acceptable and unacceptable (abstract values) will cause problems, (Adoyo, 2008).

By implication, the child's inability to hear may also impede the learning of various socially acceptable habits. Kapp (1991) contends that the child with hearing impairment faces problems acquiring and understanding moral behavioural codes because it is mainly through language that codes are transferred from one member of society to another. The child with deafness' socialisation is deficient because the inability to hear deprives the child of the most meaningful guidelines, for moulding behaviour (Stinson & Whitmire, 2000). The inability to communicate freely and understand the language properly makes the child to be isolated from his or her hearing contemporaries.

Students with hearing impairment lag behind in academics as compared to their counterparts with visual impairment and physical disabilities on account of their problems in communication, socialization, curriculum adaptations and modifications and above all sign language interpretation. These problems take a more severe form when these students with hearing impairment join higher education (Mahwish, Mahr Muhammad, Ghulam, & Misbah, 2012). This situation is the same with students in business education.

Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in the office and business world. Nwokike, Ezeabii, and Jim (2018) describe business education as education that enriches basic education for a teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. Onajite (2016) submitted that business education encompasses an education programme for business, office occupation, economic

understanding, and entrepreneurship and it seeks to develop basic skills in the learners for future personal use. Majority of the student with hearing impairment in Business Education Department in the Federal College of Education (Special), Oyo are finding it difficult to cope with learning activities. This study investigated the learning problems of students with hearing impairment to find solutions.

Literature review

The term 'hearing impairment' comprises several cases: dysfunctions of the auditory system, hardness of hearing, and deafness. It may be caused by genetic reasons, trauma or disease. Hearing impairment is a general term continuum of hearing loss from mild to profound, which includes the sub-classification of the hard of hearing and deaf. Hard of hearing describes a person with enough residual hearing, to use hearing (usually with a hearing aid) as a primary modality for the acquisition of language and communication with others (Mahwish, *2012*).

There are 360 million persons in the world with disabling hearing loss (5.3% of the world's population). Among these, 328 million (91%) of these are adults (183 million males, 145 million females) and the rest 32 (9%) million of these are children. The prevalence of disabling hearing loss in children is greatest in South Asia, Asia Pacific and Sub-Saharan Africa (Deginesh & Asrat, 2016).

Hearing impairment, whether permanent or fluctuating, ranges between 21 and 69Db (decibels). This condition can adversely affect the child's educational performance. Deaf described persons whose sense of hearing is nonfunctional for ordinary use in communication with or without a hearing aid. The loss is usually above 70Db. It is so severe that the person is impaired in processing linguistic information which adversely affects educational performance *(*Batten, 2013*).*

According to Deginesh and Asrat (2016), a person who is not able to hear as well as someone with normal hearing – hearing thresholds of 25dB (decibels) or better in both ears – is said to have hearing loss. Hearing impairment is the most frequent sensory deficit in human populations, affecting many people in the world, with consequences that include the inability to interpret speech sounds, often producing a reduced ability to communicate, delay in language acquisition, economic and educational disadvantage, social isolation and stigmatization.

Most of hard of hearing people rely on residual hearing and communicate through speaking and lip-reading. In noisy environments, however, it can be very hard for them to communicate verbally. Thus, they are likely to face various difficulties at school and differ in their educational and psycho-social development from their hearing (h) classmates (Nordheimer, & Brandl, 2015).

Children with hearing loss have difficulty with all areas of academic achievement, especially reading and mathematical concepts. The gap in academic achievement between children with normal hearing and those with hearing loss usually widens as they progress through school (Deginesh & Asrat, 2016). The level of achievement is related to parental involvement and the quantity, quality, and timing of the support services children receive (John & Sylod, 2013).

Students with hearing impairment encounter so many challenges on the academic path. Children with even minimal hearing loss are also at risk academically compared to their normal hearing peers. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term (Asrat, 2013). Obviously, in all integrated schools on average, children with hearing difficulties had a lower grade point average than their schoolmates. The pupils with hearing problems were found to have lower average grades than children with normal hearing (Hear-it, 2012). The negative correlation between the academic performance of students without hearing impairment and those with hearing impairment as observed from the literature should not be allowed to continue, hence the need to investigate the learning problems facing the students with hearing impairment.

Statement of the problem

Students with hearing impairment are facing a lot of learning problems. These problems have resulted in their poor academic performance in business education. However, the inability to hear and the consequent interference with normal communication have effects on interpersonal relationships and adjustments as well as academic performance. As a result, the academic performance of students with hearing impairments is not so good when compared with other hearing students. Many students with hearing impairment are failing in their business education courses yearly. This trend must not be allowed to continue if the objective of inclusive education is to be achieved. Any attempt to leave these problems unattended could further aggravate the negative impact of disability suffered by the students with hearing impairment and subsequent denial of contributing to the development of the society. This study was carried out to investigate problems facing hearing impaired students in business education department to make appropriate recommendations that could lead to better performance.

Purpose of the study

The main purpose of this study is to investigate learning problems facing students with hearing impairment in business education. Specifically, the study intends to:
1. investigate how teachers' methods of instruction affect the learning of students with hearing impairment in business education.
2. find out the effects of sign language interpreters on the learning of students with hearing impairment in business education.
3. examine the effects of classmates' relationships on the learning of students with hearing impairment in business education.

Research questions

The following research questions guided the study:
1. What are the effects of teachers' methods of instruction on the learning of students with hearing impairment in business education?
2. What are the effects of sign language interpreters on the learning of students with hearing impairment in business education?
3. What are the effects of classmates' relationships on the learning of students with hearing impairment in business education?

Research Methodology

Descriptive survey research design was adopted for this study. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people considered to be representative of the entire group. Twenty students with hearing impairment in business education department were purposively selected for this study. Data were collected through a 14-item structured questionnaire on a four-point Likert scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). A total number of 20 questionnaires were administered to the respondents. Data collected were analyzed using mean and standard deviation for the research questions. A mean value of 2.50 and above indicated respondents' agreement with research questions while a mean value of 2.49 and below indicated respondents' disagreement. Therefore, any research question with a mean of 2.50 and above was accepted while anyone with 2.49 and below was rejected.

Discussion of findings
Research question 1:

What are the effects of teachers' methods of instruction on the learning of students with hearing impairment in business education?

Table 1: Mean score of respondents on the effects of teachers' methods of instruction on the learning of students with hearing impairment in business education.

S/N	ITEMS	X N=20	SD	Decision
1	I always understand teachers' instruction in class	2.14	0.66	SD
2	Teachers use sign language during instruction	2.42	0.72	D
3	Teachers give extra attention to me during the lesson	2.44	0.68	D
4	Teachers do assist with hearing impaired students after class	3.63	0.85	A
5	Sufficient instructional materials are used during a lesson	2.22	0.69	SD

Key: X= Mean, SD = Standard Deviation
The result from the above table shows that respondents disagreed with items 1,2,3,5 with the means ranging from 2.14 - 2.44, while they agreed with item 4 having a mean of 3.63.

Research question 2:
What are the effects of sign language interpreters on the learning of students with hearing impairment in business education?

Table 2: Mean score of respondents on the effects of sign language interpreters on the learning of students with hearing impairment in business education.

S/N	ITEMS	X N=20	SD	Decision
6	There is an adequate number of sign language interpreters	2.34	0.66	D
7	I am always happy when interpreters are not available	2.42	0.72	SD
8	Communication was best in the presence of an interpreter	3.44	0.68	A
9	I learn better through sign language interpreters	3.73	0.85	SA
10	Sign language interpreters are not usually available after lessons.	3.22	0.69	A

Key: X= Mean, SD = Standard Deviation
Results from Table 2 reveal that students disagreed with items 6-7 which have means of 2.34 and 2.42 respectively. They agreed with items 8,9,10 with means ranging from 3.22 – 3.73

Research question 3:
What are the effects of classmates' relationships on the learning of students with hearing impairment in business education?

S/N	ITEMS	X N=20	SD	Decision
11	Assistance from classmates and friends in learning is not sufficient	3.54	0.66	A
12	Students with hearing impairment do not feel belongingness in the class during a lesson.	3.62	0.72	SA
13	There is no encouragement for students with hearing impairment to participate in the class	3.44	0.68	A

14	There is a cordial relationship between the hearing impaired and their hearing classmate.	3.63	0.85	A

Key: X= Mean, SD = Standard Deviation

Results from Table 3 reveal that students agreed on items 11,12,13,14 with means of 3.54, 3.62, 3.44, and 3.63 respectively.

Research findings

The findings of this study show that students with hearing impairment are negatively affected by teachers' methods of teaching and attitudes. This is in line with some studies conducted in developing countries by Mushoriwa & Gasva, (2008) which found that there are negative attitudes from regular teachers and pupils towards inclusive education. Hergarty (1993) reports that in quite a number of studies, teachers' attitudes toward educating pupils with special needs have been put forward as a decisive factor in making schools more exclusive.

This study also revealed that there was an inadequate provision of sign language interpreters and students indicated that services of sign language interpreters enhanced their learning. The result confirmed the submission of Mitchell and Karchmer (2004) who stated that access of deaf students to the communication around them is vital.

The study also shows that students with hearing impairment lack encouragement to participate during lessons. They agreed that they usually feel isolated in class. This confirms the submission of Kapp (1991) who contends that the child with hearing impairment faces problems in acquiring and understanding moral behavioural codes because it is acquired mainly through language that is transferred from one member of the society to another. The child with deafness's socialisation is deficient because the inability to hear deprives the child of the most meaningful guidelines, for moulding behaviour (Stinson & Whitmire, 2000). Because of the inability to communicate freely and understand the language properly, the child is largely isolated from his or her hearing contemporaries.

Conclusion

This study concludes that students with hearing impairment are facing many problems which hinder their learning. Teachers' methods of instruction and their attitudes remain major factors that affect their learning. Inadequate provision of sign language interpreters and un-cooperating attitudes of classmates are also identified as part of the problems facing students with hearing impairment in business education. Consequently, there is a need to devise appropriate strategies for tackling these problems.

Recommendations

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

1. Regular workshops should be organized for teachers in business education to equip them with the necessary skills needed to teach special needs students.
2. Adequate instructional materials for facilitating learning in business education should be regularly supplied by the government and stakeholders to enhance hearing-impaired learning.
3. Sufficient sign language interpreters should be employed for business education classes.
4. Classmates of students with hearing impairment in business education should be encouraged to appreciate the need to relate with and provide the necessary support to the students with hearing impairment.
5. Curriculum on inclusive education should make adequate provisions for students with hearing impairment in business education to have successful learning experiences.

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GENETICALLY MODIFIED FOOD CONTROVERSIES: A REVIEW PAPER

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Abstract
Genetic modification is a special set of gene technology that alters the genetic machinery of living organisms such as animals, plants or microorganisms. Combining genes from different organisms is known as recombinant DNA technology and the resulting organism is said to be 'Genetically modified (GM)', 'Genetically engineered' or 'Transgenic'. The principal transgenic crops grown commercially in the field are herbicide and insecticide-resistant soybeans, corn and cotton. Other crops grown commercially and/or field-tested are sweet potato resistant to a virus that could destroy most of the African harvest, rice with increased iron and vitamins that may alleviate chronic malnutrition in African countries and a variety of plants that can survive weather extremes. Some bananas produce human vaccines against infectious diseases such as hepatitis B, fish that mature more quickly, fruit and nut trees that yield years earlier and plants that produce new plastics with unique properties. Technologies for genetically modifying foods offer dramatic promise for meeting some areas of greatest challenge for the 21st century. Like all new technologies, they also pose some risks, both known and unknown. Controversies and public concern surrounding GM foods and crops commonly focus on human and environmental safety, labelling and consumer choice, intellectual property rights, ethics, food security, poverty reduction and environmental conservation. With this new technology on gene manipulation, what are the risks of "tampering with Mother Nature"? What effects will this have on the environment? What are the health concerns that consumers should be aware of? And is recombinant technology beneficial? This review will also address some major concerns about the safety, environmental and ecological risks and health hazards involved with GM foods and recombinant technology.

Keywords: *Genetically Modified Foods, Genetically Engineered Foods, Transgenic Foods, Food Safety, Allergenic Foods and Public Concerns.*

Introduction

Genetically modified food controversies are disputes over the use of foods and other goods derived from genetically modified crops instead of conventional crops, and other uses of genetic engineering in food production. The disputes involve consumers, farmers, biotechnology companies, governmental regulators, non-governmental organizations, and scientists. The key areas of controversy related to genetically modified food (GM food or GMO food) are whether such food should be labeled, the role of government regulators, the objectivity of scientific research and publication, the effect of genetically modified crops on health and the environment, the effect on pesticide resistance, the impact of such crops for farmers, and the role of the crops in feeding the world population.

In addition, products derived from GMO organisms play a role in the production

of ethanol fuels and pharmaceuticals. Specific concerns include the mixing of genetically modified and non-genetically modified products in the food supply, the effects of GMOs on the environment, the rigor of the regulatory process, and consolidation of control of the food supply in companies that make and sell GMOs. Advocacy groups such as the Center for Food Safety, Organic Consumers Association, Union of Concerned Scientists, and Green peace say risks have not been adequately identified and managed, and they have questioned the objectivity of regulatory authorities.

Scientists first discovered in 1946 that DNA can be transferred between organisms (Clive, 2011). It is now known that there are several mechanisms for DNA transfer and that these occur in nature on a large scale, for example, it is a major mechanism for antibiotic resistance in pathogenic bacteria. The first genetically modified (GM) plant was produced in 1983, using an antibiotic-resistant tobacco plant. China was the first country to commercialize a transgenic crop in the early 1990s with the introduction of virus-resistant tobacco.

In 1994, the transgenic 'Flavour Saver tomato' was approved by the Food and Drug Administration (FDA) for marketing in the USA. The modification allowed the tomato to delay ripening after picking. In 1995, few transgenic crops received marketing approval. This includes canola with modified oil composition (Calgene), Bacillus thuringiensis (Bt) corn/maize (Ciba-Geigy), cotton resistant to the herbicide bromoxynil (Calgene), Bt cotton (Monsanto), Bt potatoes (Monsanto), Soybeans resistant to the herbicide glyphosate (Monsanto), virus-resistant squash (Asgrow) and additionally delayed ripening tomatoes (DNAP, Zeneca/Peto, and Monsanto) (Clive, 2011). A total of 35 approvals had been granted to commercially grown eight transgenic crops and one flower crop of carnations with eight different traits in six countries plus the EU till 1996 (Clive, 1996).

As of 2011, the USA leads a list of multiple countries in the production of GM crops. Currently, there are a number of food species in which a genetically modified version exists (Johnson, 2008). Some of the foods that are available in the market include cotton, soybean, canola, potatoes, eggplant, strawberries, corn, tomatoes, lettuce, cantaloupe, carrots etc. GM products which are currently in the pipeline include medicines and vaccines, foods and food ingredients, feeds and fibres. Locating genes for important traits, such as those conferring insect resistance or desired nutrients is one of the most limiting steps in the process.

Foods derived from GM crops

At present, there are several GM crops used as food sources. As of now, there are no GM animals approved for use as food, but a GM salmon has been proposed for FDA approval. In some instances, the product is directly consumed as food, but in most cases, crops that have been genetically modified are sold as commodities, which are further processed into food ingredients. Fruits and vegetables, Papaya has been developed by genetic engineering which is ring spot virus resistant and thus enhancing productivity. This was very much in need in the early 1990s when Hawaii's papaya industry was facing disaster because of the deadly papaya ring spot virus. Its single-handed savior was a breed engineered to be resistant to the virus. Without it, the state's papaya industry would have collapsed. Today, 80% of Hawaiian papaya is genetically engineered, and till now no conventional or organic method is available to control the ring spot virus (Snell C, et. al., 2012).

The NewLeaf™ potato, a GM food developed using naturally-occurring bacteria found in the soil known as Bacillus thuringiensis (Bt), was made to provide in-plant protection from the yield-robbing Colorado potato beetle. This was brought to market

by Monsanto in the late 1990s and developed for the fast food market. This was forced to withdraw from the market in 2001as the fast food retailers did not pick it up and thereby, the food processors ran into export problems. Reports say that currently, no transgenic potatoes are marketed for human consumption. However, BASF, one of the leading suppliers of plant biotechnology solutions for agriculture requested approval for cultivation and marketing as a food and feed for its 'Fortuna potato'. This GM potato was made resistant to late blight by adding two resistance genes, blb1 and blb2, which originated from the Mexican wild potato Solanum bulbocastanum. As of 2005, about 13 % of the zucchini grown in the USA is genetically modified to resist three viruses; the zucchini is also grown in Canada (Johnson, 2008).

Vegetable oil
It was reported that there is no or a significantly small amount of protein or DNA remaining in vegetable oil extracted from the original GM crops in the USA. Vegetable oil is sold to consumers as cooking oil, margarine and shortening, and is used in prepared foods. Vegetable oil is made of triglycerides extracted from plants or seeds and then refined and may be further processed via hydrogenation to turn liquid oils into solids. The refining process removes nearly all non- triglyceride ingredients (Crevel et. al., 2000). Cooking oil, margarine and shortening may also be made from several crops. A large percentage of Canola produced in USA is GM and is mainly used to produce vegetable oil. Canola oil is the third most widely consumed vegetable oil in the world. The genetic modifications are made for providing resistance to herbicides viz. glyphosate or glufosinate and also for improving the oil composition. After removing oil from canola seed, which is ~43 %, the meal has been used as high-quality animal feed. Canola oil is a key ingredient in many foods and is sold directly to consumers as margarine or cooking oil. The oil has many non-food uses, which include making lipsticks.

Maize, also called corn in the USA and cornmeal, which is ground and dried maize constitutes a staple food in many regions of the world. Grown in 1997 in the USA and Canada, 86 % of the USA maize crop was genetically modified in 2010 (Hamer & Scuse, 2010) and 32 % of the worldwide maize crop was GM in 2011 (Clive 2011). A good amount of the total maize harvested goes for livestock feed including the distiller's grains. The remaining has been used for ethanol and high fructose corn syrup production, export, and also used for other sweeteners, cornstarch, alcohol, human food or drink. Corn oil is sold directly as cooking oil and to make shortening and margarine, in addition, to making vitamin carriers, as a source of lecithin, as an ingredient in prepared foods like mayonnaise, sauces and soups, and also to fry potato chips and French fries. Cottonseed oil is used as a salad and cooking oil, both domestically and industrially. Nearly 93 % of the cotton crop in USA is GM.

Sugar
USA imports 10 % of its sugar from other countries, while the remaining 90 % is extracted from domestically grown sugar beet and sugarcane. Out of the domestically grown sugar crops, half of the extracted sugar is derived from sugar beet, and the other half is from sugarcane. After deregulation in 2005, glyphosate-resistant sugar beet was extensively adopted in the USA. In USA 95 % of sugar beet acres were planted with glyphosate-resistant seed (Clive, 2011). Sugar beets that are herbicide-tolerant have been approved in Australia, Canada, Colombia, EU, Japan, Korea, Mexico, New Zealand, Philippines, Russian Federation, Singapore and USA. The food products of sugar beets are refined sugar and molasses. Pulp remaining from the refining process is used as animal feed. The sugar produced from GM sugar beets is highly refined and

contains no DNA or protein—it is just sucrose, the same as sugar produced from non-GM sugar beets (Joana et al. 2010).

Quantification of genetically modified organisms (GMOs) in foods

Testing of GMOs in food and feed is routinely done using molecular techniques like DNA microarrays or qPCR. These tests are based on screening genetic elements like p35S, tNos, pat, or bar or event specific markers for the official GMOs like Mon810, Bt11, or GT73. The array-based method combines multiplex PCR and array technology to screen samples for different potential GMO combining different approaches viz. screening elements, plant-specific markers, and event-specific markers. The qPCR is used to detect specific GMO events by the usage of specific primers for screening elements or event-specific markers. Controls are necessary to avoid false positive or false negative results. For example, a test for CaMV is used to avoid a false positive in the event of a virus-contaminated sample. Joana et al. (2010) reported the extraction and detection of DNA along with a complete industrial soybean oil processing chain to monitor the presence of Roundup Ready (RR) soybean. The amplification of soybean lectin gene by end-point polymerase chain reaction (PCR) was achieved in all the steps of the extraction and refining processes.

The amplification of RR soybean by PCR assays using event-specific primers was also achieved for all the extraction and refining steps. This excluded the intermediate steps of refining viz. neutralization, washing and bleaching possibly due to sample instability. The real-time PCR assays using specific probes confirmed all the results and proved that it is possible to detect and quantify GMOs in fully refined soybean oil giving the overall protocol for the testing of GMOs. This is based on a PCR detection system specific to the 35S promoter region originating from the cauliflower mosaic virus (Deisingh and Badrie 2005). The 35S-PCR technique permits the detection of GMO contents in foods and raw materials in the range of 0.01–0.1 %. The development of quantitative detection systems such as quantitative competitive PCR (QC-PCR), real-time PCR and ELISA systems resulted in the advantage of survival of DNA in most manufacturing processes. Otherwise, with ELISA, there can be protein denaturing during food processing. Inter-laboratory differences were found to be less with the QC-PCR than with quantitative PCR probably due to insufficient homogenisation of the sample. However, there are disadvantages, the major one being the amount of DNA, which could be amplified, is affected by food processing techniques and can vary up to 5-fold. Thus, results need to be normalised by using a plant-specific QC-PCR system. Further, DNA, which cannot be amplified, will affect all quantitative PCR detection systems.

In recent work, La Mura et al. (2011) applied QUIZ (quantization using informative zeros) to estimate the contents of RoundUp Ready™ soya and MON810 in processed food containing one or both GMs. They reported that the quantification of GM in samples can be performed without the need for certified reference materials using QUIZ. Results showed good agreement between derived values and known input of GM material and compare favourably with quantitative real-time PCR. Detection of Roundup Ready soybean by loop-mediated isothermal amplification combined with a lateral-flow dipstick has been reported recently (Xiumin et al. 2012).

GM foods-merits and demerits

Before we think of GM foods, it is very important to know about the advantages and disadvantages, especially with respect to their safety. These foods are made by inserting genes of other species into their DNA. Though this kind of genetic modification is used both in plants and animals, it is found more commonly in the former than in the

latter. Experts are working on developing foods that can alleviate certain disorders and diseases. Though researchers and the manufacturers make sure that there are various advantages of consuming these foods, a fair bit of the population is entirely against them (Miraglia M, et.al., 2004)

GM foods are useful in controlling the occurrence of certain diseases. By modifying the DNA system of these foods, the properties causing allergies are eliminated successfully. These foods grow faster than the foods that are grown traditionally. Probably because of this, the increased productivity provides the population with more food. Moreover, these foods are a boon in places which experience frequent droughts, or where the soil is incompetent for agriculture.

At times, genetically engineered food crops can be grown in places with unfavourable climatic conditions too. A normal crop can grow only in a specific season or under some favourable climatic conditions. Though the seeds for such foods are quite expensive, their cost of production is reported to be less than that of traditional crops due to their natural resistance towards pests and insects. This reduces the necessity of exposing GM crops to harmful pesticides and insecticides, making these foods free from chemicals and environment-friendly as well. Genetically engineered foods are reported to be high in nutrients and contain more minerals and vitamins than those found in traditionally grown foods. Other than this, these foods are known to taste better. Another reason for people opting for genetically engineered foods is that they have an increased shelf life and hence there is less fear of foods getting spoiled quickly.

The biggest threat caused by GM foods is that they can have harmful effects on the human body. It is believed that consumption of these genetically engineered foods can cause the development of diseases which are immune to antibiotics. Besides, as these foods are new inventions, not much is known about their long-term effects on human beings (Novak & Haslberger, 2000). As the health effects are unknown, many people prefer to stay away from these foods. Manufacturers do not mention on the label that foods are developed by genetic manipulation because they think that this would affect their business, which is not a good practice. Many religious and cultural communities are against such foods because they see it as an unnatural way of producing foods. Many people are also not comfortable with the idea of transferring animal genes into plants and vice versa. Also, this cross-pollination method can cause damage to other organisms that thrive in the environment. Experts are also of the opinion that with the increase of such foods, developing countries would start depending more on industrial countries because it is likely that the food production would be controlled by them in the time to come.

Safety tests on commercial GM crops

The GM tomatoes were produced by inserting kanr genes into a tomato by an 'antisense' GM method (IRDC 1998). The results show that there were no significant alterations in total protein, vitamins and mineral contents and toxic glycoalkaloids (Redenbaugh et al. 1992). Therefore, the GM and parent tomatoes were deemed to be "substantially equivalent". In acute toxicity studies with male/female rats, which were tube-fed with homogenized GM tomatoes, toxic effects were reported to be absent. A study with a GM tomato expressing B. thuringiensis toxin CRYIA (b) was underlined by the immunocytochemical demonstration of in vitro binding of Bt toxin to the caecum/colon in humans and rhesus monkeys (Noteborn et al. 1995).

GM maize Two lines of Chardon LL herbicide-resistant GM maize expressing the gene of phosphinothricin acetyltransferase before and after ensiling showed significant differences in fat and carbohydrate contents compared with non- GM maize and were therefore substantially different. Toxicity tests were only performed with the maize even

though with this the unpredictable effects of the gene transfer or the vector or gene insertion could not be demonstrated or excluded. The design of these experiments was also flawed because of the poor digestibility and reduction in feed conversion efficiency of GM corn. One broiler chicken feeding study with rations containing transgenic Event 176 derived Bt corn (Novartis) has been published (Brake & Vlachos 1998). However, the results of this trial are more relevant to commercial than academic scientific studies.

GM soybeans

To make soybeans herbicide resistant, the gene of 5-enolpyruvylshikimate-3-phosphate synthase from Agro-bacterium was used. Safety tests claim the GM variety to be "substantially equivalent" to conventional soybeans (Padgette et al. 1996). The same was claimed for GTS (glyphosate-resistant soybeans) sprayed with this herbicide (Taylor et al. 1999). However, several significant differences between the GM and control lines were recorded (Padgette et al. 1996) and the study showed statistically significant changes in the contents of genistein (isoflavone) with significant importance for health (Lappe et al. 1999) and increased content in trypsin inhibitor. Studies have been conducted on the feeding value (Hammond et al. 1996) and possible toxicity (Harrison et al. 1996) for rats, broiler chickens, catfish and dairy cows of two GM lines of glyphosate-resistant soybean (GTS). The growth, feed conversion efficiency, catfish fillet composition, broiler breast muscle and fat pad weights and milk production, rumen fermentation and digestibilities in cows were found to be similar for GTS and non-GTS.

These studies had the following lacunae:
a) No individual feed intakes, body or organ weights were given and histology studies were qualitative microscopy on the pancreas,
b) The feeding value of the two GTS lines was not substantially equivalent either because the rats/catfish grew significantly better on one of the GTS lines than on the other,
c) The design of the study with broiler chicken was not much convincing,
d) Milk production and performance of lactating cows also showed significant differences between cows fed GM and non-GM feeds and
e) Testing of the safety of 5-enolpyruvylshikimate-3-phosphate synthase, which renders soybeans glyphosate-resistant (Harrison et al. 1996), was irrelevant because in the gavage studies an E. coli recombinant and not the GTS product was used. In a separate study (Teshima et al. 2000), it was claimed that rats and mice which were fed 30 % toasted GTS or non- GTS in their diet had no significant differences in nutritional performance, organ weights, histopathology and production of IgE and IgG antibodies.

GM potatoes

There were no improvements in the protein content or amino acid profile of GM potatoes (Hashimoto et. al. 1999a). In a short feeding study to establish the safety of GM potatoes expressing the soybean glycinin gene, rats were daily force-fed with 2 g of GM or control potatoes/kg body weight (Hashimoto et. Al, 1999b). No differences in growth, feed intake, blood cell count and composition and organ weights between the groups were found. In this study, the intake of potatoes by animals was reported to be too low (Pusztai, 2001). Feeding mice with potatoes transformed with a Bacillus thuringiensis var.kurstaki Cry1 toxin gene or the toxin itself was shown to have caused villus epithelial cell hypertrophy and multinucleation, disrupted microvilli, mitochondrial degeneration, increased numbers of lysosomes and autophagic vacuoles and activation

of crypt Paneth cells (Fares & El- Sayed, 1998).

The results showed CryI toxin which was stable in the mouse gut. Growing rats pair-fed on iso-proteinic and iso-caloric balanced diets containing raw or boiled non-GM potatoes and GM potatoes with the snow-drop (Galanthus nivalis) bulb lectin (GNA) gene (Ewen & Pusztai, 1999) showed a significant increase in the mucosal thickness of the stomach and the crypt length of the intestines of rats fed GM potatoes. Most of these effects were due to the insertion of the construct used for the transformation of the genetic transformation itself and not to GNA which had been pre-selected as a non-mitotic lectin unable to induce hyperplastic intestinal growth (Pusztai et al. 1990) and epithelial T-lymphocyte infiltration.

GM cotton

Several lines of GM cotton plants have been developed using a gene from Bacillus thuringiensis subsp.kurstaki provides increased protection against major lepidopteran pests. The lines were claimed to be "substantially equivalent" to parent lines (Berberich et. al.1996) in levels of macronutrients and gossypol. Cyclopropenoid fatty acids and aflatoxin levels were less than those in conventional seeds. However, because of the use of inappropriate statistics, it was questionable whether the GM and non-GM lines were equivalent, particularly as environmental stresses could have unpredictable effects on anti-nutrient/toxin levels (Novak & Haslberger, 2000).

GM peas

The nutritional value of diets containing GM peas expressing bean alpha-amylase inhibitor when fed to rats for 10 days at two different doses viz. 30 % and 65 % were shown to be similar to that of parent-line peas (Pusztai et al. 1999). At the same time in order to establish its safety for humans a more rigorous specific risk assessment will have to be carried out with several GM lines. Nutritional/toxicological testing on laboratory animals should follow the clinical, double-blind, placebo-type tests with human volunteers.

Allergenicity studies

When the gene is from a crop of known allergenicity, it is easy to establish whether the GM food is allergenic using in vitro tests, such as RAST or immunoblotting, with sera from individuals sensitised to the original crop. This was demonstrated in GM soybeans expressing the brasil nut 2S proteins (Nordlee et al. 1996) or in GM potatoes expressing cod protein genes (Noteborn et al. 1995). It is also relatively easy to assess whether genetic engineering affected the potency of endogenous allergens (Burks and Fuchs 1995). Farm workers exposed to B. thuringiensis pesticide were shown to have developed skin sensitization and IgE antibodies to the Bt spore extract. With their sera, it may now, therefore, be possible to test for the allergenic potential of GM crops expressing Bt toxin (Bernstein et al. 1999). It is all the more important because Bt toxin Cry1Ac has been shown to be a potent oral/nasal antigen and adjuvant (Vaz- quez-Padron et al. 2000).

It is known that the main concerns about adverse effects of GM foods on health are the transfer of antibiotic resistance, toxicity and allergenicity. There are two issues from an allergic standpoint: These are the transfer of a known allergen that may occur from a crop into a non-allergenic target crop and the creation of a neo-allergen where de novo sensitisation occurs in the population. Patients allergic to Brazil nuts and not to soybeans then showed an IgE mediated response towards GM soy beans. Lack (2002) argued that it is possible to prevent such occurrences by doing IgE- binding studies and taking into account the physico-chemical characteristics of proteins and referring to

known allergen databases. The second possible scenario of de novo sensitisation does not easily lend itself to risk assessment. He reports that evidence that the technology used for the production of GM foods poses an allergic threat perse is lacking very much compared to other methodologies widely accepted in the food industry.

Risks and controversy

There are controversies around GM food on several levels, including whether food produced with it is safe, whether it should be labelled and if so how, whether agricultural biotechnology is needed to address world hunger now or in the future, and more specifically with respect to intellectual property and market dynamics, environmental effects of GM crops and GM crops' role in industrial agricultural more generally. Many problems, viz. the risks of "tampering with Mother Nature", the health concerns that consumers should be aware of and the benefits of recombinant technology, also arise with pest-resistant and herbicide-resistant plants.

The evolution of resistant pests and weeds termed superbugs and superweeds is another problem. Resistance can evolve whenever selective pressure is strong enough. If these cultivars are planted on a commercial scale, there will be strong selective pressure in that habitat, which could cause the evolution of resistant insects in a few years and nullify the effects of the transgenic. Likewise, if spraying of herbicides becomes more regular due to new cultivars, surrounding weeds could develop a resistance to the herbicide tolerant by the crop. This would cause an increase in herbicide dose or change in herbicide, as well as an increase in the amount and types of herbicides on crop plants. Ironically, chemical companies that sell weed killers are a driving force behind this research (Steinbrecher, 1996).

Another issue is the uncertainty in whether the pest-resistant characteristic of these crops can escape to their weedy relatives causing resistance and increased weeds (Louda, 1999). It is also possible that if insect-resistant plants cause increased death in one particular pest, it may decrease competition and invite minor pests to become a major problem. In addition, it could cause the pest population to shift to another plant population that was once unthreatened. These effects can branch out much further. A study of Bt crops showed that "beneficial insects, so named because they prey on crop pests, were also exposed to harmful quantities of Bt." It was stated that the effects can reach further up the food web to affect plants and animals consumed by humans (Brian, 1999).

Also, from a toxicological standpoint, further investigation is required to determine if residues from herbicide or pest-resistant plants could harm key groups of organisms found in the surrounding soil, such as bacteria, fungi, nematodes, and other micro-organisms (Allison & Palma, 1997). The potential risks accompanied by disease-resistant plants deal mostly with viral resistance. It is possible that viral resistance can lead to the formation of new viruses and therefore new diseases. It has been reported that naturally occurring viruses can recombine with viral fragments that are introduced to create transgenic plants, forming new viruses. Additionally, there can be many variations of this newly formed virus (Steinbrecher, 1996).

Health risks associated with GM foods are concerned with toxins, allergens, or genetic hazards.

The mechanisms of food hazards fall into three main categories (Conner & Jacobs, 1999). They have inserted genes and their expression products, secondary and pleiotropic effects of gene expression and the insertional mutagenesis resulting from gene integration. With regards to the first category, it is not the transferred gene itself that would pose a health risk. It should be the expression of the gene and the effects of

the gene product that are considered. New proteins can be synthesized that can produce unpredictable allergenic effects. For example, bean plants that were genetically modified to increase cysteine and methionine content were discarded after the discovery that the expressed protein of the transgene was highly allergenic (Butler & Reichhardt, 1999). Due attention should be taken to foods engineered with genes from foods that commonly cause allergies, such as milk, eggs, nuts, wheat, legumes, fish, molluscs and crustacean (Maryanski, 1997). However, since the products of transgenic are usually previously identified, the amount and effects of the product can be assessed before public consumption. Also, any potential risk, immunological, allergenic, toxic or genetically hazardous, could be recognized and evaluated if health concerns arise.

More concern comes with secondary and pleiotropic effects. For example, many transgenes encode an enzyme that alters biochemical pathways. This could cause an increase or decrease in certain biochemicals. Also, the presence of a new enzyme could cause depletion in the enzymatic substrate and subsequent buildup of the enzymatic product. In addition, newly expressed enzymes may cause metabolites to diverge from one secondary metabolic pathway to another (Conner & Jacobs, 1999). These changes in metabolism can lead to an increase in toxin concentrations. Assessing toxins is a more difficult task due to the limitations of animal models. Animals have high variation between experimental groups and it is challenging to attain relevant doses of transgenic foods in animals that would provide results comparable to humans (Butler & Reichhardt, 1999). Consequently, biochemical and regulatory pathways in plants are poorly understood.

Insertional mutagenesis can disrupt or change the expression of existing genes in a host plant. Random insertion can cause the inactivation of endogenous genes, producing mutant plants. Moreover, fusion proteins can be made from plant DNA and inserted DNA. Many of these genes create nonsense products or are eliminated in crop selection due to incorrect appearance. However, of most concern is the activation or up-regulation of silent or low expressed genes. This is due to the fact that it is possible to activate "genes that encode enzymes in biochemical pathways toward the production of toxic secondary compounds" (Conner & Jacobs, 1999). This becomes a greater issue when the new protein or toxic compound is expressed in the edible portion of the plant so that the food is no longer substantially equal to its traditional counterpart.

There is a great deal of unknowns when it comes to the risks of GM foods. One critic declared "foreign proteins that have never been in the human food chain will soon be consumed in large amounts". It took us many years to realize that DDT might have oestrogenic activities and affect humans, "but we are now being asked to believe that everything is OK with GM foods because we haven't seen any dead bodies yet" (Butler & Reichhardt, 1999). As a result of the growing public concerns over GM foods, national governments have been working to regulate the production and trade of GM foods. Reports say that GM crops are grown over 160 million hectares in 29 countries, and imported by countries (including European ones) that don't grow them. Nearly 300 million Americans, 1350 million Chinese, 280 million Brazilians and millions elsewhere regularly eat GM foods, directly and indirectly. Though Europeans voice major fears about GM foods, they permit GM maize cultivation. It imports GM soy meal and maize as animal feed. Millions of Europeans visit the US and South America and eat GM food. Around three million Indians have become US citizens, and millions more go to the US for tourism and business and they will be eating GM foods in the USA.

Public concerns-global scenario
In the late 1980s, there was a major controversy associated with GM foods even

when GMOs were not on the market. But the industrial applications of gene technology were developed for production and marketing status. After words, the European Commission harmonized the national regulations across Europe. Concerns from the community side on GMOs in particular about its authorization have taken place since the 1990s and the regulatory framework on the marketing aspects underwent refining. Issues specifically on the use of GMOs for human consumption were introduced in 1997, in the Regulation on Novel Foods Ingredients. This Regulation deals with rules for authorization and labelling of novel foods including food products made from GMOs, recognizing for the first time the consumer's right to information and labelling as a tool for making an informed choice. The labelling of GM maize varieties and GM soy varieties that did not fall under this Regulation are covered by the Regulation. Further legislative initiatives concern the traceability and labelling of GMOs and the authorization of

GMOs in food and feed
The initial outcome of the implementation of the first European directive seemed to be a settlement of the conflicts over technologies related to gene applications. By 1996, the second international level controversy over gene technology came up and triggered the arrival of GM soybeans at European harbours (Lassen et al. 2002). The GM soybeans by Monsanto to resist the herbicide represented the first large-scale marketing of GM foods in Europe. Events such as the commercialisation of GM maize and other GM-modified commodities focused the public attention on the emerging biosciences, as did other genes technology applications such as animal and human cloning. The public debate on the issues associated with GM foods resulted in the formation of many non-governmental organizations with explicit interest. At the same time, there is a great demand for public participation in the issues of regulation and scientific strategy that expresses acceptance or rejection of GM products through purchase decisions or consumer boycotts (Frewer & Salter, 2002). Most research effort has been devoted to assessing people's attitudes towards GM foods as a technology. Numerous "opinion poll", type surveys have been conducted on national and cross-national levels (Hamstra, 1998). Ethical concerns are also important, such that a particular technology is in some way "tampering with nature", or that unintended effects are unpredictable and thus unknown to science (Miles & Frewer, 2001).

Consumer's attitude towards GM foods
Consumer acceptance is conditioned by the risk that they perceive from introducing food into their consumption habits processed through technology that they hardly understand. In a study conducted in Spain, the main conclusion was that the introduction of GM food into agro-food markets should be accompanied by adequate policies to guarantee consumer safety. These actions would allow a decrease in consumer-perceived risk by taking special care of the information provided, concretely relating to health. For, the most influential factor in consumer-perceived risk from these foods is concern about health (Martinez-Poveda et al. 2009). Tsourgiannis et al. (2011) conducted a study aimed to identify the factors that affect consumers purchasing behaviour towards food products that are free from GMO (GM Free) in a European region and more precisely in the Prefecture of Drama-Kavala-Xanthi. Field interviews were conducted in a randomly selected sample consisting of 337 consumers in the cities of Drama, Kavala, Xanthi in 2009.
Principal components analysis (PCA) was conducted in order to identify the factors that affect people in preferring consuming products that are GM Free. The factors that influence people in the study area to buy GM Free products are: (a) products'

certification as GM Free or organic products, (b) interest in the protection of the environment and nutritional value, (c) marketing issues and (d) price and quality. Furthermore, cluster and discriminant analysis identified two groups of consumers: (a) those influenced by the product price, quality and marketing aspects and (b) those interested in product certification and environmental protection (Tsourgiannis et al. 2011).

Snell et al. (2012) examined 12 long-term studies (of more than 90 days, up to 2 years in duration) and 12 multigenerational studies (from 2 to 5 generations) on the effects of diets containing GM maize, potato, soybean, rice, or triticale on animal health. They referenced the 90-day studies on GM feed for which long-term or multigenerational study data were available. Many parameters have been examined using biochemical analyses, histological examination of specific organs, haematology and the detection of transgenic DNA. Results from all twenty-four studies do not suggest any health hazards and, in general, there were no statistically significant differences within parameters observed. They observed some small differences, though these fell within the normal variation range of the considered parameter and thus had no biological or toxicological significance. The studies reviewed present evidence to show that GM plants are nutritionally equivalent to their non-GM counterparts and can be safely used in food and feed.

Traceability of GMOs in the food production chain

Traceability systems document the history of a product and may serve the purpose of both marketing and health protection. In this framework, segregation and identity preservation systems allow for the separation of GM and non-GM products from "farm to fork". Implementation of these systems comes with specific technical requirements for each particular step of the food processing chain. In addition, the feasibility of traceability systems depends on a number of factors, including unique identifiers for each GM product, detection methods, permissible levels of contamination, and financial costs. Progress has been achieved in the field of sampling, detection, and traceability of GM products, while some issues remain to be solved. For success, much will depend on the threshold level for adventitious contamination set by legislation (Miraglia et al. 2004).

Issues related to the detection and traceability of GMOs are gaining interest worldwide due to the global diffusion and the related socio-economic implications. The interest of the scientific community in traceability aspects has also increased simultaneously. Crucial factors in sampling and detection methodologies are the number of GMOs involved and the international agreement on traceability. The availability of reliable traceability strategies is very important and this may increase public trust in transparency in GMO-related issues. Heat processing methods like autoclaving and microwave heating can damage the DNA and reduce the level of detectable DNA. The PCR-based methods have been standardised to detect such DNA in GM soybean and maize (Vijayakumar et al. 2009). Molecular methods such as multiplex and real-time PCR methods have been developed to detect even 20 pg of genomic DNA in genetically modified EE-1 brinjal (Ballari et al. 2012).

DNA and protein-based methods have been adopted for the detection and identification of GMOs which is relatively a new area of diagnostics. New diagnostic methodologies are also being developed, viz. the microarray-based methods that allow for the simultaneous identification of the increasing number of GMOs on the global market in a single sample. Some of these techniques have also been discussed for the detection of unintended effects of genetic modification by Cellini et al. (2004). The implementation of adequate traceability systems requires more than technical tools

alone and is strictly linked to labelling constraints. The more stringent the labelling requirements, the more expensive and difficult the associated traceability strategies are to meet these requirements.

Both labelling and traceability of GMOs are current issues that are considered in trade and regulation. Currently, labelling of GM foods containing detectable transgenic material is required by EU legislation. A proposed package of legislation would extend this labelling to foods without any traces of transgenics. These new legislations would also impose labelling and a traceability system based on documentation throughout the food and feed manufacturing system. The regulatory issues of risk analysis and labelling are currently harmonised by Codex Alimentarius. The implementation and maintenance of the regulations necessitate sampling protocols and analytical methodologies that allow for accurate determination of the content of GM organisms within a food and feed sample. Current methodologies for the analysis of GMOs are focused on either one of two targets, the transgenic DNA inserted or the novel protein(s) expressed in a GM product. For most DNA-based detection methods, the polymerase chain reaction is employed. Items that need consideration in the use of DNA-based detection methods include the specificity, sensitivity, matrix effects, internal reference DNA, availability of external reference materials, hemizygosity versus homozygosity, extrachromosomal DNA and international harmonisation.

For most protein-based methods, enzyme-linked immunosorbent assays with antibodies binding the novel protein are employed. Consideration should be given to the selection of the antigen bound by the antibody, accuracy, validation and matrix effects. Currently, validation of detection methods for the analysis of GMOs is taking place. New methodologies are developed, in addition to the use of micro-arrays, mass spectrometry and surface plasmon resonance. Challenges for GMO detection include the detection of transgenic material in materials with varying chromosome numbers. The existing and proposed regulatory EU requirements for traceability of GM products fit within a broader tendency towards traceability of foods in general and, commercially, towards products that can be distinguished from one another.

Gene transfer studies in human volunteers

As of January 2009, there has only been one human feeding study conducted on the effects of GM foods. The study involved seven human volunteers who previously had their large intestines removed for medical reasons. These volunteers were provided with GM soy to eat to see if the DNA of the GM soy transferred to the bacteria that naturally live in the human gut. Researchers identified that three of the seven volunteers had transgenes from GM soya transferred into the bacteria living in their gut before the start of the feeding experiment. As this low-frequency transfer did not increase after the consumption of GM soy, the researchers concluded that gene transfer did not occur during the experiment. In volunteers with complete digestive tracts, the transgene did not survive passage through the intact gastrointestinal tract (Netherwood, 2004). Other studies have found DNA from the M13 virus, GFP and even ribulose-1, 5- bisphosphate carboxylase (Rubisco) genes in the blood and tissue of ingesting animals (Guertler et al. 2009; Brigulla & Wackernagel, 2010).

Two studies on the possible effects of giving GM feed to animals found that there were no significant differences in the safety and nutritional value of feedstuffs containing material derived from GM plants (Gerhard et al. 2005; Beagle et al. 2006). Specifically, the studies noted that no residues of recombinant DNA or novel proteins have been found in any organ or tissue samples obtained from animals fed with GM plants (Nordlee 1996; Streit, 2001). Future developments GM foods have the potential to solve many of

the world's hunger and malnutrition problems and to help protect and preserve the environment by increasing yield and reducing reliance upon synthetic pesticides and herbicides. Challenges ahead lie in many areas viz. safety testing, regulation, policies and food labelling. Many people feel that genetic engineering is the inevitable wave of the future and that we cannot afford to ignore a technology that has such enormous potential benefits.

Future also envisages that applications of GMOs are diverse and include drugs in food, bananas that produce human vaccines against infectious diseases such as Hepatitis B (Kumar et al., 2005), metabolically engineered fish that mature more quickly, fruit and nut trees that yield years earlier, foods no longer containing properties associated with common intolerances, and plants that produce new biodegradable plastics with unique properties (Beilen & Yves, 2008). While their practicality or efficacy in commercial production has yet to be fully tested, the next decade may see exponential increases in GM product development as researchers gain increasing access to genomic resources that apply to organisms beyond the scope of individual projects.

One has to agree that there are many opinions (Domingo, 2000) about scarce data on the potential health risks of GM food crops, even though these should have been tested for and eliminated before their introduction. Although it is argued that small differences between GM and non-GM crops have little biological meaning, it is opined that most GM and parental line crops fall short of the definition of substantial equivalence. In any case, we need novel methods and concepts to probe into the compositional, nutritional, toxicological and metabolic differences between GM and conventional crops and into the safety of the genetic techniques used in developing GM crops if we want to put this technology on a proper scientific foundation and allay the fears of the general public. Considerable efforts need to be directed towards understanding people's attitudes towards this gene technology. At the same time, it is imperative to note the lack of trust in institutions and institutional activities regarding GMOs and the public perceives that institutions have failed to take account of the actual concerns of the public as part of their risk management activities.

Conclusion

In 2002, in the midst of a famine, Zambia refused emergency food aid that contained food from genetically modified crops, based on the precautionary principle. During a conference in the Ethiopian capital of Addis Ababa, Kingsley Amoako, Executive Secretary of the United Nations Economic Commission for Africa (UNECA), encouraged African nations to accept GM food and expressed dissatisfaction with the public's negative opinion of biotechnology. Studies from Uganda showed that transgenic bananas had a high potential to reduce rural poverty but that urban consumers with a relatively higher income might reject them (Kikulwe, et, .al. 2011). Critics claimed that the shipment of US food to southern Africa was more about promoting the adoption of biotech crops in the region than about hunger. The US was supplying Africa with meals and support during a food crisis they were facing in the early 2000s. However, once some of the African countries realized that these shipments contained GM maize, they rejected the shipments and stopped releasing the food that had been sent to them. Critics accused the US of "exploiting the Southern African famine as a public relations tool" (Zerbe, 2004). The U.S. countered these comments by saying that European nations were letting millions of Africans suffer from hunger and starvation because of "irrational fears over hypothetical and unproven risks". The US had a pre-GMO policy of shipping US crops as food aid, rather than buying crops in/near the countries that needed aid. The US policy was claimed to be more costly than Europe's.

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DEVELOPING AND MANAGING INCLUSIVE CLASSROOMS FOR NATIONAL DEVELOPMENT

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Abstract
Education is viewed as the key to fundamental national development. It is both a consequence of good citizenship and a condition for full participation in society. Education is the key in the twenty-first century and a powerful instrument for achieving sustainable development as declared by sustainable development goals (SDGs). Education for all is a must if nations must be developed. Inclusive education is an integral part of education and a learning process whereby school programmes are developed and designed so that all students learn and participate together regardless of their special needs or challenges. The paper, therefore, discusses developing and managing inclusive classrooms for national development. It concludes that inclusive schools are the most effective means for achieving educational goals for national development and that there is a need for stakeholders to provide more educators with unique training, specialized instructional material, Visual aids, hearing aids and the design of user-friendly school buildings for learners with special needs.

Keywords: Managing, Developing, Inclusive Classroom, National Development

Introduction
Inclusive education is described as a process of enhancing the capacity of the educational system in a country to reach out to all learners regardless of their characteristics and disabilities (Ajuwon, 2012). It can also be seen as giving access to learners with diverse needs to learn side by side in a regular school with their non-disabled counterparts without necessarily sending them to special schools. Inclusive education means that all students attend and are welcomed by their

community schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how school programmes and activities are developed and designed so that all students learn and participate together.

In a broader perspective, United Nations Educational Scientific and Cultural Organisations (UNESCO, 2013)   explains further that inclusive teaching methodology is ultimately how teachers can put inclusive education concepts, theories and techniques into practice. More recently special educators have been advocating for inclusive education at all levels of the education system in order to achieve education for all goals (EFA) and sustainable development goals (SDG) and to foster sustainable growth and national development. Although inclusive teaching methodology appears to be challenging in practice for teachers with little experience in inclusive education, it is against this background that this paper presents strategies for developing and managing inclusive classrooms for national development. This will therefore facilitate more practice and support. The advantages of inclusive education and required facilities are also considered.

Strategies for developing and managing inclusive classrooms for national development
According to Eredics (2014), Inclusive education is largely based on an attitude towards educating students with special needs. Consequently, it does not differentiate between regular students and those with diverse needs. The following strategies can be adopted in developing and managing inclusive classrooms for achieving educational goals for all as suggested by Eredics (2014):

Welcoming diversities
In an inclusive classroom, students come from different backgrounds with diverse needs. Some are fast learners while others may be slow learners. The individual differences of learners must be taken into consideration during the teaching and learning process. A positive attitude should be developed towards teaching learners with special needs. Moreover, regular students should be trained to support and lend a helping hand to learners with special needs. The students should not be regarded as individuals with disabilities but rather be seen as classmates and co-learners with special needs.

Learner friendly method
In this method the students always interact with teachers and classmates, thus they become articulate. They are also allowed to ask questions and make useful contributions in the classroom. The students are divided into smaller groups holding group discussions. Through these interactions, the teachers provide additional information thereby creating an inclusive environment where all students feel loved, respected and accepted. The teacher acts as a facilitator, using his or her initiative to invent active learning methods. In this way, students begin to appreciate experience-sharing and problem-solving, which are at the heart of inclusive education.

Using of games
Games such as card games, board games and classroom games are often used by teachers to reinforce a new concept. However, they also play a large role in teaching students social skills and teamwork. Because game choices are endless, they provide many different ways in which a student can participate. Most importantly, games can allow students to relax in the learning environment, enjoy one another's company and form relationships.

Student's friendly classroom structures and facilities
In promoting inclusive classrooms, schools must create opportunities using activities, space

and materials so that all students can learn. Public school buildings that are student-friendly regardless of their special needs should be provided. Other materials such as wheelchairs and brails should be made available for learners with physical challenges or visual impairment. Researchers have shown that the provision of curriculum materials and other classroom equipment to meet the needs of children with exceptionalities is inadequate (Scruggs & Mastropieri, 1996; Agbenyega, 2007; Ajuwon, 2012). The scholars reported that educating pupils with disabilities in ordinary schools in Nigeria requires a substantial increase in resources for inclusive education to succeed.

Instructional environments

Everyday instructional materials should be ready for use at all times during school hours. Tasks assigned to all students should be meaningful and be moderate to each student's present level of performance. In other words, instructional material should take cognizance of what the student already knows, and what he or she needs to learn next in the sequence, (Schuermann, 2008)

Adaptation of technological device

Technological devices are vital to the 21st-century classroom. It allows learners to keep up with the changing world and also provides accessibility to the curriculum for learners with special needs. This covers a range of materials such as computers, iPad, audio/visual equipment or assistive devices, all of which can play a vital role in the inclusive classroom. These can offer educational software, provide an accessible curriculum to children with special needs and help differentiate lessons; highly engaging technology appeals to most groups of students and supports inclusion in numerous ways.

Differential reinforcement techniques

Instead of immediately using punishment, the first interventions to use when a teacher observes that inappropriate student behaviour consistently occurs in a classroom are the differential reinforcement techniques. These include differential reinforcement of low rates of behaviour (DRL), differential reinforcement of other behaviour (DRO), and differential reinforcement of incompatible behaviour (DRI). This procedure involves the reduction of inappropriate student behavior that occurs frequently, and the goal is to reduce it to a level that is typical of most other learners in the classroom who behave appropriately most of the time. Talking without teacher permission, for example, is often used along with DRI. A student can talk without teacher permission once or twice in a period, but to do so twenty-two times a period is unacceptable. The intent of using DRI in this specific situation, therefore, would be to lower the average number of times a student talks without teacher permission to an average of once or twice a period (Eredics, 2014).

Relevant visual materials

Visual aids are very important items in the inclusive classroom. They attract student interest, explain an idea or help a student understand a lesson better. Visual aids come in many forms and there should be a variety available in a classroom to facilitate the inclusion of students with diverse needs. Some examples are schedules, posters, number lines, charts, diagrams, graphic organizers and different types of paper such as lined, plain or graph. A visual aide can also be a SMART Board, television or iPad. Inclusive classrooms always have numerous types of visual aids handy to help deliver, accommodate or modify a lesson.

High-Interest levelled books

Inclusive classrooms recognize that students learn in different ways at different rates. Not

only do teachers want to provide lessons that address the varying abilities, but also provide classroom materials that all students can use. As well as textbooks, an inclusive classroom also provides books that can be read for enjoyment or audiobooks that are age-appropriate, interesting and can be read by readers at different levels are important methods of making a classroom more inclusive.

Popsicle sticks

This contains strategies for choosing students for classroom-based activities fairly, but one simple and easy way to ensure that all children in the classroom have an opportunity to be included is called Popsicle Sticks. This method involves putting each child's name on a Popsicle stick (found at craft stores) and placing all the sticks in a jar. Whenever the teacher requires students to make teams, complete a task, or answer a question, a Popsicle stick is randomly chosen from the jar. This strategy ensures that every child in the classroom has a chance of being asked to complete the task and this is done in an unbiased manner (Eredics, 2014)

Student information binders

Another strategy that is vital to the creation and management of inclusive classrooms is the student information binder. This is because an inclusive classroom contains learners of diverse abilities; teachers must track the strengths and needs of each student. Important data such as assessments, observations, and notes can be kept together in one place. The teacher can use this information to ensure that all students are included and participating in the classroom program. A teacher can easily combine information into a Student Information Binder which will support the implementation of an inclusive curriculum.

Advantages of inclusive education for national development

Ajuwon (2008) aptly captures the advantages of Inclusive Education as it allows all learners to:
1. develop individual strengths and gifts, with high and appropriate expectations for each child.
2. work on individual goals while participating in the life of the classroom with other students of their age.
3. involve their parents in their education and the activities of their local schools.
4. foster a school culture of respect and belonging.
5. inclusive educations provide opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
6. develop friendships with a wide variety of other children, each with their individual needs and abilities.
7. positively affect both their schools and community to appreciate diversity and inclusion on a broader level for national development (Ajuwon, 2008)

The above briefly summarizes the advantages of inclusive education that will adequately cater for the educational needs of learners with special needs in a way that the student will be integrated into the educational system that offers them access to quality education for sustainable growth and development in contemporary society. This corroborates the Individual with Disability Education Act (IDEA) of 97-2004 which was signed to ensure that every child has access to Free Appropriate Public Education (FAPE) regardless of the disability. The possible means of achieving this is through inclusive education which requires special facilities for educating learners with special needs in other to make them productive members of the society.

Facilities to support learners with special needs in an inclusive classroom

For inclusive education to thrive in Nigeria adequate facilities must be put in place such as

hearing aids, Braille machines, wheelchairs, artificial legs, and soundproof rooms among others Adejuyigbe (2015) listed the general facilities for learners with special needs as follows:

i. Spacious classrooms walls and hostels
ii. Hoist for lifting physically challenged children
iii. Soundproof rooms for children with sensory disabilities
iv. Toilet and washing facilities. These should be age, number and gender appropriate to any challenge special children may have. There should be separate toilets for male and female aged 8 and above. If it is a unisex toilet then it should be designed to be used by one person at a time and have doors that can be secured from inside.
v. Commercial kitchens for students undergoing vocational education.
vi. Hydrotherapy pools for children who require physiotherapy.
vii. Space-wide doorways and corridors for wheelchairs.
viii. Allied health professionals e.g. psychologists and therapists, social workers, caregivers and counsellors.
ix. Classrooms must be big enough to accommodate small group work or individual study. Each class should be with a cabinet and moveable partition. All classrooms should be made conducive to be beneficial for all students. In fact, accommodation specially built for exceptional children is always beneficial to all.
x. Additional electrical outlet to supplement lighting for students with visual impairments or to be used by other EC (Exceptional Children).
xi. Tactile indicators should be installed on floors, walls, stairs etc. to alert students with visual impairments of dangers.

Conclusion

This paper has discussed largely the principle of inclusive education which stresses that ordinary schools should accommodate all children and young people, regardless of their circumstances or personal characteristics. The strategies for developing and managing inclusive classrooms as well as the advantages of inclusive education for all children were exclusively discussed. The paper concludes that there is hope for achieving sustainable development goals and education for all goals in Nigeria if these few recommendations are taken into cognizance.

Recommendation

Inclusive schools seem to be the most effective means for achieving education for all. Thus, there is a need for stakeholders to provide more educators with unique training, specialized instructional material, Visual aids and the design of student's friendly school buildings for learners with special needs. It is only through this that the objectives of inclusive education as stated in the national policy on education can be achieved.

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ENTREPRENEURSHIP DEVELOPMENT AS AN ALTERNATIVE PARADIGM TO SUSTAINING ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract
This study examined the influence of entrepreneurship development on sustaining economic development measured by job creation and poverty reduction in Nigeria. The population of the study comprises all entrepreneurs registered with the Osun State Ministry of Commerce and Industry. One hundred and fifty (150) entrepreneurs were randomly selected from the three senatorial zones of Osun State. A structured questionnaire was used to collect data from respondents. Data were analysed with the use of mean, standard deviation, Pearson correlation and linear regression. The results established that entrepreneurship development has a significant relationship with job creation and poverty reduction. The findings concurred with previous studies that a significant and positive relationship exists between entrepreneurship development, employment generation and poverty alleviation. The study, therefore, concluded that entrepreneurship development is the driving force of job creation and poverty alleviation that has an impact on sustainable economic development. Subsequently, the study recommended that government at all levels, private organizations and non-government organizations should embrace the concept of entrepreneurship and address the issues such as insecurity, acute unemployment, and abject poverty ravaging our society.

Keywords: Entrepreneurship Development, Sustainable Development, Poverty Reduction, Job Creation

Introduction
The country's recent political and economic history is characterized by corruption, lack of accountability and transparency, deprivation, abuse of human rights, and poor macro-management. All of these have culminated in violent conflicts in the country, especially in the northern part of Nigeria. In recent times conflicts have paralyzed economic activities in the North as well as threatened the unity of the country. Entrepreneurship development has become a pervasive phenomenon of the twenty-first century and it has been identified by scholars as the driving force of economic growth and development globally.   It contributes in an immeasurable way toward creating new jobs, wealth creation, poverty reduction and income generation for both government and individuals. Agetue and Nnamdi (2010) argued that the spate of kidnapping, armed robbery, prostitution, child abuse and trafficking, which is an aftermath of unemployment, poverty, greediness and untruthfulness of political office holders can greatly be reduced by engaging the youths of Nigeria with adequate entrepreneurial education and entrepreneurship ventures.

According to Akhuemonkhan, Raimi, and Sofoluwe (2013), entrepreneurship development

has continued to feature as a captivating theme in local summits and international conferences because of its potency as a tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. Entrepreneurship is a state where an individual gainfully employs his/her skills, attitude and cognitive abilities to earn a living as well as help others around him to earn the same (Ezegbe, Eskay & Anyanwu, 2013). It is the act of starting a company, arranging business ideas and taking risks in order to make a profit through the skills one acquired through education (Omolayo, 2006). Ariyo (2008) notes that if Nigeria wants to reach its full potential in terms of economic and social developments, it cannot afford to ignore the importance of practical entrepreneurship development and the contributions that it makes to the country's economy. This implies that entrepreneurship alone is capable of solving unemployment among the teeming population of the nation's youths and would consequently assist in the realization of the Federal Government's Sustainable Development Goals (SDGs) for the year 2030.

It is on this premise that this study seeks to investigate the role of entrepreneurship development in sustaining economic development in Nigeria.

Specific objectives
   i. To examine the influence of entrepreneurship development on job creation.
   ii. To examine the influence of entrepreneurship development on poverty reduction

Research questions
The following questions shall guide this study.
   i. To what extent does entrepreneurship development has an influence on job creation?
   ii. To what extent does entrepreneurship development has an influence on poverty reduction?

Hypotheses
Ho_1: Entrepreneurship development has no significant influence on job creation
Ho_2: Entrepreneurship development has no significant influence on poverty reduction

Concept of entrepreneurship
The Consortium of Entrepreneurship Education (CEE, USA) defines entrepreneurship as a form of education that is out to seek the preparation of people, especially youths, to be responsible, enterprising individuals who will contribute to economic development and sustainable communities. Baba (2013) sees entrepreneurship as the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. Ojeifo (2013) also defined entrepreneurship as the willingness and the ability of an individual or firm or organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. According to Aruwa (2004), some people can accept risk and combine factors of production in order to produce goods and services. Suleiman (2006) opined that entrepreneurship is the willingness and ability of an individual to seek investment opportunities to establish and run an enterprise successfully. It can also be seen as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities.

Concept of sustainable development
There is no universally accepted definition of Sustainable Development (SD). Many authors have different definitions of Sustainable Development (SD) some focusing on this generation, while some try to emphasize the planning and utilization of natural resources must be done so that future generations can fulfil their needs. It is clear that practically all of the different approaches and definitions of SD are designed to integrate economic growth, or development,

with the protection of the natural environment and the human environment, the social aspects. For instance, Rodrigo (2003) defined sustainable development as a change process which is designed to improve the quality of life of societies, while at the same time protecting and caring for the environment; this change process must be taught and transferred from one generation to another.

Daly (2013) defined Sustainable Development as the amount of consumption that can be continued indefinitely without degrading capital stocks – including 'natural capital' stocks…", he mentions that "Definitions of sustainability are also obviously dependent on the time and space scale we are using. Rather than trying to determine the correct time and space scale for sustainability, we need to concentrate on how the different scales interact and how we might construct multi-scale operational definitions of sustainability. The objective of sustainable development was to transform poor countries and create them into industrial societies with the help of scientific and technological advancements, or to better explain it, to transform them into a copy of Western societies; this process was called the "development path

Conceptual framework for the study

After a careful study of the literature review, the following conceptual model is formulated to illustrate the influence of entrepreneurship development on sustaining economic development measured by employment generation and poverty reduction.
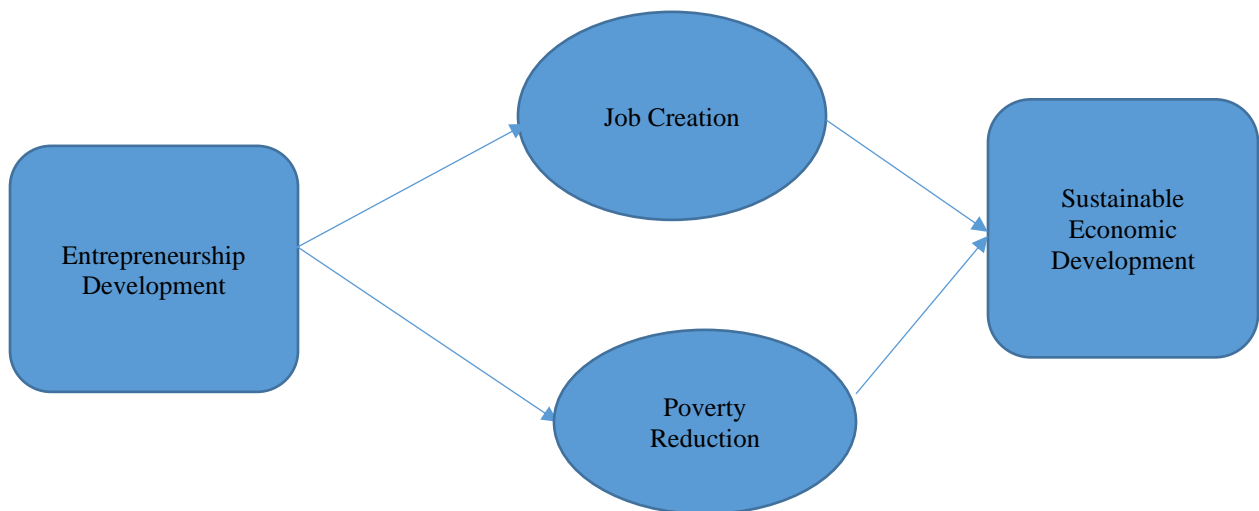
Figure 1: Conceptual Model
Source: Author's Computation

Figure 1 presents a summary diagram of the proposed causal model for the prediction of entrepreneurship development from the concept: job creation and poverty reduction. The model specifies the role of entrepreneurship development as a predictor of job creation and poverty reduction that lead to sustainable economic development. The proposed conceptual framework is presented and the hypothesis regarding the relationships between the variables is specified.

Empirical review

Previous studies on the relationship between entrepreneurship development and sustaining economic development measured by job creation and poverty reduction have divergent opinions. Some found that entrepreneurship development is a strong predictor of sustaining

economic development while some affirmed that it is a weak predictor of sustainable economic development. A study conducted by Adofu and Akoji (2013), assessed the impact of entrepreneurship skill acquisition on poverty in the Kogi State of Nigeria. They use structured questionnaires for collecting primary data from six Local Government areas of the state and used descriptive statistics like frequencies and percentages. The results revealed that entrepreneurship development is an antidote to poverty in Nigeria. They found that at least 60% of the people that benefitted from the skill acquisition programme can afford the basic necessity of life.   Similarly, Ogundele, Akingbade and Akinlabi (2012) investigated the intensity of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. The results indicated that entrepreneurship is a strong pillar of sustainable economic development. In another study, Agupusi (2007) examined the role of the small business sector in poverty alleviation by the support from government and private sector initiatives in Alexandra, South Africa. He found that with positive interaction between development agencies, and small businesses in Alexandra, predominantly informal and semi-formal SMMEs in Alexandra could not only alleviate poverty but could also contribute to the general transformation process.

Equally, Misango and Ongiti (2013) examined the economic role of entrepreneurship in poverty reduction in Kenya. A case study was carried out among women entrepreneurs at the Maasai market within Nairobi City's Central Business District. The results showed that entrepreneurship plays a major role in poverty reduction in Kenya. Another study conducted by Wiklund and Shepherd (2003) revealed that a positive correlation exists between entrepreneurship development and business creation. In the same vein, Luthje and Frank (2002) put forward that a positive correlation exists between entrepreneurship development and business creation. The results also agree with the work of Garba (2010) that entrepreneurship development gives training and impacts the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.

However, the study conducted in Somalia by Ali and Ali (2013) revealed that there is a weak correlation between entrepreneurship development and poverty reduction. Similarly, Tende (2013) examined government initiatives toward entrepreneurship development in Nigeria and evaluates the job creation capacity of the entrepreneurship development programs for Nigerians. Random samples of 1,159 beneficiaries were selected from six geo-political zone and structured questionnaires were used to obtain information from the selected beneficiaries. He finds that government credit policies have no significant effect on the development of entrepreneurial activities in the country and mostly the beneficiaries do not derive maximum satisfaction from government programs and policies.

Methodology
The population of the study comprises all entrepreneurs registered with the Osun State Ministry of Commerce and Industry. One hundred and fifty (150) entrepreneurs were randomly selected from the three senatorial zones of Osun State. A structured questionnaire was used to collect data from respondents using a 5-point Likert scale developed by the researcher. The instrument was face validated by two experts from Osun State University for measurement and evaluation to ensure clarity of sentence, appropriateness and relevance of purpose. The scales were subjected to further item analysis to determine their psychometric soundness with the aid of SPSS. The result of reliability coefficients (Cronbach's) of the entrepreneurship development scale was 0.81, the job creation scale was 0.79 while the poverty reduction scale yielded a reliability alpha of .78. Data were analysed with the aid of mean, standard deviation, Pearson correlation and linear regression.

Data Analysis and interpretation of the results

Table 1: Correlations Analysis showing the relationship between the variables

	Mean	SD	1	2	3
1. Entrepreneurship Development	4.4600	.60899	1	-	-
2. Job Creation	4.4933	.56458	.682**	1	
3. Poverty Reduction	4.5000	.59922	.469*	.436*	1

**. Correlation is significant at the 0.01 level (2-tailed)

Table 1 depicts that job creation (r = 0.682**) and poverty reduction (r = 0.469**) have a significant association with entrepreneurship development. This implies that entrepreneurship development has a significant relationship with job creation and poverty reduction. The study concurred with Adofu and Akoji (2013) and Ogundele, Akingbade and Akinlabi (2012) findings, that there is a positive significant relationship between entrepreneurship development, job creation and poverty reduction. In another study, Misango and Ongiti (2013) examined the economic role of entrepreneurship in poverty reduction in Kenya. The results showed that entrepreneurship plays a major role in poverty reduction in Kenya. Another study conducted by Wiklund and Shepherd (2003) revealed that a positive correlation exists between entrepreneurship development and business creation. In the same vein, Luthje and Frank (2002) put forward that a positive correlation exists between entrepreneurship development and business creation.

Influence   of   entrepreneurship   development   on   job   creation

Table2 (a) Results of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin – Watson
1	.682a	.466	.462	.41408	1.567

a. Predictors: (Constant), Entrepreneurship Development

Table 2(b) ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.117	1	22.117	128.994	.000b
	Residual	25.376	148	.171		
	Total	47.493	149			

a. Dependent Variable: Job creation
b. Predictors: (Constant), Entrepreneurship Development

Table 2 (c) Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.672	.251		6.668	.000
	Entrepreneurship Development	.633	.056	.682	11.358	.000

a. Dependent Variable: Job creation

Tables 2 a, b, and c, show that entrepreneurship development has a significant impact on job creation ($F (1, 148) = 128.994$; $R^2 = 0. 466$; $P <.01$). The predictor variable independently explained 46.6% of the variance of job creation, indicating that entrepreneurship development contributes 46.6% to job creation. The estimated Durbin - Watson value of 1.567 clears any doubts as to the existence of positive first-order serial correlation in the estimated model. The model was constructed to test the null hypothesis that s entrepreneurship development has no significant influence on job creation. The F-statistic of 128.994 indicates that the overall regression plane is statistically significant. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted.

Influence   of   entrepreneurship   development   on   poverty   reduction

Table 3 (a) Results of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	.469[a]	.220	.215	.53102	1.378

a. Predictors: (Constant), Entrepreneurship development

Table 3 (b) NOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.767	1	11.767	41.730	.000[b]
	Residual	41.733	148	.282		
	Total	53.500	149			

a. Dependent Variable: Poverty Reduction
b. Predictors: (Constant), Entrepreneurship Development

Table 3 (c) Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.442	.322		7.595	.000
	Entrepreneurship Development	.461	.071	.469	6.460	.000

a. Dependent Variable: Poverty Reduction

Tables 3 a, b, and c, show that entrepreneurship development has a significant influence on poverty reduction ($F (1, 148) =41.730$; $R^2 = 0. 220$; $P <.01$). The predictor variable independently explained 22% of the variance of poverty reduction, indicating that entrepreneurship development contributes 22% to poverty reduction. The estimated Durbin - Watson value of 1.378 clears any doubts as to the existence of positive first-order serial correlation in the estimated model. The model was constructed to test the null hypothesis that entrepreneurship development has no significant influence on poverty reduction. The F-statistic of 41.730 indicates that the overall regression plane is statistically significant. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted.

Conclusion
    This study examined the influence of entrepreneurship development on sustaining economic development measured by job creation and poverty reduction in Nigeria. The study established that entrepreneurship development has a significant relationship with job creation and poverty reduction. The findings concurred with previous studies that a significant and positive relationship exists between entrepreneurship development, employment generation and poverty alleviation. The study, therefore, concluded that entrepreneurship development is the driving force of job creation and poverty alleviation that has an impact on sustainable economic development.

Recommendations
  i. The study recommended that government at all levels, private organizations and non-government organizations should embrace the concept of entrepreneurship.
 ii. There is a need for government to address the issues of insecurity because entrepreneurs and investors cannot do business with ease of mind in an environment where lives and properties are not secured.
iii. People should be encouraged to embrace entrepreneurship as a way out of acute unemployment since the young entrepreneurs will turn out to become employers of labour which will in turn make them self-reliant.
 iv. People that join the wagon of entrepreneurs are encouraged to be creative, they will be able to meet the needs of people in the community, though and they will be free from abject poverty ravaging our society.

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OVERCOMING BARRIERS TO EMPLOYMENT OF YOUNG ADULTS WITH DISABILITIES

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Abstract
Employment is central to the ability of persons with disabilities to maintain a decent standard of living for themselves and their families and is an important factor influencing their opportunities to participate fully in society. However, people with disabilities are generally not considered able participants in the workforce and they often experience various barriers such as discrimination, stigma, prejudice etc. employment has a key role to play in preventing poverty among disabled people. Increasing employment opportunities for young adults with disabilities will be beneficial to them, their employers and the wider society. The paper, therefore, discusses disabled persons, society's negative attitude about them, barriers to their employment, myths about employing them and the benefits of their employment. It recommended among others, that vocational training should be included in the curriculum of secondary education as this will provide an opportunity for self–employment for disabled persons that cannot further their education.

Keywords: Disability, Employment, disabled person, Negative attitude, Benefits

Introduction
Disability is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these (Rohwerder, 2015). A disability may be present from birth or occur during a person's lifetime. It is an umbrella term, covering impairments, activity limitations, and participation restrictions (Grace & Kett, 2014). There is no single definition of disability. Defining disability is complicated as it is 'complex, dynamic, multidimensional and contested' (WHO & World Bank, 2011). The terms 'persons with disabilities and 'disabled persons' are used interchangeable in this paper and the age bracket for young adults with disabilities used is between ages 15 and 35 years. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UNCRPD, 2006). Disability Discrimination Act (1992) also defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities. According to the Americans with Disabilities Act (1990), a person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities; a record of such impairment; or regarded as having an impairment.

Much of the variance is caused by significant differences in the definitions used while measuring the prevalence rate, in addition to cultural differences and differences in perception. This makes international, and sometimes even national, comparisons challenging. Persons with

disabilities are a very heterogeneous group (Taleporo, 2014). People have different types of disabilities and these can be more or less severe and can be acquired at birth or later in life. Persons with disabilities also vary in all demographic characteristics including age, ethnic origin, rural/urban status and other conditions. These differences lead to different needs and challenges for their labour market inclusion (Luecking.2008).

Currently, more than 1 billion persons with disabilities live around the world (World Health Organization, 2011), thus making them the world's largest minority (15% of the entire population). Further, 3% of the world population are persons who experience more severe disabilities. Available statistics show that people with disabilities are generally less likely to be employed than people without disabilities. The employment situation of young adults with disabilities can best be captured through the fact that in most countries, many people with disabilities are routinely classified, in labour market terms, as inactive (Geisen, 2011). This means that they are by default not even registered as job seekers. Where available, statistics show that among persons with disabilities in employment, a larger proportion is in self-employment. While the information on their employment status is incomplete and international comparisons are difficult to make, it is clear that the deficit of decent work hits young disabled people far harder than others. The average level of education of young persons with disabilities tends to be lower than that of people without disabilities, a common result of non-inclusive school environments and other access barriers. This is particularly the case for those who are born with their disabilities or acquire them in childhood (Grace & Bakhshi, 2011).

Many women and men with disabilities are unable to find decent jobs even when they have completed training, frustration and a decline in aspirations can set in. Discouraged by discriminatory barriers and mistaken assumptions about their capacity to work, many withdraw from an active search for jobs and rely either on disability benefits where such provisions exist, or eke out a livelihood in low value-added work in the informal economy, with support provided by their families and community (Standiland, 2011).

Disabled people, according to Buckup (2010), encounter discrimination daily and do not have the same basic human rights as non-disabled people. Individual prejudice is institutionalised in the very fabric of our society. Institutional discrimination is a complex form of discrimination which operates throughout society and is supported by history and culture. Historically, disabled people have been viewed with a variety of emotions including suspicion, ridicule and pity (Mitra, 2014). Until fairly recently, they have been excluded almost completely from all aspects of community life. Most culture is full of negative language and imagery which keeps the traditional fears and prejudices which surround impairment alive.

Palmer, (2013) believed that employment is central to the ability of persons with disabilities to maintain a decent standard of living for themselves and their families, and is an important factor influencing their opportunities to participate fully in society. While unemployment is a key cause of poverty, social exclusion (inability to participate) from society (school, work, community, etc.) is an important consequence of disability poverty. Work, paid or unpaid, helps people to feel they are part of and connected to a community. People with disabilities are much more likely than those without to experience what it is like to be excluded from society, and poverty only makes this worse. A large number of young adults with disabilities are either not employed, under-employed or earn lower wages (Rohwerder, 2015).

Arising from this set of circumstances, it is not surprising that there is a strong link between disability and poverty. According to UN statistics, 82 per cent of disabled people in developing countries live below the poverty line and are among the most vulnerable and marginalized, estimated to make up between 15 and 20 per cent of the poor in these countries. In order to achieve the purpose of ensuring equal rights and opportunities for disabled persons, a series of 'legal instruments' were developed internationally. Convention on the Rights of Persons with Disabilities (CRPD), unanimously adopted by the UN General Assembly in December 2006 recognises the right of persons with disabilities to earn a living by work which they freely choose

or accept, based on the principles of equal opportunity, equal treatment and non-discrimination, and the provision for the protection of this right through legislation, including the right of persons with disabilities to join trade unions. Discrimination on the basis of disability will be prohibited in all forms of employment; workers who become disabled while in employment will have their jobs protected through job retention measures, and provisions will be made for vocational and professional rehabilitation and return to work. 'The Right to Decent Work of Persons with Disabilities' was launched by the International Labour Organisation (ILO) on the International Day of Disabled Persons, 3 December 2007, the aims to promote, defend and reinforce the human rights of all people with disabilities.

If the Government and international organisations are successful in realising their objectives of improving the rights and opportunities for young disabled people and closing the gap between the employment rates of disabled people and the overall population, the proportion of young disabled adults who are out of work may fall. Thus, young adults with disabilities can make positive contributions towards social, economic and community development if opportunities and support are provided for them to participate in meaningful employment activities.

People with disabilities

People with disabilities, according to World Health Organisation (WHO, 2011), are among the most marginalised groups in the world, they have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities. People are disabled by the society not just by their bodies. World Health Organisation (2011) and United Nations (2006) gave the following as some facts about persons with disabilities.

a. Disability is an umbrella term that covers both the physical and mental conditions that limit a specific person's senses, activities, movements or ability.

b. Disability is both a cause and consequence of poverty. This means that people who experience poverty are more likely to become disabled and people who are disabled are more likely to live in impoverished conditions.

c. Over a billion people live with some form of disability. This corresponds to about 15% of the world's people. Between 110-190 million adults have very significant difficulties in functioning. Rates of disability are increasing, due to population ageing and the global increase in chronic health conditions.

d. Disability disproportionately affects vulnerable people. Lower-income countries have a higher prevalence of disability than higher-income countries. Disability is more common among women, older people, children and adults who are poor.

e. People with disabilities do not often receive needed health care, due to additional medical costs. Half of the disabled people cannot afford health care. They are likely to find health care providers' skills inadequate.

f. Children with disabilities are less likely to attend school than non-disabled children. Education completion gaps are found across all age groups in all settings, with the pattern more pronounced in poorer countries. This lack of education permanently affects the socio-economic status of disabled people in poverty.

g. Data on the employment of persons with disabilities are hard to come by in almost every country. Specific data on their employment situation are even harder to find. Yet persons with disabilities face the same predicament everywhere.

h. People with disabilities are more likely to be unemployed than non-disabled people. Global data show that employment rates are lower for disabled men (53%) and disabled women (20%) than non-disabled women (30%). An estimated 386 million of the world's working-age people have some kind of disability, says the International Labour Organization (ILO, 2015). Unemployment among persons

with disabilities is as high as 80 per cent in some countries. Often employers assume that persons with disabilities are unable to work.

i. Women with disabilities are recognised to be multiple disadvantaged, experiencing exclusion on account of their gender and their disability.

j. People with disabilities are vulnerable to poverty. They have worse living conditions-including insufficient food, poor housing, and lack of access to safe water and sanitation than non-disabled people. This is because of extra costs such as medical care, assistive devices or personal support.

k. People with disabilities can live and participate in the community. However, 40% of people with disabilities do not generally have their needs met. They mostly rely on family and friends for assistance with daily activities.

l. Persons with disabilities are more likely to be victims of violence and rape. Women with disabilities are at least twice as likely to experience domestic violence and other forms of gender-based and sexual violence as non-disabled women and are likely to experience abuse over a longer period and suffer more severe injuries as a result of the violence.

m. The figure of persons with disabilities is increasing through population growth, medical advances and the ageing process (ILO, 2011).

Negative attitude towards persons with disabilities

Persons with disabilities are one of the most marginalized and excluded groups of people, experiencing widespread violations of their rights. Discrimination arises not as a result of the intrinsic nature of a person's disability, but rather, as a consequence of a lack of understanding and knowledge of its causes and implications, fear of difference, fear of contagion or contamination, or negative religious or cultural views of disability (Geisan, 2011). It is further compounded by poverty, social isolation, humanitarian emergencies, lack of services and support, and a hostile and inaccessible environment (Jasper & Waldhart, 2012).

A person's environment has a huge impact on the experience and extent of disability. Inaccessible environments create disability by creating barriers to participation and inclusion. Negative attitudes and behaviours have an adverse effect on children and adults with disabilities, leading to negative consequences such as low esteem and reduced participation. Luecking (2008) noted that negative attitudes and erroneous beliefs about disability can result in stigma, which in turn can lead to discrimination. When disability is seen as the largest component of a person, much of what is unique and human about such a disabled person will be obscured. Stigmatisation has internal and external consequences; it impacts people's quality of life (Staniland, 2011).

At the individual level, stigma and discrimination against young adults with disabilities can result in internalised oppression and feelings of shame. Disabled persons face great challenges in overcoming the views of their community or societies to achieve self–acceptance and a sense of pride in their lives. Some people believe that they cannot lead a full life due to their disabilities (Kaye, Jans & Jones, 2011). Young adults with disabilities are confronted by stigma regularly and are considered to be in need and care. Belief on the part of persons with disabilities that the society is generally hostile makes them resign to fate (Backup, 2010). As a result of stigma and discrimination, persons with disabilities can face exclusion and dehumanizing treatment in all areas of their lives – including the workplace, health care services and educational institutions.

Negative attitudes structured into discrimination and exclusion at the community level mean that young adults with disabilities can be marginalised economically and segregated which leads to exclusion and rejection (Mitra, 2014). Society's negative perception of disabled persons can also create feelings of shame among families who may hide their child with a disability from the public view. They may even forbid them to take part in social activities owing to stigma or in

order to protect them from perceptions and stigma (Kaye, Jans & Jones, 2011). As a result of misguided beliefs, children with disabilities are not allowed or permitted to attend a school or vocational training, because of the assumption that the lifelong responsibility of supporting such disabled children lies on the family. In some cases, the birth of the child is seen or taken as evidence of parental sin or misconduct. Some believe disabilities are punishment or curses from the gods on the disabled and their families while others believe that close contact and relationships with them might lead to either becoming disabled or having family members who are disabled. In some societies, people with disabilities are sometimes denied the right to marry or have families of their own (Ajibade & Bolaji, 2006).

At the family level, isolation, shunning and avoidance of contact frequently occur with the family members of persons with disabilities. This is a result of misguided beliefs such as the birth of the disabled child may be seen or taken as evidence of parental sin or misconduct (Palmer, 2013). Persons with disabilities are subjected to physical violence and assault as a result of stigma and harmful beliefs. There are many examples of people who claim to be able to provide treatments and remedies to cure certain disabilities. Some of these treatments are rooted in local customs while others are provided in conventional biomedical settings, with harmful consequences for the health, life and dignity of persons with disabilities (Trani & Loeb, 2012).

Barriers to the employment of young adults with disabilities

Employment statistics for young adults with disabilities in high-income countries are unreliable due to inaccurate data. Employment statistics for young adults with disabilities are virtually non-existent in developing countries. Nevertheless, the existing evidence suggests that unemployment rates for people with disabilities in high-income countries are extremely high, and that unemployment rates for people with disabilities in developing countries are at least as high or higher (Hogan, Kyaw-Myint, Harris &Denronden, 2012). The terms work and employment are used interchangeably.

Young adults with disabilities are like young people everywhere, they have dreams and ambitions, interests and desires, and hopes for their future. An individual, irrespective of the type of his /her disability, will want to engage in one type of job or another, in order to be able to meet the basic needs of life. According to Obani (2003), not being in employment or being denied employment promotes dependency on others for financial and other needs. Unfortunately, persons with disabilities do not have the same opportunity or chances as those without disabilities. Obstacles to economic empowerment for people with disabilities are many and include inadequate laws and policies and unequal access to resources, information and networks. The following areas present particular barriers:

People with disabilities are often excluded from education and training, and so may lack the appropriate skills or qualifications to undertake certain jobs (Buckup, 2010). Lack of education is a key concern for most disabled young people in the developing world. In many countries, children with disabilities are considered to be incapable of learning, no matter what their disability is. This general lack of access to education is cumulative and by the time children with a disability reach early adolescence, the vast majority find themselves far behind the educational and skill levels of their non-disabled peers (Rohwerder, 2015). The reasons for the low educational levels of children with disabilities can include:

  i. inaccessible school buildings (e.g. multi-storey with no lifts, inaccessible toilets);
  ii. limited communication modes (e.g. no materials in Braille);
  iii. location, combined with a lack of transport links;
  iv. stigmatisation and bullying;
  v. lack of teachers' confidence and training;
  vi. low expectations of children with disabilities and
  vii. prohibitive costs and inadequate resources;

Youth with disabilities, for example, are frequently additionally disadvantaged in their search

for work and mainstream employment because they have not had access to education or vocational training, because teaching staff are not appropriately trained, or because appropriate facilities are not available. Lacking educational qualifications and training in marketable skills puts them at a competitive disadvantage in their search for decent jobs.

According to Taleporos (2014), there may be stereotypes that persons with disabilities are not intelligent and are slow to learn. These same stereotypes and prejudices that can contribute to exclusion from education and vocational training may also create additional barriers in terms of employment, as prejudices and stigma among many employers, co-workers and the general public aggravate an already difficult position. In addition, persons with disabilities face barriers in the form of inaccessibility to information and to the physical environment, including transportation, housing and workplaces (Geisen, 2011). Employers also often assume that the costs of implementing reasonable accommodation for employees with disabilities (for example, accessibility features or flexible working schedules) are prohibitively expensive (Grace & Kett, 2014).

Trani and Loeb (2012) observed that barriers to accessing financing can also frustrate the ability of young adults with disabilities to engage in self-employment. Discouraged by discriminatory barriers and mistaken assumptions about their capacity to work, and in some cases fearing a loss of benefits, many young adults with disabilities withdraw from an active search for employment and jobs and rely either on disability benefits in countries where these exist, or eke out a livelihood in low value-added work in the informal economy, with support from their families and community (Mitra, 2014). In many cases, persons with disabilities who are unable to support themselves become financially trapped in a poverty cycle, unable to meet even their most basic needs for food, water, clothing, and shelter, or indeed raise a family as they would wish (O'Reily, 2007).

Competitive pressure encourages the introduction of new technology. This, in turn, affects the structure of employment. When simple, labour-intensive tasks are eliminated, opportunities become available for workers with adaptable, multiple, higher-level skills. Competition for jobs becomes more intense. Disabled persons, already disadvantaged due to the non-recognition of their qualifications, are at an even greater disadvantage as jobs previously available to them progressively disappear (Mitra, 2014).

Young adults with disabilities experience multiple forms of discrimination, and as a result are less likely to access productive and decent work than people without disabilities (Geisen, 2011). They are more likely to work for low wages, informally and precariously. Multiple intersecting factors restrict the economic empowerment of people with disabilities, including inadequate laws and policies, discriminatory social norms, and unequal access to resources, information and networks. The obstacles to economic empowerment of young adults with disabilities can vary depending on the nature of an individual's impairment, their gender, socioeconomic status and the context in which they live. Obstacles to economic empowerment for young adults with disabilities are many and include inadequate laws and policies and unequal access to resources, information and networks (Hogan, Kyaw-Myint, Harris & Denronden, 2012).

Stigma and discrimination from communities, service providers and employers affect the economic empowerment of young adults with disabilities in multiple ways. A lack of understanding of disability and its causes can lead to a range of negative assumptions and beliefs (Jasper & Waldhart, 2012). The perception of people with disabilities as less capable can lead to discrimination from employers. This is reinforced if people with disabilities are employed without appropriate accommodations, and cannot work on an equal basis with others. Discrimination can affect people's self-confidence, meaning they may not perceive themselves as employable. Discrimination can also hinder efforts at self-employment. The strong social networks which can support self-employment can be hard to find for people with disabilities who are stigmatised (Erickson, Schrader, Bruyere, VanLooy & Mattenson, 2014).

Myths about employing people with disabilities

There are many myths about employing young adults with disabilities. Myths are roadblocks that interfere with the ability of persons with disabilities to have equality in employment. These roadblocks usually result from a lack of experience and interaction with persons with disabilities. This lack of familiarity has nourished negative attitudes concerning the employment of persons with disabilities (Jasper & Waldhart, 2014). It is important to learn the facts to remove these roadblocks and stop discrimination. Listed below are some common myths about employing people with disabilities:

  i.   People with disabilities are not reliable;
  ii.   they do not meet performance standards thus making a bad employment risk;
  iii. people with disabilities have more absentee rate;
  iv.   accommodating workers with disabilities is costly;
  v.   employing people with disabilities increase workers' compensation insurance rates;
  vi.   they can only do simple, repetitive jobs or can only do light work;
  vii. may have a problem getting to work;
  viii. they are more likely to have an accident on the job than those without disabilities;
  ix.   co-workers may be uncomfortable and their productivity may be negatively affected;
  x.   getting information on how to employ people with disability is time-consuming and complicated;
  xi.   employing people with disabilities makes an employer vulnerable to litigation; and
  xii. the attitude of disabled people is anti-social and antagonistic.

Although there have been a number of legislative measures aimed at helping persons with disability to participate in the labour market, challenges are still continuously being faced because of gaps between policy and practice. In addition, persons with disabilities still find it harder to get a job or rather experience discrimination during their job search (Kulkarni & Kote, 2014). A major barrier to the employment of people with disability is negative employer attitudes. Thus, people with disabilities can make positive contributions towards social, economic and community development if opportunities and support are provided for them to participate in meaningful employment activities.

Benefits of employment for persons with disabilities

Employment is all work carried out in return for payment. It is central to the ability of persons with disabilities to maintain a decent standard of living for themselves and their families and is an important factor influencing their opportunities to participate fully in society (Hayman, Stein & Moreno, 2014). It is an index of empowerment and a measure of being a responsible and productive citizen. It is a power of human hood, a tool for self-sustenance, a means for independence and an index of success in life (Santuzzi & Waltz, 2016).

Work is a defining feature of human existence and in many societies, the ability to work is viewed as one of the most important ways in which people can make their contributions to their communities. However, despite existing national, regional and international laws, and despite the activities of international bodies and Disabled Peoples' Organisations (DPOs), persons with disabilities throughout the world too often continue to be denied the right to work and statistics indicate that the rates of unemployment, underemployment and economic inactivity among persons with disabilities tend to be much higher than those of other workers (Kulkarni & Lengnick-Hall, 2011). Work has a central role in most people's lives, offering meaning and purpose, social contacts and support, social identity and status, involvement, purposeful activity and use of time, and a sense of personal achievement, as well as an income (Jasper & Waldhart, 2012). These are all important issues for people with disabilities, as for others in our society.

Hayman, Stein and Moreno (2014), informed that work serves to give the working person a

sense of standing in relation to society, community, and family by improving social status. It gives people the opportunity to have social contact, while the lack of employment reinforces social isolation. Meaningful occupation, whether paid or unpaid, is central to recovery and full social inclusion and participation in society is the key goal, whether in or outside the labour market. Nevertheless, work remains a key route to social inclusion for many (Kaletta, Binks & Robinson, 2012).

Working, but particularly wage employment provides an opportunity for people with disabilities to prove that they can contribute and participate in society. Work leads to improved self-esteem and the capacity to socialise with other people (Handicap international, 2011). A robust workforce includes people of all abilities. By integrating young adults with disabilities into a pool of employees, competitive advantage will be gained, increase workplace diversity and productivity, there will be higher retention rates, and the market will also be expanded to new consumers (Rohwerder, 2015).

These can be achieved by making changes that establish internal policies that prioritize employing young people with disabilities; develop community linkages to conduct targeted outreach to attract qualified candidates with disabilities; start an internship program specifically for people with disabilities, and ensuring accessible online job applications and materials. Recruiting, hiring, retaining, and promoting people with disabilities are possible and it benefits businesses of all sizes, across all industries (Buckup, 2010).

Ajibade and Bolaji (2006) observed that employees with disabilities are fully aware of how difficult looking for a job can be, and often try to compensate for their deficits through greater efforts. The many hurdles and limitations that they might encounter daily motivate them to accomplish even more. The following are some of the benefits of employing persons with disabilities:

Increased Productivity: Disabled employees are loyal, trustworthy, hardworking, focused, and under the right working conditions, highly motivated. It's also proven that they have lower absenteeism rates (Groce & Kett, 2011; Erickson, Schrader, Bruyere, VanLooy & Matteson, 2014). The benefits of hiring someone with a disability are that they often try to make up for their deficit by offering greater efforts (Obani, 2003). All these qualities allow them to work to their full potential, increasing productivity levels in any business.

Innovation through creative thinking: According to Mitra (2014), disabled individuals face many challenges daily. They are, however, used to finding solutions that require an open mind, creativity, and flexibility. This creative way of thinking and problem-solving skills can benefit the business through innovation.

Larger talent pool: Obani (2003), reported that people with disabilities are as capable as anyone else and that sometimes, finding the right candidate may seem impossible. Including disabled people during the employment process expands the organisation's talent pool in order to find the perfect candidate. Qualified disabled people represent the untapped candidate pool for employers. It is not hard to guess how hard these individuals had to work to reach such a capable level. Employing a good hard-working employee will pay off.

Tax Benefits: Mitchell and Karr (2014), informed that financial incentives are the other benefits of employing disabled workers. Employers are required by law to make reasonable adjustments to accommodate disabled employees. The cost of making such adjustments as having a barrier-free environment, purchasing adaptive equipment, and preparing ramps, qualify for tax relief as a business expense. Also, government organisations often provide funds for hiring disabled people. Employers should take advantage of such opportunities to lower the financial load on their business as well as increase ways of gathering funds, especially for small businesses.

Reduced turnover: Disable workers are loyal in nature and are less likely to change their job, position, or post regularly. They prefer doing their jobs efficiently with minimal complaints from

their superiors. They also tend to seek reliable work and are thus less likely to resign and move on to another job (Mitra, 2014). Companies employing disabled workers experience superior retention rates, thereby reducing the high cost of turnover**.** ***Reduced work-related accidents:*** Disabled individuals are more aware of safety. In other words, workers with disabilities are more careful at the workplace, exhibiting a significantly higher performance than their coworkers without disabilities in the area of safety (Santuzzi & Waltz, 2016). The benefits of employing individuals with disabilities are that it reduces work-related injuries/deaths, which in turn avoids litigation.

Increased market share: Taleporos (2014) observed that disabled customers, as well as their family members, friends, and associates, represent a wide market segment. They, just like anyone else, buy goods and services from companies that best meet their needs. Disabled employees have additional insight into what this market segment requires. Employees with disabilities will help employers tailor their products or services better (Obani, 2003). This allows employers to best satisfy the needs of customers with disabilities, giving their employers' products an edge over other competitors.

Young adults with disabilities are often able and willing to work to become financially independent and to contribute towards community development and wider society. Despite their readiness to work, people with disabilities often find it difficult to secure sustainable employment. Work plays a major role in individual lives and has a positive influence on health, well-being, social inclusion and identity (Geisen, 2011).

Why is employment for young adults with disabilities important?

Employment has a key role to play in preventing poverty among people with disabilities. Research (Handicap International, 2011; Trani, 2014), shows a strong link between disability, joblessness, and risk of poverty, and conversely that employment is a safeguard for people with disabilities against experiencing poverty in their working years or on retirement.

a. Employment provides income to disabled persons to meet their basic needs. It provides the means to meet the additional costs associated with having a disability.

b. Disabled persons have limited opportunities to meet people. Employment provides such opportunities. People with disabilities find that having a job reduces frustration and loneliness. Not having a job reinforces social isolation.

c. Work, particularly paid employment, provides disabled persons with an opportunity to show they can contribute. People with disabilities tell how work builds positive attitudes.

d. Those without jobs lack pride and confidence in their ability.

e. Work serves to give the working person a sense of standing in relation to society, community, and family by improving social status.

f. It gives people the opportunity to have social contact, while the lack of employment reinforces social isolation.

g. Working, but particularly wage employment provides an opportunity for people with disabilities to prove that they can contribute and participate in the society.

h. Work leads to improved self-esteem and the capacity to socialise with other people.

Increasing employment opportunities for young adults with disabilities, will simultaneously proportionally lift them out of poverty, increase the health and wellness of newly employed people with disabilities, and massively stimulate economies across the globe (Santuzzi & Waltz, 2016).

Conclusion

A belief in the value and dignity of every person, whether they have a disability or not, cannot be passive. It requires action to break down the barriers to employment and strengthen this key pathway to belonging and participation in society. Increasing the role of employment as a pathway out of poverty for people with disabilities will not only be beneficial to those people with

disabilities, as discussed in the paper but will also be beneficial for the employers that employed them as well as the larger society.

Recommendations on how to facilitate employment for young adults with disabilities

A number of challenges facing young adults with disabilities in relation to the right to employment had been highlighted. Beyond legislation, the realisation of the right of persons with disabilities to work can be pursued through a number of approaches; policy formation, specific programmes, inclusive and accessible financial services, ensuring accessibility, and awareness-raising.

There is a need for due recognition of the status and dignity of disabled persons. They should be treated as full citizens with a practical demonstration of equal rights and access to all opportunities as applicable to the non-disabled.

A comprehensive policy approach is required to tackle both the demand and supply of disability employment and as well create enabling environment for persons with disabilities. The policies and programs for persons with disabilities should reflect and actively support the belief that they are employable. Government should be responsible for overseeing the development, implementation and coordination of all employment-oriented policies and legislation for persons with disabilities.

Mainstreaming disability inclusion strategies into existing development processes is another way of ensuring the rights of persons with disabilities in terms of work and employment. It allows disability-inclusive strategies to become a part of policies that already exist or may be developing within a country. The inclusion of persons with disabilities in national employment policies is explicitly mentioned in the provisions of the International Labour Organisation's Vocational, Rehabilitation and Employment (Disabled Persons) Convention (No. 159), 1983. It explicitly addressed the need to improve and expand training and other skills development services and support persons with disabilities in starting their businesses in the formal private sector.

With different barriers to wage employment in the private and public sectors, persons with disabilities should be encouraged to consider starting their businesses. Self-employment, while being usually less secure in terms of income, can provide more flexibility than paid employment in terms of workload, work schedule and work location. Policymakers can effectively support the self-employment of persons with disabilities by making mainstream entrepreneurship development schemes more inclusive of persons with disabilities, eliminating relevant barriers, providing the required support and increasing entrepreneurship awareness among people with disabilities.

Encouraging and supporting employers to employ and retain persons with disabilities. There is a need for national awareness campaigns to mobilise employers to recruit people with disabilities, as well as encourage disabled people to disclose their disability to potential employers for the right support to be provided to them. The public and employers should be educated by creating awareness and challenging incorrect assumptions about people with disability.

Incorporation of vocational training into the curriculum of secondary education will provide an opportunity for self–employment for disabled persons that cannot further their education. There are also a number of issues that create barriers to accessing post-secondary education and training. There is a need to look into these barriers and find solutions to them. Access to post-secondary education and training will improve successful employment outcomes and this can take many forms; such as increasing the number of disabled students admitted into tertiary institutions through the social admission process.

Fund should be sourced for those who have acquired skills in order to float their establishments. Government at all levels; non-governmental organisations and philanthropists should come to the rescue of those who have graduated from one scheme or another by assisting them financially

Finally, considering the competitive nature of the labour market, young adults with disabilities should endeavour to acquire adequate skills and educational qualifications. This would help improve their employment outcomes, as well as increase employment opportunities regardless of their disabilities.

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A STUDY OF FACTORS INFLUENCING THE CAREER CHOICE OF SECONDARY SCHOOL STUDENTS IN EKITI-EAST L.G.A, EKITI STATE

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Abstracts
This study aimed at identifying the factors influencing the career choice of secondary school students in Ekiti-East L.G.A of Ekiti State. Random and stratified sampling techniques were adopted to select five (5) secondary schools in the Local Government Area. Twenty (20) students were randomly selected from each school, making a total of one hundred (100) students involved in the study. The instrument used for the collection of data was scores obtained from the test items, and t-test was used to analyze the formulated hypotheses. It was established from discussion and the results that, there is no significant relationship between gender and religion in the career choice of the students. The work made some recommendations that; career counsellors should ensure that they are well informed so as to provide accurate information that will lead students to make a correct career choice that is suitable to their personal needs and expectations. Similarly, parents should be adequately enlightened on the essence of allowing their children to choose their careers in accordance with their abilities and interest so that they can be confidently fixed. Finally, more trained career counselors should be employed in senior secondary schools in order to aid good career choices for students.

Keywords: Influence, Career and Career Choice

Introduction

Career choice is a complex decision for secondary school students since it determines the kind of profession they intend to pursue in life. As students try to make career choices while in secondary school, they face the problem of matching their career choices with their abilities and school performance. In Nigeria, every year senior secondary school one (SSS1) students make career choices before sitting for their final examination (Senior Secondary Examination). However, studies by Hewitt (2010) and Taylor and Taylor (2004) reveal that most students enter into careers that are different from the ones they chose while in secondary school. The purpose of this study was to examine factors influencing career choice among senior secondary school students in Ekiti East Local Government Area of Ekiti State, Nigeria.

The problem of career choice among senior secondary school students in Ekiti East Local Government Area of Ekiti State, Nigeria has generated a lot of concern. The problem has been a delicate issue that has to be approached with caution. History has shown that there is no clear process that secondary schools under study have used to make their career choice. The unguided choices of a career in some of the senior secondary schools in Ekiti East LGA have led to students' failures in the Senior Secondary Certificate Examination (SSCE), dropout, and unemployment among others. The problem arose as a result of inadequate career counselors

in secondary schools that will provide accurate information that will lead students to make a correct career choice that is suitable to their personal needs and expectations.

In the course of choice of courses to read in the senior secondary schools and tertiary institutions, there are hosts of factors influencing students' actions or decisions. These are general determinants of their choices at this crucial time. Parent's influence, peer group, intellectual ability, financial background, goal of life, etc come to play with varying degrees of weight on them. There are many factors which directly or indirectly influence senior secondary school students' career choices. While in junior secondary they often study all the school subjects together without any differentiation between core subjects and optional subjects or between Science, Arts or Social Sciences. The moment they enter Senior Secondary School One (SSS1), they are faced with the challenge of choosing areas of specialization between Science, Arts or Social Sciences. At this level, Arts students can never think of pursuing engineering or medical courses in tertiary institutions nor would Science Students think of pursuing courses in Arts in tertiary institutions. At this point, things start to fall apart from there; it is in this background this work seeks to investigate those factors that influence the choice of career among

A cursory look at the career choices of secondary students in Ekiti East Local Government Area of Ekiti State, Nigeria confirms that the students do not have accurate information about occupational opportunities to help them make appropriate career choices. According to Kerka (2000), career choice is influenced by multiple factors including personality, interest, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance. Similarly, Bandura, Barbranelli and Pastorelliu (2001) stated that each undertaking the process is influenced by several factors including the context in which they live, their aptitudes, social contacts and educational attainment.

Hewitt (2010) opines that factors influencing career choice can be either intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parent favour, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much it will make for them while others choose the career that gives high income. However, students' perception of being suitable for particular jobs also has been found to be influenced by several factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid & Bond, 2003).

It is evident from the foregoing that career plays a very fundamental and significant role in the life of the individual not only because they determine the pattern of income but also because they affect the individual personality and concepts in life. A career, therefore, is a choice of pursuit, life work or success in one's profession. In a nutshell, a career is the totality of work one does in his lifetime. It is therefore a positive thing for one to think as far as possible as it is enduring. Career choice is something very difficult to decide especially as one's life will depend on it.

Generally, the choice of career is influenced by parents, friends and counselors. However, variations occur from one population to the other. The results of the Senior Secondary School Certificate Examination (SSCE) every year determines who joins tertiary institutions of learning since admission into various career are determined by grades obtained during this examination. Before making their career choices, students are often provided with a list of careers for which they are supposed to make choices. However, Ogunjobi (2016) revealed that most senior secondary school students lack adequate information regarding various careers. Hence, the choices that they make are embedded in their perception of the ideal job and subjects they study in secondary school. It is on this background that this work seeks to investigate those factors influencing the career choice among secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

Research questions

The researcher seeks answers to the following questions:

i.   Is there any significant difference between the career choices of male and female secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria?

ii. Is there any significant difference between the career choices of Muslim and Christian secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria?

iii. Does parents' educational qualification have any significant influence on the choice of career of secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria?

Research hypothesis

The following null hypotheses were formulated and tested in the course of carrying out this research:

$H0_1$ There is no significant difference in the choice of career by male and female secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

$H0_2$ There is no significant difference in the choice of career by Muslim and Christian secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

$H0_3$ There is no significant difference in parents' educational qualifications in the choice of career of secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

Research Methodology

The target population for this study is entire secondary school students in Ekiti East L.G.A of Ekiti State. Meanwhile, five secondary schools were randomly selected to cover the area of the study. Twenty (20) students were randomly selected in each of the schools to give a total of one hundred (100) respondents.

The instrument used for the study was test items. A pre-test was administered to the two groups of fifty (50) students each. The procedure for data collection was done through an achievement test which was of two versions, the experimental and control group. The statistical tool used to analyze the data was t-test. Inferential statistics were used to test the hypotheses formulated.

Results and discussion of findings

The test administered to the respondents by the researcher were scored and analyzed to test the formulated hypotheses.

HO_1: There is no significant difference in the choice of career by male and female secondary school students in Ekiti East Local Government Area of Ekiti State, Nigeria.

Table 1: T-test table showing the difference in the choice of career by male and female secondary school students in Ekiti East Local Government Area of Ekiti State, Nigeria.

Group	NO	X	S	Df	t-Cal	t-Table	P
Male	50	55.56	16.90	98	-0.98	1.98	NS
Female	50	58.10	21.35				

Table 1 shows that the t-calculated value is less than the t-table (i.e. -0.98<1.98). This indicates that there is no significant difference between the choice of career by Male and female students in Ekiti East Local Government area of Ekiti State. Hence, HO_1 is accepted.

HO_2: There is no significant difference in the choice of career by Muslim and Christian secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

Table 2: T-table showing the difference in the choice of career by Muslim and Christian secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

Group	NO	X	S	Df	t-Cal	t-Table	P
Christian	25	55.20	19.80	48	-1.21	2.01	NS
Muslim	25	55.90	20.10				

Table 2 shows that the t-calculated of -1.21 is less than the t-table of 2.01 at a 0.05 level of significance and 48 degree of freedom. Therefore, the hypothesis stated that there is no significant difference in the choice of career by Muslim and Christian secondary school students in Ekiti East Local Government area of Ekiti State. Hence, HO_2 is hereby accepted.

HO₃: There is no significant difference in parents' educational qualifications in the choice of the career of secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

Table 3: T-table showing the difference in parents' educational qualifications in the choice of the career of secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria.

Group	NO	X	S	Df	t-Cal	t-Table	P
Educated	50	61.02	11.18	98	4.23	1.98	S
Non-Educated	50	51.54	10.96				

Table 3 shows that t-calculated value is greater than the t-table (i.e 4.23 > 1.98). This indicates that there is a significant difference in parents' educational qualifications in the choice of career of secondary school students in Ekiti East Local Government area of Ekiti State, Nigeria. Hence, HO_3 is not accepted.

Discussion

The results from the findings of hypothesis one indicate that there is no significant difference in the choice of career by male and female students in Ekiti East Local Government area of Ekiti State, Nigeria. This was supported by Salaudeen's (2003) study which states that there is no significance in the factors affecting the choice of male and female students in Ilorin West LGA, Kwara State, Nigeria. This was against traditional socialization in which gender differences are emphasized. This implies that males are oriented towards masculine occupations such as farming, carpentry, and bricklaying while females are oriented towards trading, plating and food vendor.

In hypothesis two, no significant difference exists in the choice of career by Christian and Muslim students. This result concurs with Salaudeen (2003) who found that there is a significant difference based on religious affiliation. Finally, the result from Hypothesis three depicts that students' parent educational qualification has a significant influence on their choice of career in Ekiti East L.G.A of Ekiti State. However, Ogunjobi (2016) opines that every parent irrespective of their educational status wishes that their children aspire to higher occupational status and this might be the reason for the results obtained in the study.

Conclusion

The study shows that gender and religion do not influence the choice of career of secondary school students in Ekiti East L.G.A of Ekiti. However, it was discovered that parental educational qualification has a significant influence on students' career choices. Hence, this study discovered that a lot still needs to be done with respect to the parent's education if relevant career choices must improve. Similarly, stakeholders in the education sector must work together to ensure that

education is given the proper attention it deserves by employing career counselors in all senior secondary schools.

Recommendations

Considering the result of this research work, this study recommends that career counselors in schools should provide students with an experience that can expand the exploration process and a wide range of career information on all the available careers so that they can be able to explore widely before making their choices.

The study further recommends that after initial career decisions have been made, career counselors should continue to encourage successful career development by identifying sources of psychosocial support available to students. Also, career counselors should ensure that they are well informed so as to provide accurate information that will lead the students to make the correct career choice that is suitable for their needs and expectations.

Similarly, parents should be adequately enlightened to know the essence of allowing their children to choose their career in accordance with their ability, attitude or interest so that they can be confidently fixed. Finally, more trained school counselors should be employed in schools in order to reduce the workload of those on the field.

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INTEGRATING OUT OF SCHOOL BOYS FOR NATIONAL DEVELOPMENT THROUGH ADULT EDUCATION

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Abstract
Out-of-school boys are technically referred to as persons, especially school-aged children and youth who have either never been to school or enrolled in formal schools and dropped out without completing their programme of study. A lot of reasons could be responsible for this; poor school environment, inadequate facilities leading to poor quality education that does not provide pupils with saleable competencies drive these boys away from school, societal values, poverty, ignorance, lack of interest, inability to cope in school, the unbridled quest for money, peer group influence and illiterate parents who refused to send their children to school. All of these have been a cog in the wheel of development because this group will not be able to contribute their quota to national development. Therefore, the paper makes the following recommendations to ameliorate the source; there should be flexibility in the educational policy, non-formal education that takes care of these boys should be well funded, and facilitators of non-formal education should be allowed to go for on-the-job training and there should be an increase in the out of school-boys enrolment.

Keywords: Out-of-school-boys, Integrating, Adult Education, National Development.

Introduction

Education is a process of training, re-training and imparting knowledge to children, young people and adults in a formal and non-formal setting. The purpose of education is to give knowledge and develop skills for personal and national development. Therefore, education can be defined as a process of drawing out and developing the potential of a person to make the person well-integrated and useful to himself and his society (DFID, 2007). Action Aid (2008) also said education is a tool for the transformation, upliftment and development of an individual in a given community. In realisation of this, the Nigerian constitution makes education an inalienable right of every citizen. The Nigerian government also recognizes the importance of education as a tool for the developmental process. This has led to the development of the National Policy on Education (NPE, 2013). This policy spelt out the philosophy of the Nigerian Educational system as follows:

  i. the development of the individual into a sound and effective citizen.
 ii. the full integration of the individual into the community and;
iii. the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both within and outside the formal system (NPE: 2004, section 1 sub-section 5).

The word "Out-of-school" refers to a person, especially school-aged children and youth who have either never been to school or enrolled in formal primary/secondary schools and dropped out without completing their programme of study. The term out-of-school boys usually called dropped outs depicts the issue of non-completion of the learning circles among school boys and girls. The word "drop-out" means an outright write-off, a dismal failure and an air of finality with regard to success in education. This could not be true of out-of-school boys, because some of these so-called drop-outs had in some cases made it to the limelight through Non-Formal Education. Interchangeably early school leavers or out-of-school boys were adopted for drop-outs who are within the age range of 8-18 years. There are two categories of out-of-school boys; those who never enrolled in school and those who enrolled but left early without completing their programme of study.

Recently it was observed that some boys were not completing their educational programme in Nigeria, they are opting out to do other things that can fetch them instant money, this is a result of moral decadency in our society where demand for money at all cost has become the other of the day. UNICEF 1996, 1999, and 2004 sponsored surveys to confirm the existence of out-of-school-boys syndrome in Nigeria. It was reported that South Eastern states have the highest number of these groups of boys. In an attempt to find a solution to this ugly situation, UNICEF sponsored a study on boys' drop-out in 2005, statistics between 1994 and 1996 showed an average dropout rate of 58 percent in 1995, and 71 percent in 1996 from Anambra state. Also, evidence from the study showed that in addition to the targeted South Eastern states, the scourge is on the increase in some cities like Kano, Kaduna, Minna and Lagos. Cumulative drop-out rates for boys between 2001 – 2003 in Niger, Kaduna, Kano and Lagos are 40.92 percent, 67.24 percent, 45.53 percent and 47.19 percent respectively National Commission for Mass Literacy, Adult and Non-formal Education (NMEC, 2010). Based on the findings of this study, there must be a need for intervention on how these groups of boys could be integrated into the society through adult education for national development.

Adult education

Adult education majorly concerns itself with how to help people to contribute to, participate in and promote individual, group, community/society and national development. Adult education trains manpower at all levels in the area of skills and knowledge needed to increase output, and change people's behaviour and attitudes toward work, productivity and profit-making thereby improving their economic life. It is all-embracing as it brings about changes in information, knowledge, understanding or skills/technical-know-how appreciation and attitude. It is therefore regarded as a round development of an individual, aimed at making a person more simply an independent person, but also, to be useful socially, economically, morally, and politically in the family and the society at large (Owoade, Ojo, & Tijani, 2005). It helps in maintaining an adult population up to the standard of competence in knowledge, wisdom, and skills which the society requires, to develop in adults an understanding of the serious problems which interrupt the operations and progress of their cooperative societies and prepare them to participate in the solution of these problems.

Adult education according to Yahaya and Basira (2013) is educational programmes designed for the adult without any legal compulsion. The point in this definition is that adult education is meant for adults and participation is essentially out of the free will of the adult. UNESCO (1994) also viewed adult education as covering all organized educational activities provided for people who are not in regular school and are generally fifteen years and above. Omolewa (1981) submitted that illiteracy has been regarded as an enemy and evil which keep people in darkness, bound to their traditional superstition which makes the people resist change in their ideas and isolated from progress. The national policy on education (2013) mentioned the following as the objectives of adult education;

a. to provide functional literacy education for adults who have never had the opportunity of any formal education.
b. to provide functional and remedial education for those young people who prematurely drop from the formal school system.
c. to provide further education for different categories of completers of the formal educational system in order to improve their basic knowledge and skill.
d. to provide in-service and on the job vocational and professional training for different categories of workers and professionals in order to improve their skills.
e. to give the adult citizens of the country aesthetic, cultural and civic education for enlightenment.

National development

Development seeks to bring about both social and material advancement which will translate to increased literacy level and improvement in the health status of community members leading to an increased life expectancy, enhanced political freedom and human rights, low unemployment and inflation, better housing and transportation, low crime rate and high state of security guaranteed. Thus, national development according to Ojebode (2006) is that which encompasses social and political development. National Educational Research and Development Council (NERDC, 2004) referred to national development as the plan usually initiated by the government for the economic, social and political development of the nation. Fadiye (2005) viewed that national development could be described as those positive and meaningful changes in the spheres of the overall benefits of the people or the entire population. From this definition, it could be deduced that national development is the concrete and meaningful participation of every individual in the economy which brings about progress in the lives of people and the society. National development implies not only national growth but also qualitative and quantitative changes in the average individual level of living, all in a socially desired direction.

The role of adult education in national development is multi-dimensional. Adult education is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Formal education alone is not sufficient for playing this role as even those categories of the population who have had formal education and training might need to be updated and re-skilled through adult education, mainly because today's knowledge society tends to render previously acquired knowledge and skills appropriate and obsolete. Adult education also makes the familiarization with information communication and technology (ICT) by the active population feasible. This is a great feat as the world is rapidly moving towards knowledge-based economic structures and information societies that comprise networks of individuals, firms and countries linked electronically in inter-dependent and interactive relationships.

Social development also has a major role in adult education. It is not widely accepted that growth will not reduce poverty unless poor people can actively participate in it. Nigerian population will need some kind of formal and non-formal education and training to be able to benefit from basic health care, including sexual and reproductive health. Services, the development of new medicines and thus be in a position to free itself from a disease that devastates poor people, such as HIV/AIDs. Adult education will also be needed to enable the Nigerian poor to take advantage of programmes aimed at protecting orphans, vulnerable children and out-of-school boys.

There is also a strong link between adult education and democracy. This is so because as acknowledged at the UNESCO Fifth International Conference in Adult Education held in Hamburg in 1997, "substantive democracy and a culture of peace are not given, they need to be constructed (UNESCO, 1999). For democracy to be achieved, adult education is needed to

inform them of their rights and responsibilities as democracy also requires people to actively participate at local, national and global levels. It is today admitted that the lack of recognition of the need to involve civil society, especially grassroots organisations, by giving them a voice in decision-making and the means to participate effectively is a major cause of development failure in Nigeria. Abuse of human rights and social injustice led to the exclusion of the portent segments of society.

Causes of out-of-school boys

There are many factors responsible for out-of-school boys' syndrome; this study has been able to identify the following as the factors responsible for this problem:

a. Deterioration in our value system placed too much emphasis on the acquisition of wealth at the detriment of other factors that make a good society such as honesty, steadfastness and integrity.

b. Poverty, ignorance about the opportunity that awaits them if they finish their education, lack of interest, inability to cope in school, and the unbridled quest for money at all costs.

c. The needs of these boys are not always put into consideration by the curriculum planners, sometimes it is overloaded.

d. Peer group have an undue influence on boys' participation in school activities.

e. Teachers/facilitators, who are poorly trained, and poorly motivated with high pupil/teacher ratios often lead to their poor performance. Thereby discouraging learners from attending school.

f. The inability of the community to provide educational programmes often leads to school dropouts.

g. The poor school environment and inadequate facilities lead to poor quality education that does not provide the child with saleable competencies thereby discouraging learners from attending school.

h. Illiterate parents or those that have little education, are greedy most time and do not see it as their responsibility to send their children to school.

i. Having too many children by a parent will advertently affect the type of care that will be given to their children.

j. A broken home is when the parents are not living together and the child will be left with a granny or relatives where adequate care about the child's education will be secondary.

Adult education programmes to integrate out-of-school boys

Adult education plays a vital role in the lives of individuals. It helps in manpower development through functional skills acquisition which the recipient required for their daily socio-economic and political activities. The skill acquired through adult education also facilitate access to more gainful self-employment as the education provided meets the needs of those for whom formal schooling is not a realistic alternative. When adult education programmes are well implemented they can translate into a structural dimension of improvement of the well-being of the people and the society by addressing individual needs, affording people the opportunity to participate in the activities of the society and making them learn at their own pace and time. In this regard, the programmes that can integrate out-of-school boys are as follows;

Continuing Education: This is an educational programme organised for graduands of post-literacy especially those who want to acquire a Junior Senior Secondary certificate or individuals who want to remedy insufficiency in their educational pursuit.

Vocational Education: Fafunwa (2004) viewed this type of education as one that emphasizes an individual's ability and skills towards doing a certain job. Kombe (2006) also said it is training given to the unemployed that offers them the capacity to find a way of earning a livelihood. This is a non-formal education programme designed to equip learners with vocational skills. The duration depends on the trade or craft and it may be jointly agreed upon between the facilitators and the learners.

Life-long Education: This refers to education which began with the beginning of life and ends when death comes. This is to say that it begins from the cradle and ends when death comes. It is not a continuously organized instruction from the womb to the tomb but aims at providing individuals access to learning all through their lives.

Non-formal Education: This is defined as all education outside formal education whatever its purpose, target group and provider, it is a radical alternative to formal education. Adeyemo et al (2006) define it as the intentional and systematic learning carried out outside the school system. Sometimes it is referred to as "out-of-school education". Non-formal Education could take the form of apprenticeships, training in different vocational skills or even citizenship training.

Informal Adult Education: Studies have shown their people acquire much of their knowledge and experiences outside the formal educational setting and environment. Human beings are in a state of continuous and constantly seeking to learn throughout their lives. As people move about doing their daily work and engage in a variety of international activities, they inevitably, but unintentionally and accidentally acquire a lot of knowledge that is not only beneficial to their lives but also useful to the community to which they belong. This was corroborated by Nzeneri (2002) who submitted that the acquisition of informal education is solely accidental and unintentional which can be gained through listening to radio broadcasts, music, conversation, reading books, newspapers, and magazines. It can also be acquired through watching ceremonies, rituals, and television programmes (Okedara, 1981).

Workers' Education: Adult education helps both to salvage the waste in the formal school system and to assist the workers in pursuance of advancement and knowledge. Akinteye & Olagbende (2013) opined that the quickest way to increase productivity in less developed countries is to train the adults who are already on the job. Education for children is fine, but its potential contribution to output over ten years is small compared with the potential contribution of efforts devoted to improving adult skills.

In-service Training: Adult education ensures continuous in-service training for all categories of staff to bring their knowledge up to date for maximum productivity. Staff training is a permanent aspect of any good and dynamic adult education programme.

Capacity Building: Adult education programmes teach people how to help themselves. The programmes enable people to define and determine their objectives and identify their needs. The programme will be important in the execution of their plans to attain their desired goals and also in the evaluation of future action.

Remedial Education: This is a type of education acquired to remediate a deficiency. Omolewa (1985) defines remedial education as a type of education designed for people who feel they are handicapped in certain areas, professions or cultures. It is the type of education that one acquires in order to help one out with a particular problem in one's profession or culture. For instance, a housewife can take part in a sewing and knitting course in order to be able to do her household sewing, and a clerk can attend evening class in order to improve his status in his

place of work. This programme is the only channel through which the vast majority of out-of-school boys can be integrated.

Challenges of integrating out-of-school boys
   Despite government effort at integrating out-of-school-boys, there are still some attendant challenges, which are as follow;
   i.   Funding: Despite the two percent consolidated fund meant for Universal Basic Education, NFE is excluded from the policy provision. Budget allocation to NFE at all levels is grossly inadequate, compare to what is obtainable in the formal system.
   ii. Poor Remuneration of the facilitators. The 7,500 naira stipulated benchmark remuneration for the facilitators is not regularly paid by the government. Some states still owe months of this paltry sum and this is a big threat to the success of NFE.
   iii. Record Keeping Problem: The database necessary for adequate planning and implementation of NFE intervention programmes is not readily available. Tracking learners' performance and transition from one level to another becomes impossible.
   iv. The problem of qualified facilitators: National Policy on Education (2014) stipulated that a Nigerian Certificate in Education (NCE) should be the minimum qualification in Adult Education for quality delivery, however, grade II teachers and even less qualified personnel still teach in most NFE centres.
   v.   Unseriousness on the part of the target group: Unemployment of graduates and wrong educational values among the citizens makes it very difficult to attract potential clientele to the NFE programmes.
   vi. Inter-sectorial Linkages: Agencies involved in Basic Education lack coordination, and cooperation collaboration with either government parastatal. In most cases where to exist inter-sectorial linkage, there is always duplication of duty among these agencies.
   vii. Poor monitoring of programmes: In most cases, monitoring of programmes is not always integrated into the programme action plan. Also, strategic monitoring and conduct of research are very useful in the provision of specific information on certain aspects of the intervention that cannot ordinarily be provided by the usual enrolment statistics.

Conclusion
   There are myriad developmental problems facing Nigeria, to overcome this, it is important to educate out-of-school boys who are usually regarded as the leaders of tomorrow. It is therefore imperative for all stakeholders to redouble their efforts and commitment in order to integrate into the mainstream of our national development. Thus, Adult Education strategies are important ways of reaching out-of-school boys. Investing in out-of-school-boys education is a strategy that will protect the rights of all children to quality education and a strategy that propels all other developmental goals.

Recommendations
   a. Towards integrating out-of-school boys the following recommendations are made:
   b. There should be flexibility in the educational policy to accommodate the mainstreaming of out-of-school boys into the regular school system.
   c. Non-formal Education (NFE) programmes should be adequately funded and this should be done side by side with the conduct of relevant research to generate usefully and needed data.
   d. There should be an increase in out-of-school boys' enrolment, retention and completion through intensified, sustained advocacy and completion.

e. For effective programme implementation, there should be qualified personnel with definite schedules of duty. NFE personnel should attend more capacity-building programmes.

f. Out-of-school boys should be encouraged to have value orientation and attitudinal change about NFE.

g. Facilitators of NFE programmes should be given the opportunity to go for on-the-job training and in-service courses.

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INFORMATION AND COMMUNICATION TECHNOLOGY UTILIZATION AS DETERMINANT OF ACADEMIC STAFF EFFECTIVENESS IN EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO, OYO STATE, NIGERIA

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Abstract
This study investigated information and communication technology (ICT) as a determinant of academic staff effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State. A self-structured questionnaire was used to elicit information from respondents. Two research hypotheses were generated and analyzed using the Pearson Product Moment Co-efficient statistical method at a 0.05 level of significance. Random sampling technique was used to select seventy (70) respondents regardless of their sex, department or academic qualifications. The analysis of the data revealed that significant relationships existed between internet communication and teaching; and internet communication and research or publication by the academic staff. Based on the study, it was recommended, among others, that efforts should be made to encourage the use of ICT in colleges of education and other higher institutions of learning in Nigeria for more effective teaching.

Keywords: Academic Staff, Effectiveness, Communication, Information and Technology

Introduction

The twenty-first century is called the information age. In this century, the development level of countries is directly related to the importance that they give to education, human beings and information. Currently, information is accepted as the most important key factor for the economic development of countries and people can access information easily and quickly by means of technology. Therefore, educational systems aim to bring up individuals who can get the information, use the information to make a decision, and find solutions to problems in the information age. Not only is information and communication technology (ICT) the essence of the learning environment, but also it enables students to broaden their horizons, foster students' knowledge, gain new occupational skills, and have life-long learning skills (Voogt, 2008). The contribution of ICT to providing education facilities for distant rural areas is so great that it cannot be ignored (Adamy & Boulmetis, 2006). Clements (2000) emphasized that the ability to analytical and mathematical thinking and the ability to master technological knowledge and use them scientifically are among a few lifelong learning skills. The level of using ICT and the number of students per computer are also signs of the quality of education (Mishra & Koehler, 2006).

Computers which are the most important elements of ICT are indispensable to our life. Nowadays, with the help of computers and the Internet, students can do homework on their own.

Moreover, they also prepare for their examinations with educational software and online courses. Therefore, computers seem to have an unquestionable place starting from teaching basic skills, reinforcing and enhancing knowledge, knowledge-retention, and skills to accomplishing high-level goals such as problem-solving, model building and critical thinking (Voogt, 2008). For instance, the recent developments in ICT have also affected the learning and teaching process. In the past, the teacher was the speaker and the students were the listeners during lessons. Currently, many courses were taught with computer-based materials in elementary and secondary classes, hence, it allows taking individual differences among students into account seriously (Adu-Gyamfi & Smit, 2007). Integration of ICT in mathematics teaching is enabled by using ICT tools throughout the curriculum to accomplish teaching goals and strengthen the students' learning (Ottevanger, van den Akker & de Feiter, 2007). In addition to this, it is known that the attitudes of students and teachers towards computers are important in order to use ICT effectively at schools.

Information and communication technology (ICT) is another/extensional term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit and manipulate information (Jones, 2004). The term ICT is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to the elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution and management (Ottevanger, van den Akker, & de Feiter, 2007).

However, by definition, "the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis. The broadness of ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form, e.g. personal computers, digital television, email, and robots. For clarity, Brown & Warschauer (2006) provided an ICT hierarchy where all levels of the hierarchy "contain some degree of commonality in that they are related to technologies that facilitate the transfer of information and various types of electronically mediated communications.

According to Mullis, Martin and Foy (2008), ICT supports constructivist pedagogy, which allows students to explore and reach an understanding of concepts. This approach promotes higher-order thinking and better problem-solving strategies (Ittigson and Zewe, 2003). British Educational Communications and Technology Agency (2003), reiterated that teachers can maximize the impact of ICT in teaching by using ICT as a tool in working towards learning objectives. For instance, educators, defining the most effective uses of ICT in teaching is certainly described as a "wicked problem," as represented by Mishra and Koehler (2006).

Many studies have shown several obstacles that teachers experience in the integration of ICT in their classrooms. Jones (2004) found a number of barriers to the integration of ICT into lessons:

    a. lack of confidence among teachers during integration
    b. lack of access to resources
    c. lack of time for the integration
    d. lack of effective training facing technical problems while the software is in use
    e. lack of personal access during lesson preparation
    f. age of the teachers.

Snoeyink and Ertmer (2002) have identified these or similar variations as widespread barriers: lack of computers, lack of quality software, lack of time, technical problems, teacher attitudes towards computers, poor funding, lack of teacher confidence, resistance to change, poor administrative support, lack of computer skill, poor fit with curriculum, scheduling

difficulties, poor training opportunities, and lack of vision as to how to integrate ICT in instruction.

Purpose of the study

The main purpose of the study was to investigate information and communication technology utilization as a determinant of academic staff effectiveness in Emmanuel Alayande Colleges of Education, Oyo, that is, the effectiveness of academic staff in relation to teaching and learning activities using the Internet. Specifically, the study sought to determine the relationship between the utilization of ICT and teaching effectiveness and the relationship between the utilization of ICT and academic staff research effectiveness.

Statement of the problem

Although there may be many advantages to be gained from using ICT as an educational tool, there are also many drawbacks. For first-time users, the ICT can be a very unfriendly environment but with frequent use users can get familiar with it pretty quickly. Considering all the merits of the ICT in an educational setting most importantly, information via speed, accuracy, adaptability, flexibility and versatility, there are still some shortcomings of the Internet on the part of the educational system, especially in many institutions in the developing countries. Research and other academic activities including teaching have been a difficult task for academic staff and even students before the advent of the internet facilities. It is in this light that this study sought to investigate the impact of internet communication on academic staff effectiveness. Thus, the study was specifically geared towards finding out the effectiveness of information and communication technology utilization on the academic staff of Emmanuel Alayande Colleges of Education Oyo, Oyo State, Nigeria.

Research hypothesis

H_{01}: There is no significant relationship between information and communication technology utilization and academic staff teaching effectiveness.
H_{02}: There is no significant relationship between information and communication technology utilization and academic staff research effectiveness.

Methodology

Descriptive survey method was employed for the study. This is considered appropriate because the researcher sought to find out the impact of information and communication technology on academic staff effectiveness in Emmanuel Alayande College of Education, Oyo, Oyo State. The population for this study was the entire lecturers of Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria. Random sampling technique was used to select a sample of seventy lecturers for the collection of data for the study. The selection involved both male and female lecturers even though; gender was not part of the study. The research instrument used for this study was a self-structured questionnaire. The questionnaire was divided into two parts, that is, information and communication technology usage (ICTU) which contained items relating to the use of the internet for instruction and academic staff effectiveness (ASE). This was administered to the seventy (70) lecturers in order to elicit information on the impact of information and communication technology on academic staff effectiveness in Emmanuel Alayande College of Education, Oyo. The researcher employed the use of attendance, a number of periods or courses allocated to the academic staff and how they use the internet to teach, give assignments, record results, and for their research activities to determine the overall effectiveness of the staff. The instrument (ICTU &ASE Questionnaire) was validated by two seasoned lecturers in the field of test and measurement of Educational Psychology and Educational Technology Department, Federal College of Education (Special), Oyo for face and content validity. After the instrument was assessed, the suggested corrections were made in

order to meet the standard required for this study. It was then administered to 20 academic staff of Federal College of Education (Special) Oyo and gets a reliability coefficient of 0.87 using the test-retest method which presumed that the research instrument was highly reliable. The person-Product-Moment Co-efficient statistical method was used to analyze the data at a 0.05 level of significance.

Data presentations and analysis
The data were analyzed using the Pearson Product Moment Correlation coefficient to test the two hypotheses.

Hypothesis 1: There is no significant relationship between information and communication technology utilization and academic staff teaching effectiveness

Table 1: *Mean standard deviation and Pearson moment correlation coefficient of the impact of information and communication technology and teaching effectiveness.*

Variables	No	Mean	SD	df	r-cal	r-tab	Remarks
Internet communication	70	56	5.0	69	0.3296	0.233	Reject the null hypothesis
Teaching effectiveness	70	59	3.8				

The table above shows that the r calculated (0.3296) is greater than the critical value (0.233). Therefore, the null hypothesis was rejected and accepts the alternative hypothesis that there is a significant relationship between information and communication technology and teaching effectiveness which shows that ICT brings about effectiveness in teaching or teaching effectiveness. 0.3296 weak positive relationships exist in table 1.

Hypothesis 2: There is no significant relationship between information and communication technology utilization and academic staff research effectiveness.

Table 2: *Mean standard deviation and Pearson moment correlation coefficient of the impact of information and communication technology on research effectiveness.*

Variables	No	Mean	SD	df	r-cal	r-tab	Remarks
Internet communication	70	52.11	4.2	69	0.5598	0.233	Reject the null hypothesis
Research effectiveness	70	54.21	2.4				

Table 2 shows that r calculated (0.5598) is greater than the critical value (0.233). Therefore the null hypothesis was rejected and the alternative hypothesis that there is a significant relationship between information and communication technology and research effectiveness is accepted which means that the use of ICT brought about the research effectiveness. 0.5598 is a moderate positive relationship that exists in table 2.

Discussion
The result of this study as shown in table 1 revealed that there is a significant relationship between internet communication utilization and academic staff teaching effectiveness. This implies that information and communication technology utilization greatly assists in the

dissemination of knowledge in and outside the classroom thereby resulting in effective teaching and learning process. This is in line with the study of Mullis, Martin and Foy (2008) who opined that the importance of information and communication technology cannot be over-emphasized in the teaching-learning process.

The researcher also found out that there is a significant relationship between information and communication technology utilization and academic staff research effectiveness. Data from table 2 of the data analysis showed that 'r' calculated (0.5598) is greater than the critical value (0.233). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This implies that information and communication technology is the bedrock for effective research and publications. Almost all information required to carry out research is now available online and can be accessed anywhere at any time through information and communication technology. This assertion is supported by Brown and Warschauer (2006).

Conclusion

ICT has reached the level of turning the world into a global village. However, the study concludes that there is a significant relationship between information and communication technology utilization and academic staff teaching effectiveness, research and publication activities effectiveness.

Recommendations

The following recommendations were made based on the findings of the research

1) The federal government and other educational agencies should procure or provide more ICT facilities to facilitate more effectiveness of academic staff in Colleges of Education and other tertiary institutions.
2) Academic staff needs to be encouraged by the further provision of funds to be adequately equipped with the latest information and communication technologies to facilitate the dissemination of knowledge in the teaching-learning process and research.
3) In-service training should be conducted for academic staff periodically to update their knowledge on the latest developments in the world of ICT.
4) Acquisition of basic knowledge of computers should be made compulsory for all academic staff.

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DYSCALCULIA AS PREDICAMENT OF GEOGRAPHY STUDENT IN MAP READING AND INTERPRETATION IN NIGERIA

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Abstract
Geographers read and interpret maps in innovative ways. Interestingly, few dyscalculic geography students often exhibit difficulty while learning mathematics-based aspects of map reading and interpretation. Such aspects include projecting and reducing maps, measuring and calculating distance, measuring gradient, drawing cross profiles and determining intervisibility, and calculating latitude, longitude and time. It is on this premise that this paper x-rayed dyscalculia as a predicament for geography students in the tasks of map reading and interpretation in Nigeria. Succinctly, the study focused on the meaning of geography and dyscalculia; forms, implications and impacts of dyscalculia on teaching and learning of map reading as well as useful interpretation. Suggested strategies and recommendations were also presented. The study is theoretical in its approach. To overcome the problem of poor 'number sense', teachers should be patient, careful and diligently teach mathematics-related aspects in map reading and interpretation using appropriate teaching methods and tools.

Keywords: Dyscalculia, Geography, Map Reading and Interpretation

Introduction

A map is a graphic representation of the earth's surface or part of it, drawn to scale on a plane, with both human-constructed and natural features depicted by symbols, lines, and colors. Maps (general purpose, thematic and topographic) show the location or spatial distribution of phenomena. Maps display aspects of numerical data associated with the landforms, aspects of climate, vegetation and soil types, demographics, transport, industry, manufacturing and natural resources. Map reading and interpretation occupy a major place and attract more marks. As part of the Geography curriculum in the Nigerian secondary school and tertiary institutions, Geography teachers are expected to teach students how to draw, read and interpret maps through statistical information and notations (also known as distributional maps) using pie and bar charts, proportion bars, proportional circles, dots maps and chloropleths from geographic data/information. Undoubtedly, these aspects among others must be carefully taught, while learners are expected to have strong skills such as observation or visual literacy, selection, location, mathematical, manipulative, analytical and interpretation skills.

In this paper, map reading and interpretation refer to the intellectual capacity and ability of learners to code and decode cartographic signs, recognizing features, patterns and interrelationships in the maps depicted. Therefore, the process of teaching and learning this aspect of Geography called for mutual understanding of the cartographers/teachers on one hand

and the map readers/learners on the other about how maps should represent a portion or all parts of the earth. It also demands how data/information was stored in maps and communicated for ordered knowledge. This presumes that Geography teachers and students should share the same vocabulary, set of code and most importantly, the mathematical and statistical skills related to mapping comprehension. However, these skills can only be acquired if the tutors and learners are not suffering from dyscalculia. The pertinent questions in this study are: i) what is dyscalculia? ii) How can it affect map reading and interpretation amongst learners and teachers of geography in Nigeria?

Map reading and interpretation in Nigeria

Geography is concerned with the spatial distribution of interesting physical and human phenomena. Physical (natural systems) include weather and climate, vegetation, topography or relief, soil, water (in different stores & three states) and human (artificial systems): population, agriculture, transportation, marketing, and urban and regional mines. Environmental systems link the physical with human systems. It is in the purview of geography to teach students to read, interpret and analyse the association between these phenomena.

On successful completion of Geography as a course, graduates should be able to: collect and make use of spatial data/information, be able to recognize and interpret at different scales the relationships among patterns and processes, define regions, evaluate the regionalization process, characterize and analyze changing interconnections among places. Crisply, a professional Geographer should be able to unravel hidden data and information in different maps and spatial arrays and use the same to pose and solve problems. In recent decades maps have taken on many new dimensions, yet they remain a pillar of the discipline. Indeed, maps continue to be used and interpreted in new and innovative ways by Geographers. The skills of map reading and interpretation in Geography are of great significance in the modern day.

Conversely, few Geography students in senior secondary schools, colleges of education and universities may find it difficult to project and reduce simple topographic maps, measure and calculate real distance either as fly crows or along lines such as railways, roads or rivers on maps. Students may also find it difficult to convert and use scales while projecting or reducing maps. From experience as a Geography lecturer, students often experience uneasiness in the tasks of reading and recognizing features such as knolls, spurs, valleys, contour lines, spot heights, trigonometric stations and areas drained by a particular stream or river.

These deficiencies exhibited by Geography students in map reading and interpretation were noted by scholars. For instance, Mansaray and Ajiboye (1994) observed that 50% of the topics indicated as problematic by students fall in the area of map reading and physical geography. The students indicated that measurement of gradient, drawing of cross profile and intervisibility, latitude, longitude and time, among others were very difficult. In the same study, their geography teachers also indicated that the same topics were very difficult to teach and difficult for students to understand. Amosun (2002) submitted that the aspect of map reading that requires mathematical calculations have been found difficult by geography students. In a similar vein, Okwilagwe (2012) documented the opinions of the chief examiners of the West African Examinations Council, which also corroborated the poor performance of students in map reading and interpretation. Mwenesongole (2016) revealed that most learners do not perform well in map work because they lack basic mathematical skills. This statement was reiterated by Amosun (2016). According to scholars, map reading deals with quantitative reasoning and mathematical skills that students are always scared of.

Brief on dyscalculia

Currently, there is no single widely accepted definition of Dyscalculia, but a number of definitions exist in the literature. According to Adler (2001) "Dyscalculia" is derived from Latin word "dys" a form of special difficulties, not inabilities, and the Greek word "calculus" is

interpreted to mean "counting-stone". Out of this combination, "dyscalculia" was created, to refer to difficulties with counting. Dyscalculia is an innate difficulty in learning or comprehending mathematics. Dyscalculia is a specific learning difficulty giving rise to cognition and special learning need. DfES (2001) "it is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of how to manipulate numbers and have problems learning number facts and procedures as well as a number of other related difficulties. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence". While, Sharma (1989) described dyscalculia as "….an inability to conceptualise numbers, number relationships (arithmetic facts) and outcomes of numerical operations (estimating the answers to numerical problems before actually calculating). The author added "the problems of the dyscalculic stem from the language, concepts and procedures of mathematics. Karin, Gobel and Moll (2010) Dyscalculia (also called mathematics disability or numlexia) is a specific disability involving innate difficulty. It is akin to dyslexia and includes difficulty in understanding numbers, learning to manipulate numbers, learning mathematical facts and a number of other related symptoms.

Dyscalculia primarily affects the learning process in relation to calculation, Arithmetic and Mathematics. Two of the types of dyscalculia that have been identified in the literature are: i) developmental dyscalculia where students exhibit a marked discrepancy between their developmental level and general cognitive ability as it pertains to Arithmetic and Mathematics. It presents as an enduring condition that affects the ability to acquire mathematical skills despite appropriate teaching. Developmental dyscalculia may arise because of a wide range of factors, from poor teaching to low socioeconomic status, to behavioral attention problems. Students will perform below expectations with no obvious sensory deficits explanation (e.g. general ability, emotional state or illness) available. ii) Acquired Dyscalculia when students exhibit a complete inability to manage mathematical concepts and numbers (it could be a result of poor teaching or poverty). Dyscalculia may co-exist with dyslexia or dysgraphia, but not all students with dyslexia will have difficulties in Mathematics.

Forms of dyscalculia

There are different types of dyscalculia but Adler (2001) identified four different forms of difficulties in mathematics which include acalculia, dyscalculia, general difficulties in mathematics and pseudo-dyscalculia.

i. In cases of acalculia, the individual displays a total inability to carry out any mathematical tasks at all. Individuals with acalculia will certainly fail if they are taught mathematics according to traditional methods.

ii. Most persons with dyscalculia suffer from a straightforward variant; they might display problems with both reading *and* counting. Simple tasks take them a lot of time. Persons with dyscalculia usually have normal intellectual capabilities, but often display spectacularly uneven results in intelligence tests.

iii. An individual with general learning difficulties in mathematics displays general problems with all learning, not only mathematics. As a rule, these characters take a longer time than normal with all learning.

iv. Persons with pseudo-dyscalculia have the cognitive ability to succeed in mathematics, but despite this, they run into problems. Girls form an overwhelming majority of the students with pseudo-dyscalculia.

Some symptoms of dyscalculia

It is estimated that dyscalculia affects 4 – 6% of the world population and it often co-occurs alongside other specific learning difficulties such as dyslexia and dyspraxia. There are a number of areas which can cause dyscalculic difficulties. These could include computation, direction, laterality, mathematical concepts, mental Mathematics, money, omissions, reading and writing

numbers, reversals, rote counting, rules and formulae, sequencing and time management. Other symptoms of dyscalculia herein relevant to this study include and are not limited to difficulty with everyday tasks like reading analog clocks. Students may be unable to comprehend or picture mechanical processes as they often lack 'big picture' thinking, written number problems and difficulties caused by poor working memory.

Difference between geography and mathematics students

Attwood (2010) worried about the impact of dyscalculia on the teaching and learning of school subjects and made an impassioned plea for greater awareness of dyscalculia amongst students and teachers of all school subjects. According to the scholar, a geography teacher is not a mathematics teacher. It must be appreciated that Geography learners and teachers are interested in measurement, direction, distance, latitude, longitude, time changes and the International Date Line. These topics have one thing in common. They are all built upon mathematics. The same sort of thing happens in other disciplines such as economics, political science, history, technology, religious studies and music, in fact, mathematics is entrenched in almost all the disciplines. However, it must be noted that geographers need not be professional mathematicians before they can understand these useful concepts and others in map reading and interpretation. Yet, Geography teachers and students employ mathematics in the art of map reading and interpretation. The challenges lie in the fact that few students are dyscalculia (having problems with number counting, poor sense of simple arithmetic and Mathematics).

Implications of dyscalculia on individuals and nations

Implications of all forms of dyscalculia could be grave and varied; it has far-reaching negative effects on individuals and nations. For instance, Butterworth (2010) noted that low numeracy is a serious handicap for individuals and a major cost for nations. It makes individuals less employable. It's a risk factor for depression in adulthood and significantly reduces lifetime earnings. Low arithmetic attainment has been attributed in the past to a deficit in general cognitive ability such as working memory and executive function. There is evidence that these factors affect arithmetic learning and scholastic attainment more generally.

Potential impacts of dyscalculia on teaching and learning map reading and interpretation

In Nigerian secondary schools and tertiary institutions, when using mathematical concepts in relation to geography in general and map reading interpretation to be specific, students may find it difficult to:
a. grasp and remember mathematical concepts, rules formulae and sequences,
b. navigate or mentally 'turning "the map to face the true North rather than the common North (top edge),
c. read, write and record mathematics figures and facts without making mistakes,
d. understand the technical language of mathematics even though they may understand the words in other contexts,
e. remember the 'layout' of things and geographical locations,
f. demonstrate a sense of direction and may easily become disorientated in new situations and,
g. more importantly, students may exhibit difficulties in reading and interpreting maps, graphs, pictorials and charts for examples from chloropleths and distributional maps.

In general, people with dyscalculia have poor 'number sense'. Number sense is an intuitive understanding of how numbers work. Number sense is at the core of mathematics learning. If individuals do not understand the basics of numbers, learning mathematics and using it every day can be very frustrating**.** However, Dyslexia SPELD Foundation, Literacy and Clinical

Services (2014) noted that the severity of mathematical impairment differs depending on the individual. Although it can be argued that many of the defining features of dyscalculia can also be seen in students who do poorly in mathematics, it is the degree of these difficulties and the resistance to remedial intervention that set students with dyscalculia apart from others with learning difficulties.

Specific suggested strategies for dyscalculic geography students

Each school subject has its peculiarities, for instance, maps, map use, reading and interpretation (analysis) are unique and of great importance in studying the location and arrangement of interesting phenomena in space. Relevant to this study, the following specific strategies for dyscalculic Geography students were advocated.

i. Geography teachers should take cognizance that they are teaching mathematics; hence, they should be patient with Geography dyscalculic students. They should carefully and diligently teach mathematics-related aspects of map reading and interpretation. Direct classroom instruction deployed by Geography teachers must take specific cognizance of the low, average and high mathematical abilities of students.

ii. When using maps and scale for decision-making, cardboard templates drawn to scale should be used with the map, e.g. when siting a new development, the proposed shopping centre is produced on a cardboard template to scale to support the student in locational decision-making.

iii. Deploying ICT, applications and brain-based approaches with emphasis on reasoning and learning about patterns, connections and relevancy to map reading and interpretation.

iv. Support through the use of a calculator. Students may be given extra time to undertake coursework tasks. This should be explained thoughtfully to their peers so that they understand that this is fair and reasonable.

v. Artefacts appropriate to the topics and themes being studied should be provided whenever possible.

vi. Provide supplementary visual resources to support the mathematical processes or rules. Use pictures, photographs and models whenever possible.

vii. Provide rough paper for working out.

viii. Extra practice is given on data-related tasks, including supplementary activities that involve counting objects rather than just dealing with numbers.

Conclusion

In conclusion, once we understand and accept the causes of dyscalculia, we can adopt appropriate methods of teaching to overcome the problem. This does not mean that everyone has to become a mathematics teacher and dyscalculia expert, but Geography teachers in the school should be aware of who the dyscalculic students are. And they should know that research suggests that most children who gain appropriate help in school can overcome their dyscalculic difficulties and maximise their abilities in map reading and interpretation despite their special needs.

Recommendations

In order to overcome the association with poor number sense, the following recommendations were put forward in this study.

1. Special needs teachers should identify students with dyscalculia and work with them in specific ways. Teaching them about number in a multi-sensory way and using tools such

as counters, cards and cut-outs. The responsibility for the identification of dyscalculia is within the expected skills and knowledge base of the schools. This support could be provided through training and collaborative working with learning disabilities Therapists and Educational Psychologists:

   a. The specialist advice from these services may include assessment and advice on programme planning, teaching approaches and resources.

   b. Identifying the specific difficulties that the student has with recognising and comprehending numbers (number processing) by using appropriate tools and Specialists.

   c. Assessment of other contributory factors such as approaches to learning, motivational style, emotional and behavioural needs.

   d. Raising awareness of their patterns of learning abilities and weaknesses, including an understanding of dyscalculia.

   e. Involving collaboration between all stakeholders: pupils, parents/carers, teachers, professional support services and ministries and agencies of education.

   f. Ensuring that parental/carer concerns are fully acknowledged and addressed.

2. Once in session schools should run an in-service training session for Geography teachers on the issue of dyscalculia. This would help every Geography teacher, to understand what is going on when an above-average ability (eighteen-year-old) seems quite incapable of map reading and interpretation. Just as suggested by Mwenesongole (2016) the need for re-skilling and retraining for all educators involved in teaching map work in areas of basic skills to map reading and interpretation, basic mathematical skills and the importance of motivation.

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EFFECT OF "SNADDER" JOINT GAME ON JUNIOR SCHOOL STUDENTS' PERFORMANCE IN MATHEMATICS IN IREPODUN LOCAL GOVERNMENT, KWARA, NIGERIA

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Abstract
The study investigated the effect of "snadder" joint game on Junior School Students' Performance in Mathematics in Irepodun local government of Kwara State. The study adopted a quasi-experimental design involving pre-test and post-test control groups, with a 2x2 factorial. The Population of the study was all JSS 3 Mathematics students in Kwara state. Two intact classes in Omu-Aran public co-educational schools were purposively sampled to comprise 15 males and 15 females. Research Instruments used for the study were "snadder" joint game on linear equations, Mathematics performance Test and Operational Guide for teacher exposition. The reliability coefficient of the instruments was determined through the use of Pearson's product-moment correlation coefficient is found to be 0.50, 0.48 and 0.49 respectively. Two research questions were answered using mean, two research hypotheses were tested using t-test statistics. Results indicated that there was a significant main effect of the treatment on students' performance in Mathematics (t = 3.07 > 2.05). df = 28, p < 0.05. Findings also showed that there was a significant main effect of gender on students' performance in Mathematics (t = 2.58 > 2.05) df = 28, p < 0.05. Based on the findings of the study it was recommended that an urgent need for educational authorities in Nigeria to re-appraise instructional strategies employed in teaching Mathematics in schools

Keywords: Mathematics, Snadder Joint Game, Linear Equations.

Introduction
Mathematics has been described as the study of quantity, structure, space, and change

(Wikipedia, 2017). Adeleke (2013) remarked that Mathematics is all about finding solutions to human problems. In Nigerian School System, Mathematics is given pride of place being a compulsory subject at Primary and Secondary levels of education (Uwadiare, 2017). Funny enough, most students toiled with Mathematics most time in their school days, perhaps that accounts for their difficulty to understand Mathematical concepts and most students want to have credit in the subject at all costs, without making a good effort towards it. However, there is a serious challenge to national economic prosperity and technological development because performance in Mathematics in both Junior and Senior Schools in Nigeria has been found to be discouraging (Ayinla, 2015, Sam-Kayode & Salman, 2015).

In the same vein, Sam-Kayode and Salman (2015) asserted that the issue of poor performance in Mathematics examinations was due to the problem with the method of teaching and instructional strategies employed by most teachers among others. Azuka (2010) remarked that the roles of mathematical games in the classroom are as: making the practice period more pleasant and successful, introduction of new ideas, allowing for individual differences, improvement of study habits and developing positive attitudes towards Mathematics. However, there are different types of Mathematical games such as Ludomatic games, identification Matico and Maludo games, "Snadder" joint games, just to mention a few (Azuka, 2010).

"Snadder" Joint games is a word coined from Snakes and ladders game, the game was played widely in ancient India by the name of Moksha Patamu, the earliest known Jain Version Gyanbazi dating back to the 16th Century. The game called "Leela"-and reflected the Hinduism consciousness around everyday life, a newer version was introduced in Victorian England in 1822, possibly by John Jacques of London. Moksha Patamu was perhaps invented by Hindu Spiritual teachers to teach children about the effects of good deeds as opposed to bad deeds. The ladders represented virtues such as generosity, faith, humility and so on. And the snakes represented vices such as lust, anger, murder, theft and so on. The moral of the game was that a person can attain salvation (Moksha) through performing good deeds whereas by doing evil one takes rebirth in lower forms of life (Patamu). The number of ladders was less than the number of snakes as a reminder that trading the path of good is very difficult compared to committing sins. Presumably, the number "100" represented (Moksha) salvation.

In Nigeria, "Snadder" Joint games can be traced to National Mathematical Centre (NMC) Abuja (2002). The centre produced a book titled "Mathematical Games for Secondary Schools". Fifty-four (54) different types of games are contained in the book. Similarly, in the book, "Snadder" Joint games were proposed to teach students linear equations in Mathematics at the Junior Secondary School levels. Equations start from simple or linear equations in JS I and run through JS II and JS III as it increases in difficulty and dimension. An equation is said to be simple or linear when the power of the variable term is one.

Research has shown that Snakes and Ladders games("Snadder" Joint games) have positively impacted students' improvement in Religion Education, Health Science and Mathematics (Nora, 2008; Behrooz, Nima, Fereshteh, Ebrahim, Rezvaneh, & Zahra, 2012, Saurabh, 2017; Debby & Edy, 2017). Nora (2008) reported the utilization of snakes and ladders games for gifted and talented pupils in religious education. The game was used to cover topics such as signs, symbols and metaphors, the human response to the ups and downs of life, an introduction to the Jain religion and the mythic role of snakes in a variety of traditions. It was fascinating to see the various symbolic means pupil used to map significant incidents in their lives as a house, with windows opening onto different episodes. One pupil utilized the imagery of the snakes and ladders game and another employed whorl of yarn in a manner reminiscent of the Huichol vision paintings. Finally, one pupil even included her summer school name badge to indicate that, she considered the experience to be one of the high points of her life.

In the same vein, Behrooz *et al*, (2012) utilized snakes and ladders for first-year medical students who have chosen anatomy courses. There were implemented 100 squares with 44 trunk anatomy questions including topics such as thorax, abdomen, and pelvis. The students

were competing in 4-groups. The questions were designed in flash card and imagery forms and the participants had to orally answer the questions. Based on their taxonomy, the questions were categorized into three grades in terms of their difficulty and put in three envelopes and then the students were asked to randomly choose the questions. In the difficult grade of 1 (easy and intellectual), those having ladder had difficulty grade of 3 (difficult and intellectual) and other remaining squares, once in every 3 squares had question with a difficulty grade of 2(average). After playing the game, students' perspectives about the game were asked. It was found that using the snakes and ladders game led to an increase in learning excitement and the development of a positive attitude toward learning.

Similarly, Saurabh (2017) utilized snakes and ladders game to teach multiplication tables in Mathematics. The snake and ladders board is a number line grid. Kids can learn the concept of the number lines as well as simple addition using the game. The researchers use the game to teach their son a little bit of addition. Every time they move a piece, they recite the numbers in form of a formula. If a student is on 14 and he set 4 in dice, he gets 4 in dice, he says 14+4=18 and then moves his piece. This way he gets a little positive emotion regarding addition. On the other hand, the company that designed the game innovated on the snake and ladders board and marked the boxes numbered 3,6,9,12,15,18,21,24,27,30 in yellowish orange colour. This change in colour makes the child curious about the box. Also, put the traditional table text, for example, 3×2=6 in the box. This way the child will start to associate the multiplication table with the numbers in the number line. Every number has a different visual pattern on the board. This helps in memorizing the table.

In consonance, Debby and Edy (2017) develop a snake-ladder game as a medium of Mathematics learning in the fourth-grade students of primary school in south Binjai to determine the student's response to the development of the game snake-ladder as a medium of mathematics learning students of primary school. The research was classified as development research using the research and development (R&D) method with the application of the ADDIE model. Based on the data obtained, it was observed that media reviewers mention that from the aspect of the game snake-ladder as a learning medium belongs to the category of very good by 94.09%. From the aspect of student interest in learning by media of the snake and ladder game that is 85.27% belong to the category of good and aspect regarding the quality and appearance of the media, what is developed is stated as very good by 82.93%.

From the literature, the snakes and ladders game (Snadder Joint Game) was utilized in Religion Education, Health Science and Mathematics. Multiplication table in Mathematics was only considered. This study was embarked on to determine whether the same success will be recorded in Mathematics in Junior Secondary Schools where there are relatively younger children. This study examined the effect of the "Snadder" Joint Game on Junior Secondary School students' performance in Mathematics class.

Statement of the problem

Mathematics educators have made efforts toward improving the teaching and learning of Mathematics in Nigeria Secondary Schools. Despite their diverse efforts Ayinla (2015), Sam-Kayode and Salman (2015) found out separately that Mathematics education in Nigeria is still in a deplorable state at all levels of Nigerian education. Sam-Kayode and Salman (2015) asserted that the issue of poor performance in mathematics examinations was due to the problem of the method of teaching and instructional strategies employed by teachers.

Game-based instructional strategies that can appeal to one or more of the senses in the pupils has the potential to motivate the students with interesting fun to improve achievement. However, teachers as well as the pupils have not explored enough benefits of game-based instructional strategy using board game tools. In the literature, the snakes and ladders game was utilized in Religion Education, Health Science and Mathematics. The multiplication table in Mathematics was considered in primary school. This present study examined the effect of the

"Snadder" Joint Game on Junior Secondary School students' performance in Mathematics class.

Research questions
The study provides answers to the following questions.
1. What are the effects of the "Snadder" joint game on Junior Secondary School students' performance in simple equations?
2. What difference exists in the performance of male and female students when taught simple equations using the "Snadder" joint game?

Hypotheses
$H0_1$: There is no significant difference in the performance of Junior Secondary School Students who were taught with "snadder" joint game and their counterparts who were not taught using the game.
$H0_2$: There is no significant difference in the performance of male and female Junior Secondary School students taught using "snadder" joint game.

Methodology
The study adopted a quasi-experimental design involving pre-test, and post-test control groups with a 2x2 factional. The experimental group was exposed to "snadder" joint game, while the control group was exposed to an expository approach in the teaching of linear equations in Mathematics class in Omu-Aran. The Population of the study was all JSS3 Mathematics students in Kwara state. Two Co-educational public Junior Secondary Schools were purposively selected from Omu-Aran. One intact JSS 3 Class was selected from each school.

Three instruments used for the study include the Mathematics Performance Test (MPT) which consists of 64 questions based on Junior Secondary Schools 3 Mathematics syllabus on Linear Equations; Operational Guide for "Snadder" joint game (OGSJG) which consists of rules of the "snadder" joint game, steps to be followed, scoring pattern and the instructional strategies involved and Operational Guide for Teacher Exposition (OGTE) an instructional guide on the use of the conventional method of instruction. It made use of four major procedural steps; preamble, exposition, remediation and summary. The reliability coefficient of the instruments was determined through the use of Pearson's product-moment correlation coefficient is found to be 0.50, 0.48 and 0.49 respectively. Two research questions were answered using the mean, and two hypotheses were tested with t-test at a 0.05 level of significance.

Results and discussion
Hypothesis one:
There is no significant difference in the performance of Junior Secondary School students who were taught with "snadder" joint game and their counterparts who were not taught using the game.

Table 1: T-test computation of students' performance in Linear Equations (before and after the treatment)

Test	Treatment	Mean	S.D	df	t-calculated value	t-critical value	Sig. level
Pre-test	"Snadder" joint game	9.73	3.84	28	1.08	2.05	0.05

	Conventional method	8.83	2.45				
Post-test	"Snadder" joint game	11.57	3.24	28			
	Conventional method	9.33	2.34		3.07	2.05	0.05

Critical value 2.05 at 0.05 level of significance.

Table 1 shows that there is a significant difference in the performance of students in Mathematics with the use of Snadder game. (t=3.07>2.05, p<0.05). this indicated that students exposed to the snadder joint game (experimental group) had the highest mean in post-test 11.57 while those that were not exposed to the game (control group) had a mean of 9.33.

Hypothesis two:
There is no significant difference in the performance of male and female Junior Secondary School Students who were taught using "snadder" joint game.

Table 2: T-test computation on male and female students' performance in Linear Equations When taught using "snadder" joint game.

Test	Gender	Mean	S.D	df	t-calculated value	t-critical value	Sig. level
Pre-test	Male	10.13	3.46	28	0.66	2.05	0.05
	Female	9.33	3.19				
Post-test	Male	12.4	1.90				
	Female	10.73	3		2.58	2.05	0.05

Critical value 2.05 at 0.05 level of significance.

Table 2: From table2, it was revealed that the interaction effect of the treatment and gender on students' performance in Mathematics is significant (t=2.58>2.05, p<0.05). This implies that the student's gender is sensitive to the treatment. Also, male students perform better than female students. However, "snadder" joint game (a reinforced material) stimulated male and female students in Mathematics. In a study by Bala and Musa (2006) on the effect of the use of number-based games on Senior Students' Performance on number bases in Mathematics. The study compared the mean achievement scores of male and female students who were taught number bases with the number-base game. The result revealed that Male students perform better than female students.

Discussion of findings
It could be inferred from the above table 1 and 2 that "snadder" joint game improved the students' performance in Mathematics. On this note, Mathematics teachers should try to embrace their learners with educational games. As a matter of fact, the educational effectiveness of games can sustain students' interest in Mathematics and sciences.

Conclusion

It can be concluded that rather than limiting students at Junior Secondary Schools to the conventional methods of teaching, the introduction of modern teaching strategies such as "snadder" joint games instructional strategy will go a long way in helping students to strive harder and improve significantly in Mathematics.

Recommendations

Based on the findings of the study, the following are hereby recommended

1. There is an urgent need for educational authorities in Nigeria to re-appraise instructional strategies employed in teaching Mathematics in schools.
2. Teachers should acquire game skills for the effective incorporation of games into the curriculum. This can be done through Teacher preparation programmes (included in methodology courses), special seminars and workshops.
3. Secondary school teachers should always note that diversification in methodology enhances better pupils in Mathematics. They should not cling to one method irrespective of its overall effectiveness.

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BENEFITS OF INCLUSIVE EDUCATION TO THE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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Abstract
It is believed that children with special needs must be given education separately. Thus in recent times, there has been a shift towards having children with disabilities attend the same schools as non-disabled children. Inclusive Education came to be provided to disabled students within the regular education system with some extra support from the teacher. The children with special educational needs were allowed to get an education along with regular students. It is believed that if children with disabilities are given early education, they can develop cognitively, socially and physically for the betterment of their well-being and society. The paper, therefore, recommends that deliberate efforts by schools to include learners with disabilities in early education should be encouraged as its benefits children with disabilities and their families.

Keywords: Inclusion, Special Needs, Early Childhood, Disabilities, Benefits

Introduction

The National Association for the Education of Young Children (NAEYC) defines "Early Childhood" as occurring before the age of eight, and it is during this period that a child goes through the most rapid phase of growth and development. Their brains develop faster than at any other point in their lives, so these years are critical. It is a crucial phase of growth and development because experiences during early childhood can influence outcomes across the entire course of an individual's life. For all children, early childhood provides an important window of opportunity to prepare the foundation for lifelong learning and participation, while preventing potential delays in development. For children with disability, it is a time to ensure access to interventions which can help them reach their full potential. In the recent past, there has been a growth in interest in early childhood education among different stakeholders.

According to United Nations Children's Fund, an education system is inclusive if it "includes all students, and welcomes and supports them to learn. No one should be excluded. Every child has a right to inclusive education, including children with disabilities" (UNICEF, 2017). It is now a fact that inclusive schools do not distinguish between "general education" and "special education" programmes; instead, the school is adapted in such a manner that all students learn together. In an inclusive education school, the disabled are taught along with the non-disabled ones but with due regard to their special educational needs.

Individuals with Disabilities Education Act of America 1994 stated that all children have the right to early childhood education and when children with disabilities are deprived of early childhood education it implies deprivation of many of their rights. Some of the rights include; the right to play with other children; the right to enjoy their childhood like other children of their age; the right to form friendships; the right to opportunities and stimulation to promote their maximum development and realize their full potential (Mendis, 2006). It is, therefore, essential that children with disabilities should have access to early childhood education just like their peers without disabilities.

Inclusive education improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to a real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities. The non-disabled peers adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom. Regardless of the type of delay a child experiences, it is important to keep in mind that all children can learn and should be allowed to participate in everyday routines and activities to the best of their capabilities.

Children learn best in natural environments with typically developing peers (Allen & Cowdery, 2005; Brown, Hemmeter and Pretti-Frontczak, 2005). This interaction not only benefits the child with special needs but also helps children without special needs learn about tolerance and acceptance of others. Thus, inclusive education lays the foundation for an inclusive society accepting, respecting and celebrating diversity.

Concepts of inclusive education

At the core of inclusive education is the human right to education. Various international documents specify the principles of inclusion for guiding the states towards their effort to introduce a rights-based approach to education. United Nations Educational, Scientific and Cultural Organization (UNESCO) views inclusion as "a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning" (UNESCO, 2005). UNESCO states "Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and walking children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.

Inclusive education tries to satisfy the learning needs of all children, youth and adults and especially those with disabilities and who are often excluded. It tries to accommodate in the mainstream of education all those who are vulnerable, marginalized and excluded. Inclusive education means educating all children with or without disabilities together through easy and no-discriminatory access to common pre-school provisions, schools and community educational settings but with proper support services and facilities and infrastructure. Inclusive Education, therefore, attempts to put into practice that every child with whatever abilities are welcome in the same educational setting and assures that that their unique needs and learning styles are valuable, appreciated and will be respected and encouraged.

Addressing the needs of children with disabilities through ECEC

The Organization of Economic Co-operation and Development (OECD, 2006) agreed that children with physical, intellectual or sensory disabilities or from socio-economically disadvantaged environments have 'learning rights'. Such children are entitled to inclusive universal programmes in the early educational stage. Enhanced funding is needed to establish inclusive programmes, low child-staff ratios, specialist staff and well-planned pedagogies (OECD, 2006). UNESCO (2009a) states that the early childhood imperative for the rights of children with disabilities is clear. Early years experiences provide a special opportunity to foster developmental gains and implement intervention programmes that enable young children to fully develop their potential (UNICEF, 2013a). Early identification of a child's disability helps to provide a diagnosis that allows parents, healthcare providers, teachers and others to better understand and plan for the child's needs. The World Report on Disability also highlights that early intervention can reduce the level of educational support children with disabilities may require throughout their schooling and ensure they reach their full potential (WHO and World Bank, 2011). Access to early childhood intervention, support and education are particularly significant for children with disabilities. This is because it can 'reduce disabling conditions and significantly increase capabilities of children with disabilities (UNICEF, 2012b).

Early intervention in inclusive classrooms is most effective when families are involved, as they get relevant information on how to optimize their child's learning potential. Comprehensive ECEC, which provides care, stimulation, parental support and access to relevant services, enhances the effects of interventions for children with disabilities (UNESCO, 2009a). Early childhood programmes allow positive transition from home to pre-school when the ECEC provision provides the necessary individualized support to address the diverse learning needs and abilities of children with disabilities. Early assessment and intervention also increase the chances that 'children with disabilities can participate and flourish in inclusive mainstream educational settings' (UNICEF, 2012b).

The State of the World's Children 2013 (UNICEF, 2013b) asserts that many children with disabilities face deprivation during their childhood. This deprivation has many aspects, including social, cultural, educational and recreational. Such circumstances can have lasting effects on the child. For all children, and particularly those with special education needs, to have equal opportunities, governments should aim to give access to and offer the opportunity to use support services and technology. This will allow the child to take their place in the community and contribute to it (UNICEF, 2013b).

Early years children with disabilities are often denied early years of primary schooling. When enrolled due to a lack of inclusive approaches they often fail, need to repeat and/or are encouraged to drop out. Inclusive pre-primary and early primary schooling gives children with disabilities a space that ensures optimal development. It does so by 'providing opportunities for child-focused learning, play, participation, peer interaction' and developing friendships WHO (2012). UNICEF (2013b) stresses that when barriers are removed earlier in life, it lessens the compounding effect of the multiple barriers that children with disabilities face. The report Policy Guidelines on Inclusion in Education (UNESCO, 2009b) advocates that inclusion be ensured through ECEC. 'Early childhood interventions should be seen as a sustainable way to guarantee the right to education of all children from the outset.

Therefore, ECEC can be a significant instrument for building inclusive societies. Promoting inclusive ECEC programmes can enhance the development of children with disabilities and foster inclusive and non-discriminatory attitudes among children from the start (UNESCO and UNICEF, 2015). ECEC programmes which are 'responsive to individual needs and respectful of diversity benefit all children and contribute to building the foundations of an inclusive society (UNESCO, 2009a).

Strategies early childhood teachers can use with children with special needs

Teaching in an inclusive classroom, the challenges can seem overwhelming. These teaching strategies for inclusive classroom settings can help you create an environment in which all of your students can thrive.

1. **Demonstrate that you value each child in your classroom:** Children in your classroom hear what you say, watch what you do, and notice how you act. The other children in your class must see that you view all children, especially children with special needs, as valuable class members who are important not only to you but also to each other.

2. **Help children in general education classes accept their peers with special needs:** Recognize the value of partial participation. Plan activities that include all children. Look for ways to help the child with challenges participate in everyday activities and routines. If the child cannot fully participate and do everything exactly like her peers, look for ways to adapt an activity so the child can partially participate, remind all the children in your classroom that everyone has both strengths and weaknesses, and remember that all children can learn; some just take more time and practice. Do not set up a child for failure; give the child a task he can do before introducing something he is just learning to do. This builds self-esteem and encourages children to try new things.

3. **Look for opportunities to help a child learn school survival skills:** Preschool is the time when children learn fundamental skills they will use to get along with others. These are often referred to as social skills. Parents often report that one thing lacking in their child's life is friends (Willis, 2006). Learning the skills needed to make friends is especially difficult for children with special needs. Often, a child's inability to communicate her wants and needs makes it difficult for other children to know how to interact with her peers.

4. **Aim for the child to become competent in all social situations:** One of the primary goals of most early childhood classrooms is for children to learn to be socially competent. A socially competent child can learn through observation and play what it takes to get along with peers and how to control his behavior so that others will want to be his friends.

Benefits of providing early childhood education to children with disabilities

There is a growing consensus among scholars such as (Barnett, 1995: Lazar, Darlington, Murray, Royce & Snipper, 1982), that experiences of children in their early years are very important in affecting their long-term cognitive, social, emotional, physical and intellectual development. During the first five years of life, the young child develops the foundational skills needed to regulate and express emotion, interact and form relationships with others, and expresses needs and wants. These foundational skills impact the child's success in communication and language development, peer relationships, social adjustment, school success, and quality of life as an adult. Depriving children with disabilities in early education implies depriving them of a bright future. It is also evident that when children participate in early childhood education, their participation is positively associated with gains in mathematics and literacy, school achievement, intelligence tests, reduced grade repetition and reduced misplacement of provisions for special education. In line with this, Stegelin, (2004) assessed the benefits of early childhood education in Chibombo district and found that early childhood education improved school retention and completion rates, increased learners' interest in learning and reduced dropout and repetition rates. Her findings are also consistent with many other studies that have been done in the area of early childhood education. Two of the best known studies are the Perry Preschool Study (Barnett, 1995) and the Consortium of Longitudinal Studies (Lazar, Darlington, Murray, Royce & Snipper, 1982). An analysis of the Perry study

shows that one dollar invested in high-quality early childhood education programmes by policymakers resulted in saving seven dollars in preventative costs associated with truancy, school dropout, and teen pregnancy.

Similarly, Stegelin (2004) found that investing in good quality early childhood education brought cost savings and benefits to governments, children and their families. Therefore, be argued that public spending on early childhood education programmes can result in good returns in terms of maternal employment, high lifetime earnings, increased usage of special education services, lesser criminal activity, and reduced expenses of procuring medical provisions which end up putting pressure on the already weak national economy. Early detection of children's learning disabilities would allow schools, teachers, and parents a much better opportunity to identify and also to understand the learner's disability. Overall, this will help to get the most out of the potential of learners with disabilities. Participation in early childhood education improves the language proficiency of children.

Benefits of inclusion for pupils with disabilities
 1. Friendships
 2. Increased social initiations, relationships and networks
 3. Peer role models for academic, social and behavior skills
 4. Increased achievement of IEP goals
 5. Greater access to the general curriculum
 6. Enhanced skill acquisition and generalization
 7. Increased inclusion in future environments
 8. Greater opportunities for interactions
 9. Higher expectations
 10. Increased school staff collaboration
 11. Increased parental participation
 12. Families are more integrated into the community

Benefits of Inclusion for pupils Without Disabilities
 1. Meaningful friendships
 2. Increased appreciation and acceptance of individual differences
 3. Increased understanding and acceptance of diversity
 4. Respect for all people
 5. Prepares all pupils for adult life in an inclusive society
 6. Opportunities to master activities by practicing and teaching others
 7. Greater academic outcomes
 8. All pupils' needs are better met, and greater resources for everyone

Conclusion

The paper has discussed the benefits of providing early childhood education to children with disabilities and determined the inclusiveness of schools for children with disabilities. As regards the benefits of providing early childhood education to children with disabilities the paper concludes that public spending on early education programmes can result in good returns in terms of maternal emotional, physical and intellectual development. Providing early childhood education to children with disabilities also increases the probability of identifying children with special educational needs which may help in starting the early intervention. In addition, participation in early childhood education by children with disabilities improves their language proficiency. Concerning the inclusiveness of schools for children with disabilities, the paper concludes that schools should engage in inclusive education in order to increase appreciation

and acceptance of individual differences and increased understanding and acceptance of diversity.

Recommendations

Based on the discussion, the following were recommended:

1. There are benefits to providing early inclusive education to children with special needs. Therefore, the government should invest in early inclusive education for children with special educational needs and the children's parents should also be involved in the children's education.
2. In order to address the negative attitudes of regular teachers towards pupils with special educational needs, schools should organise sensitization talks during professional development meetings and workshops.
3. All children must be provided with accountability standards that are guaranteed through a system of unified outcomes.
4. Schools should include learners with special educational needs in early inclusive education and the children should be encouraged to attend inclusive classrooms.

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NEEDS FOR QUALITY ASSURANCE IN ADULT EDUCATION PROVISIONS IN NIGERIA

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Abstract
This study examined the need for quality assurance in adult education provisions in Nigeria. Adult education is to make available a purposeful literacy and enduring education for adults and youths who have never had the advantage of formal education or who did not complete their basic primary education. It also provides functional and remedial education for those young people who did not complete secondary education. The following were examined in this study: four components of teaching-learning processes, the concept of quality assurance, needs for quality assurance in education, and steps to qualitative education. The researcher recommended that standards in education should be maintained by the government at all levels, education policies should be established toward attainment of the aims that education of the nation sets out to achieve and responsive governments should ensure that capable hands are recruited and utilized in the accomplishment of Adult education in Nigeria.

Keywords: Quality assurance, Adult education, teaching-learning processes, qualitative education

Introduction
Adult Education can be referred to as further education or lifelong learning (the preferred notion of European Higher Education) in particular, is one of the overarching themes of the Bologna process. It first appeared on the Bologna process agenda in 2011, in the Prague communiqué, where it was stated that lifelong learning is an essential strategy necessary to face the challenges of competitiveness. Also, the uses of new technologies to improve social cohesion, equal opportunities and the quality of life should be maintained. Since then, at the various ministerial conferences, the messages regarding the importance of lifelong learning have continuously been reinforced.

The 1997 Hamburg Declaration on Adult learning defined Adult education as the "entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society". The same declaration summarizes the objectives of youth and adult education as: "to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with transformations taking place in the economy,

in culture and society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, in short, to enable people and communities to take control of their destiny and society in order to face the challenges ahead".

Adult Education is systematic learning undertaken by adults who return to learning having concluded initial education or training". According to Egwu cited by Adeyera (2011), national development is the establishment of a viable and buoyant national economy, the establishment of a just and egalitarian society, the enthronement of equality and social justice and the building of a unified and integrated society where the different ethics, religious and geo-political identities develop a collective sense of imagination that they are one.

Adults can come from different socio-economic backgrounds; can be mobile students, students coming from rural areas, adult students, etc. The main objective of this paper is to analyse to which extent different models of quality assurance processes manage to reflect the provisions and practices related to adult education and the priority that is being given to adult education in institutional practices. Some studies have examined internal quality assurance systems and processes; others have looked into the results of these processes – the quality itself, while some models have investigated the achievement of intended learning outcomes.

Objectives of adult education
Objectives of adult education as contained in the National Policy of Education prepared by the Federal Republic of Nigeria (2014) are as follows:
1. Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender.
2. Provide functional and remedial education for those young people who did not complete secondary education.
3. Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
4. Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
5. Give adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment. The above objectives serve a number of purposes, ranging from individual's personal growth to societal development

The major focus of education is first and foremost to make adults in the community aware of individual and community needs, and secondly to get educated in order to cope with a tackle immediate problems. It is directed at the people of the community hence, its curriculum is based on principles, needs and problems.

This is articulated by the Federal Republic of Nigeria (2014) in the National Policy of Education when the goals of teacher education were stated as follows:
i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
ii. To encourage further the spirit of enquiry and creativity in teachers.
iii. To help teachers to fit into the social life of the community, and society at large and to enhance their commitment to national goals.
iv. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world, and
v. To enhance teachers' commitment to the teaching profession.

The concept of quality in higher education has become an important matter for institutions. As the demand for higher education has increased, so is the demand for its accountability, reliability and value for money (Harvey & Askling, 2003). Institutions are responsible for the

internal management of the quality and the effective establishment of procedures which monitor this. Nationally, quality assurance agencies exist, which provide an external evaluation of the institution and/or its programmes. From country to country the mechanisms can vary and how quality is achieved and monitored can be different.

However, institutions now face much larger competition from other home establishments to international universities and colleges. In order to attract more students, institutions are under the constant pressure to having maintained their quality, standards, reputation and especially the quality of students they produce. Council of Europe (2013) agreed that quality of education was closely linked to four inter-related purposes, namely:
i.   Preparation for sustainable employment:\
ii.   Preparation for life as active citizens in democratic societies;
iii. Personal development; and
iv.   Development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

Internal quality assurance focuses largely on the enhancement of the teaching and learning process. Quality for teaching and learning is conceptualized as a dynamic, closed-loop management process, which works as an effective operational scheme to coordinate the teaching process. The framework underpinning teaching and learning comprises four components: goat setting, model design, process monitoring and result review, as follows:

Goat setting: Setting goals for education by taking into consideration the needs of society and the nation, as well as individuals' career development needs. The goals include knowledge, capability, and competence requirements.

Model Design: Translating the goals of education into processes including curriculum development, teaching and learning methods, teaching management, and allocation of resources.

Process Monitoring: Monitoring organizational development and the deployment of materials and human resources and the teaching and learning process in order to ensure that the goals of education are met.

Results Review: Regularly fine-tuning the goals and models of the teaching and learning process on the basis of graduate tracer studies and feedback from employers.

Concept of quality assurance

According to Chambers (2004) quality is the degree or extent of the excellence of something. It has to do with the standard expected of a product or service. On the other hand, quality assurance has to do with the maintenance of the desired level of quality or standard in a product or service. In regards to education, quality assurance implies consistent maintenance of the standard of education. Quality assurance in education in Nigeria is imperative in four critical areas.
a. Quality of teachers
b. The quality of curriculum and academic programs
c. The quality of the learning/teaching process
d. Quality of output

Quality assurance to a large extent depends on the quality of teachers. According to Oliver (2001), most universities today are grappling with the issue associated with upskilling their staff to enable them to make efficient use of new technologies in their teaching. In today's technology-driven world, high-quality teachers with knowledge of information and communication technology must be maintained in order to produce quality graduates.

The quality of curriculum and academic programs in the nation's tertiary education system should be made to meet the needs of the society that consumes its products. As pointed out by Duchasted (1997) some changes are now flowing through education systems worldwide in response to growing awareness and understanding of how learning occurs. These changes

include a move away from specified content to learn to specified learning outcomes; an acceptance of diversity in outcomes among learners rather than the goal of common results; a focus on the process of learning as well as the product; evaluation of outcomes in practical contexts and terms of tasks as distinct from discrete knowledge; and an acceptance of the role of social cognition in learning.

The quality of the learning/teaching process is vital to the overall quality of education. Oladipo, Adeosun and Oni (2009), found that teachers dominate in lessons and pose few open-ended questions. Group work which encourages discussion is rarely encountered, and only 10% of teachers used continuous assessment. Oliver (2001) posited that effective tertiary teaching and learning setting should support and encourage; high levels of students activity and encouragement, forms of collaboration and cooperation among learners, and situations where learners are exposed to a variety of different perspectives and assessments that form an integral part of the learning process and is sensitive to the intended uses of the learning outside the classroom.

The output of an educational system is the graduates of that system. Quality of output has two dimensions, internal and external. The internal consists of the test scores, pass rates and general performance of students before graduation. The external manifestation of output quality is found in their performance and achievements on the job outside the school system. As pointed out by Mosha cited Oladipo, Adeosun and One (2009), quality of education is measured by the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment.

To ensure quality output, the following measures are necessary: admission should be based on merit, course content should meet the labour market demands, the minimum academic standards should be met before progressing and need for schools to invest in Information and Communication Technology (ICT) as a means of providing learning resources to teachers and students using web-based technologies. To ensure qualitative education in our school system, Babalola (2004) posited that the following steps can be taken. These include:

Monitoring: This has to do with keeping a watchful eye on the input, process, output and the environment of an educational system to ensure that things keep going in the right direction and according to the set standards, for example, monitoring pupils' progress from one class to another.

Evaluation: This involves assessment, appraisal, evaluation and estimation of the worth of education inputs, processes and outcomes to make judgments and corrective criticism.

Supervision: This deals with overseeing those who are responsible for one thing or the other (teaching, learning, resource utilization, management, etc) in the process of educating a pupil.

Inspection: This is more penetrating and piercing than supervision. It is job focused and scientific approach. It involves close examination, check, scrutiny and assessment of available facilities and resources in an institution to establish how far a particular institution has met prescribed standards.

Needs for quality in adult education

Babalola (2004) stated that quality of education refers to the worth of education (with reference to its input, the teaching-learning process and the output/outcome). It is measured against set standards and could either be seen as below, exactly or as above a given standard, the quality could be poor, just as expected, excellent or exceptional. When it is exactly as it ought to be, we say it is an expected quality. Above the standard, we say it is either excellent or exceptional.

Quality of input refers to the worth of teachers, trainees, textbooks, the technology of delivery, and tasks or curriculum. Quality of the process deals with the worth of the teaching-learning process that involves lesson plans, delivery methods, classroom organization and control, student-teacher interactions, pupils' participation, assessment and evaluation, marking

etc. quality of outcome and output involves the academic achievement and attainment, value added through education, results of internal and external examinations etc

Quality of environment involves the work of all environmental factors and sanitation etc. Since education is seen and regarded as a service to the society and as such a predominant force in our society. The services it renders must be good and qualitative. Good service doesn't just happen by chance; it must be planned and managed, from the design to the delivery, from maintaining efficient operations to ensuring that the quality is both high and insistent. Quality assurance, therefore, deals with the proactive means of ensuring quality inputs, quality processes, quality outcomes, and quality academic achievements of pupils and the environment before things get out of hand (Babalola, 2004). It aims at preventing quality problems and ensuring that only conforming products reach the customers. This is in contrast to quality control which aims at remediating an existing or recouping problem within the system.

Quality according to Gatewood (1995) is the degree to which a good service meets the standard and requirements of the marketplace. It means excellence, value and reliability. In an educational sense, it means conformity with specifications, it is meeting and/or exceeding parents' and pupils/students' expectations; and it is satisfying and delighting parents and pupils/students. The focus is on nothing less than optimum quality as perceived by parents and pupils or students (Jaja in Ojo 2003).

Need for quality assurance

Quality assurance in the education system, therefore, is an umbrella concept for a lot of activities that are designed to improve the systems input, process and output of education (Okebukola, 2012). Quality assurance in the education system, therefore, involves the process of monitoring, assessing and evaluating all aspects of the educational activities and communicating the outcome to all concerned with a view to improving the products of the education system. Furthermore, he noted that quality assurance is about consistently meeting product specifications or getting things right the first time, and every time. Quality assurance in Nigeria's education system, therefore, implies the ability of the various arms (especially tertiary institutions) to meet the expectations of the users of manpower in relation to the quality of skills required by their outputs.

The Federal Ministry of Education (2009) remarked that quality standard in the education system are goals or targets to which learners, teachers, staff and school administration aspires to influence quality assurance in Nigeria's tertiary education system. Education stakeholders including students especially at the tertiary level should play their expected role and realize that it is part of their responsibility to pursue the quality assurance agenda.

Thus, quality assurance is a key component of the knowledge economy as well as successful internationalization. It is also a mechanism for building an institutional reputation in the competitive local and global arena and a necessary foundation for consumer protection (NUC, 2004). Teachers are the students, therefore, form part of the fulcrum of this -discourse. Nonetheless, they have many roles to play in the crusade for quality assurance in the education system.

Quality assurance in Education, therefore, involves in a broad sense the prevention of quality problems through planned and systematic activities. This prevention strategy concentrates all the attention on the front end of the process the inputs-and changes emphasis to making sure that the inputs are capable of meeting the requirements of the process, that is why the International Standard Organization (ISO) puts it that the concept of quality should be seen as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

Quality assurance, therefore, provides a set of rules which if followed, can provide for more effective ways of operating a viable educational enterprise; it will permit eradication of the demanding nuisance or idiot view of customers, which is pervasive in many other organizations.

Conclusions
The prime goal of adult education is to provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender. Since the enduring urge to bring to bear regularly expert and seasoned influence on teaching is not an idle design, every accountable government must view quality assurance of its education with all significance it deserves.

Recommendations
The following are recommended:
    a. Standards in adult education should be maintained by the governments
    b. Adult education policies should be established as to standards of attainment of the aims which education of the nation sets out to achieve
    c. Responsive governments should not only ensure that capable hands are recruited for adult education.
    d. Equally education resources should be made available to education institutions to implement Adult education objectives
    e. Closely monitoring should be done in by the Federal and states governments in our tertiary institutions where Adult education is been offered so that the national objectives can be achieved.
    f. Quality assurance should be concentrated in our tertiary institutions where Adult education is been untaken

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EDUCATION FOR PEACE AND SECURITY FOR SUSTAINABLE NATIONAL COHESION

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Abstract
Education is a right for all citizens of the nation. It is one of the responsibilities of the government to provide education for all because it is the only weapon to liberate its citizenry from ignorant. It is an eye-opener for the people of the nation to discover the natural resources and potential for the sustainability of peace and security for the development of the nations. It is through education, acquisition of knowledge, values, skills and other related values are acquired. Education is common leverage to revalorize and manage peace; security and sustainable coexistence due to the conducive environment created by education among the peoples of the world. This paper reviews the roles of Education in initiating peace, security, harmony and understanding among world leaders that urged them to convene for organizing peace meetings and initiates Sustainable Development Goals in the world. One of the contributions demonstrated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) was to restore/re-establish peace and security in some conflict-affected areas through education in some affected parts of the world. And also has some positive impacts on the economy, poverty alleviation and production of all necessary materials of the world are stated. The conclusion and recommendations were made through which co-existence and developments are being made that directly or indirectly affect life positively.

Keywords: Education, Peace, Security, Natural Resources, Economy, Poverty, Sustainable Coexistence, Sustainable Development Goals and Production**.**

Introduction

Education is the process of facilitating learning, the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. It frequently takes place under the guidance of educators; however, learners may also educate themselves (John, 2016). Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship. A right to education has been recognized by some governments and the United Nations of Article 13 of the United Nations (UN, 1966). In most regions, education is compulsory up to a certain age.

Education

Education is the acquisition of knowledge, skills, beliefs, attitudes and other related phenomena by the learners that bring about an inherent and permanent positive change in learners' lives such as thinking and capacity to do things. The term education refers to the deliberate and systematic activities designed to meet learning needs according to Nations Educational, Scientific and Cultural Organization (UNESCO, 2008). Education is understood to

involve organized and sustained communication designed to bring about learning.

Peace

The concept of peace is defined differently by different scholars and policymakers. There is no universal definition of peace accepted by all. However, peace has been defined by most analysts, as the absence of war, fear, conflict, anxiety, suffering and violence (Francis, 2006; Igbuzor, 2011). But as Igbuzor (2011) notes correctly, this conception of peace has been criticized by many scholars, such as Beanu (2006); Reychler (2006); Wiberg (2006) and Bajpay (2003), for being inadequate for understanding the meaning and nature of peace. To overcome these limitations in the prevailing definitions of peace, the Norwegian peace theorist, who is certainly one of the leading experts on the issue of peace, Galtung, (2006), has distinguished three types of violence that can help to understand the concept of peace. According to Galtung (2006), the three types of violence are direct, cultural and structural violence which have more implications for the meaning of peace.

Security

The definition of security, just like the one of peace, is equally contentious. Security has been defined by Otive (2001), as the condition or feeling of safety from harm or danger, the defence, protection and preservation of core values and the absence of threats to those values. However, within the context of security, there may be security contexts ranging from home, ecological, food, corporate, human, national, computer and others and if they are properly secured and applied, peace and sustainable national development may be realized to achieve national development and coexistence well beings. This makes the state or government the key actor or stakeholder in the process of seeking actively peace, security and sustainable national cohesion in the country.

Sustainable

It is an action or process that is sustainable and can continue or last for a long period (Longman, 1995). The realization of peace and security received by the learners through formal education elongates sustainability for a long time. Sustainability can also be defined as a socio-ecological process characterized by the pursuit of a common ideal Wandemberg, (2015*).* An ideal is by definition unattainable in a given time and space. However, by persistently and dynamically approaching it, the process results in a sustainable system according to Wandemberg, (2015*).* The study of ecology believes that sustainability is achieved through the balance of species and the resources within their environment. In order to maintain this equilibrium, available resources must not be depleted faster than the resources that are naturally generated.

Wikipedia, the online free encyclopedia defines Sustainable development as the organization of principles for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. It is also defined as development that meets the needs of the present without compromising the ability of future generations (Wikipedia, 2016). The desired result is a state of society where living conditions and resources are used to continue to meet human needs without undermining the integrity and stability of the natural system.

National cohesion

National cohesion refers to a sense of unity and oneness by citizens of a country to the extent that, despite their diversity, they see themselves as forming a nation. That sense of solidarity encourages them to invest economically, socially, politically and emotionally in the well-being of the nation. National cohesion does not mean the absence of disagreements but those disagreements play out and are resolved within the parameters laid down by the country's

laws and regulations and in a manner that preserves that sense of oneness. The existence of peace and security in a nation calls for the peaceful co-existence of well beings for accelerating unity and cooperation which results in rapid development on the land (Atiku, 2018).

Educating an individual refers to imparting some desirable knowledge, understanding, skills, interests, attitudes and critical thinking (UNESCO, 2008) for racial and religious tolerance as an incremental pre-requisite to societal peace. Through the skills acquisition, writing, speaking, calculating, drawing and operating some equipment are possible for fostering meaningful interactions among the people of a nation. Also, the development of independent interests and attitudes towards social work, democratic living, cooperative and collective management and others are realized. As an individual in society, critical thinking about various issues in life and the decisions taken about them is free from bias and prejudices, superstitions and blind beliefs. The pedagogical issues such as cognitive, affective and psychomotor domains are learnt and manipulated by some sensory parts such as the head, hand and heart to achieve the desired results through the processes of education.

The role of education in promoting peace and security for sustainable national cohesion

Every human being has been mandated by a nation to undergo educational training to acquire the knowledge, skills, attitudes and values for adaptability and understanding one another and necessary to shape sustainable peace and national cohesion. By embracing key sustainable elements in teaching and learning, education plays a determinant role in critical areas, such as climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. However, for addressing these, education requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable values. Education for Sustainable peace and national cohesion consequently promotes competencies like critical thinking, imagining future scenarios and collaboratively making decisions. Since education affects all facets of lives, its role is confined to three thematic areas as follows: education, economy and society; education and global citizenship; and education and peace. It is important to mention here that these roles are not exclusive rather they are overlapping.

Education has the following objectives for human coexistence:
   a. To create room for development through understanding, tolerance, and critical thinking with rightful decision making
   b. To create a conducive environment for collective community engagement for development
   c. To acquire skills, knowledge, values and other related issues to forestall any implications of any acts that can cause unrest in the society
   d. To contribute economically to a nation and promote the standard of living of the citizenry.

Education for Sustainability (ES) teaches what to do and how to do it after graduation from the formal school system. There are some key sustainability issues including climate change, energy, biodiversity, ecosystems, water, citizenship, transportation, poverty and others, if they are properly managed couple with education, can harness the nation into one of the great economic leading countries in the world. ES requires changes in how teachers teach coupled with requiring new methods of measuring and assessing student achievement. An examination of ES pedagogy suggests that the characteristics of ES are centred on good teaching in any context and are consistent with most education research and education reform initiatives underway globally. However, the effects of the un-sustainability of nations on individuals produce a degraded environment, economic inequity, instability, social problems and estrangement. Many attempts to address issues singly have led to the realization that they are inextricably linked. The achievement of a better, secure, future for the generations will be realized through formal education by considering the economy, the environment and society together in decision making. At the start of the Twenty-First Century, there are several crucial issues facing people

in all societies throughout the world.
These include:
   a. How to preserve and protect the environment, reduce pollution and sustainably manage natural resources.
   b. How to reduce the inequalities that exist between different peoples in all parts of the world and protect their human rights.
   c. How to develop peaceful and harmonious communities by promoting understanding between people who are different from one another (Urban Institute and Kaiser Commission, 2010)

As the world at large ponders how best to renew our commitments to fostering peace and sustainability, it would do well to consider how education itself can best be transformed so that it can contribute to the promotion of sustainability, peace and global citizenship for the long term progress and prosperity of global human society and to ensure that the positive moral and spiritual values that are part and parcel of human civilization and found in all institutions of faith are thoroughly integrated into the process.

Since sustainability and global citizenship are relatively new concepts and potentially complex and intellectually challenging, it is the right time to need a sustainable literate and globally aware population. This is a challenge for education at every level. Such a discussion of spiritual and moral values in education is much needed. The power of education as a tool for social progress has long been recognized. Too often, educational systems have been structured so as to reinforce sustainable values and goals.

For people associated with education, global awareness and international understanding should mean bringing together young people across the globe in programmes that would encourage them to believe in other people, despite their differences and work harmoniously with one another through the power of education acquired by them. Cultural diversity, therefore, should be understood and accepted as a strength, not as a means for the segregation of societies (Durrani, Kadiwal, Halai, Rajput & Novelli, 2015).

Education for International Understanding (EIU) promotes international goodwill through education to establish lasting world peace and security educate the minds of young people psychologically and intellectually so that they form strong attitudes against conflict and war and promote international amity and brotherhood.

Education and societal development
Education is central to all facets of human endeavours. It empowers people and strengthens nations. It is a powerful equalizer, opening doors for all to lift themselves out of poverty. It is critical to the world's attainment of the Millennium Development Goals (MDGs). Two of the eight MDGs pertain to education – namely, universal primary education completion and gender parity in primary and secondary schooling. Moreover, education – especially girls' education – has a direct and proven impact on the goals related to child and reproductive health and environmental sustainability. Education also promotes economic growth, national productivity and innovation.

Education enriches people's understanding world at large. It improves the quality of their lives and leads to broad social benefits for individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution.

The role of education in economic development and its effect on labour productivity, poverty, trade, technology, health, income distribution and family structure are empirically impacted. Education provides a foundation for development, the groundwork on which much of our economic and social well-being is built. It is the key to increasing economic efficiency and social consistency.

Increasing the value and efficiency of labour, helps to raise the poor from poverty. It

increases the overall productivity and intellectual flexibility of the labour force. It helps to ensure that a country is competitive in world markets and characterized by changing technologies and production methods. By increasing a child's integration with dissimilar social or ethnic groups early in life, education contributes significantly to nation-building and interpersonal tolerance.

Education is also central to improving quality of life. It raises the economic status of families; improves life conditions, lowers infant mortality, and improves the educational attainment of the next generation, thereby raising the next generation's chances for economic and social well-being. Improved education holds both individual and national implications.

The work of UNESCO on education in the conflict-related areas

In a turbulent landscape, UNESCO (2008) is taking greater account of and rethinking – the close links between cultural diversity, education, development, security and peace. For nearly 20 years, UNESCO's main conflict-related focus has been to nurture a culture of global peace and non-violence, advocating a long list of priorities, including peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, tolerance, acceptance, mutual respect, intercultural and interfaith dialogue and reconciliation.

More recently, it has been promoting the development of cognitive and emotional abilities required of life in a rapidly changing world, the availability of relevant factual knowledge, and the development of conflict-related understanding in daily organizational and community life.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) produced significant publications relating to the United Nations Decade of a Culture of Peace and Non-violence (2001-2010), Asia-Pacific Cultural Centre for UNESCO (ACCU, 2012). They include manuals to facilitate education in conflict-affected environments, significant research on the costs of education in conflict and the strategies which deter it (UNESCO-UIS, 2010), and guidance for teachers working in the context of armed conflict, along with more recent action to develop conflict-sensitive education. A major change in recent decades has been to extend the promotion of peace education into conflict-affected situations, with the Office of the United Nations High Commissioner for Refugees (UNHCR) and United Nations (UN) partners as major players in bringing this about.

Conclusion

It is confirmed from the aforementioned that education plays a vital role in human life. Education serves as a driver for the acquisition of knowledge, skill, values, attitudes and other related values from the implementation of education. Education creates a conducive environment for tolerance co-existence, reasoning together; engaging in brainstorming which results in collaborative meaningful final decisions. It is also the key that creates a meaningful relationship among the various peoples in the world; it makes to understand ourselves and live together harmoniously. It is education that creates an enabling conducive environment and also teaches us to create friends among people, embrace peace and shun violence and war. It is through this education that meaningful achievements can be realized and allows self and collective sustainable developments to occur throughout the world. UNESCO uses the importance of education to preach for nurture a culture of global peace and non-violence, advocating for peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, tolerance, acceptance, mutual respect, intercultural and interfaith dialogue and reconciliation.

Recommendation

The following recommendations are made:
  a. All three tiers of government should strictly adhere to the introduction of free and compulsory education for all citizenry to acquire knowledge, skills and other values that will assist the nation to attain sustainable development.

b. All the three tiers of governments should set up a task-force to monitor the children hawking or begging for alms on the streets should be picked, and charged their parents to court and be punished accordingly for not complying with governments in giving their children the basic education which the children might need to develop the nation.

c. All our governments should set aside a certain amount of money for educational programmes for the indigent children who are identified as gifted and talented in the annual fiscal budget instead of wasting a huge of money on political elected officers lavishly.

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REHABITATION OF PERSONS WITH DISABILITIES THROUGH INNOVATION AND CREATIVITY IN MATHEMATICS TEACHING FOR SUSTAINABLE DEVELOPMENT

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&

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Abstract
A common complaint among mathematics teachers is that persons with disabilities do not know, remember, see, understand or have sufficient mastery of materials they have previously taught. This makes countries exclude children with special needs from any form of educational plan. Hence, this gave birth to special schools such as schools for the deaf, blind, mentally retarded, and physically handicapped. The need for alternative instructional methods and creativity is necessary to increase the learning of those students who have not been successful due to their disabilities. Many institutions are moving towards innovative and creative methods to produce persons with disabilities who are creative, can think critically, and analytically and can solve problems. As mathematics is one of the pillars of basic science, innovation and creativity can be used for learning specific skills needed in mathematics. Hence, it is suggested that adequate infrastructure, financial support, and well remunerated special teachers with proper orientation with innovative and creative methods will serve as a boost for the successful habitation of a person with disabilities for successful inclusive education in Nigeria.

Keywords: Mathematics, Innovation, Creativity, Persons with Disabilities Inclusive Education.

Introduction

Mathematics is an important subject that occupies a central position in the secondary school curriculum since the ancient period. However, it is not of interest to many students especially those with disabilities. This is because abstract manipulation of interrelated symbols represses interrelated numbers and ideas. The teaching of Mathematics is not only concerned with the computation of numbers but is also concerned with the selection of the mathematical content and communication leading to its understanding and application. So while teaching Mathematics, an individual should use the teaching methods, strategies and pedagogic experiences that are much more fruitful in gaining adequate responses from the students. Teaching and learning mathematics involves complexities which can be overcome if certain rules are followed. The nature and quality of instructional material, the presentation of content, the pedagogic skills of the teacher, the learning environment, and the motivation of the students are all important and must be kept in view in an effort to ensure quality in teaching-learning of mathematics as well as in the rehabilitation of persons with disabilities.

Learning by doing is a very effective methodology in the teaching-learning process as the experience gained meticulously, remains permanently affixed in the minds of the children. So,

innovative teaching with the use of a project mathematics laboratory plays a vital role in the conceptualization process as recommended by the Mathematics Association of Nigeria (2005). The main goal of Mathematics education is the development of children's ability to mathematization of their prior existing ideas and this can successfully be achieved by the use of innovative activities/projects & experiments.

Creativity is a dynamic property of the human mind that can be improved and should be appreciated. Due to the difficulty of describing the structure of mathematical creativity and its characteristics, defining mathematical creativity is a challenging task. Mathematical creativity is often considered the exclusive domain of professional mathematicians (Sriraman, 2005). Also, Boden (2004) states that combining familiar ideas in unfamiliar manners can also be considered a creative work. Rather similar to these, Ervynck (1991) asserts that creating useful mathematical concepts through combining previously known concepts or discovering unknown relations between mathematical facts can be considered a creative act of doing mathematics. Also, he emphasizes that creativity in mathematics plays a key role in the full cycle of advanced mathematical thinking, which helps plausible conjectures to be made in order to develop mathematical theories and generates new mathematical knowledge.

Chamberlin and Moon (2005) consider divergent thinking as one of the prevalent descriptors of mathematical creativity. Laycock (1970) described mathematical creativity as an ability to analyze a given problem from different perspective, generate multiple ideas and choose a proper method to deal with unfamiliar mathematical situations (Idris & Nor, 2010). (Liljedahl & Sriraman, 2006) proposed that at the professional level mathematical creativity can be defined as:

1. The ability to produce original work that significantly extends the body of knowledge (which could also include significant syntheses and extensions of known ideas)
2. The ability to open up avenues of new questions for other mathematicians:
3. The process that results in unusual (novel) and/or insightful solution(s) to a given problem or analogous problems, and/or
4. The formulation of new questions and/or possibilities that allow an old problem to be regarded from a new angle.

Chamberlin and Moon (2005) define creativity in Mathematics as an unusual ability to generate novel and useful solutions to simulated or real applied problems using mathematical modelling. Research has shown that what students learn is largely influenced by the tasks given to them (Doyle, 1998; Stein & Smith, 2009; Vale, 2009), in particular, those with multiple solutions usually require creative thinking. Research conducted by Chamberlin and Moon (2005) also has shown that problem posing and problem-solving in mathematics are closely related to creativity and can be characterized by three dimensions: fluency, flexibility and originality. Thus, learning environments, where tasks give students opportunities to use several strategies to solve and formulate their problems, may involve them in rich Mathematical explorations, increase their motivation and encourage them to investigate, make decisions, generalize, look for patterns and connections, communicate, discuss ideas and identify alternative paths.

Brinkmann (2004) believes that if we want to bring mathematical beauty to students with disabilities experiences, we require utilizing mathematical problems which not only are simple but also have a certain complexity so that one experiences the aesthetic feeling of discovering mathematics. Mathematical creativity is not only related to the novel work of mathematicians but also to discovering something not already known by one even if the result is hitherto known to others.

One of the most prominent challenges the world is grappling with today is the ever-increasing number of persons who are excluded from meaningful participation in the economic, cultural, socio-political and above all, educational life of their immediate communities. In a study conducted by Anderson, (2006) on the views of Nigerian regular and special teachers on inclusive education for persons with mental retardation. Results revealed that the teachers

believed that innovative and creative methods would be the best for children with disabilities.

A physical disability is a physical condition that affects a person's mobility physical capacity, stamina, or dexterity (Disabled World, 2011). It could be any one of a number of physical conditions that significantly inhibit a person's ability to undertake routine daily activities (Australian National University, 2018). It is any type of physical condition that significantly impacts one or more major life activities (Achieve Australian, 2018). The types of physical disabilities, their causes, and the manner in which they impact a person's life are wide-ranging and virtually limitless. These conditions include but are not limited to brain or spinal cord injuries, multiple sclerosis, cerebral palsy, respiratory disorders, epilepsy and hearing or visual impairments (Australian Nationals University, 2018). One physical condition might be considered disabling to one person but not the next. The key aspect in defining physical disability is not whether a person has a specific condition but how that physical condition impacts his or her daily life.

The causes of a physical disability are as varied as the conditions themselves.
They usually fall into one of two categories:
i. Hereditary/Congenital: This is where a person has been born with a physical injury at birth or has issues with their muscles.
ii. Acquired: An acquired physical disability could be due to a road traffic accident, workplace incident, infection or disease, or as a side effect of a medical condition such as a stroke or cancer.

Some of the innovative practices among students with disabilities are;
i. Self-composed poems for important concepts.
ii. Mathematical stories to create interest in the Subject.
iii. Use of innovative teaching aids in the classroom.
iv. Self-framed worksheets to teach difficult concepts to slow learners.
v. Some interesting games and puzzles are designed to motivate the students to love Mathematics.
vi. Some innovative techniques are used in the classroom teaching-learning process to remove Mathematics phobia.

Importance of Mathematics Teaching
a. To develop mathematical skills like speed, accuracy, neatness, brevity, estimation and so on among the students.
b. To develop logical thinking, reasoning power, analytical thinking and critical thinking.
c. To develop the power of decision-making.
d. To develop the technique of problem-solving.
e. To recognize the adequacy or inadequacy of given data in relation to any problem on an individual basis.
f. To develop their scientific attitude i.e. to estimate, find and verify results of findings.
g. To develop their ability to analyze, draw inferences and generalize from the collected data and evidence.
h. To develop their heuristic attitude and to discover solutions and proofs with their independent efforts.

Innovative Methods in Mathematics Teaching for Students with Disabilities
There are two innovative methods: Handheld computers and Handheld game
1. Handheld computer
Handheld computers include those devices originally referred to as personal digital assistants (PDAs) and others that have evolved from that concept. These devices range in size from those that fit into one hand and use a stylus for input to those with keyboards that are

approximately 1⁄2 to 1⁄3 the size of a typical laptop. The term *palmtop* is occasionally used—referring to the natural progression from desktop to laptop to palmtop—however, *palmtop* can be confused with the brand name Palm, so now the more popular term for these devices is *handheld computer* or *handheld device*. Examples are; electronic calculators and graphing calculators.

a)   **Electronic calculators** evolved from a machine that could only perform simple four-function operations (addition, subtraction, multiplication and division) into ones that can now also execute highly technical algebraic symbolic manipulations instantly and accurately. The calculators allow students to access to mathematical concepts and experiences from which they were previously limited with only paper and pencil. The calculators are valuable educational tools that allow students to reach a higher level of mathematical power and understanding. Rote computations and tedious algebraic manipulations historically turned many students away from mathematics.

The subject of mathematics has been thought of as memorizing formulas and substituting numbers in the equation, drilling and performing long monotonous computations. The students who could perform these computations and manipulations quickly inclined; those who were turned off by the mechanical operations were thought to be poor math students. Calculators serve as an equalizer in mathematics education which helps students develop number sense, gain mathematical insight and reasoning skills and cultivate mathematical understanding. Calculator promotes group work and communication among peers and classmates and subsequently the exchange of ideas and conjectures. Research has shown that calculators can aid in "stimulating problem-solving in widening children's number sense and strengthening understanding of arithmetic operations (Campell and Stewart, 1993). Research also shows that the use of calculators promote achievement, improves problem-solving skill and increases understanding of mathematical ideas (Suydam, 1987).

The new National Council of Teachers of Mathematics (NCTM) curriculum and evaluation standard recommends that all students use calculators to:

  a.   explore and experiment with mathematical ideas such as patterns, numerical and algebraic properties and functions;
  b.   develop and reinforce skills such as estimation, computation, graphing and analyzing data;
  c.   focus on developing problem-solving processes rather than the computation associated with the problems;
  d.   Perform tedious computations that often develop when working with real data in a problem;
  e.   gain access to mathematical ideas and experiences that paper- and- pencil computations.

b)   **Graphing calculator: A** graphing calculator is a learning tool designed to help students visualize and better understand concepts of mathematics and science. Graphing calculators have been used in the mathematics classroom for speed, to leap hurdles, to make connections among representations, and to permit realism through the use of authentic data. Graphing calculator technology is recommended by national standards in mathematics (National Council of Teachers of Mathematics, 2000). Even more significantly, research has shown that such technology has a positive effect on student performance (Ruthven, 1990; Smith & Shotsberger, 1997; Tolias, 1993).

Purpose of graphing calculators

  i.   **Speed:** After students have mastered a skill, teachers allow the use of graphing calculators to compute, graph, or create a table of values quickly.
  ii.   **Leaping Hurdles:** Without technology, it was nearly impossible for students who had few skills and little understanding of fractions and integers to study algebra in a

meaningful way. With technology, all students now have the opportunity to study the basic concept of mathematics. They can use their calculators to perform the skills that they are unable to do themselves.

iii. **Connections:** A sophisticated use of graphing calculators is to help students make connections among different representations of mathematical models. Users can quickly manoeuvre among tabular, graphical, and algebraic forms.

iv. **Realism:** No longer are teachers restricted to using contrived data that lead to integral or other simplistic solutions. Graphing calculators permit the creation of several types of best-fitting regression models. This capability allows data analysis to become integrated within the traditional curriculum; the tedium and difficulty of calculating a best-fit model are no longer factors in introducing data analysis into the curriculum.

A recent development is the inclusion of a tutorial on the calculator to help develop skills. The Casio FX2.0 series of graphing calculators feature a student tutorial for four different types of algebraic problems: linear equations, linear inequalities, simultaneous equations, and quadratic equations. This tutorial can also be installed on the FX1.0 series. Consequently, a fifth purpose for graphing calculators facilitate the development of important skill

2.Hand-held game: Game-based learning is a teaching method that allows learners with disabilities to explore different parts of games as a form of learning. Games can be designed by teachers and other education specialists in a way that balances academic subjects such as history with the strategies, rules and social aspects of playing a game. However, games are typically designed at different ability levels to help the players to retain the information that they learn and apply it to other problem-solving situations. Many of these games are relevant to real-life situations and will help children with disabilities to make informed decisions. Game-based learning can also be done as a collaboration between learners and educators. This type of game creation enhances the playing experience and can lead to a depth and scope of the game that is not available through other types of learning experiences. Handheld devices have great potential to improve teaching and learning. The essential value of a handheld learning environment is that every student with disabilities has immediate access to a learning tool in a small and e package (Norris & Soloway, 2003). The high mobility of handheld devices enables students to be long–learners with no limit on time and place (Crawford, Vahey, Lewis, & Toyama, 2002; Norris & Soloway,2003). Educational programs have been developed to attain maximum benefits from handheld devices in learning activities such as game-based instructional programs. Games have been incorporated into the classroom for learning and understanding complex subjects. A game is a set of rule-guided, goal-directed activities that have no real-world consequences (Crookall, Oxford, & Saunders, 1987; Dempsey, Haynes, Lucassen, & Casey, 2002). Essential features in a game environment are authentic fantasy contexts, rules/goals, and challenges (Gredler, 1996; Thornton & Cleveland, 1990). Game

research proved that the game features enhance dynamic cognitive processes for meaningful learning. The literature review of games and handheld devices has shown that there would be promising benefits to students with disabilities learning in handheld gaming environments. The results of handheld game studies proved that games on handheld devices are easy to use and allow learners to focus on activities because of the small size of the handheld (Zurita, Nussbaum, & Sánchez, 1999).

Advantages of using a calculator

i. Technological knowledge: Technology is huge and learning how to use such technology is huge – which is why it's good for students with disabilities to have an understanding of how to use a calculator. As far as electronics is concerned, it's a fairly simple instrument to use and students will need to use such devices elsewhere throughout their lives.

ii. Enjoyment: Mathematics is tedious and might not be everyone's favorite subject. Calculators help make it more enjoyable and students with disabilities and teachers alike seem to agree that they have some sort of use in the classroom environment. Even when solving mathematical questions are getting boring, the use of a calculator will arouse the interest of the learners.

iii. Accuracy: Calculators are fast and accurate, which makes them a great complementary feature for students with disabilities. For instance, you might have students with disabilities complete a set of problems and then check to see if they've gotten them right on their calculator. Calculators are great for this purpose; if both answers don't line up students can go back and re-check their work to see where they may have gone wrong. Calculators are immensely valuable for validating work.

Advantages of using games for students with disabilities

I. Motivation and Engagement: Games feel more like a form of entertainment than a method of learning. Because games include rules, definitive objectives, measurable goals and competition, they deliver an interactive experience that promotes a sense of achievement for all of the participants.

Learners are often motivated by hands-on and active learning opportunities. The students are able to work on accomplishing a goal by choosing specific actions. They experience the consequences of their actions, which is one of the ways that a game-based learning experience is similar to real life.

The engagement between learners keeps them coming back to learn even more. The ongoing practices of decision-making, planning and learning in a game environment are easy to translate to everyday situations that children will face as they become older.

II. Immediate Feedback: Learners benefit from the immediate feedback that takes place during game playing. Instead of having to wait days or even weeks for an assignment or test grade, students get instantaneous results about whether or not they made a good decision. They also get to find out the long-term effects of their decision-making. One decision at the beginning of a game could have lasting effects throughout the play. The rapid feedback helps kids realize when they made a good decision or a bad one. Educators are able to get rapid feedback by watching how the children engage and react. While playing a game, children also have the freedom to make mistakes without any major consequences of physical or mental harm. They can experiment in a safe environment while playing games. Any mistakes that are made can be discussed in a group setting afterwards. This allows students to reflect on what they did and perhaps change their strategy for the next time.

III. Cognitive Growth

Each time children play the same game, they perform cognitive actions such as recalling the rules, keeping track of hazards and remembering how the sequence of play works. Kids utilize their strategic thinking skills, including using logic to make sound decisions and to plan ahead by making

predictions about what might happen next. Children also develop strong problem-solving skills. They will need to think quickly on the spot without being able to hesitate, which is a skill that will serve them throughout their lives. Learners also learn how to think creatively and plan out their moves a few steps ahead. The game-based learning environment results in higher retention rates compared to book learning.

IV. Digital Literacy

Digital literacy is also present in gaming and is an important skill for a lifetime of technology use. The Global Digital Citizen Foundation found that students need to acquire basic skills such as problem-solving, developing creativity, analytic thinking and collaboration with others. Other important skills kids must have in the digital age include strong communication skills, ethics and accountability.

V. Skills Development

Games allow kids to practice and develop physical skills such as hand-eye coordination. They can also work on spatial skills and fine motor skills. Interactive games help kids to do this in an integrated learning environment.

Conclusion

Since Mathematics is the bedrock of another subject, there is a need to encourage students with disabilities in studying the subject. This paper focuses on creative and innovative ways of teaching and learning mathematics for sustainable development. It could be concluded that mathematical concepts, computation and manipulative skills will be enhanced through the creative and innovative ways of teaching and learning Mathematics.

Recommendations

Based on this study, the following recommendations are made;

1. Calculators and computers are powerful aids for carrying out mathematics procedures and for those with disabilities in particular. They are far more capable, faster, and more accurate than people. In this regard, learners should be taught how to make use of calculators and computers to solve questions

2. Government should provide more mathematical games for schools and special schools in particular.

3. Students with disabilities should be encouraged to use a calculator in the classroom in order to arouse their interest in mathematics.

4. The government should organize training and workshop for teachers on how to involve creativity and innovation in their teaching of learners with disabilities.

5. Teachers should upgrade themselves to the use of computers for solving mathematical problems for students with disabilities.

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INFLUENCE OF VALUE RE-ORIENTATION ON GIRL-CHILD EDUCATION AND TRAFFICKING IN IBADAN METROPOLIS

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Abstract
This study examined the impact of value re-orientation on girl child education and trafficking in Ibadan Metropolis. Two research questions were raised and two research hypotheses were tested, the study adopted descriptive survey research design. Simple random sampling technique was used to select one hundred and thirty-four (134) respondents both male and female used for the study, they were chosen from the six schools randomly selected from three Local Governments (Ibadan North, Lagelu and Akinyele) used for the study. The instrument used for the collection of data was a questionnaire developed by the researcher titled 'impact of value re-orientation on girl child-education and trafficking tagged IVROGCEHT. The reliability coefficient of the instrument was 0.74 using Cronbach Alpha, The data collected were subjected to analysis using frequency distribution (percentages) and chi-square statistical tool. The results of the study revealed that social, economic and political developments affect girl child education as well as trafficking in Ibadan Metropolis. However, there is no significant influence of value re-orientation on girl child education but there is a significant effect of value re-orientation on human trafficking in Ibadan Metropolis. Based on the finding of the study, some recommendations were made: that value education should be introduced in the school system at all levels, parents should be implored to instil moral values in their children from a tender age, and girl children should be given full rights to education and should be adequately protected against trafficking.

Keywords*: Value, Re-Orientation, Girl Child, Education, Trafficking*

Introduction
In human societies either primitive or civilized or in-between, values exist in some perceptible manner. In primitive societies, values are unwritten but exist in the social consciousness which acts as determinants of family and individual pursuits. In such societies, values are handed down from one generation to another by word or action. In civilized societies, values are committed to writing.

Values mean what represents the quality of worth which people place on what they have in mind. Values are beliefs or ideas which people consider dear or acceptable. Okolo (2011) posited that values are the building blocks of the society while Bolarin (2005) refer to them as worth, merit or esteem given to a person or an object or an idea. Values influence people's behaviour and serve as a yardstick for evaluating the actions of other people in the society. Nduka (2006) opined that the educational system is geared towards the learning or transmitting of knowledge, skills, attitude and values that will prepare them adequately to function and

contribute their quota to the development of the society.

In the domain of education, values are paramount, for they are tightly bound to the general idea of education and the operation of schools. Education must be something worthwhile and being worthwhile has value implications. Cultural values are those collective conceptions of things that are considered good, desirable and proper in people's culture (Okolo, 2011). Education is often thought of as a process that helps individuals gain knowledge (vocabulary, rules of syntax, geographic locations, events of historic significance) and skills (parsing sentences, doing research, organizing results, writing, typing). While this is true, education also necessarily promotes values. Values are involved in curriculum choices, the materials chosen within that curriculum, how the material is presented, and the range of "correct" answers. For example, primarily focusing history studies on the history of one's own country promotes the value of chauvinism.

Human beings develop values; values are taught and learned; values and education are intricately related. Since every society desires order and thus evolves a system of principles that could bring about the realization of such values, such societies, therefore, must develop a scheme to educate its citizens regarding its core values: that there are certain deeds which should never be done, certain freedoms which should never be invaded, and some supremely sacred things. This is the basis of education in the transmission of societal values.

Education is the process through which individuals are made functional members of the society (Ocho, 2005). It is a process through which the young acquires knowledge and realizes her potentialities and uses them for self-actualization (Offorma, 2009). Hence, education can be described as the most important aspect of human development and a key to successful living especially girl-child education. Girl-child education has been a subject of concern in Nigeria. This is because this aspect of education has been bedevilled with problems, especially in the Northern parts of the country. Usman (2007) has expressed concern about girl-child education and various forms of discrimination and sharp practices against the girl child. Denying the girl-child access to education implies making her a dysfunctional member of the society. Statistics according to UNICEF (2007) show that many girls are not enrolled in school, the global figure for out-of-school children is estimated at 121 million, and 65 million are girls, with over 80 percent of these girls living in Sub-Saharan Africa including Nigeria (UNICEF, 2007).

Trafficking in humans is a global problem that is generally traceable to economic and social woes such as poverty, illiteracy, unemployment, corruption, greed and abrogation of parental responsibility. Economic forces have plagued Nigeria despite its rich human and natural resources. To escape poverty, many Nigerians continue to migrate to other parts of the world in search of greener pastures. Consequently, many Nigerian women and girls have found themselves in the hands of human traffickers whose agents, unfortunately, include women, often called "madams", frequently known by the victims' families. The victims are forced to take an oath or made to enter into a covenant relationship with their recruiting agents. Escaping becomes a lesser option as they are held under the spell of fear of being harmed by the juju (voodoo) or fear of losing their lives or the lives of their family members.

Girl – Child trafficking is thriving in Nigeria because it involves the exploitation of the parents' extreme poverty, ignorance and an unhealthy quest for material things. The main motive of a woman accepting an offer from a trafficker is better financial opportunities for herself or her family (FGN, 2004). It is seen as an escape route from poverty by the victims. There is little or no knowledge of the fact that child trafficking is a violation of human rights – particularly the right of the child to be protected from any form of economic exploitation, to preserve family relations and to grow up in a nurturing family environment (UNICEF, 2007). Girl-child trafficking in particular is a common phenomenon in Nigeria. Nigerian girls are being trafficked to Italy, Mali, Libya, Morocco and other countries in droves, for prostitution. The major factor responsible for this crime in Nigeria is poverty coupled with weak enforcement of the Child Right Act, ignorance, greed, illiteracy, the collapse of family values and an increase in violence against women.

Attempting to look into how the dignity and rights of the girl child can be established through proper education and re-orientation of both parents and children is of importance.

Girl-child deserves the right to education just like their male counterpart; there is no limitation to what a girl child can achieve like the male gender. She must be encouraged not to be restricted by both environmental and individualistic factors. They can contribute greatly to the development of her society; value must be placed on girl child education because whoever educates a girl-child has educated a nation (Omole, 2016). According to Eucharia (2015), there is a need to protect the interests of the girl-child and promote their rights through public awareness and proper education. Nigerians should be given orientation to put a value on their girl-child education in other to stop or curb girl-child trafficking and make them self-actualized and fulfil their role in the society. Women like Margaret Thatcher, Ellen Johnson-Sirleaf, Bolanle Awe, Enioola Fadayomi, Ngozi Okonjo-Iwela, Obiageli Ezekwesil, Ibukun Awosika just to mention but a few, have contributed in no small measure to their community development. Therefore there is a need for this study on the influence of value re-orientation on girl child education and trafficking in Ibadan Metropolis.

Purpose of the study

The purpose of this study is to find out to what extent social, economic and political developments affect girl-child education and human trafficking in Ibadan Metropolis. It will also find out the influence of value re-orientation on girl-child education and girl-child trafficking

Research questions
   i.   To what extent have social, economic and political developments affected girl child education in Ibadan Metropolis?
   ii. To what extent has social, economic and political development affected human trafficking in Ibadan Metropolis?

Hypotheses
   i.   There is no significant influence of value re-orientation on girl child education.
   ii. There is no significant influence of value re-orientation on girl child trafficking.

Research Methodology
Research design

In this study, the descriptive survey research design was adopted. This is meant to seek, find and report all prominent facts about the impact of value re-orientation on girl child education and trafficking in Ibadan Metropolis.

Population of the study

The population of this study comprised all junior and senior secondary school teachers selected in three Local Government Areas in Ibadan metropolis. The three local governments selected are; Ibadan North, Lagelu and Akinyele Local Government Areas of Oyo State.

Sample and sampling technique

This study adopted a multi-stage random sampling technique; first of all, simple random sampling technique was used to select three local governments in Ibadan metropolis. These are Ibadan North, Lagelu and Akinyele Local Government Areas of Oyo State. Secondly, simple random sampling technique was used to select two secondary schools (one public and one private) in each local government (a total of 6 schools) and thirdly simple random sampling technique was also used to select 134 respondents (male and female teachers) from the 6 schools that participated in the study.

Instrumentation

The instrument used was a questionnaire titled 'Influence of Value Re-Orientation on Girl-Child Education and Trafficking' (IVROGCET), constructed by the researcher and was used to collect information from the respondents. It consists of two sections A & B, Section A was on the personal data (demographic information) of the respondents while Section B consists of 20 items of Likert type on the influence of value re-orientation on girl-child education and trafficking. Items 1-5 focused on the effect of social, economic and political developments on girl-child education, items 6-10 focused on the effect of social, economic and political developments on girl-child trafficking, and items 11-15 focused on the influence of value-reorientation on girl-child education while items 16-20 focused on the influence of value-reorientation on girl-child trafficking. The questionnaire was designed in simple and clear language to collect relevant information about the topic of the study.

Validity of the instrument

The questionnaire was subjected to content and face validity. The experts in the department of Curriculum and Instruction, School of Education, Emmanuel Alayande College of Education, Oyo scrutinized the instrument and the necessary corrections were made by the researcher.

Reliability of the instrument

The Cronbach Alpha was used to establish the reliability of the instrument and the reliability coefficient was 0.74.

Administration of the instrument

The data was collected through the use of a questionnaire. The questionnaires were taken to the different schools of the sample selected and distributed to the respondents after taken permission from their school principal and vice principals. One hundred and fifty (150) copies of the questionnaires were distributed to the respondents but only one hundred and thirty-four (134) were properly filled by the teachers (respondents) in the six schools. Twenty-five questionnaires were taken to each of the six schools with the help of two research assistants.

Method of data analysis

The data collected from the respondents through questionnaires were statistically analyzed using percentages and chi-square distribution.

Results

Research Question 1: To what extent have social, economic and political developments affected girl-child education in Ibadan Metropolis?

Table 1: The influence of social, economic and political developments on girl child education in Ibadan Metropolis

ITEMS	SA	A	D	SD	TOTAL
The poverty level in Nigeria has made girl child education difficult	40 (29.9)	47 (35.1)	20 (14.9)	27 (20.1)	134 (100.0)
The high cost of living has made girl child education difficult	35 (26.1)	35 (26.1)	44 (32.8)	20 (14.9)	134 (100.0)
The nonchalant attitude of the politicians to social development affects girl child education	33 (24.6)	59 (44.0)	30 (22.4)	12 (9.0)	134 (100.0)
The right of girl child should be protected in the society	87 (64.9)	45 (33.6)	1 (0.7)	1 (0.7)	134 (100.0)

Parents' economic status determined girl child's education	44 (32.8)	63 (47.0)	14 (10.4)	13 (9.7)	134 (100.0)

As shown above, a total of 65.0% of the respondents indicated that the poverty level in Nigeria has made girl child education difficult while 35.0% of the population sampled had contrary opinions. 52.2% of the respondents indicated that the high cost of living has made girl child education difficult while 47.8% had contrary opinions. Also, 68.6% of the respondents indicated that the nonchalant attitude of the politicians to social development affects girl child education while 31.4% of the respondents had contrary opinions. The result shows that 98.6% of the respondents indicated that the rights of girl children should be protected in the society while only 1.4% of the population sampled had contrary opinions. Moreover, 79.8% of the respondents indicated that parents' economic status determined a girl child's education while. This implies that social, economic and political developments affect girl child education in Ibadan Metropolis.

Research Question 2: To what extent have social, economic and political developments affected girl child trafficking in Ibadan Metropolis?

Table 3: The effect of social, economic and political developments on girl child trafficking in Ibadan Metropolis.

ITEMS	SA	A	D	SD	TOTAL
The poverty level in Nigeria promotes girl trafficking	55 (41.0)	60 (44.8)	11 (8.2)	8 (6.0)	134 (100.0)
The high cost of living in the society is responsible for girl trafficking	43 (32.1)	54 (40.3)	27 (20.1)	9 (6.7)	134 (100.0)
A high level of corruption encouraged girl trafficking	41 (30.6)	62 (46.3)	20 (14.9)	11 (8.2)	134 (100.0)
The high rate of unemployment in the society enhances girl trafficking	66 (49.3)	46 (34.3)	17 (12.7)	5 (3.7)	134 (100.0)
Girl trafficking is a result of insecurity in the society	47 (35.1)	63 (47.0)	19 (14.2)	5 (3.7)	134 (100.0)

As shown above, a total of 85.8% of the respondents indicated that the poverty level in Nigeria promotes girl trafficking while 14.2% of the population sampled had a contrary opinion. A total of 76.9% of the respondents indicated that the high cost of living is responsible for girl child trafficking while 23.1% had a contrary opinion. Also, 83.6% of the respondents indicated that the high rate o unemployment in the society enhances girl trafficking while 16.4% of the respondents had a contrary opinion. The result shows that 82.1% of the respondents indicated that girl trafficking is a result of insecurity in the society while only 17.9% of the population sampled had contrary opinions. This implies that social, economic and political developments affect girl child trafficking in Ibadan Metropolis.

Hypothesis 1: There is no significant influence of value re-orientation on girl-child education.

Table 3: Influence of value re-orientation on girl child education

ITEMS	SA	A	D	SD	X^2cal	df	X^2tab	P
In our society, integrity is becoming scarce.	7 (5.2)	13 (9.7)	58 (42.3)	56 (41.8)	7.88	12	12.56	0.000
Lack of hard work contributes to girl	48	56	25	5				

child abuse in the society	(35.8)	(41.8)	(18.7)	(3.7)				
Girl child education is discouraged because people no longer obey rules and regulations in the society.	24 (17.9)	37 (27.6)	50 (37.3)	23 (17.2)				
Indecent dressing contributes to early girl child marriage.	83 (61.9)	36 (26.9)	10 (7.5)	5 (3.7)				
Doing the right thing, and obey rules and regulations in the society will encourage girl child education.	66 (49.3)	46 (34.3)	17 (12.7)	5 (3.7)				

As shown on table 3 above, X^2cal = 7.88 < X^2tab = 12.56, p = 0.000 at 0.05 level of significance. Therefore, we accept the null hypothesis that there is no significant influence of value re-orientation on girl-child education and reject the alternative hypothesis that there is a significant influence of value re-orientation on girl-child education. Therefore, there is a significant influence of value re-orientation on girl child education in Ibadan Metropolis.

Also, a total of 14.9% of the respondents sampled indicated that in our society, integrity is becoming scarce while a total of 84.1% had a contrary opinions. A total of 77.6% of the respondents indicated that lack of hard work contributes to girl child abuse in the society while a total of 21.7% had contrary opinions. Only 0.7% of the population sampled did not respond at all. A total of 46.2% of the respondents indicated that girl child education is discouraged because people no longer obey rules and regulations in the society while a total of 53.8% had contrary opinions. Only 0.7% of the population sampled did not respond at all. A total of 88.8% of the respondents sampled were of the opinion that indecent dressing contributes to early girl child marriage while a total of 11.2% had a contrary opinions. Moreover, a total of 83.6% of the respondents indicated that doing the right thing, and obeying rules and order encourage girl-child education while a total of 16.4% had a contrary opinions.

Hypothesis 2: There is a significant influence of value re-orientation on girl-child trafficking?

Table 4: Influence of value re-orientation on girl-child trafficking

ITEMS	SA	A	D	SD	X^2cal	Df	X^2tab	P
Lack of honesty leads to girl-child trafficking.	43 (32.1)	65 (48.5)	19 (14.2)	7 (5.2)	112.56	12	12.56	0.000
Girl-child trafficking is rampart there is no respect for rules and orders in the society	47 (35.1)	63 (47.0)	19 (14.2)	5 (3.7)				
Girl trafficking is a result of insecurity in the society	65 (48.5)	45 (33.6)	19 (14.2)	5 (3.0)				
Moral values that discouraged girl-child trafficking should be encouraged in the society	73 (54.5)	45 (33.6)	3 (2.2)	13 (9.7)				
The rights of every girl child should be protected	102 (76.1)	32 (23.9)	-	-				

As shown on table 3 above, X^2cal = 112.56 > X^2tab = 12.56, p = 0.000 at 0.05 level of significance. Therefore, we reject the null hypothesis that there is no significant influence of value re-orientation on human trafficking and accept the alternative hypothesis that there is a significant influence of value re-orientation on girl-child trafficking. Therefore, there is a significant influence of value re-orientation on girl-child trafficking.

Also, a total of 80.6% of the respondents sampled indicated that lack of honesty leads to girl-

child trafficking while a total of 19.4% had a contrary opinion. In addition, 82.1% of the population sampled indicated that girl-child trafficking is rampant and there is no respect for rules and orders in the society while 17.9% had a contrary opinion. Also, 82.1% of the population sampled indicated that girl-child trafficking is a result of insecurity in the society while 17.9% had a contrary opinion. A total of 88.1% of the respondents indicated that Moral values that discouraged girl-child trafficking should be encouraged in the society while a total of 11.9% had a contrary opinion. Moreover, all the respondents agreed that the rights of every Girl-child in the society should be protected.

Discussion of the results

The results of research question one revealed that social, economic and political developments affect girl child education in Ibadan metropolis. Hence, there is a significant influence of social, economic and political developments on girl child education Ibadan metropolis. The main motive of a woman accepting an offer from a trafficker instead of keeping their girl child with them and giving them better education is to have better financial opportunities for herself and her family (FGN, 2004). It is seen as an escape route from poverty by the victims. This shows the lack of knowledge of the value of education in our society which contradicts the opinion of Nduka (2006) which says the educational system is geared towards the learning or transmitting of knowledge, skills, attitude and values that will prepare them adequately to function and contribute their quota to the development of the society.

The outcome of research question two indicated that social, economic and political developments affect human trafficking in our society. Hence, there is a significant impact of social, economic and political developments on girl child trafficking in our society. This corroborates the statement that there is little or no knowledge of the fact that child trafficking is a violation of human rights – particularly the right of the child to be protected from any form of economic exploitation, to preserve family relations and to grow up in nurturing family environment (UNICEF, 2007).

Research hypothesis one reported that there is no significant impact of value re-orientation on girl child education. Hence, there is no significant effect of value re-orientation on girl child education in our society. This disagreement with the result of findings of Usman (2013) which revealed that parents favoured boys' education more and regard girls' education as a waste since they will end up in the kitchen which requires value re-orientation on girl child education in Ibadan Metropolis.

The result of research hypothesis two revealed that there is a significant influence of value re-orientation on girl-child trafficking. Hence, there is a significant influence of value re-orientation on trafficking. This supports the findings of Eucharia (2015) in the attempts to look into how the dignity and rights of the girl-child can be established through proper education and re-orientation of parents and children and established that there is a need to protect the interests of the girl-child and promote their rights through public awareness and proper education. In other words, value re-orientation is needed more than ever before in our society to put an end to girl child trafficking.

Conclusion

There is a need for the society to re-orientate Men and Women on the importance of girl-child education and the prevention of trafficking. Some women have occupied important and key administrative and leadership positions in Nigeria and have performed creditably well thereby leaving no doubt about the ability and capability of women to perform well like their men counterparts when saddled with the position of responsibilities. Government, parents and NGOs have so much to contribute to girls' functional education for national development through value re-orientation and this could stop the trafficking of girl-child in the society.

Recommendations
Based on the findings of the study, the following recommendations were made:
   a. Parents, guardians and the society, in general, have a big responsibility toward the education of girl children and prevention of girl child trafficking in order to make them conform to the value and culture of the society
   b. Value education should be introduced in our school system at all levels
   c. Parents should be implored to instil moral values in their children from a tender age
   d. The girl child should be given full right to education and should be adequately protected against trafficking
   e. Government should enact a law against early child marriage and girl-child.
   f. The government at all levels should organize seminars for parents on value orientation that will have a positive influence on girl child education and prevention of girl trafficking.

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NEED FOR INTENSIFYING VOCATIONAL EDUCATION IN ENHANCING SELF-RELIANCE AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract
Following the trend of reported rising unemployment status of Nigerians, the paper examines Vocational Education as a veritable tool for enhancing self-reliance and sustainable development in Nigeria. It specifically considers the concept of Vocational education, vocational skills, sustainable development, objectives of vocational and technical education, classes of vocational education, the need for vocational education and challenges facing vocational education in achieving sustainable development in Nigeria. The paper concludes with some possible approaches that may nip the unhealthy trend in the bud by emphasizing the development and instituting vocational education. Based on the discovery, the paper recommends that government and other stakeholders should intensify efforts towards improving vocational education and job training in their laudable programme for economic growth and development which is aimed at poverty reduction and job creation in Nigeria.

Keywords: Concept of Vocational Education, Self Reliance, Vocational Skills and Sustainable Development.

Introduction

It is observed that vocational education may be the only way out of the unemployment situation in Nigeria since the government has been trying to change the orientation of Nigerians from seeking white-collar jobs to vocational training that will enhance self-reliance and contribute to the economic growth of Nigeria. Therefore vocational education refers to skill basic programmes which are designed for skill acquisition at a lower level of education. Vocational education programmes focus on specific vocations for entry into a defined workplace. Momoh (2012) defines Vocational education as any form of education whose primary purpose is to prepare individuals for employment in a recognized occupation.

The unemployment problem has generated several socio-economic problems in the country. For instance, the herdsmen crisis, the issue of Islamist militancy (Boko Haram) in the Northern part of Nigeria, Niger Delta militancy, political thuggery among youth, increased rate of armed robbery and kidnapping may all be traced to unemployment in the country. The situation of unemployment in Nigeria is indeed at an alarming rate (Ogunsola, 2009). This is because thousands of unemployed youths are roaming the streets seeking government jobs, while the universities and other higher institutions keep producing graduates yearly, not considering the availability of jobs or vacancies to absorb new job seekers (unemployable graduates) According to Orim, Olayi and Ewa (2009), school training is at variance with what labour market requires. This is because there is a mismatch between school training and the realities of productive life in the job-seeking world. The graduates concerned may not have been adequately trained by their institutions to become employable or self-reliant in terms of starting their own small or medium-scale businesses.

Although, several attempts have been made by the government to find solutions to the problem of Nigerians' unemployment the introduction of programmes like the Poverty Alleviation Programme, National Poverty Eradication, Programme, National Directorate of Employment, UNESCO, N-Power to mention but a few without any significant success. In view of this, there is a need to intensify more effort on vocational education. Hinged on the above, the paper seeks to examine the need to intensify vocational education in enhancing self-reliance and sustainable development in Nigeria.

Concept of vocational education

Vocational education is defined as any form of education whose primary purpose is to prepare an individual for employment in recognized occupations (Momoh, 2012). Vocational Education is a process involving addition to general education, the study of technologies, acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. Immaculate (2005) opines that vocation and education are leaving experiences meant to be impacted by an individual systematically in order to get him/her adequately equipped for good employment in a recognized occupation. Ojimba (2012) posited that vocational education encompasses fields of study such as Agricultural Education, Fine and Applied Arts Education, Business Education and Home Economics.
Based on the above definitions, vocational education is defined in this work as educational training, which has been designed systematically to enable an individual to acquire the basic knowledge, skills, abilities, and understanding needed for one's efficient performance in his/her chosen occupational career for self-reliance. Education is recognized as the bedrock of any meaningful development while vocational education in particular is the cornerstone for any sustainable technological development programme.

Vocational Skills

Vocational skills aim to inculcate in young people the need to see vocational opportunities, and ideas and act on them promptly in order to take advantage of others. However, this should not stop at imparting knowledge alone but, the ability to teach skills acquisition in various

disciplines of study that a potential businessman might require, such as Business Education skills, Managerial skills, Technical skills, Agricultural skills, Fine Art skills and Entrepreneurial skills. Business Education embraces skill building programme, creative thinking, productive development, marketing negotiation, leadership training and health generation (Kurato, 2003).

According to Shaibu and Mbaegbu (2012), Vocational skill occurs when an individual develops a new venture or new approach to an old idea or a unique way of producing products or rendering services by uniquely using materials or resources to develop new ideas, skills and technique of starting a new business that will make one self-reliant. Shaibu and Mbaegbu (2012) opined that business involves risk in financial, material and human resources in a new concept or opportunity with an existing firm. It is also the dynamic process of creating incremental wealth.

However, Gana (2008) looks at Business as the willingness, and the abilities of an individual to seek out investment opportunities in an environment and able to establish an enterprise successfully, based on the identified opportunities. Vocational skill is also the creation of an innovative, economic organization for growth under conditions of risks and uncertainties (Dollinger, 2005). It is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance.

Self Reliance

The term self-reliance means being able to depend on oneself, and one's resources rather than those of others. It has to do with what one can do to himself/ herself. Self-reliance also means relying on one's abilities and efforts to be independent. Most developing countries including Nigeria desire to have a self-reliant and resilient economy capable of generating internally self-sustaining growth.

Concept of sustainable development

Sustainable development has been defined by scholars in various ways, for example, Adebola (2007) defines sustainable development as a kind of development that can be initiated and managed properly in such a way as to give attention to continuity and preservation as people explore explicitly available resources for the enlargement of their existence. Ugoh (2008) describes sustainable development as a construct, which envisions development as meeting the need of the present generation without compromising the needs of the future generation. Adegoke (2016) posited that for development to be sustained there must be human development. Arogundade (2011) also states that the essential tool for achieving sustainable development includes:
   a. Improving the quality of basic education.
   b. Reorienting existing education programme to address sustainable development.
   c. Developing public awareness and understanding.
   d. Providing training for all sectors of private and civil society.

He further argues that continued sustainable development is only possible or assured when concrete steps are taken to make the youth acquire skills that will enable them to be self-reliant and therefore become the tools for achieving development and its sustainability.

Classes of vocational skill

According to Adeoti and Babalola (2015), vocational skills can be classified into the following occupational operations:
   a. **Agriculture:** Nigeria needs people who are skilled in modern agricultural methods and people who will ensure that adequate food is provided for the increasing population.
   b. **Road construction:** Nigeria is rapidly expanding her road system and such construction jobs require not only expert and dedicated workers but skilled technicians who are able to operate and service the heavy equipment used in road construction

   c. **Industry:** modern industries are being established in all parts of the country. These industries need skilled and well-trained workers to ensure that goods manufactured in Nigeria are as good as those manufactured in other parts of the world

   d. **Business:** people need skills to operate and administer government and industrial operations. The expansions of both the public and private sectors in Nigeria mean that more skilled workers in office management, accounting, marketing management, typing and shorthand are required to ensure that accurate records are kept and administrative efficiency is maintained.

Aims and objectives of vocational education

The aims and objective of Vocational Education as contained in the National Policy of Education revised in (2004) includes:

   a. To provide trained manpower in applied science, technology and business, particularly at craft, advanced craft and technical levels.

   b. To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.

   c. To give training and impart the necessary skills to an individual who shall be self-reliant economically.

   d. To form a practical segment of education concerned with or targeted at skill acquisition.

   e. To help develop a high attitude towards work and the habit of mind conducive to the proper use of technology.

   f. To provide the knowledge and skills necessary for industrial, commercial and economic development.

   g. To provide scientific knowledge for the improvement/solutions, and convenience of man.

   h. To give training, and impart the necessary skills leading to the promotion of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant

   i. It is also out to stimulate and encourage creativity and to enable our young ones to have an intelligent understanding of the increasing complexity of the society

Vocational education and sustainable development

Vocational Education has been an integral part of national development strategies in many societies because of its impact on human resource development, productivity and economic growth. To achieve sustainable development, attention should be paid to strengthening the bridge between education and schooling and preparation for the world of work with attention paid to improving vocational education and training in Nigeria.

The technological development of a nation depends on the available technical know-how, the rudiment of which is a function of the quantity and quality of available vocational and technical training. Graduates of vocational and technical institutions are highly skilled professionals. They rely on their effort and abilities. Nigerians hire engineers who are being paid a huge sum of money to build roads and bridges. These people are graduates of vocational colleges. Unemployment is everywhere in Nigeria because most of our youths lack employable skills that are often acquired from vocational schools. The society needs competent auto-mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computer operators, database, web and network technicians (and other personnel in this category) to function well. These are some of the skills in short supply in Nigeria.

According to Enahoro (2008), vocational education training is utilitarianism and it is a concept of reorganizing the importance of labour. Vocational technical education is the type of education Nigeria needs presently to reshape her crumbling socioeconomic status because it is the type of education directed towards the preparation for the occupational type since its recipients are equipped to face the challenges of the world of work.

Vocational education entails the enrichment of the capabilities that influence the effective

psychomotor or cognitive domains of individuals in readiness for entry into the world of work in order to satisfy their intrinsic and extrinsic values, work, and aspirations such that local and national needs would be met. The Federal Republic of Nigeria (FRN, 2004) through its National Policy on Education requires primary school pupils to acquire manipulative skills through some planned practical work taught by the teachers or through resource persons from the town where the school is located as earlier stated. At the secondary school level, effective teaching through practical work is also emphasized.

Relevance of vocational education in enhancing self-reliance and sustainable development

According to Adegoke (2016), the following are the relevance of Vocational Education:
   a. Vocational and Technical Education prepares one for the world of work with which the individual becomes reliant and can make contributions to the development of the society. As employers look for new talents every year from new graduates, it is important to not only have a solid education but graduates that have features that stand out from the rest of the graduating students.
   b. Youth empowerment in this 21st century is characterized by knowledge explosion, and the emphasis should be on the production of self-reliant citizens. VTE empowers Nigerian youth with requisite employability skills that should be sustained. VTE schools produce men and women who, at the end of their education should be able to put into use the skills they have acquired while in school.
   c. VTE also empowers the people socially and economically so that they will be able to participate in the making of decisions regarding policies affecting their lives, to make the citizens and nations to be self-reliant in the production, distribution and consumption of goods and services
   d. As a channel for entrepreneurial skill acquisition, VTE plays the role of improving the economic situation of Nigeria through the production and distribution of goods in different areas of specialization. This is achievable through the training of the students in different specialized fields. In the long run, this will help the students to establish their enterprises as seen in China, Turkey, India and Japan among other countries that have succeeded economically through vocational education.

Challenges facing vocational education in achieving sustainable development in Nigeria

There are numerous challenges facing vocational-technical education and training which have affected negatively our national life and national development. Among the numerous challenges are:
   a. ***Inadequate funding for Technical and Vocational Education:*** No doubt, vocational-technical education has made some notable impacts on Nigerian society, especially with respect to the products of the training programme who are contributing their quota to the economic growth and development of the nation through various industrial establishments (Odu, 2013). Inadequate funding for vocational institutions has caused the turning out of half-baked graduates because there is no fund to build and maintain workshops, and laboratories or even purchase modern equipment.
   b. ***Staffing of Vocational technical education*** is generally inadequate because of poor funding. Experienced and skilful teachers may not be employed. Those that are employed, because of poor remuneration do not stay long in the teaching profession but drift to some other more lucrative jobs, especially in the industries and abroad. Consequently, inexperienced and unqualified technical teachers are employed thereby lowering academic standards and resulting in wastage in the achievement of technical education goals.

c. ***Inadequate facilities:*** Most technical education departments in Vocational and Technical Training Institutions do not have laboratories or workshop space, let alone useable equipment and where they exist, they are grossly inadequate, as the workshops only have items or equipment that were provided when the department's Journal of Education and Practice were first established of which most of them are already obsolete or grounded (Ojimba, 2012). It is quite unfortunate and surprising too to know that most technical education departments still depend on engineering workshops and lecturers to teach technical education concepts in this 21st century.

d. ***Brain Drain:*** This refers to the movement of technical teachers and lecturers of technical education who are very much needed for the socio-economic and technological development of Nigeria from one University to the other or to other professions that they feel will offer them better conditions of service. According to Odu (2013), about 45% of all Nigerian professionals including technical educators have left the Nigerian shores over the years. Between 2007 and 2015 alone, Nigeria lost over 10,000 middle-level and high-level managers to the western economies. About 500 lecturers from Nigerian tertiary institutions have continued to migrate each year, particularly to Europe, America and other African countries.

e. ***Staff Training and Retention:*** Training of academic staff is a continuous exercise to ensure consistent improvement in the quality of their products. The training can be acquired either locally or overseas. Usually, local training is cheaper than overseas training but more strenuous because of inadequate facilities, literature and distractions rising from the need to meet the necessary demands. Overseas training requires a lot of foreign exchange but the enabling environment exists to achieve success in a record time.

f. ***The curriculum of Technical Education:*** The curriculum of a subject with practical content is generally organized into an average of 67% for the theoretical classes and 33% for the workshop. Olunloyo (2002) noted that one of the issues confronting the design of an appropriate curriculum for technical education is preparing students to shift from the traditional method of teaching to modern method (Information Communication and Technology) paradigm in technology practice.

Conclusion

The paper concludes amongst others that there should be effective and adequate vocational education in order to ensure self-reliance and sustainable development of the nation, Vocational educators and other stakeholders should embark on aggressive public education and career guidance programmes right from the secondary school level, in order to combat the poor public perception and misconceptions about vocational education and Investment in Vocational Education and skill training, must be accorded a priority since no country can favourably compete in the emerging global market place with poorly and unskilled labour.

Recommendations

The following recommendations were made:

a. Vocational educators and other stakeholders should embark on aggressive public education and career guidance programmes right from the secondary school level in order to combat the poor public perception and misconceptions about vocational education. The education must be geared towards improving the image of vocational education for the public to appreciate.

b. The nation must invest heavily in education with particular attention given to vocational and technical education.

c. Nigeria should begin to implement policies aimed at repositioning and revitalizing Vocational education for effective competition in the emerging global market in order to improve economic opportunities for the youths.

d. Nigeria Labour Congress (NLC) and the affiliated unions could also give their support in this regard by setting up functional vocational training centers in the local government areas from where the people could go and acquire some job skills.

e. Nigeria's government should include vocational education and job training in their laudable programme for economic growth and development strategies that are aimed at poverty reduction and job creation.

f. Teachers' preparation programmes should be supported and serving teachers must be adequately remunerated by the government in order to ensure sustainable development through vocational education.

g. There should be an adequate emphasis on the practical aspect of vocational education to enable the recipients to acquire skills and reduce the over-dependence on government-paid jobs.

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COUNSELLING SERVICES AS MEASURES OF CURBING JUVENILE DELINQUENCY AMONG CHILDREN AND ADULTS WITH LEARNING DISABILITIES

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Abstract
Juvenile delinquency is very rampant among children and adults with learning disabilities. This in turn leads to low academic achievement and dropout of school. This paper, therefore, examines counselling services as a measure of curbing juvenile delinquency among children and adults with learning disabilities. The study highlighted the causes of juvenile delinquency, risk factors and predictors of juvenile delinquency, how to provide early intervention and also the role of a guidance counsellor in helping the learning disabled. Conclusion and recommendations were also made.

Keywords: Juvenile, Delinquency, Curbing, Learning Disabled, Counselling

Introduction

Juvenile delinquency is also known as teenage crime. It is like any crime that human beings commit but these crimes differ because they are committed by young people. Juvenile delinquency is increasing in incidence and children are becoming involved in delinquent activities at a much younger age. Learning disabilities have been associated with juvenile delinquency. Learning disabled children are labelled by teachers and peers as different which may alienate them from ''normal society' 'If children reject social institutions [such as school] they may seek alternative, frequently delinquent activities. Learning disabled children must be identified so that counselling programs which will minimize the disability can be conducted for the children. Many scholars have examined the possible relationship between learning disabilities and juvenile delinquency (Oshima et al., 2010) but there are still questions about the nature of the relationship. Most theories describing the causes of juvenile delinquency focus on many biological, psychological and sociological variables that include race, gender and social class. However, they overlook individual features such as learning difficulties (Kowalski, 2013). People with learning disabilities are often victims of low-level delinquency. Although this frequency does not have a high priority for the legal process, however, an offence of this level can cause significant anxiety and be the precursor to more serious offences.

The word ''delinquency'' means falling away from normal behavior. In other words, a delinquent is a person whose behavior falls away from the existing social norms of the society. Juvenile delinquency is the participation by a minor child usually between the ages of 10 and 17, in illegal behavior or activities. According to Merriam Webster dictionary (2019), it is conducted by a juvenile characterized by antisocial behavior that is beyond parental control and therefore subject to legal action. It is also a violation of the law committed by a juvenile and not punishable by death or life imprisonment.

Acts of delinquency may include the following;

a. Running away from home without the permission of parents.
b. Habitual truancy beyond the control of parents.
c. Spending time idly beyond limits.
d. Use of vulgar language.
e. Wandering about railroads, streets, market places.
f. Visiting gambling centres.
g. Committing sexual offences

According to Gulnaz, (2013) in causes and solutions of juvenile delinquency, some of the most common causes of juvenile delinquency are as follows:

Family:
Family is the basic socialization agency for children. Children learn basic concepts about good and bad from their families; they make their values and set the norms of society. Family can make or break the personality of the children. In the family, the most important role is played by the parents and siblings. Most of the children who show delinquent behavior in any form belongs to families that could not give a firm foundation to the children. Broken families, single-parent families, separated families, frequent parents fighting, lack of trust and confidence among the parents, criminal parents or psychological problems in parents can be the most important reason behind juvenile delinquency. The other reasons can be siblings' rivalry or unequal treatment between children. Parents and elder siblings have the responsibility to mould the personality of the children. When parents or siblings do not show moral behavior or commit crimes children or younger siblings also get the motivation to do something bad.

Economic problems in family
Often the cause of juvenile delinquency is economic problems in the family. Youth belonging to poor economical status easily get involved in criminal activities. They want to improve their status and for this purpose, they use a negative path, in this regard often people do not support teenagers who belong to poor status and they go for criminal activities.

Psychological problems in family
Psychological problems in parents or siblings can also be a risk factor for juvenile delinquency. Mental illnesses or other psychological problems like depression, frustration, aggression or hyper behavior shown by the parents can make the child feel deprived and inferior among friends. Sometimes children adopt depression and anger from parents or elder siblings.

Social problems in family
In many families, parents or elder siblings are involved in various social problems. There can be various problems like gender discrimination, age discrimination, racial discrimination, child labor or violation of animal rights. Children and youth learn what they see in their family, in many rich families parents do not feel shame about child labor and children could not understand that child labor is against society and morality. Social problems cause stress and due to stress teens get involved in violence

Moral problems in family
Morality is the most important concern among teens today. Teens should know how to respect family and other people. They should give due respect to everyone they know and meet. Some parents do not take care of their elders, and it is a known fact that such children who see their parents disrespecting their elders, their children never respect their parents and elder siblings.

Parenting style
Parenting style also matters and many researchers say that it is one of the biggest reasons why

teens commit a crime. Parents are sometimes very harsh and they punish their children for small issues. Children start disrespecting their parents and they become violent.

Personal Reasons

Sometimes parents or family have nothing to do with the delinquent behaviour of the juvenile; neither does the teacher or neighborhood have to do with the delinquent behavior of the teenager. There are sometimes personal reasons responsible for the delinquent behavior. Sometimes the adolescent faces hardship in life due to some psychological or physical problem that he is going through. A physical handicap will go through many problems in life as the society does not accept a person who does not have similar capacities and abilities that a normal person has. Society is often cruel towards the handicapped and this unequal and unjust attitude of the society develops negative feelings in the person. The negative feelings make the person commit a crime even if he belongs to a good family. This is a very common reason for committing a crime in adolescence. Those adolescents who are suffering from some psychological or physical problem want to take revenge on society, friends, family or peer groups.

In modern society, racial differences are also a very strong reason behind juvenile delinquency. Racial differences can cause several big crimes by adolescents as adolescents become aggressive and they want to take revenge on the society for the unequal treatment that the society shows them. Drug use is also a very common cause of juvenile delinquency. Those juveniles who use drugs usually get involved in criminal activities as most of their friends belong to the criminal class.

Social Concerns

Teenage boys and girls go through several social problems when they are not well-socialized human beings. Some teens are very harsh and rude to talk and they cannot control their anger or aggression as it is in their nature. Most of the gender-biased boys talk to the opposite sex like they are slaves and they do not respect them. Their violence and aggression make them commit crimes that other boys will never do.

Psychological concerns

Psychological and mental concerns are also important when talking about juvenile delinquency. Mental disability is another big cause of juvenile delinquency. Mentally ill boys or girls can commit any crime without knowing the consequences of it.

Drug use

Drug use has become widespread among teenage boys and girls. Drugs use is prohibited by laws in many societies. Drug use in youth can be dangerous as they can commit violent crimes when they take drugs.

Physical concerns

Physical disabilities can also cause juvenile delinquency. Juveniles that are physically or mentally handicapped usually want to take revenge on other people for their complexes. They want to achieve success in life using negative means.

Peer group influence

Peer group is a very strong force that can cause delinquent behavior in adolescents. When friends commit crimes adolescents often learn to do it and they cannot understand the consequences of the crime. Peer group rejection can also be the cause of juvenile delinquency. Adolescents can also show delinquent behavior when they cannot get similar resources as their friends have. Parents should ensure that their children are hanging out with friends who belong to their class as this will prevent adolescent jealousy which can cause several crimes in

adolescents. Parents should also see that their children are going out with good friends that belong to respectable families. They should not become part of any gang.

Gangs and cliques
Youth can easily become part of a gang or clique during their age they think it appropriate to be powerful and to be part of a large group. Often strong groups and gangs are indulged in negative actions. Peer group influence can be positive and it can be negative.

Abusive behavior
Abusive behavior is the first step towards committing crimes. When teens become part of a clique that is abusive and that does not know how to behave the teen also gets involved in negative means.

Peer group rejection
Sometimes youth do not get acceptance in any group as they do not have a strong personality and due to peer group rejection, they commit crimes.

Society
Society itself sometimes becomes very negative and creates difficulties for the youth. Society is a strong force in developing the personality of teens. Developing negative feelings from society can become a reason behind juvenile delinquency.

Labeling
Labeling can destroy the personality of the youth and make the teen a criminal forever. Labeling means that society labels a teen criminal once he commits a crime, though this is his first time due to the tagging he will perceive himself as a criminal. He will repeat similar crimes or other crimes in future. He will no longer feel any embarrassment in committing crimes. According to the legal dictionary (2015), there are two main types of offenders: repeat offenders and age-specific offenders.

Repeat Offenders
Repeat offenders are also known as "life-course-persistent offenders." These juvenile delinquents begin offending or showing other signs of antisocial behavior during adolescence. Repeat offenders continue to engage in criminal activities or aggressive behaviors even after they enter adulthood.

Age-Specific Offenders
This type of juvenile delinquent behavior begins during adolescence. Unlike the repeat offenders, however, the behaviors of the age-specific offender end before the minor becomes an adult. The behaviors that a juvenile shows during adolescence are often a good indicator of the type of offender he will become. While age-specific offenders leave their delinquent behavior behind when they enter adulthood, they often have more mental health problems, engage in substance abuse, and have greater financial problems than adults who were never delinquent as juveniles.

Risk Factors and Predictors of Juvenile Delinquency
Many children garner the label of juvenile delinquent early, often between the ages of 6 and 12 years. Many juvenile behaviors during the pre-teen and teenage years may be considered normal behavior for children, as they stretch their boundaries, and struggle to develop their self-perception. There are, however, certain signs that a child might be headed in a bad direction. Predictors of juvenile delinquencies may appear as early as preschool, and often include:
   a. Abnormal or slow development of basic skills, such as speech and language

  b. Chronic violation of the rules
  c. Serious aggressive behavior toward other students or teachers

Studies have found that a number of life circumstances constitute risk factors for a child to become a juvenile delinquent. While these are many and varied, the most common risk factors for juvenile delinquency include:
  a. Authoritarian Parenting – is characterized by the use of harsh disciplinary methods, and refusal to justify disciplinary actions, other than by saying "because I said so."
  b. Peer Association – usually resulting from leaving adolescents unsupervised, encouraging a child to engage in bad behaviors when acting with his peer group.
  c. Low Socioeconomic Status
  d. Permissive Parenting – characterized by a lack of consequences for bad behavior, permissive parenting can be broken down into two subcategories: (1) neglectful parenting, which is a lack of monitoring of a child's activities, and (2) indulgent parenting, which is the enablement of bad behavior.
  e. Poor School Performance
  f. Peer Rejection
  g. ADHD and other mental disorders

Children with Learning Disabilities
  Learning disabled children are those children who suffer from serious learning disabilities. These children exhibit exceptionally inferior qualities and capacities in terms of learning and understanding in comparison to the normal children of their age or class. Kaustubhi (2016) highlighted some common indications for the development of learning disabilities which can be taken into consideration;
  a. Difficulty with reading/writing
  b. Problems with math skills
  c. Difficulty in remembering
  d. Problem in paying attention
  e. Trouble following directions
  f. Difficulty with concepts related to time
  g. Problem in staying organized
  h. Impulsive behavior
  i. Inconsistent school performance
  j. Difficulty staying on task(easily distracted)

  The above-mentioned signs are not enough to determine that a person has a learning disability. A professional assessment is also necessary to diagnose a learning disability because every disability has its signs and unless they persist over time cannot be considered a disability.

How to Provide Early Intervention
  Oliver et al. (2017) gave some suggestions on how to provide early intervention;
Learning and creativity
  The classroom environment is an important place to bring forward positive attitudes and positive thinking in kids and youth. Through an environment that promotes positive learning in kids who are at risk, optimistic thinking can be developed. With a curriculum that promotes conflict resolution and healthy peer relationships, the kids and youth can be motivated towards a positive life. This will also prevent violence, bullying and any pessimistic approach toward kids. Recreation programs especially after-school recreation or sports activities can help at risk involved in healthy activities. Kids at risk or facing challenges should be involved in the organization and decision-making in class as well as in school matters.

Belonging

The sense of belonging, affiliation, association and adherence brings forward positive energy in kids. In school kids who find themselves part of a group that shares the same interest are more satisfied and content. When a child is part of a positive group he/she can easily resist the pressure of negative groups. Kids who do not find bonding with their parents often seek intimacy earlier than other kids.

Counselling

Counselling is a way of helping an individual to be aware of him or herself and ways to react to behavioral influences of the environment and develop skills for coping with the environment. According to Komolafe and Adelua as cited in Adejumobi et al., (2012), counselling is the relationship between two persons in which one of them attempts to assist the other in organizing himself to attain a particular form of happiness, adjustment to life situations or self-actualization. Counselling is a one-to-one relationship between an individual faced with problems which he/she cannot cope with alone. Counselling involves interaction between the individual known as the counsellor and the client. The counselling takes place in a professional setting, with the overall goal of facilitating change in the behavior of the client by creating an opportunity and suitable environment for the personal, social, educational and vocational growth of the individual.

Counselling is the learning process in which the individual learns new ways of communicating, new ways of obtaining information, new ways of making a decision, new ways of responding to the environment and new ways of interacting. The individual also learns how to apply the newly acquired knowledge to other situations.

Role of Guidance Counsellor

A guidance counsellor has a very important role in providing counselling services to learning disabled children. He has to perform the following functions;

  a. Identify the children with learning disabilities
  b. Assess their capabilities and weaknesses
  c. Ascertain what specific facilities these children require in the school and outside the school
  d. Discuss and make the teachers, parents, principals and peer groups aware of the special needs of these children
  e. Map the resources available inside and outside the school to help these children
  f. Collect, collate and disseminate the information that may be required by the children with learning disabilities
  g. Provide counseling to such children wherever required
  h. Prepare a plan for various activities in consultation with teachers which various categories of special needs children may require
  i. Help the teachers and school in the implementation of the plan
  j. Provide referral services

Conclusion

It can be concluded from this study that effective intervention with families can effectively reduce the risk of juvenile delinquency among children and adults with learning disabilities. Home is the primary learning institute for a child where the foundation is laid for the rest of life. Parents, therefore, have a critical role in teaching their children.

Recommendations

Based on the discussions of this paper the following recommendations are therefore made**:**

a. Group counselling for the non-disabled to modify their attitude toward the learning disabled and to enlighten them about their psychology
b. Counselling the learning disabled person himself for restoration of proper self-concept and realistic adjustment to the disability
c. Counselling the parents/relations of the learning disabled persons on how to help their learning disabled persons to adjust to conditions they find themselves
d. Vocational counselling for choice of career

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GOOD PARENTING AS A PANACEA FOR REVOLUTIONISING NIGERIA: AN APPRAISAL OF BOLAJI'S *SWEET SIXTEEN*

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Abstract
The family as the first and smallest agent of socialization has been infected with an epidemic that has affected the entire Nigeria society. This infectioncuts across; domestic violence, child abuse, inadequate finance, and irresponsible parenting. Child up bringing has become more tasking in this21st century, yet little or no pragmatic and decisive measures have been takento curb this problem. This paper believes that proper parenting is an urgent need for Nigeria as it will go a long way to produce good citizens, who will champion the course of the revolution. The theoretical framework adopted for the study is bildungsroman theory and the methodology is text-based analysis. All the issues raised by the various texts constitute data for the study. The findings show that failure in parenting in turn affects the larger society, thereby bringing about a state of restiveness.

Keywords*:* Good Parenting, Panacea, Revolutionizing, Bildungsroman

Introduction

The individuals in the wider society are the product of the family which is a microcosm of the wider society. The quality of people that we see in the society is the hand work of a cooperate effort of members of a family. Family is the first building industry that moulds a child to its taste, so as to be responsible personalities that will affect the society positively. The job of raising children is intricate and involves carrying out a wide range of responsibilities. Parents are responsible for providing the basic essential resources, like food, shelter and clothing.It does not only stop here but it also goes further to include protection from physical and psychological harm, like abuse, discrimination, molestation, violence and diseases. Above all, parents are also saddled with the responsibility of child upbringing, making all efforts to see that the children that are in their custody are raised effectively and efficiently. Bringing up children isvery tasking, hence, parents are responsible for providing, protecting, monitoring and nurturing all facets of children's development; socially, emotionally and educationally. The first teacher that a child encounters is the parents and the family is the school. The child does not learn only what the parents say, but also what they do as captured in the Igbo proverb: **when a she goat is chewing her cord the kid watches her**. The research attests to the enormous power of nation-building that the family has.

Definition of good parenting

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child but not exclusively by the biological parent(s) (Abraham, 2017). The above

definition gives a holistic breakdown of parental responsibility which includes; promoting and supporting the physical, emotional, social and intellectual development of the child. Abraham (2017) in the above definition sees child bearing as not sufficient for one to be seenas a parent rather, child bearing should be synergically paired with child upbringing. Proper parenting is the fortunate meeting of two personalities; parent and child, with both learning from each other, in such a manner, that the child has the opportunity to reach his or her full potential (UNICEF, 2009). This paper maintains that proper parenting is the effective and efficient collaborative effort of a man and a woman to bring up trustworthy and responsible citizens of the nation. Good parenting encompasses all aspects of the life of a child, this includes financing, feeding, psychological, emotional and so on. Plato, in Shaaba (2003) in an attempt to give prominence to children's education opines thus; —no man should bring children into the world if he is unwilling to preserve them to the end in their nurture and education*".* Education is a continuous process that can only be concluded at death, it is the duty of the parents to guide the child through the process until he/she comes to the stage of self- realisation. Child's education should be given premium attention.

Theoretical framework

A child growing up in this corrupt, hostile and immoral world without a parental guide can be a misnomer; this study adopts bildungsroman literary theory which is a suitable lens for this study. Bildungsroman theory is credited to German philologist Johann Karl Simon who used the term during his lecture at the University of Dorpat in 1819; meanwhile, Johann Wolfgang von Goethe's *Wilhelm Meister's Apprenticeship* is recognized to be the first novel of the *Bildungsroman* genre. Morgenstern specified that any work could be identified as a *Bildungsroman* because it depicts the hero's *Bildung* (development) as it begins and proceeds to a certain level of perfection. A *Bildungsroman* gives the Individual a voice, as novels within the genre focus on the development of the individual and his or her moral growth from childhood to adulthood (Abram and Geoffrey, 2009).

The word bildungsroman is coined from two German words —bildung", meaning "education", and "roman", meaning "novel". When combined it implies "novel of formation, education, development, realization or a coming-of-age story‖. Bildungsroman is a literary genre that focuses on the psychological and moral growth of the protagonist from childhood to adulthood **(**Encyclopedia Britannica, 2013). A *Bildungsroman* gives the Individual a voice, as novels within the genre focus on the development of the individual and his or her moral growth from childhood to adulthood, in which character change is extremely important. A Bildungsroman relates to the growing up or "coming of age" of the main character (who, in most cases, is the author of the novel) who goes in search of answers to life's questions with the expectation that these will result in gaining experience of the world. The genre evolved from folklore of a dunce child going out in the world to seek his fortune. Usually, at the beginning of the story, there is an emotional loss which is a pivot to rational thinking, reasoning and criticism of the protagonist. In a Bildungsroman, the goal is psychological and emotional maturity rather than physiological maturity, and the protagonist achieves it gradually and with difficulty amidst the tempest and crisis between he/she and society (Teines, 2010).

Good Parenting Machinery for Nation Building: A Bildungsroman View of Aliya in Sweet Sixteen

No one can gainsay the fact, that every person in the society is a product of the family hence, the family is considered the first agent of socialization. Today, the family has contributed both positively and negatively to the nation. On this note, literary writers are conscious of the need of the society and that is why African literary writers concern themselves with *quarantining* the social ills of our society and the social ills that are quarantined are basically inimical to the nation. This paper upholds the words of the prophet-writer, Chinua

Achebe that,—*the trouble with Nigeria is simply and squarely a failure of leadership. There is nothing basically wrong with the Nigerian land or climate or water or air or anything else. The Nigeria problem is the unwillingness or inability of its leaders to rise to the responsibility, of the challenges of personal example which are the hallmarks of true leadership‖*. From the above capitulation, there is a need for nation-building and this cannot be possible without a nation-builder as a leader. According to Durotoye (2018), —a nation builder is someone who accepts responsibility for the well-being of the nation which includes their family's well-being‖. This paper subscribes to the African saying that **charity begins at home.** Hence, every member of the society, including our leaders, is a product of a family. Attention needs to be given to the family as the rudiment of building reliable, accountable and responsible citizens that will uphold the dignity and interest of Nigeria as a nation. Ogburn and Tibbits (1934) in Schaefer (2007:299) states six paramount functions the family performs, these include reproduction, protection, socialization, regulation of sexual behaviour, affection and companionship and then provision of social status.

Bolaji's *Sweet Sixteen* x-rays the entirety of family relationships and how good parenting aids in sharpening the child's life, to meet up with the societal need for individual services and behaviour within the existing societal norms. Aliya, who is the protagonist of the work, grows amidst a loving family, where her father is less engaged while her mother is more engaged because she is the bread winner of the family. But her father, unlike most —fathers‖ condescendsto the level of becoming his daughter's friend and the mother; supporting too. Mr. Bello's friendship with his daughter helps in putting the young growing Aliya in the right perspective. When she goes to boarding school, her father frequently visits her, and often buys her gifts during her birthdays, this is not her father's usual attitude but he did it to showher love and to protect her from deceptive fellow, she says thus:

> *Whatever the case, birthdays were not a regular event in my home. My father even hardly remembers birthdays, including his own. Mummy, however, would never, ever forget… but something changed since I left home for boarding school. My father, who never remembered birthdays, would not fail to send me greeting cards on my birthdays. I turned 12 when I was in JSS 1. The birthday card was handed over to me by the principal himself after the morning assembly. "Happy Birthday, my First Lady. Remember that only God is greater than you," my father had scrawled boldlyacross the blank space inside the card. Even though I didn"t understand what he meant by "only God is greater than you", it made me feel very important as if I was some kind of God"s deputy (2).*

Research has shown that parents play a key role in all the prospects of child development and has a major impact on a child actualizing his or her full potential. For this to be possible parents need to build solid relationships with their children, as a child's development depends on the quality of the relationship that exists between them and their parents. For the fact that the child's mind is a *tabula rasa,* it needs constant admonition and they must be guided on how to guard their mind against evil, —you see, Aliya, your mind is like a beautiful room. You have to be careful what you let in. and I am not just talking about sex. All sorts of vulgarity, bad language, violence, they are all as bad. Watching those things is like dragging filth into your beautiful room. You have to avoid them. I mean your mother and I also have a duty to guide you, but we cannot be monitoring you all the time‖ (15). The Bible as a literary text in the book of Proverb 22:6 says —train up a child in the way he should grow and when he is old he will not depart from it‖. The movement from unconsciousness to consciousness may be endangered by so many variables if proper attention is not given to the child by her parents, this includes peer pressure, media, the society, school, age, sex etc. A good relationship between parents

and children goes a long way to hinder the child from deviating from the right track. Aliya finds it easy to tell her father about her classmate Tokunbo who is called Bobo in school. Tokunbo offers Aliya a gift on the day of Valentine and he goes further to ask her to be his girlfriend. Aliya at this stage does not know much about the boyfriend and girlfriend relationship, so she resorts to telling her father about it. Mr Bello quickly advised her not to put herself in a situation where she would feel she is obliged to do anything because she feels indebted to someone. He makes her know that no money in the world, no gift in the world is enough to buy her because she is priceless. No relationship between two people can survive if it is based on material benefits. He also let her know about the dumb girl as a way of reminding her of her worth:

> *A dumb girl, the kind of girl that boys like, is not necessarily the one who cannot pass exams. A dumb girl is the one who thinks she needs to live up to other people"s expectations; a girl who feels the need to „belong; a girl who thinks she needs to have sex with a boy to prove that she loves him, or who thinks that having sex and generally misbehaving is the way to show that she is a grown-up; a girl who is not smart enough to know when she is being manipulated or exploited; that is a dumb girl (6).*

Scholars have proven that children who get so much affection and attention from their parents tend to live upright according to their parents' definition of right and wrong, and are not negatively influenced by peer pressure and even all other agents of socialization. Aliya affirms how her father has contributed to her growth as she says, ―without my dad, I would be lost like sheep without a shepherd‖ *(7).* When parents fail in their duties and responsibilities it does not only affect the children but also the entire society. Hence, the quality of children raised by families is equally proportional to the quality of society that will emerge. When the crime rate isvery high in the society it is capable of hampering national building, in fact, it is a hindrance to national building. The hallmark is always ascribable to the family which might have failed in their assignment, ―you cannot raise your children well, all of you people who feel important because you work in the university. When your children misbehave, you think they should not be punished. You are lucky, madam, very lucky that they released him‖ (Adichie, 2009). The excerpt above is the conversation between Nnamabia‘s mother and the police officer in Adichie‘s *Cell One*, which satirizes the irresponsibility among the educated elites on Nsukka University Campus mainly among the children of Professors. The narrator of the story who was only identified as Nnamabia‘s sister enacts how their parents have failed in their responsibility. When Nnamabia steals his mother‘s Jewry at sixteen, the father only asks him to write a report about what he did, because they believe he was too old to be punished. The mother on her part was angry not because he stole her jewellery but because he did not sell it for reasonable amount. Nnamabia‘s mother contributes immensely to Nnamabia‘s moral decadence, and just as we have it in our definition, for proper parenting to take place, the wife and the husband need to pull all their resources, energy and focus on a single goal of properly raising a child into a societally benefitting adult but otherwise is the case of Nnamabia‘s family where the mother tend to support her child‘s act by going to the length of not wanting him to be rebuked for any act. The narrator puts it straight thus:

> *When he lost some library books in class two, she told his form-mistress that ourhouseboy had stolen them. When, in class three, he left early every day to attend catechism and it turned out he never once went and so could not receive Holy Communion, she told the other parents that he had malaria on the examination day. When he took the key to my father"s car and pressed it into a piece of soap that my father*

> *found before Nnamabia, could take it to a locksmith, she made vague sounds about how he was just experimenting and it didn't mean a thing. When he stole the exam question from the study and sold them to my father"s students, she shouted at him but then told my father said that Nnamabia was sixteen, after all, and really should be given more pocket money (7).*

This act of one parent taking sides with children against the other party's wish has resulted in the upbringing of irresponsible generations that are not law-abiding. Because when rules at home are broken without punishment, it gives children an impression that societal rules can also be broken without punishment. The strength of every nation depends on the home. Take away family and there will be no society. If the family is suffering from any challenges, be it a lack of peace, bad leadership, disobedience etc. the nation will also be confronted with t h e same challenge but if the family is in order, the nation will also experience the same. The condition surrounding a child's upbringing also affects his/her attitude toward life. Nolte in the School of Language Student's Information Book (2013) opines that children learn what they live:

> *If children live with criticism, they learn to condemn If children live with hostility, they learn to fight*
> *If children live with ridicule, they learn to be shy*
> *If children live with shame, they learn to feel guilty*
> *If children live with encouragement, they learn confidence If children live with tolerance, they learn to appreciate*
> *If children live with praise, they learn to appreciate If children live with acceptance, they learn to love If children live with honesty, they learn truthfulness*
> *If children live with security, they learn to have faith in themselves and others*
> *If children live with friendliness, they learn the world is a nice place in which to live*

Parents must learn to put their child(ren) under the right environmental condition, as a duty which they must perform. The family condition under which a child grows up, affects his psychic stability and attitudinal balance, especially in reacting to issues of life. Iwabi (2014) opines the role the child's home plays in the development of his personality is enormous. The home should be conducive to the mental development of the child. Liberation of the mental health of the child from apprehension and phobia is a prerequisite for freedom from paranoid schizoid in later years‖. Iwabi has been able to establish the psychological effect of the home on the child. For Nigeria to experience revolution, children must be given proper home training, with meticulous consideration to the good and loving relationships that exist at home which will be translated into patriotism. No one can gainsay the fact that, without family, the world will be incomplete and without children, the world will snowball into an unexpected end. Family as an institution, through the blessing of the womb, bring forth children and they must carry out their responsibilities very well having it in mind that they are nation builders, Ogungbemi (2018) says thus:

> *We shall not have the great nation of our dream in this country unless we have a positive change of attitude by investing heavily in the development of children. This is the most appropriate time, more than ever before, for all and sundry i.e. government policy formulators, academicians, entrepreneurs, philanthropists and business barons to deliberately concentrate efforts and resources on holistic moral, academic, medical and social as well as*

> *scientific technological development of every child. We should no longer look down or pay lip service to the issues concerning the development of our children and their welfare. The worth we place on our children determines the kind ofinvestment we place in them. As stakeholders, we are to help our children grow in the fear of God so that they can make Nigeria a great country. We are alsoto help these children embrace national patriotism by mentoring them to become good citizens for nation-building…To achieve this, it must start with positive family life education*

Children should be considered the treasure of a nation, kept in store to initiate drastic change in all facets of the society. Bolaji s *Sweet Sixteen* is designed purposely to guide parents on how they can keep their children away from being part of the evil that exists among the young. It is discovered in this text that beating, abuse, and all other punishment have not stopped in children, good relationships between parents and children can easily achieve such fit. Aliya professes how her parents, especially her dad affected and patterned her

> , *"I love my parents, no doubt about that. But I was particularly close to my dad. I could even say he was the only true friend I had. Even though he could be very strict on some things, he always made me feel Icould discuss anything with him. And in most cases, I did"(4).*

Today in our society, how many children get affection and care from parents? Most children are given birth to and are left at the mercy of the society, a morally bankrupt society, a society that has been bedevilled with so many atrocities, a society where bad behaviours are applauded and good behaviours are jeered, a society where people involves in corrupt practices and are given chieftaincy title, a society where the haves fail to give a just reward to the have-nots for their labour with the selfish aim of wanting them to remain forever dependent. Proper parenting requires that parents should teach their children the benefit of living differently from others; this will go a long way to initiate change in the entire society,

> *You should not do something simply because other people are doing it. The majority can be wrong. They may even call you a „bush girl" if you refuse to follow their way. But as I have always told you, pressure from friends is never a good reason to do anything. You also don"t need anybody to approve of you or the kind of person that you are. You shouldnever be afraid to stand alone as long as you stand for the right thing* (15).

In bringing up children properly, parental guidance is highly required. Many parents today are so concerned about giving their children the best education by sending them to school abroad; meanwhile, this becomes a capital project that gets them struggling and deprives the children of quality time, Mr Bello despite all the time he spends with his daughter, —

> *he always wish he had more time to spend with me, especially before I went into the boarding school*‖(16).

This paper puts it straight that the best sacrifice parents could make for their children is giving them their time and attention. It is only when parents have time with their children that they can share the core values of the society with them, Mr. Bello on his daughter'sbirthday wrote a letter which contains these words, —

> *for every day of the last 16 years, you havebeen a major reason for me to work hard so that I would be able to give you those things I never had as a child, and make it possible for you to have those things I never enjoyed. I have also tried to teach you those core values and the essential character that I have inherited from my humble parents; my parents who had neither gold nor silver to give me, but taught me to bea real human being"(9).*

Our Nigeria culture is replete with so many good behaviours, our societyused to be a

peaceful and loving one but as a result of European influence hand in hand with our ignorance. We gave up these core values to the detriment of our society. Rimintsiwa (2011) avows that parental failure to transfer the cultural norms and values of their generation to the younger generation is cancer that has eaten up the whole society andhas left the entire society in a state of restiveness, is the cause of the change in a value system that exists today in our society. He brings his opinion forward in his collection of a poem titled *Uncelebrated Birthday,* as he summits thus*:*

> *Gone are days*
> *When a child was allowed*
> *And parents give Maximum room for Outsider"s*
> *discipline!*
> *Chickens like the*
> *Moral and culture of the systemParents give*
> *the*
> *Power for right correctionTo all relations and*
> *Neighbours far and closeGone are those days*,

Conclusion

Every country suffers one menace or the other. Crime is now on the increase and our society is drastically moving to a state of anarchy. The law is no longer obeyed by many. People no longer see honesty, dignity and integrity as a virtue that must be upheld rather they see honesty as foolishness. Things which are held in high esteem are now considered nothing, in the pre-colonial period, Africans hold virginity in high esteem as it is seen as dignity but today, virginity is considered a lack of chance. Instead of growing, our country experience stuntedness. All these anomalies border on irresponsible parenting.

Recommendations

Based on the findings of this paper and the conclusion reached, this paper recommends that literary writers in a bid to express their creative ingenuity should create a fictional society focusing on showing the irresponsibility of parents as a social ill that needs urgent attention. The government should strengthen *Child Right Act* and take a pragmatic and decisive step to eradicate irresponsible parenthood which permeates and has battered the entire phase of the nation. The government should also give restrictions to families in times of child bearing as this has constituted major problems in our society. The time given to children must be seen as not enough if children with the right thinking must be grown. Parental guidance must be seen as an ultimate thing that would mould the child's mind to become responsible and stand apart, from other members of human society. A solid relationship must be built between parents and children as a way of strengthening their defence mechanism against undue influence.

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COMPUTER LITERACY: A PANACEA FOR AMELIORATING STRESS IN SCHOOLS, WORKPLACES AND COMMUNITIES

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Abstract
Through the use of electronic information systems (EIS) necessary informationis transmitted widely within the shortest possible time. Thus enabling researchers, scholars, and professionals to meet, interact and exchange ideas. The purpose of this research is to examine computer literacy as a panacea to stress in schools workplaces and communities. Five researchhypotheses guided the study. The study focused on the selected secondary schools, workplaces and communities in Abeokuta South and Odeda Local Government Areas of Ogun State. A validated self-constructed questionnaire was used to collect data from the respondents. The respondents comprised a hundred and twenty people from the selected L.G.As. Mean and average mean were used to analyse and test the set research hypotheses. Research findings showed that computer literacy aids in reducing stress in schools, workplaces as well as communities, there is a distinct difference in the attribute of computer-literate and non–computer literate workers in schools, workplaces and communities; there is usefulness and effectiveness of computer literacy skills possessed by school teachers, workers and communities and that there is a difference in the attributes of computer literate and non-computer literate workers. Schools, workplaces and community members should engage in computer-based learning in their various fields in other to carry out their duties without difficulty but with ease and regular computer proficiency program should be made available for workers in schools, workplaces and communities in other to provide a stress-free condition.

Keywords: Computer Literacy, Stress, Workplaces and Communities

Introduction
   Nwosu (2001) defined a computer as a device or machine that accepts data, processes data, stores data and produces results. Amaka (2007) sees the word computer as a device or machine that under stored program control, performs arithmetic and logical operation without human intervention. From the contribution of Iloanusi (2008) computers are useful for storing information about crimes, criminals and suspects. He further said that it could be very useful in

crime detection and prevention. Ozo-Chinailfe (2005) sees the phrase computer literacy as knowledge about computer software and hardware knowing what they are what they can do and what they cannot do, how they are put to work and how their uses can affect the society and their profession. According to Wikipedia (2010), computer literacy is knowledge and the ability to use computers and technology efficiently. Ajaja (2010) describes computer literacy as an understanding of the concept of terminology and operation that relate to general computer use.

Aneka (2005) defines computer literacy as the comfort levels someone has with using computer programs and other applications that are associated with computers. Etejere and Ogundele (2008) observed that electronic information system enables teachers, researchers, school administrators, and students to acquire, process, store and disseminate vocal, pictorial, textual and numerical information by electronic-based systems, thereby reducing the manual workload of the teacher. Etejere and Ogundele (2008) observed that electronic information system enables teachers, researchers, school administrators, and students to acquire, process, store and disseminate vocal, pictorial, textual and numerical information by electronic-based systems, thereby reducing the manual workload of the teacher.

Concept of stress

The term stress has been used to describe a variety of negative feelings and reactions that accompanied threatening or challenging situations. Stress is an adaptive response to an external situation that results in physical, psychological and/or behavioural deviations for organizational participants (Luthans, 1998). However, not all stress reactions are negative. A certain amount of stress is necessary for survival. For example, birth is one of the moststressful experiences of life. The high level of hormones released during birth, which are also involved in the stress response, is believed to prepare the newborn infant to adapt to the challenges of life outside the womb. Some evidence suggested (Tanner, 1979) reveals that some stress is necessary for human well-being and a lack can be harmful. Stress causes some serious ailments. Severe stress makes people accident-prone (McGowan, 2006). However, a certain amount of stress is necessary for survival. Prolonged stress can affect health adversely (Bernard & Krupat, 1994).

Stress in school and workplace

Occupational stress is a term used to describe ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with work itself or becaused by conditions that are based on corporate culture or personality conflicts. Rees(2007), Holmlund-Rytkonen and Strandvik (2005)opined that occupational stress, in particular, is the inability to cope with the pressures of a job because of a poor fit between someone's abilities and his/her work requirements and conditions. It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality ofwork (Comish & Swindle, 2014). Occupational (job, work or workplace) stress has become one of the most serious health issues in the modern world (Lu, Olfman, & Sein, 2013), as it occursin any job and is more pervasive than it was decades ago.

Organizational and occupational stress

The pressures of modern life, coupled with the demands of a job, can lead to emotional imbalances that are collectively labelled ‗Stress'. However, stress is not always unpleasant. Stress is the spice of life and the absence of stress makes life dull, monotonous and spiritless (Rao, 2005). Stress is an inherent factor in any type of vocation or career. It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work (Comish & Swindle, 2014). Accordingly, the nature and effects of stress might be best understood by saying that some environmental variables (stressors), when interpretedby the individual (cognitive interpretation), may lead to stress (Dua, 2014).

Advantages of computer literacy

Basic computer literacy allows you to take classes in schools or colleges or get training at the workplace on how to use certain basic or specialized software (Damelin, 2017). Saparniene (2012) opined being computer literacy gives greater access to Information and knowledge, a greater understanding of culture and people of diverse backgrounds, more information on emerging trends and greater connection to people from around the world on a social and business level.

Computer knowledge means that one can communicate with others using multimedia, such as sound or video presentations, especially during speeches, without moving about or passing memos around offices (Keller, 2009). Even if one is involved in manual labour, such as construction or a food service job, there may still be a need to use a computer to research industry or company trends, regulations or news on how to make such business progress to greater heights (Davidson, 2012).

Computer literacy and amelioration of stress in schools, workplaces and communities

Computer literacy makes work easier, administrative work such as recording the school records, registering the students in the school, compiling students' names and the like, therefore reducing the school's administrative officer's workload, thereby making the work stress free in the school (Jonassen, 2000). Being computer literate, individuals in the community can engage in activities like entertainment, reading books via Kindle, listening to music on iTunes, watching TV shows on tablets, practical assistance like Google maps for transportation information, or taking online courses. Health-related services like medical apps, support groups, medication management and staying connected to the the family via chat apps, email, and Skype (Mac van, 2017).

Computer literacy helps reduce stress in the workforce as it reduces the workload of staff in the workforce, computer literacy skills command innovation, communication and computer literacy streamline business processes (Damelin, 2008). Access to online health and medical resources, meanwhile, is equally empowering for older adults and caregivers alike; apps for medication management and health monitoring are great advancements for home healthcare (Lelani, 2017).

Statement of the problem

For individuals to cope with the challenges in the society and at the same time be free of stress, computer competency is demonstrated through computer availability, computer utilization, and proficiency in the organizations for the workers' effectiveness in the areas of record keeping, accounting, calculating, designing, organizing, planning, effective job performance, discipline, and community services.

The questions now are: how does computer literacy act as a remedy or solution to stress in schools, workplaces and communities? How much of its uses and application are known by the users or simply put, to what extent are the user computer literate? To get a solution to this issue the researcher set out to assess computer literacy: a panacea for stress in schools, workplaces and communities in Ogun State.

Significance of the study

The work will be beneficial to the government, workers, students as well as the communities in the following perspective: It will enhance effective work output with less human effort among the civil servants and relatively government got maximum output. Students tend to learn and understand lots of difficult topics and calculations easily through the use of the internet if they are computer-literate and thereby boosting their academic performance and further enlightening their understanding and reasoning. It can lessen isolation and depression, and enhance the sense of cooperation through numerous online information that offers connection and communication, such as online support groups, forums, and social media.

Hypothesis
    The following research hypotheses were formulated and tested:
HO_1: There is no significant relationship between computer proficiency level and stress reduction in schools, workplaces and communities.
HO_2: There is no significant effect of being computer literate for workers on the efficiency of the workers
HO_3: There is no distinct difference in the output of computer-literate and non — computer literate workers in schools, workplaces and communities.
HO_4: There is no usefulness of computer literate skills possessed by school teachers, workers and communities.
HO_5: There is no difference in the co-existence between computer-literate and non-computer-literate community members.

Population
    The study made use of workers from the three categories in two local government areas of Ogun State comprised of schools, workplaces and communities. The two local government areas involved were Odeda and Abeokuta South Local Governments Areas of Ogun State. They are
    i.   Federal College of Education, Osiele, Abeokuta
    ii.   Federal University of Agriculture, Abeokuta
    iii.   Ogun State Ministry of Works, Oke-Mosan, Abeokuta
    iv.   Odeda Local Government Secretariat, Odeda
    v.   Ibara Round About/ Housing Estate, Abeokuta
    vi.   Asero Estate, Abeokuta

Sample and sampling technique
    Simple purposive random sampling technique was used to select a sample of one hundred and twenty (120) workers of forty for each category. Twenty samples of each category from the two local governments.

Instrument
    The instrument for the data collection was a self-structured questionnaire consisting of twenty (20) relevant questions. It was structured on a two-point scale and has two sections A for the demography of the respondent and B which comprised questions meant for shorting information based on the research work.

Instrument validity and reliability
    The questionnaire was constructed by the researcher and was face validated by an expert who ensured its content validity. The instrument was pilot tested to determine its reliability using some cross-sections of the other population. Since mean is the average value that represents most of the population and hence can be used to make assumptions or conclusions about a population. The coefficient of reliability determined was 1.6, meaning the instrument was reliable for administration.

Data analysis
    The data collected were analysed using the descriptive statistics of t h e mean and average mean.

Ho1: There is no significant relationship between computer proficiency level and stress reduction in schools, workplaces and communities.

Table 1: Showing responses on the questionnaire items 1-4 for the set hypothesis

Items	Agreed	Disagreed	Mean	Average Mean
1.	80	40	1.67	
2.	81	39	1.97	
3.	81	39	1.67	1.67
4.	80	40	1.66	

This table reveals calculated mean for items 1-4 is 1.67. Since the calculated average mean is

>1.50 hence that there is a significant relationship between computer proficiency level and stressreduction in schools, workplaces and communities.

Ho2: There is no significant effect of being computer literate for workers in improving their efficiency.

Table 2: Showing responses on the questionnaire items 5-8 for the set hypothesis

Items	Agreed	Disagreed	Mean	Average Mean
5.	82	38	1.68	
6.	87	33	1.73	
7.	83	37	1.69	1.69
8.	80	40	1.66	

   This table reveals calculated mean for items 5-8 is 1.69. Since the calculated average mean is >1.50 hence there is a significant effect of being computer literate on workers in improving their efficiency.

Ho3: There is no distinct difference in the output of computer‑literate and non‑computer‑literate workers in schools, workplaces and communities.

Table 3: Showing responses on the questionnaire items 9 -12 for the set hypothesis

Items	Agreed	Disagreed	Mean	Average Mean
9.	80	40	1.66	
10.	90	30	1.75	
11.	88	32	1.73	1.69
12.	82	38	1.64	

   The above table reveals calculated mean for items 9 — 12 is 1.69. Since the calculated average mean is >1.50 hence there is a distinct difference in the output of computer-literate and non-computer-literate workers in schools, workplaces and communities.

Ho4: There is no usefulness of computer literate skills possessed by school teachers, workers and communities.

Table 4: Showing responses on the questionnaire items 13-16 for the set hypothesis

Items	Agreed	Disagreed	Mean	Average Mean
13.	83	37	1.69	

14.	83	37	1.69	
15.	79	41	1.66	1.68
16.	85s	35	1.71	

The above table reveals calculated mean for items 13-16 is 1.68. Since the calculated average mean is >1.50 this suffices to conclude that there is the usefulness of computer literacy skills possessed by school teachers, workers and communities

Ho5: There is no difference in the co-existence between computer- literate and non-computer-literate community members.

Table 5: showing responses on the questionnaire items 17 -20 for the set hypothesis

Items	Agreed	Disagreed	Mean	Average Mean
17.	85	35	1.71	
18.	84	36	1.70	
19.	78	42	1.65	1.68
20.	79	41	1.66	

The above table reveals calculated mean for items 17-20 is 1.68. Since the calculated average mean is >1.50 this suffices to conclude that there is a difference in the co-existence benefits between computer-literate and non-computer-literate community members.

Discussion of findings

The research work aimed at finding how being computer literate can be or has been a panacea for the relief of stress for workers in schools, and workplaces and can assist in improving communities' security and peaceful co-existence. Five hypotheses were set and tested using mean and average mean inferential statistics.

The results obtained showed that there is a significant relationship between computer proficiency level and stress reduction in schools, workplaces and communities and there is also a significant effect of being computer literate for workers in improving their efficiency, This goes in line with the observations of Damelin (2017) which explained state certain computer knowledge may get one promoted to a higher position within your workplace, which in turn could allow you to work on more challenging projects or tasks without stress. The finding revealed that there is a distinct difference in the output of computer-literate and non-computer-literate workers in schools, workplaces, and communities.

There is usefulness and effectiveness of computer literacy skills possessed by school teachers, workers, and communities and there is a difference in the co-existence benefits between computer-literate and non-computer-literate community members. This follows Ozo-chinailfe (2005) that computer literacy is inevitable for every individual in the society, that is, the educationist if schools are to be effective and academic goals are to be achieved without overstressing.

Conclusion

Based on the findings of the study, it is shown that computer literacy is inevitable for every individual. In the school for the educationist if schools are to be effective and academic goals are to be achieved with less stress and work in the workplace are to be carried out effectively and quickly without overstressing the employee and in the community for peaceful co-existence. Computer literacy can enhance communities' records keeping of members, have access to

members' details, be it past or present, and helps the government to have the record of the populace at their fingertips with adequate decision-making.

Recommendations
Based on the findings, the following were made;
- Computer literacy is needed in all spheres of our lives therefore there is a need for all the stakeholders in our society to be computer-literate to cope with the challenges in the society.
- School teachers should be exposed to different types of educational software to reduce workload and abolish stress.
- Schools, workplaces and community members should engage in computer-based learning in their various fields in other to carry out their duties without difficulty but with ease.
- Computer proficiency is increasingly indispensable in every sector for this reason computer literacy programmes should be made available for workers, schools and communities in other to enter a stress-free competitive workforce.

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FAVORISER L'ÉCLOSION DES COMPÉTENCES CHEZ LES JEUNES ÀTRAVERS LA PROMOTION DE LA LECTURE

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Résumé
Depuis quelques années on a pu constater une baisse de la promotion de la culture avec des effets pervers de toutes sortes. Les opinions sont diverses et partagées quant aux causes. Le présent article se voudrait d"étudier l"influencede la lecture sur les lecteurs et les traits psycho-sociaux qu"elle leurs procure faisant d"eux des citoyens capables de diriger effectivement. Ce travail explique les bienfaits de la lecture en ce sens qu"elle contribue à faire des lecteurs des êtres accomplis, conscients de leurs droits et devoirs et capables de les exécuter judicieusement. L"article fait des suggestions très intéressantes notamment l"idée d"assigner des priorités nationales la promotion de la lecture,ainsi que la mise en place d"un fond d"aide pour la promotion de la lecture et du livre.

Introduction
Les nombreux échecs dans la gouvernance des pays africains, en général, et du Nigéria en particulier, continuent de faire couler beaucoup d'encres quant à ces causes réelles. Mais certains sont d'avis que la lecture procure beaucoup de qualités qui font de l'individu un bon dirigeant. Le présent article se voudrait ainsi d'étudier le rôle de la lecture dans l'éclosion de leaders compétents, capables de relever le défi du développement qui s'impose à nos nations. L'article est donc divisé ainsi:

Dans la première partie, l'auteur essaie d'expliquer le lien entre la lecture et le développement psycho-social de l'individu.

Dans la deuxième partie, les freins à la promotion de la lecture sont relevés. Dans la troisième partie, l'article propose des pistes de solutions pour la promotion de la lecture, des suggestions sont proposées, notamment la mise en place d'une politique globale ainsi qu'un fond spécial de promotion de la lecture et du livre afin d'atteindre les objectifs souhaités.

Les bienfaits de la lecture
Lire, c'est s'embarquer en aventure. Pendant cette aventure le lecteur découvre de nouveaux lieux, personnages, de nouvelles façons d'être, de vivre, de faire, de savoir-faire etc. Le flux et reflux d'images, de personnages, des lieux, appellent à la réflexion et aux capacités mentales. Ainsi au travers de cette aventure psychologique et intellectuelle développe les facultés intellectuelles du lecteur de la meilleure des façons. Dumayet (n.d) cité par Huguenin (2011) explique que « *la lecture est le meilleur moyen pour l"apprentissage, le développement mental et l"expression orale. Elle développe les fonctions cognitives dans des proportions étonnante».*

Le lecteur développe des qualités intellectuelles qui se font remarquées très vite dans les prises de paroles, de position, et dans les raisonnements des lecteurs avérés. D'ailleurs il y a un adage qui dit: le muscle qui travaille s'atrophie et le muscle qui ne travaille pas

s'hypertrophie. C'est bien à juste titre que le célèbre activiste américain noir, Malcom X cité par Beaty, Booth, Hunter, Mays (2002, préf.) dans la préface de leur livre, explique qu'après avoir pris conscience de ses limites dues à son niveau scolaire décida de continuer ses études. Malcom X explique comment l'éducation a développé ses aptitudes faisant de lui un meilleur leader. Malcom X ainsi compara les connaissances acquises à une arme de libération. En effet, on ne peut travailler vers le progrès que si les dirigeants et les dirigés ont une vision commune et travaillent ensemble dans ce sens. Comment pourrait-t'on rêver au progrès même avec un bon leader si les dirigés sont toujours attachés à leurs traditions qui repoussent toute idée d'innovation et de nouveauté.

Les défis que pose le développement de nos régions et de nos pays, ne pourront être relevés que par des hommes et femmes qui sont dotés de qualités exceptionnelles telles que l'esprit visionnaire, l'esprit d'écoute aux attentes des dirigés, l'amour du partage, l'amour de son prochain, le renoncement au népotisme, au tribalisme, à la corruption, etc. La lecture développe ces qualités chez les lecteurs.

Les récentes migrations qui se sont faites accompagnées par des réticences dites nationalistes, ont montré que plus que jamais le vivre ensemble est menacé par l'attitude de ces soi-disant nationalistes qui s'opposent à la migration. A travers la lecture comme exercice académique ou passion on pourrait sans difficultés parvenir à faire accepter à ceux-ci l'arrivée d'autres peuples même différents d'eux. La lecture de documents au sujet de culture étrangères pourrait contribuer à améliorer les relations entre peuples de cultures diverses et différentes. La lecture développe nos facultés émotionnelles, autrement dit, l'acquisition de ces valeurs et vertus sociales fait que nous comprenons les autres et ressentons ce qu'ils ressentent. Cela crée ainsi des conditions favorables pour une vie sociale plus stable etpaisible. La lecture contribue à la formation du lecteur. Les nombreuses lectures contribuent à forger la personnalité des individus. Les connaissances acquises orientent, guident la compréhension des faits, la vision des choses des lecteurs, Combien de personnes dans le monde ont pu forger leur personnalité grâce à la lecture de grandes personnalités à travers leurs autobiographies et/ou autres textes écrits à leurs sujets. Parmi tant d'autres, on a: J. F Kennedy, Mahatma Gandhi, Barak Obama, le Général De Gaule, Nelson Mandela etc. Une personne cultivée possède certaines qualités telles que le pouvoir de compréhension, l'esprit de perspective et de raisonnements (Beaty et al., 2002).

Nelson Mandela aussi a l'habitude de dire qu'il a forgé son caractère à travers la lecture de romans de Chinua Achebe durant ses années d'incarcération. La lecture est un facteur de réussite scolaire. La lecture fournit un bagage intellectuel très important, nécessaire pour réussir dans les études. La lecture, en d'autres termes, est un moyen efficace d'acquérir un vocabulaire immense. Plus on lit, plus on acquiert des arguments, des informations, etc. qui facilitent nos argumentations littéraires parmi tant d'autres. Plus on lit, mieux on s'exprime. Dumayet (n.d) cité par Huguenin (2011) souligne dans les lignes suivantes, le lien entre la lecture et le statut (la culture) de l'individu:

> La lecture est intrinsèquement liée à nos capacités orales. Autrement dit, si vous voulez parler mieux et plus juste, certes lisez et lisez encore. Certes, l'exercice oratoire réclame lui aussi un entraînement; voire une formation, mais ce qui alimente l'expression orale c'est notre <<réservoir>>mental et documentaire qui se nourrit, quand à lui par la lecture.

Les lignes suivantes corroborent notre assertion ci-haut en ce sens que lalecture permet de déceler les aptitudes de leader chez les lecteurs.

Faire un usage correct du langage est bien valorisé socialement, et ceux qui nourrissent leur dialectique via la lecture sont perçus par les autres comme des individus avec de grandes capacités de leadership, et plus appréciés professionnellement (le comité psychologue. net).

La lecture est un moyen très puissant pour passer des messages d'exemplarité aux fins de former et/ou de reformer le citoyen. Les lectures permettent ainsi au citoyen de comprendre les frasques et les succès, les obstacles et les défis relevés, les solutions appliquées pour relever les défis. Le lecteur parfois copie le caractère du personnage et il s'identifie à lui. Il va jusqu'à le prendre comme rôle modèle. Nul doute, c'est pour cela que Bobin (1993) cité par Huguenin(2011) fait remarquer que «l'exemple reste le meilleur moyen d'amener quelqu'un à prendre de bonnes attitudes ».Ainsi par la lecture, nous pouvons amener les générations futures à copier des exemples de réussite à tous les niveaux surtout sur le plan politique, économique, scientifique, social; des niveaux très vitaux pour notre survie et notredéveloppement en tant que nation désireuse d'émerger. D'ailleurs, le manque de repère ou d'exemple n'est-il pas un problème pour notre jeunesse qui se retrouve désorientée/ Car, elle trouve difficilement des exemples d'hommes et de femmes politiciens intègres, bon à copier.

Les qualités d'un bon leader

Nous voudrons souligner le fait que lorsqu'on parle de leader on se réfère bien au leader politique qu'au leader managérial; en d'autres termes, à toute personne qui occupe une place de commande, leadership, etc. Il n'y a aucun doute que les qualités d'un leader compétent, performant sont nombreuses. Don une référence ainsi au classement de ces qualités offert par Giles(2016) cité par Olivier (2019) est nécessaire. Bien vrai que sa classification a été faite sur la base de leaders d'entreprise, peut être appliquée aux leaders politiques et autres.

En effet, Giles (2016) cité par Olivier (2019) a mené une étude auprès de 195 leaders de quinze (15) pays différents et a pu classifier les qualités en cinq catégories que voici:

1. Installer une relation de confiance avec ses collaborateurs
2. Favoriser l'autonomie
3. Créer de la connivence et un esprit d'équipe
4. Encourager l'apprentissage des collaborateurs
5. Avoir un impact

Nous ne citons pas seulement ces qualités mais nous sommes convaincus que la lecture procure celles-ci aux lecteurs.

Les problèmes liés à la promotion de la lecture

De nos jours, la lecture est abandonnée au détriment des médias modernes. Ceux-ci contribuent à faire baisser l'activité intellectuelle du lecteur si on la compare à la lecture. Nombreux, en effet, sont ceux qui voient le goût au média comme un obstacle au développement des facultés intellectuelles du citoyen.

Les politiques éducatives des gouvernements successifs qui accordent toutes leurs importances, toutes leurs attentions aux sciences et technologies et peu ou pas aux autres matières constituent un véritable frein à la promotion de la lecture. D'ailleurs, quel a été le résultat de ces politiques? N'est-ce pas que les grands succès scientifiques et technologiques ont été inspirés par la lecture?

Ecrire de nos jours n'est plus un métier ou une passion pour beaucoup de jeunes parce que le métier d'écrivain en lui-même n'est pas un gagne-pain. La passion de lire, de dévorer des livres n'y est plus pour nos populations. Inévitablement, cette joie que l'écrivain ressent lorsque les lecteurs se déchirent pour se procurer ses œuvres n'est plus. Ainsi, l'écrivain lui aussi n'est pas encourager à écrire. La cherté de la vie, et la pauvreté, constitue de nos jours un frein sérieux à la promotion de la lecture. Les gens doivent se déplacer des milliers de kilomètres ou

payer des frais de transport exorbitants pour fréquenter les bibliothèques lorsqu'elles existent.

Les bibliothèques manquent de personnel qualifiés et d'initiatives. La morose qui s'est emparée de la jeunesse à gagner l'esprit de ceux-là même dont le rôle premier est d'inciter à la lecture. Nos bibliothèques pour la plupart sont vétustes, désuètes pas assez accueillantes et attractives. Si lire permet de relaxer l'esprit, cela ne peut que se faire dans un environnement sain et propice pour cela.

Les clubs et associations de lecture ou de promotion à la lecture dans beaucoup d'institutions n'existent que par leurs noms. Ils ne laissent en aucun cas à désirer car ils ne fonctionnent pas du tout, surtout dans les établissements publics.

Conclusion

Cet article a pu relever les nombreux bienfaits de la lecture dans la formation de l'individu sur les plans psychologiques, sociaux, etc. L'homme est le pilier de tout développement, et il est important que tout facteur à son épanouissement soit promu au plus haut niveau, notamment, la lecture.

Nous proposons à l'instar du Portugal et autres pays qu'il y ait un plan national pour la promotion de la lecture. En effet, Martins et Marques (2010) expliquent comment le Portugal, compte à travers un plan national promouvoir la lecture. L'idée va jusqu'à assigner cet objectif comme un objectif national. Cela montre ainsi l'importance de la lecture.

Recommandations

Nous prêtons notre voix à Bobin (1993) cité par Huguenin(2011) qui suggère des solutions aux problèmes que constituent les média modernes à la lecture afin de réduire leur influence sur les jeunes: ―pour développer le goût de la lecture, il faut commencer à ôter ce qui fait obstacle à la lecture. C'est le cas entre autres, de la télévision ˝. Nous ne disons pas qu'il faudrait bannir ces medias, loin de là, nous parlons de réduire leurs influences et effets sur les jeunes.

Il faudra encourager les jeunes à travers des ateliers de formation à apprendre les bienfaits de la production de livres afin de favoriser l'éclosion de jeunes écrivains, qui perpétueront le métier ou la passion d'écrire. On gagnera beaucoup à ce que les jeunes, en premier lieu s'adonnent à l'écriture. Ils pourront eux- mêmes produire des œuvres pour l'éveil des consciences, de la reformation et autres vertus dans le sens qu'eux même se seront fixés.

Le gouvernement devra travailler à améliorer les conditions de vie et de travail des jeunes écrivains afin d'en faire un métier, c'est-à-dire un exercice qui permet de subvenir à ses besoins à partir d'une rémunération décente. C'est seulement lorsque le métier d'écrivain sera lucratif qu'il pourra attirer des adeptes qui en retour pourraient produire des écrits dans le sens et la direction que nous nous sommes donnés. Il n'y a lecture que s'il ya des livres. Tout comme il n'y aura de livres que si le métier et la passion d'écrire à de la valeur.

Le gouvernement devra s'atteler à mettre à la disposition des maisons d'éditions des fonds, des subventions d'aides et autres moyens pour aider celles-ci. Cela contribuera à favoriser la publication d'œuvres littéraires de tout genre. Car lorsque les livres sont disponibles, ils ne sont pas toujours à la portée des citoyens. Et les maisons d'édition de se plaindre de la difficulté à se procurer des matériels de travail. Nous suggérons même vue l'importance du sujet, la mise en place d'un fond d'aide à la production écrite de l'activité intellectuelle dans le sens des fonds d'aides au cinéma, à l'innovation audiovisuelle, à la création artistique, etc., comme cela se fait dans les nations développées. Il s'agira de se doter d'une politique globale en faveur de la promotion de la lecture et du livre.

Les gouvernements à leur niveau devront créer des bibliothèques municipales en plus de celles qui existent afin de palier à ce problème. Le ministère de tutelle en collaboration avec les autres agents de la promotion de la lecture pourront mettre en place des bibliothèques mobiles

dans les endroits reculés afin d'atteindre ces populations qui n'auraient pas accès aux livres, aux bibliothèques, et à la connectivité Internet, etc. Le gouvernement devra par ailleurs, équiper les bibliothèques existantes de livres de différentes sortes de domaines.

Par ailleurs, les bibliothécaires, à leur niveau devront mener des actions de sensibilisation de mobilisation pour la lecture et le livre. Des campagnes pourront être organisées pendant les week-ends et les vacances scolaires et estudiantines dans ce sens. Il faut mener des actions concrètes, pratiques avec des objectifs étendus sur le court, moyen et long terme.

Pour cela, il faudra procéder à la formation des agents des bibliothécaires. Car, on ne peut que donner ce qu'on a. La formation des enseignants et autres agents à la promotion de la lecture consistera à les éduquer à rendre la lecture moins difficile et plus excitante comme le font si mal beaucoup d'enseignants. Il s'agira ainsi de priorité et introduire de façon intelligible les lectures/livres. Obiang (2004) fait remarquer qu'«*au contact d"un livre intéressant, l"activité pédagogique devient peu à peu un ravissement esthétique. C"est à l"école que naissent les appétits de lecteur… ».* Les responsables et agents de bibliothèques devront songer à inciter à la gratuité des bibliothèques.

Au niveau ministériel, il faudrait qu'il y ait des projets de grande envergure pour la promotion et la mobilisation en faveur du livre et de la lecture. Ces projets devraient recevoir des fonds et un personnel qualifié pour pouvoir aboutir aux objectifs fixés. Des projets avec des slogans très attractifs devraient être montés pour susciter l'envie, la prise de conscience sur ce fléau qu'est l'abandon de la lecture, socle de la réussite scolaire.

Les agents en charge de la promotion de la lecture devront songer de façon pratique et continuelle à favoriser la création d'associations à différents niveaux; là où celles-ci sont inexistantes ou pas opérationnelles. Ces associations pourront organiser des activités diverses sortes, dans le but d'inciter les jeunes davantage à la lecture. Ce sont des pistes que les acteurs à la promotion de la lecture pourraient exploiter. Gamache(1987), propose des activités comme:

- Les concours gastronomiques
- Les concours locaux et régionaux d'écriture
- Les concours de slogan
- Les Génies en herbe
- Les mini-salons du livre organisés par les jeunes eux-mêmes
- La production de courtes pièces de théâtres sur le thème de la lecture, etc.

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UNITY IN DIVERSITY: THE INTEGRATIVE APPROACH TO INTERCULTURAL RELATIONS

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Abstract
The paper looked into the relevance of unity in diversity using the integrative approach to intercultural relations which serves as a means of mixing the different ethnic groups together to share the common attributes that exist in their different cultures. Nigeria as a multicultural nation encounters a lot of problems in terms of inadequate utilization of Nigeria"s diverse cultures which could enhance unity, national integration and peaceful coexistence as a result of cultural differences. Therefore, given the foregoing, that made this paper calls for the prompt quest for integrating intercultural relations in an attempt to solve these identified problems. Furthermore, the concept of unity in diversity, cultural integration and intercultural relations were discussed. Recommendations were proffered to promote intercultural relations among different ethnic groups in Nigeria in order to make them unite, work together, marry each other and live together peacefully.

Keywords: Peaceful Co-Existence, Unity in Diversity, Cultural Diversity, Intercultural Relations

Introduction

Nigeria as a country of diverse, rich, and abundant cultural resources needs to come together for national integration, peace, unity, and development. Therefore, in order to ―practice tolerance and live together in peace with one another as good neighbours‖, we first have to understand each other or appreciate each other's way of life and socio-cultural identity through the process of intercultural relations. This is only possible if we are knowledgeable about our distinct cultures, traditions and value systems. Thus, ignorance of each other's ways and lives has been a common cause (throughout the history of mankind) of suspicion and mistrust through which their differences have ―all too often broken into war‖ (United Nations, 2012; Ahmed, 2013).

Meaning of unity

According to Longman Group (2012), unity refers to when a group of people or countries agree or are joined together. Unity is instrumental in resolving social problems because people from different cultural backgrounds tend to know and respect each other. Nigeria is a typical example of unity in diversity because; it allows people of different cultures to live together

peacefully. National unity has to do with the ability of people or individualsin a heterogeneous society to sink their differences to achieve the common good of the society (Ndazhaga, 2000).

Also, unity can be defined as the state of being united or together. It is the feeling of oneness, togetherness, and harmony for a common goal. It is a kind of cooperation or harmony for a common cause (Vijay, 2006). According to Madan (2018), unity means integration. It is a social psychological condition. It connotes a sense of oneness. It stands for the bonds which hold the members of a society together. Furthermore, unity is a state of mind or disposition to be cohesive, to act together, and to be committed to mutual programmes.

It can be deduced from the above definitions that unity is the act of coming together people of different ethnic groups, religions, cultures, educational backgrounds, etc., in order to achieve the same common goal in the society. Such togetherness gives room for working together, marrying one another and so on.

Definition of diversity

Diversity is defined as cultural differences in values, beliefs and behaviours learnt and shared by groups of interacting people defined by nationality, ethnicity, gender, age, physical characteristics, sexual orientation, economic status, education, profession, religion, organizational affiliation and any other grouping that generate identifiable patterns. This definition is reasonably consistent with other writers, who characterize diversity as —differences in people based on their various identifications with group membership. This implies a process of acknowledging differences through action (Bennett & Bennett, 2001).

Concept of unity in diversity

According to Archana (2016), unity in diversity refers to unity among people without uniformity. People living in Nigeria are from various religions, beliefs and cultures. However, they are living in unity and proving the fact that unity is in diversity. Unity in diversity means oneness of unity even after lots of differences in cultural, social, physical, linguistic, religious, political, ideological, psychological traits etc. Also, unity in diversity indicates the well-matched co-operation between people of different groups living in a single society. It is a slogan that describes the sense of oneness among people in spite of their physical or psychologicalbarriers.

Importance of unity in diversity

Unity in diversity is key to development, happiness and peace in the country. It helps everyone to stand together and live peacefully. It promotes brotherhood, peace and harmony. Also, it creates a sense of oneness among people of different cultures. It gives value to the rich heritages of the country as well as strengthens and enriches the cultural heritage of Nigeria. Furthermore, unity in diversity enables people of diverse cultures, traditions cuisines,religions and clothing to attract more visitors and tourists from all across the states in Nigeria. Finally, it boosts morale among people in the workplace, organization and community (Archana, 2016, & Metta Centre for Nonviolence, 2017).

Meaning of integration

The word —integratell is from Latin word —integroll meaning –to make wholell. Hornby (2000) gives meaning to integration as —the act or process of combining two or more things so that they work together. Also, Ogungbemi (2008) stated that integration —connotes homogeneity, consistency, oneness, unity, stability and indeed the blending of elements that may relate to knowledge, ideas, values and skills so that their original character is naturalized to form anew one. This implies that once integration has taken place, the parts of the whole

automatically lose their distinct identities. These parts are united into one. Odanye (2003) maintained that integration is a process whereby different parts exist and function together to form one unit. Those who are integrated are formed into a unit in which they share common interests.

Concept of culture and cultural diversity

A culture can be defined as a total way of life of people. A culture can only realize itself and reach a state of maturity if it can relate to other cultures and life worlds in an interactive sense, a process one might also characterize by reference to what we have termed the—dialectics of cultural self-comprehension. The strength of a people or nation indeed depends on the ability to interact with other communities in a complex, multidimensional manner, something that also includes the capacity to see oneself through the eyes of others. Without such interaction, a community will lack the skill it needs to compete and be successful in today's fast-changing global environment. The cultural dimension includes the patterns ofthought, behaviour, artefacts and imprints in nature. The three major and dominant ethnic groups that have different cultures are Hausa-Fulani, Igbo and Yoruba. The Hausa-Fulani are predominant in the north, the Igbos are predominant in the south-east and the Yorubas are predominant in the south-west. The rest of Nigeria's ethnic groups sometimes called minoritiesare found all over the country e.g. TIV people, Igala people, Idoma people etc (Utulu, Ezegbe & Shaibu, 2012). Even, each of the so-called minorities has its own distinct culture.

Ahmed (2013) described cultural diversity as a phrase generally used in describing a society with people of different ethnic roots manifesting in their languages, modes of dressing, arts as well as other traditional practices, which are either similar or distinctively different from each group. The aim of cultural diversity is not only to enlighten the different ethnic groups about Nigeria's cultural diversity but also to imbibe in them the cultural values of peace, tolerance, hard work, respect for elders and constituted authority.

Meaning of cultural integration

Falade (2008) opined that cultural integration takes place when people of the same society/country but with diverse cultural beliefs are brought to the point of understanding and tolerating the beliefs of another so as to avoid misunderstanding and conflict. Ogungbemi (2008) highlighted that cultural integration revolves around the cultural lifestyles of the peoplesas exemplified in their beliefs, mores, morals, dance, songs, architecture, occupation and the relationship among these factors. In the same view, Odanye (2003) explained that people who have different ways of life (culture) are to come together so as to forge a way of life. Cultural integration is present to some extent in every society. It must however be noted that cultures of people brought together in one society such as Nigeria are always changing. They change because their society is also changing.

Concept of intercultural relations

The term –interculturalll is referred to something that occurs between people of different cultures including different religious groups or people of different origins (YourDictionary.com Online, 2017). Banks (2006) explained that intercultural relations occur when different cultures interact, and are influenced (or even changed) by each other, but remain essentially the same. It allows for cultural interchange and exchange without requiring that cultures or ethnic backgrounds be erased or changed in favour of mainstream, common culture. When different cultures integrate or contact each, the interrelated cultures are in contact with each other and change but remain essentially the same.

Both contact cultures are valued and should not seek to impose their values on each other, rather they retain their characteristics while interacting with each other. All cultures can coexist and interact in a peaceful, organized and inclusive environment that fosters communication and diversity.

According to Leite (2014), intercultural relations refer to the process by which different cultures are in contact and require the immigrants to adjust their social and psychological behaviour to become more closely integrated with the target society. It is also maintained that intercultural relations allow for many cultures to interact peacefully, learning from each other and diagnosing with one another.

Elements of intercultural relations among different ethnic groups
1. **Beliefs**: Nigeria consists of several cultures. People with different ways of life will behave differently and their behaviour can be a source of conflict. Therefore, there is a need for intercultural relations which involves making all Nigerians share the national culture to avoid conflicts. This will include understanding and appreciating each other's way of life (Otelaja, 2008).
2. **Arts:** Nigerian gives a lot of value to different types of arts which primarily include grass weaving, wood carving, leather work, calabash carving, pottery making, painting, cloth weaving and metal works. When the different ethnic groups learn about these artefacts, it will foster unity among them.
3. **Clothing/Dressing**: Nigerians attach a lot of importance to varieties of types of clothing and dressing styles as there are different groups of people living in the country (Utulu, Ezegbe and Shaibu, 2012). Each of the ethnic groups has different clothing/dress that they are putting on. For instance, if one ethnic group is wearing the kind of clothing/dressing which exists in another ethnic's culture but is not available in their own culture, it will promote outstanding love between them.
4. **Mores**: These are the customs, social behaviour and moral values of a particular group. For instance, if Hausa can marry Yoruba or Igbo, or if Yoruba can marry Igbo/Hausa (or vice versa), definitely they will share certain parts of their cultures, as a result of intercultural relationships. This will promote peaceful coexistence.
5. **Architecture:** This implies the style and design of a building or building (Longman Group, 2012). Everybody knows that styles, designs and planning of the building of each ethnic group are diverse, if they build their houses together in the same compound/environment and live together as well, there would be intercultural relations. This may be a result of imitation of one another's culture. This will promote peaceful co-existence among the neighbours in Nigeria.
6. **Occupation:** This means a job or profession that someone is doing (Longman, Group, 2012). Yoruba traditional occupations are farming, cloth dyeing, weaving, local soap making, wood carving, calabash carving etc. If other Nigerian ethnic groups that have their traditional occupations ensure that they learn how to do the kinds of traditional occupations which do not exist in their indigenous occupations, it would foster social relationships among different ethnic groups. Also, if the different ethnic groups are working together in the same organization, there would be intercultural relations among themselves.
7. **Music and Dance:** Music is a series of sounds made by instruments or voices in such a way that is pleasant or exciting. While, dance is a special set of movements performed to a particular type of music (Longman Group, 2012). For instance, whenever Hausa, Igbo and Yoruba or any other so-called minority groups have social functions such as naming ceremonies, funeral ceremonies etc., if they are dancing to music together in such kind of social gathering, it will promote love among them as a result of intercultural relations.

Factors that promote the unification of intercultural relations

Kingsley (2012) explained the following as the factors that could promote the unification of Nigeria's diverse cultural elements:

(a) **Partial Differentiation**: It is rightly said that our strength is in our diversity. It is therefore necessary that we do not disregard the cultural differences that characterize Nigeria. We should embrace these cultural differences and find expression for them in the transformation process of the country. We should preserve those cultural attributes that distinguish the various elements of our cultures and commit those attributes to effective use.

(b) **Absolute Integration**: Every citizen irrespective of tribe or status must have a common intercultural relationship. There should be programmes that duly allow for cultural interactions between the different ethnic groups. This will foster progress in the country.

(c) **Early Indoctrination**: For there to be a full manifestation of unity, there has to be a full understanding of our different cultures among different ethnic groups. The unification process has to be emphasized in homes, schools, religious centres and indeed every facet of human interaction. This would be able to raise a new generation of Nigerians who sincerely embrace their neighbours, regardless of cultural differences through cultural relations.

Relevance of embracing intercultural relations in the society of unity in diversity

Based on the discussion so far, the following can be considered as the relevance of integrating intercultural relations:

It promotes equality, prevents domination by the majority and dismantles barriers to full participation. It facilitates the survival and vitality of cultural communities as a matter of fairness, justice and equality. It gives recognition to recognized cultural diversity and makes accommodations for the needs of cultural minorities. It shapes both individual lives and broader society, particularly given the increasingly global nature of modern life. The promotion of intercultural understanding among different ethnic groups in Nigeria can bring peaceful co-existence among different tribes.

Conclusion

When people of distinct rich cultural heritage integrate, they make intercultural relations and thus give rise to various lifestyles based on interests and beliefs. Also, it gives rise to the growth of various professional areas like music, fine arts, drama, dance, theatre sculpture, modes of dressing, etc. Finally, the promotion of intercultural understanding will yieldpeaceful co-existence among different ethnic groups in Nigeria.

Recommendations

The following recommendations are made to embrace integrating and promoting intercultural relations among different ethnic groups in Nigeria:

i. Nigerians as well as people in any culturally diversified or ethnically mixed society should maximize the opportunities by fostering —unity in diversity‖ instead of manipulating the diversity against the unity of their various societies for selfish purposes.

ii. Nigerians/children should be encouraged to embrace, protect and promote our cherished cultural values for national development

iii. Different ethnic groups that are in contact should embrace one another's culture in order to promote peace.

iv. Unity schools should be sited in all states of the federation. This will enable students from all parts of Nigeria to have the opportunity of mixing, and sharing the same

cultural identity and thus become socially and culturally integrated.
v. National sports festivals should be organized in order to encourage cultural interaction.

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SOCIO-ECONOMIC ROLE OF WAQF (ISLAMIC ENDOWMENT) AS A TOOL FOR SUSTAINABLE DEVELOPMENT IN THE 21ST CENTURY

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Abstract
Waqf is an idea of creating a third sector, a non-profit motivated sector, whose tasks fall within the arena of righteousness, kindness and benevolence. This paper stands to elucidate various ways through which the sector can be usedas a tool for sustainable development in the 21st century through its socio-economic role. This paper will finally provide suggestions and recommendations for the effective application of waqf.

Introduction

The revelation of rulings by Almighty Allah is a blessing to mankind in this world and the Hereafter. Islamic jurisprudence in particular is a field of study from which a servant of Allah knows how to worship his Creator and his dealings with fellow human beings. One of the major arrears discussed in fiqh (Islamic jurisprudence) is 'Waqf".

Waqf is a philanthropic donation that a person makes in the way of Allah. Islamic waqf properties make up a considerable proportion of the societal wealth in many Muslim countries. The concept of waqf entails generous dedication in the area of developing the non-profit, non-governmental sector and increasing the level of welfare services to boost the socio-economic condition of a society.

However, this study titled 'Socio-Economic Role of Waqf (Islamic endowment) as a tool for sustainable development in the 21st century" is an attempt to investigate the role Islamic endowment can play as a contributor to sustainable development in the 21st century.

Definition of Waqf

Waqf means holding or confinement or prohibition. Technically waqf does not have a unanimously agreed upon definition, because it attracted scholars' attention, in the past and the present. According to Zaki (2006, p.5) waqf implies withholding an asset and getting it outof anybody's property so that it cannot be sold, granted, or bequeathed. Kahf (1999:41) defines waqf as 'holding a mal (asset) and preventing its consumption to repeatedly extract its usufruct for the benefit of an objective representing righteousness/philanthropy". Kilicalp (2009, p.8) defines waqf as 'to endow the property rights of a good to the public service perpetually and to prevent others from obtaining its property rights".

It is clear from these definitions that, waqf is a philanthropic donation the way of Allah for the benefit of the society (beneficiary) to whom the donation is made, to gain a reward from Allah. One pronounced waqf object or its benefit becomes perpetually dedicated in the way of Allah, neither retractable nor inheritable.

Historical Background of Waqf

To some scholars, the first waqf is the house of Allah (Ka_abah) which is situated in Makkah. This is supported by a verse of the Quran where Allah says:

> *"verily, the first house (of worship) appointed for*
> *mankind was that at Bakkah (Makkah), full of blessing,*
> *and a guidance for Al-Alamin (mankind and jinn)"*
> *(Suratu Al-Imran Q.3:96).*

Being the first house of worship erected on the earth, this set of scholars considered it the first Islamic endowment. Historically in Islam, some scholars opined the first endowment is the mosque of Qubai in Madinah, a city 400 kilometer north of Makkah (Kahf, p.3). The mosque was built upon the arrival of the prophet Muhammad (SAW) in the tenth year of his prophethood (622) the mosque still exists now on the same lot but with a renewed andenlarged structure. Six months later, the prophet's mosque was built in the center of Madinah (Ibid).

Sayyid (1996, p.417) held that the origin of waqf is traceable back to the statement of the Prophet (SAW) in a hadith narrated by his third successor Uthman bn Affan (R.A), who said: the messenger of Allah (SAW) said:

> *—Who digs the well of Rawmah, the paradiseis for him". He*
> *(Uthman) said: then I dug it" (fiqhus-sunnah, vol. IV, p.417).*

All in all the ka_abah in Makkah could be considered the first waqf (endowment) in the history of humanity, and the mosque of Qubai was the first during the lifetime of the Prophet (SAW). Since the prophetic era up till now, Muslims continue to donate movable and immovable properties for public consumption such as mosques, wells, houses, graveyards and so on.

Establishing the Legality of Waqf

Waqf is lawful and recommended both on general and specific evidence. As for general evidence, waqf is considered an act of charity, greatly encouraged by both the Quran and Sunnah of the Prophet (SAW).

In the Quran, there are verses that urge Muslims to extend their hand of righteousness to others, to earn a reward from Allah. Allah says:

> *"By no means shall you attain Al-Birr (piety, righteousness) unless you*
> *spend (in Allah"scause) of that which you love, and whatever of good you*
> *spend, Allah knows it well" (suratu Al-Imran Q.3:92).*

Allah said:

> *"It is not Al-Birr (piety, righteousness, and each and every act of obedience*
> *to Allah, etc.) that you turn your faces towards east and (or) west; but Al-Birr*
> *is the quality of the one who believes in Allah, the last day,*
> *the angels, the book, the prophets and gives his wealth, in spiteof love for it,*
> *to the kinsfolk, to the orphans, and the poor, and tothe wayfarers, and those*
> *who ask, and set slaves free ...."*
> *(Suratu Al-Baqarah Q.2:177).*

Ibn Kathir (1992, p.258) said in his explanation of this verse that, Allah firstly ordered the

believers to face Baitul maqdis (Jerusalem) while observing salat, and later ordered them to face ka_abah, this became a burden to some worshipers, this verse was then revealed to make known that righteousness is not confined to constantly facing a particular direction, but righteousness is obeying Allah's directives, facing where He asks you to face and following what He ordains.

The verse spells out some of the qualities of a pious, ranging from belief in Allah, His books, angels, last day, and the prophets; and dedicating parts of one's wealth to the cause of Allah (SWT).

Waqf is considered as sadaqatul Jariyah (a continuous charity). Abu Hurairah (R.A) reported that the Prophet (SAW) said:

"when the human being dies, his chain of actions ceases except in three respects; a continuing charity or a knowledge benefited by others or a pious son who prays for him"
(sahihu muslim, translated by siddiqi, vol. III, hadith 4005, p.867).

For the specific evidence, these are proofs that are peculiar to waqf. The prophet (SAW) was quoted to have said:

"He who bequests a house in the cause of Allah out of piety and consideration, then the animal"s satiety, dunging and urination are all benefactions in the balance on the day of judgment" (Raissouni A.: waqf endowment in Islam).

Also, Abdullahi the son of Umar bn al-Khattab narrated that:

"Umar acquired land in khaibar. He came to the Prophet (SAW) and sought his advice in regard to it. He said: Allah"s messenger, I have acquired a land in khaibar. I have never acquired property more valuable for me than this, so what do you command me to do with it? Thereupon he (Allah"s messenger) said: If you like, you may keep the corpus intact and give its produce as sadaqah. So Umar gave it as sadaqah declaring that property must not be sold or inherited or given away as a gift. And Umar devoted it to the poor, to the nearest kin, and the emancipation of slaves, and in the way of Allah and guests. There is no sin for one who administers it if he eats something from it in a reasonable manner, or if he feeds his friends and does not hoard up good (for himself)".
(sahihu muslim, hadith 4006 pp. 867-868).

Socio-Economic Benefits of Waqf as a Tool for Sustainable Development in the 21st Century

Waqf (Islamic endowment) is an idea that consists of creating and developing a non-profit motivated sector. Its task falls within the arena of righteousness, goodness, kindness, mercy and benevolence. The idea of waqf shows that Islam recognizes the importance of the non-profit sector in social and economic development and provides the necessary legal and institutional protection for this sector to function away from the self-interest of the private sector and the power of the government.

The permanent nature of waqf resulted in the establishment of endowment properties all over the Muslim lands and the variety of its objectives provides support for widespread religious and philanthropic services. Waqf played important role in developing many societies and

communities. For example, Mannan (2005) mentioned that about one-half (1/2) of the cultivable land in Algeria in the mid-nineteenth century was dedicated to Waqf, and in Tunis one-third (1/3) (1883), in the Turkish Empire (3/4), (1928), in Egypt (1/7) (1935).

Waqf if properly applied will serve as a key contributor to sustainable development in the 21st century in many segments which include education, religion, health, social welfare, environmental welfare and security aspect.

Through waqf, dedication could be made for the building of mosques, and payment of salaries of Imams (prayer leaders). This has greatly recorded achievement in Muslim lands, for through waqf people have comfortable access to their places of worship, and the paid Imams are always available to lead people, for their sustenance has been made easy for them.

In the educational sector, waqf can facilitate development by making donations for the building of schools, donations for libraries and scientific research. This has greatly contributed to learningactivities in Muslim lands. Kahf (1999) stated that Islamic rule over the Island of Sicily had three hundred (300) elementary schools — all these through waqf funds. The waqf funds had been used to sponsor some activities in many Islamic universities and high schools, such as al-Azhar in Cairo, Qurawiyin in Fex, and Nizamiyya in the Mustansiriya in Baghdad. The area of assistance rendered by waqf includes the provision of buildings, teaching materials, scientific libraries and books, salaries for teachers and stipends for students.

Kahf (1999) continued to state that the endowments that were dedicated to education were responsible for the uncorrupted thought that was common among Islamic scholars, which kept them free from the influence of the ruling class. Endowments benefits earned them renowned reputations, and thus became outspoken representatives of the society in any confrontation with the authority. Through the waqf system, the socio-economic difference was reduced by offeringeducation based on the ability to cope with the tasks rather than on the ability to pay. Hence the poor had educational opportunities that allowed them to climb the socio-economic ladder.

Kofar-wambai (1991) analyzed some Muslims in Kano who built and assisted schools. For example, Alhaji Salihu Garba Yankaba built a school of twelve (12) classes, where people learn both western and Islamic education. Also, Late Alhaji Halliru Abdullahi established Halli Quranic School in Malumfashi town in Katsina State in the year 1990. The donor establishedthe School to create a centre where people could learn free of charge, especially the less privileged in the society (Hassan, 2012).

Islamic endowment can also contribute to the health sector. This may be achieved through the establishment of Hospitals, donation of medical equipment, and payment of salaries for medical and paramedical staff. This has been practised and recorded success in many Muslim lands. For example, health services were provided in many Muslim lands. These include the establishment of hospitals and donation of equipment, salaries to health workers, building schools of medicine and pharmacy, and stipends paid to medical students. Special endowments were established for specialized medical schools for research in chemistry and payment for food and medicine for hospital patients (Kahf, 1999).

According to Sani (2009), Zamfara State zakat and the endowment board built seventeen (17) well-equipped hospitals across the seventeen emirates in the state, to provide free medical care. Not less than six thousand, two hundred and forty-nine (6,249) destitute patients received major medical assistance both within and outside the state. On monthly basis, the board sponsors less-privileged people with mental problems for medical treatment at federal Neuron Psychiatric Hospital Kware, Sokoto and National Orthopedic Hospital Dala. Illness is sometimes referred to Ahmad Bello Zaria Teaching Hospital (ABUTH) Zaria, and Usmanu Danfodiyo University Teaching Hospital (UDUTH) Sokoto.

Furthermore, through waqf poverty rate and level of unemployment could be reduced if not eradicated, because prudent establishment and management of endowment will create job

opportunities. Endowment institutions may be turned to be firms and companies in the full sense of the term, with an organizing system and different departments including administration, accountancy and marketing.

In the area of social welfare, Islamic endowments can contribute significantly to environmental protection, animal care, and assistance to the needy, poor and wayfarer. The issue of al-majiri which has attracted national attention but is yet to be tackled could be easily and perfectly achieved by establishing a special endowment to be tagged 'Al-majiri special fund". There will also be endowments for orphans, by establishing orphanage homes. Widows, t h e handicappedand the aged will be catered for, by providing them with food, shelter and all their basic needs. There may also be waqf for the dead people, through which their funeral rites will be sponsored. The Arab world has proved how achievable all these are, through living and evident development of prudent management of waqf brought to their societies (Tebani, 2010).

Finally, I believe strongly that, waqf if allowed to play its role as enshrined in Islamic law, will bring about rapid and sustainable development in the 21st century in Nigeria in particular and the whole world in general.

Conclusion

This paper has been able to give detail about what waqf is all about. The historical backgroundof waqf is traced, which made it known that waqf is not a newly invented matter, but traceableto the building of Ka_abah, which is considered to be the first waqf ever established. Seriousattention was given to it during the lifetime of the Prophet (SAW) for it was considered aphilanthropic act. This prompted the sahabah {companions of the Prophet (SAW)} to haveestablished many endowments, and the same was done by those that came after them. This continuedup till the present time. Establishing the legality of waqf in Islam was proved beyond a reasonabledoubt in that waqf has a backing both from the Quran and the traditions of the Prophet (SAW). In his effort to show that Islamic endowment is a very sophisticated tool that can be used to foster sustainable development, the researcher highlighted different sectors in which Islamic endowment can contribute to rapid and sustainable development. This ranges from spiritual,educational, health, and economic to social sectors.

Suggestions and Recommendations

The following are my recommendations:

1. There is a need for Islamic scholars to enlighten and educate the faithful concerning what waqf denotes. This becomes necessary because many Muslims are yet to be informed of what waqf implies.

2. There is a need for prudent management and administration of endowment properties, for imprudent management results in the aim and objective not being achievable.

3. While establishing a waqf, a donor should make it in a way that the endowment property will be able to cater to its management. For example in the case of the mosque, shops may bebuilt attached to the mosque outside to be rented out at a subsidized price or selling things in it. The returns of which could be used for the mosque's expenses and payment of the Imam's salary.

4. The government should legislate to give room for more endowment. Endowments should be seen as a public philanthropic service whose ownership right belongs to Allah. This government should not claim ownership over it. Historically, the government of some countries turned endowment properties into government owned andthus rendered this

sophisticated sector (waqf) handicapped of achieving its usual developmental target.

5.   Government at Federal, State and Locals levels should also contribute to establishing endowments. This is achievable by establishing an effective ministry or board of awqaf (endowments). Zamfara State in Nigeria is a good and living example in this regard, for the state has an effective board for zakat and endowment, which has contributed to socio-economic development in the state.

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INTERNET ACCESSIBILITY AS DETERMINANT OF RESEARCH PRODUCTIVITY OF LECTURERS IN TWO COLLEGES OF EDUCATIONIN SOUTH-WEST, NIGERIA

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Abstract
The Internet plays a pivotal role in enhancing quality research through access to current and a variety of information resources. Lecturers often use theInternet to access electronic resources for research purposes. This study investigated internet accessibility as a determinant of research productivity of lecturers in two colleges of education in South-west, Nigeria. Three (3) research questions and one (1) null hypothesis were studied. The descriptive survey method was adopted. The simple random sampling technique was usedto select 336 lecturers from a total population of 560 lecturers, out of the 336 sample subjects that were selected for the study, 259 fully responded to the research instruments at 122(81.3%) at the Federal College of Education (Technical), Lagos and 174(93.6%) at Federal College of Education (Special), Oyo respectively. The instrument used for data collection was the questionnaire. Data elicited from respondents were analysed using frequency counts and Pearson"s Product Moment Correlation Coefficient at 0.05 level of significance. Findings revealed that lecturers in the colleges of education produced articles in journals presented papers at conferences etc. Most of the respondents affirmed that Internet accessibility: helped them to submit manuscripts for journal publication; increase their information search for chapter contributions in books, to a high extent. Also, there was a positive significant relationship between internet accessibility and research productivity (r = .190**; p < 0.05) by the lecturers in colleges of education.

Keywords: Internet Accessibility, Research Productivity, Lecturers

Introduction

Research forms one of the core functions of colleges of education, it serves as the scholarly, scientific, philosophical and critical approaches of intellectuals to the solutions of practical problems of man as well as a channel through which they creatively advance national development (Yusuf, 2012). Research has to do with searching into new problems, collecting data and information about the problem and drawing conclusions or hypotheses from the investigation carried out. In other words, research is the process of creating new knowledge or new insights into knowledge and improving existing knowledge. It plays a crucial role in

promoting and disseminating knowledge; which also leads to the development of new knowledge as well as improving existing knowledge.

Ali (2006) viewed educational research as a standardized scientific investigation involving identifying ways and means of solving problems relating to teaching and learning so that the goals of education can be attained. Creswell (2005) reiterated that educators need to be consumers and producers of research for the reasons that educational research serves the purpose of improving practice, adding to knowledge and addressing divergence in knowledge. Knowledge acquired from research when translated into practice contributes to education through improvement in educational outcomes and refinement in skills, leading to improved standards of societal development. The educational outcomes of research can be regarded as productivity.

Lecturers' research represents the bedrock of human existence in the way that it improves and sustains quality of life through expansion in frontiers of academic knowledge and other aspects of human endeavours. Lecturers' productivity is the yardstick used in evaluating lecturers' performance in their multiple responsibilities of learning (the product of teaching), knowledge and scholarship (the product of research and other scholarly activities) institutional, community and professional well-being (the products of shared governance, community service and professional activities). Ensuring lecturers' research productivity is critical for survival in today's highly competitive college of education environment (Kaniki, 2003). Haliso and Toyosi (2013) pointed out that a lecturer's role in the work environment and the world of scholarly communication depends on the quality of information used. Lecturers need to update their knowledge base regularly by consulting information sources for research, publications, presenting papers, attending conferences and workshops etc. The various roles and functions of lecturers give rise to their information needs. Therefore, the need for internet accessibility becomes imperative for lecturers to satisfy their information needs and quest for knowledge.

Over the years there has been accelerated and impetuous advancement in research productivity due to an increase in availability and accessibility to publications and research made by scholars worldwide and presented on platforms through which contribution and sharing of knowledge are made possible via the internet. Thus, the advent of the internet has heralded the emergence of a new form of knowledge production and distribution — the soft form. This new form of information resource has as its greatest advantage a rich information resource that is widely and readily available and accessible to hundreds of millions of people simultaneously in many parts of the world. The Internet liberates scholarship from the social, legal, political, economic and geographical restraints associated with traditional print media. This liberation has had a major effect on scholars' research scope and productivity of scholars who want to stay at the forefront of research and be abreast with developments in their research fields (Oton, n.d). The internet, which is often regarded as an information gateway has made information accessible to researchers for as long as they have access. It has become easier to search access and download scholarly papers through the Internet.

Internet accessibility has advanced in different stages — the digital subscriber line, cable Internet access, satellite internet access, dial–up internet access and wireless internet access. The Internet has emerged as one of the most powerful vehicles for providing access to unlimited information. It is an inseparable part of today's educational system. The dependency on the internet and its services is increasing daily and the college communities are depending more and more on the internet for their various educational purposes (Adekunmisi, Ajala, & Iyoro, 2013). Wireless internet access has become popular and the most commonly used in the 21st century.

The use of mobile and wireless technologies such as Internet modems (IM), mobile phones (MP), smartphones like blackberry (BB) and other mobile devices have been identified as alternative wireless access to the internet irrespective of time and location. According to Nkomo

and Mugwisi (2010), mobile devices include laptops, netbooks, notebook computers, cell phones, audio players, cameras, and e-book readers, and they are used to perform various functions including Internet searching. Mobile devices (MD) have penetrated all spheres of human endeavour and their utilization has pervaded the university communities in the 21st century. While Smartphones and cell phones with an in-built medium can connect to the Internet directly, PCs and laptops need a modem to connect to the Internet. Another popular source of Internet access in Nigeria is the use of mobile phones (MP). MP and BB can be used to connect to the Internet directly or indirectly. Smartphones can be used as a medium to connect your laptop or computer to the Internet. Most laptops, BBs and MPs can browse the Internet because of the wireless cards or Bluetooth interface built into them and are more expensive compared to MPs without browsing facilities. The use of these mobile devices facilitates' access to the net irrespective of the location provided there is a Global System for Mobile Communications (GSM) network or signal. The ultimate goal of using mobile devices is to enhance the utilizationof the Internet. The use of modem and MP have gained acceptance among students and lecturers in Nigeria (Mittal, Gupta & Gupta 2010).

The internet is constantly influencing the development of new modes of scholarly communication; its potential for delivering information is quite vast as it overcomes the geographical limitations associated with print media. The Internet can be used for efficient retrieval and meeting information needs. Naturally, most individuals seek information from their friends, neighbours, colleagues and libraries among others. With the advent of the Internet, many professionals, researchers and highly placed individuals now seek information from the Internet (Aina, 2004). Internet accessibility has enabled lecturers to excel by providing them with the latest information and access to worldwide information. It offers lecturers the possibility to acquire knowledge without time and space constraints. According to Ajegbomogun and Fagbola (2015) the internet has provided free access to research and scholarly output of lecturers not minding the distance, recognizing the change in the world communication order and lecturers being knowledgeable enough in information technology usage will propel them to better scholarly research.

Adika (2003) investigated the impact of internet access among university lecturers. The study revealed that ground-breaking research work and effective teaching were done more asa basis for promotion and career ascent. Thus, many of the respondents affirmed that internet accessibility has improved their research outputs and teaching on one hand, while on the other hand has enhanced their career prospects within their institutions. Onwuagboke and Onwuagboke (2014) carried out a study on how Lecturers in Colleges of Education in southeastern Nigeria access and use the internet in their professional practices. Findings revealed that personal laptops with modems; personal mobile phones and public cybercafé are the predominant modes of internet access available to faculty members. Obasuyi and Usifoh (2013) research on internet accessibility among pharmacy lecturers in south — south universities in Nigeria, showed that the current trend for lecturers is the use of mobile connection on their devices (mobile phones, palm tops) and 3G modems that can guarantee internet access with a laptop. Also, lecturers access the Internet mostly at home and they use the Internet daily.

A prior study of three private universities — Covenant, Babcock, and Bellstech - in Southwest Nigeria by Utulu (2008) revealed that Internet access is very convenient, reliable, and available to over 79% of the lecturers mostly through their offices (81%) and cyber café (51%) within the universities than through commercial cyber cafes outside the campuses. Impressive as this result may be, there is still a need for more internet access in these universities if over 51% use cyber café and over 11% access the internet through their personal computers and laptops. This shows that as technology evolves the trend of accessing the internet by lecturers changed as many of them no longer visit cyber cafes nor depend on their institutional internet connection

before they could access the internet.

An investigation on the utilisation of internet services and its impact on teaching and research outputs in private universities in South-Western Nigeria by Okafor, Imhonopi and Urim (2011) affirmed that internet accessibility aided the lecturers to publish their works (54.3%), to attend conferences (61.6%) and to improve both the quality of their teaching (74.2%) and the quality of their research output (79.1%). Statistically, lecturers' research productivity within

three years prior to internet accessibility and three years after internet accessibility reflected an increase in the following indices: chapters in books — 0.4% to 0.8%; technical reports and monographs — 0.2% to 8.2%; refereed conference proceedings — 0.5% to 18.4%, journal articles — 30.4% to 54.3%, while the number of conferences attended — 20.5% to 61.6%, thisphenomenal increase was attributed to internet accessibility. In fact, 74.2% of lecturers admitted they relied more on internet resources for the pursuit of their research publications, conference notifications and teaching and career advancement generally.

According to Okiki and Asiru (2011) survey on the level of research productivity of teaching Lecturers in twelve Nigerian federal universities between 2007 to 2010 revealed that the research productivity of the academic staff was very good in the publishing of journal articles, technical reports, conference papers, working papers and occasional papers. Lecturers' productivity was good in the publishing of book chapters, scientific peer-reviewed bulletins, and patents. However, their productivity was poor in the publishing of textbooks or co-authored textbooks, monographs, and patents and certified inventions. Similarly, internet accessibility will have a positive or negative influence on research productivity of lectures through published books, chapter contributions in books, co-authored books, articles in journals, edited and translated books, paper presentations at conferences, seminars and workshops, monographs and technical reports.

Research questions
The following research questions guided the study:
1. To what extent is the internet accessible to lecturers in colleges of education?
2. What is the level of research productivity of lecturers in colleges of education?
3. To what extent has internet accessibility enhanced the research productivity of lecturers in colleges of education?

Hypotheses
The following null hypothesis was tested at a 0.05 level of significance
H01: There is no significant relationship between internet accessibility and t h e research productivity of lecturers.

Research Methodology
This study adopted the descriptive survey research design. The goal of the research design was to study internet accessibility as a determinant of the research productivity of lecturers in colleges of education, in Nigeria. The population for the study comprises all cadres of lecturers — assistant lecturers to chief lecturers in the two selected colleges of education in South–West Nigeria (Federal College of Education (Technical), Lagos and Federal College of Education (Special), Oyo). Federal College of Education (Technical), Lagos has a population of two hundred and fifty (250) lecturers and Federal College of Education (Special), Oyo has a total population of three hundred and ten (310) lecturers. (Source: F.C.E., (Technical) COEASU database 2017 and FCE (Special) COEASU database February 2017).

The simple random sampling technique was used to select lecturers from the various departments in the college as a sample for the study. The international standard school of statistics recommends that for a sample size to be a true representation of the population size the researcher should use 60% of the entire population. However, for a population that is above 1000 less than 30% sample size can be selected but must be a true representation of the entire population. Based on these recommendations, 60% of the population constitutes the sample size for this study. Thus, the sample size for this study was 60% of 560 lecturers of the colleges, specifically 336. Samples of 150 lecturers from the Federal College of Education (Technical), Akoka and 186 lecturers from the Federal College of Education (Special), Oyo were randomly selected through a balloting system. The study used a questionnaire for data collection. The questionnaire was used in order to elicit written responses from the subjects of theresearch through a series of questions and statements put together with specific aims in mind.It is preferred for obtaining data from the vast population because it is economical and easy to administer as opposed to the other methods of collecting data. Copies of the questionnaires were distributed to 336 lecturers but 122(81.3%) copies in Federal College of Education (Technical), Akoka and 174 (93.6%) copies in Federal College of Education (Special), Oyo were duly filled and returned with useful responses by the respondents giving a total of 296 and 88.1% response rate. Descriptive statistics used included frequency count and percentages and were used to analyse the research questions and Pearson's Product Moment Correlation was used for the hypothesis.

Result Presentation
Demographic characteristics of respondents

Descriptive statistics of frequencies and percentages were used for the demographic characteristics of the respondents and results were presented in Tables.

Table 1: Status, academic qualification, age, gender, and years of experience of respondents

Status	No. of Respondents	Percentage
Chief Lecturer	16	5.4
Principal Lecturer	19	6.4
Senior Lecturer	30	10.1
Lecturer I	45	15.2
Lecturer II	69	23.3
Lecturer III	80	27
Asst. Lecturer	37	12.5
N	**296**	**100**
Bachelor's Degree	63	21.3
Masters' Degree	206	69.6
PhD	27	9.1
N	**296**	**100**
21 - 30 years	18	6.1
31 - 40 years	144	48.7
41 - 50 years	92	31.1
51 - 60 years	27	9.1
Above 60 years	15	5.1
N	**296**	**100**
Male	141	47.6
Female	155	52.4
N	**296**	**100**

Less than 3 years	34	11.5
3 - 5 years	62	21
6 - 8 years	70	23.6
9 - 11 years	55	18.6
Above 11 years	75	25.3
N	**296**	**100**

Results in Table 1 show that 80(27.0%) of the respondents in both colleges of education were Lecturer III, 69(23.3%) were Lecturer II while 16(5.4%) were Chief Lecturers. On the highest educational qualification of the respondents, 206(69.6%) had a master's degree while 27(9.1%) had a PhD. This implies that most of the respondents had the required qualification as lecturers in the colleges of education i.e. a minimum of a Bachelor's Degree to be an assistant lecturer. Results showed that 144(46.3%) were between ages 31 - 40 years while 15(5.1%) were above 60 years. Statistics in Table 1 showed that most of the respondents were still in their youthful and active years of service. On the gender of the respondents, 155(52.4%) were females. Furthermore, 70(23.6%) have been teaching in the colleges of education for a period between6 - 8 years while 75(25.3%) have been working for over 11 years. Also, statistics in Table 1that most of the respondents were experienced lecturers since they have been working for at least3 years.

Research Question 1: To what extent is the internet accessible to lecturers in colleges of education?

Table 2*:* Internet accessibility to lecturers in colleges of education

S/N	Internet accessibility	Rarely/A few times	Occasionally (Monthly)	Often (Weekly)	Frequently (Daily)
1.	Digital subscriber line	44	99	66	87
		14.9%	33.4%	22.3%	29.4%
2	Satellite internet access	46	37	145	68
		15.5%	12.5%	49.0%	23.0%
3	Dial-up	90	92	61	53
		30.4%	31.1%	20.6%	17.9%
4	Modem subscription	64	20	103	109
		21.6%	6.8%	34.8%	36.8%
5	Mobile phones	88	19	42	147
		29.7%	6.4%	14.2%	49.7%
6	Institutional Wi-Fi	70	18	93	115
		23.6%	6.1%	31.4%	38.9%
7	Cyber café	182	13	60	41
		61.5%	4.4%	20.3%	13.9%
N 296; Grand Mean = 18.13; Weighted Mean = 2.59					

Table 2 shows that most of the respondents 109(36.8%) frequently access modem subscriptions, 115(38.9%) frequently access institutional Wi-Fi, and 147(49.7%) frequently access the Internet on mobile phones. However, 182(61.5%) rarely access Internet at cyber café, 92(31.1%) occasionally use dial-up, and 99(33.4%) occasionally use digital subscriber line. Hence, it could be inferred that most of the lecturers regularly access the Internet using modem subscriptions, institutional Wi-Fi, and mobile phones. In order to determine the extent of internet accessibility to lecturers in colleges of education, a test of the norm was conducted. The results

showed that a scale between 1-9 is low, 10-18 is moderate while 19-28 is high. The overall mean for internet accessibility by lecturers in the colleges of education yielded –18.13‖ which falls between the scales 10-18. Therefore, it could be concluded that the extent of internet accessibility to lecturers in colleges of education is moderate.

Research Question 2: What is the level of research productivity of lecturers in colleges of education?

Table 3: Research productivity of lecturers in colleges of education

S/N	Research Productivity	None	1-2	3-4	5-6	Above 6
1	Published books	143	35	36	32	50
		48.3%	11.8%	12.2%	10.8%	16.9%
2.	Chapter in book	19	142	65	35	35
		6.4%	48.0%	22.0%	11.8%	11.8%
3	Co-authored books	94	84	20	52	46
		31.8%	28.4%	6.8%	17.6%	15.5%
4	Articles in journals	26	41	157	30	42
		8.8%	13.9%	53.0%	10.1%	14.2%
5	Edited and translated books	178	26	31	57	4
		60.1%	8.8%	10.5%	19.3%	1.4%
6	Paper presentation at conferences, workshops and seminar papers	21	68	131	52	24
		7.1%	23.0%	44.3%	17.6%	8.1%
7	Monographs	116	24	25	74	57
		39.2%	8.1%	8.4%	25.0%	19.3%
8	Technical reports	142	44	25	48	37
		48.0%	14.9%	8.4%	16.2%	12.5%
N = 296; Grand Mean = 20.98; Weighted mean = 2.62						

The lecturers in the colleges of education indicated the number of publications they produced between the years 2010-2015. Results showed that 157(53.0%) respondents produced between 3-4 journal articles, 131(44.3%) produced between 3-4 paper presentations at conferences, workshops and seminar papers. However, 178(60.1%) indicated that they never produced edited and translated books. Similarly, 142(48.0%) indicated that they never produced technical reports. Thus, observation of the results in Table 3 showed that publications that were highly produced by lecturers in the colleges of education include articles in journals, paper presentations at conferences, workshops and seminar papers and monographs. In order to determine the level of research productivity of lecturers in colleges of education, a test of the norm was conducted. The results showed that the scale between 1-13 islow, 14-26 is moderate while 27-40 is high. The overall mean for research productivity ofthe lecturers yielded 20.98 which falls between the scales 14-26. Therefore, it could be concluded that the level of research productivity of lecturers in colleges of education is moderate.

Research Question 3: To what extent has internet accessibility enhanced the research productivity of the lecturers in colleges of education?

The scales for measuring the influence of Internet accessibility on research productivity of the lecturers in colleges of education were: strongly agree, agree, disagree, and strongly disagree (Table 4). For the purpose of reporting, strongly agree and agree were added manually to become agree while, strongly disagree and disagree were added manually to become disagree.

Table 4: Internet accessibility and research productivity of lecturers

S/N	Internet accessibility and research productivity	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Internet accessibility has enhanced the quality of my published books	18	23	176	79
		6.1%	7.8%	59.5%	26.7%
2	Internet accessibility has increase my information search for chapter contributions in books	17	34	104	141
		5.7%	11.5%	35.1%	47.6%
3	Internet accessibility has helped me to secure co-authored books	21	25	132	118
		7.1%	8.4%	44.6%	39.9%
4	Internet accessibility has helped me to submit my manuscript for journal publication	20	33	32	211
		6.8%	11.1%	10.8%	71.3%
5	Internet accessibility has improved my speed of editing and translating books	33	41	158	64
		11.1%	13.9%	53.4%	21.6%
6	Internet accessibility has given me opportunities to attend conferences, seminars and workshops	30	26	211	29
		10.1%	8.8%	71.3%	9.8%
7	I use the internet for extensive literature surveys for monographs publication	37	17	167	75
		12.5%	5.7%	56.4%	25.3%
8	Internet accessibility makes it easier to write and submit technical reports	48	80	77	91
		16.2%	27.0%	26.0%	30.7%
N = 296; Grand Mean = 24.28; Weighted Mean = 3.04					

Table 4 shows that most of the respondents 243(82.1%) indicated that Internet accessibility has helped to submit their manuscripts for journal publication. Similarly, 245(82.7%) indicated that Internet accessibility increased their information search for chapter contributions in books. In addition, 168(56.7%) affirmed that Internet accessibility makes it easier to write and submit technical reports. Therefore, it could be inferred that most of the respondents affirmed that Internet accessibility: helped them to submit manuscripts for journal publication; increased their information search for chapter contributions in books; helped them to secure co-authored books, among others. In order to determine the extent of Internet accessibility on the research productivity of the lecturers in colleges of education, a test of the norm was conducted. The results showed thata scale between 1 - 10 is low, 11 — 20 is moderate while 21 — 32 is high.

The overall mean forInternet accessibility and research productivity yielded –24.28‖ which falls between the scales 21 — 32. Therefore, it could be concluded that Internet accessibility enhanced the research productivity of the lecturers in colleges of education to a very high extent.

Table 5: Correlation Matrix Table showing the relationship between internet accessibility and research productivity of lecturers

S/N	Variable List	Mean	Std. Deviation	N	1
1	Internet accessibility	18.14	5.771	296	1
2	Research productivity	20.97	7.773	296	.190[**] .001

Significant at p<0.05

There is a positive significant relationship (r = .190**; df = 295; p < 0.05) between internet accessibility and the research productivity of lecturers. This implies that increased access to the Internet will facilitate improvement in the research productivity of the lecturers in colleges of education. Therefore, null hypothesis 1 is rejected.

Discussion of Findings

Findings revealed that most of the lecturers regularly access the internet using modem subscriptions, institutional Wi-Fi, and mobile phones. Hence, the extent of internet accessibility is moderate. This is why Aina (2004) maintained that with the advent of the Internet, many professionals, researchers and highly placed individuals now seek information from the Internet. The finding also supports McQuail (2005) who affirmed that internet access involves the use of a worldwide system of interconnected networks, using the telecommunications infrastructure that now supports a large number of types of computer-based communication exchanges, including consultation of databases, websites and homepages, conversational interactions, e-mail, many kinds of electronic commerce and financial transactions. The finding also gave credence to the position of Nkomo and Mugwisi (2010) who posited that mobile devices include laptops, netbooks, notebook computers, cell phones, audio players, cameras, and e-book readers, and they are used to perform various functions including Internet searching.

Findings showed that publications that were highly produced by lecturers in the colleges of education include articles in journals, paper presentations at conferences, workshops and seminar papers and monographs. Hence, the level of research productivity of lecturers in colleges of education is moderate. This supports Aydin (2012) who stated that research publications are the most significant indicator of lecturers' productivity. Similarly, the finding is equally in line with the submission of Zainab (1999) that research productivity is the tangible output of research findings that are published (research report or publication in refereed journals that has attained national or international recognition) or communicated (presentation at conferences); and finished products (patented inventions of trained and qualified researchers).

The study established that a significant relationship exists between internet accessibility and research productivity. Findings equally revealed that most of the respondents affirmed that Internet accessibility: helped them to submit manuscripts for journal publication; increased their information search for chapter contributions in books; helped them to secure co-authored books, among others. Similarly, Internet accessibility enhanced the research productivity of the lecturers in colleges of education to a very high extent. This is in support of Oladipo and Olorunfemi (2008) study on the internet as a tool for economic development in the 21st century where analysis of the results from the study revealed that the roles of the internet in the education sector include their being: a gateway to vast sources of information for staff and students in academics; a tool for increased productivity and personal effectiveness; a promoter

of conducive teaching and learning environments and a tool for improving education outreach andstandards. Also, Okafor, Imhonopi and Urim's (2011) findings affirmed the study that internet accessibility aided lecturers to publish their works, attending conferences and improving both the quality of their teaching and the quality of their research output. They reiterated that there will be an increase in the research productivity of lecturers due to internet accessibility.

Conclusion

In the present information age, the internet and electronic resources are regarded as the backbone of any research as they facilitate quick access, to current and updated information/ events in various fields and disciplines in education. The study showed that lecturers' accessed the internet to produce articles in journals, present papers at conferences, workshops and seminars, and make contributions to published books among others. Invariably, lecturers increase their research productivity if they have relative access to the internet. Increased internet accessibility will provide access to a wide range of electronic resources which invariably enhances lecturers' research productivity in colleges of education in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made:
1. The management of colleges of education should strive to subscribe to high bandwidth Internet service in order to avert the challenge of poor internet/network problems that may occur since lecturers also use institution Wi-Fi.
2. The management of colleges of education should organise training, seminar, workshops, and conferences on the use of modern technologies for accessing electronic resources for the lecturers. This will improve the ICT skills of the lecturers who are yet to be ICT literate among the lecturers and further boost the skills of those who were ICT proficient.
3. Lecturers should be more innovative and resourceful in the use of ICT and its application to the expansion of their research output.

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MASS LITERACY CONCEPT, IMPLEMENTATION AND SUSTAINABILITY IN NIGERIA

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Abstract
Literacy worldwide is regarded as the key to the future, which implies that literacy is tied to the rate of survival and freedom in all spheres of life. The benefits of mass literacy therefore cannot be over-emphasized as an empowering tool for human development. Eradication of illiteracy is a revolutionary affair and no country can succeed in such revolutionary moves without carrying its citizens along. This paper examined the concept of mass literacy, and the implementation of mass literacy in Nigeria which includes: basic literacy, post-literacy, continuous education and vocational education programmes. It also discussed the structure of mass literacy, its theoretical framework and its sustainability of mass literacy. The paper also highlighted some of the fundamental challenges affecting mass literacy implementation. Solutions were proffered, and conclusion and appropriate recommendations are made.

Introduction

Mass literacy for sustainable development in Nigeria is a concept whereby people of all ages: school children, youths and adults acquire literacy skills and improve their efficiency; becomes self-reliant in various aspect of production within the society. Illiteracy is a curse, not only to developed or developing nations but also to individuals which has implications for their activities on the environment. Mass literacy for the Nigerian populace will be realized when individually and collectively they tackle the complex challenge of creating a learning society. Anuma (2006) opined that people cannot certainly learn the useful information required for their survival and happiness in the society without literacy. Eleazu (1998) reported that the right to learn is an indispensable tool for the survival of humanity. This implies that if a man would properly actualize his needs, then learning is a sine qua non. The essence of literacy is for human capital development, nation-building and eradicating all shackles of illiteracy which is associated with poverty and disease. Illiteracy is viewed as an enemy and evil which keeps people in darkness, bound to their traditions and superstitions; it makes people resistant to change and new ideas and isolated from progress, thus unaware and incapable of meeting the demands of their changing environment & and ever progressing world.

Concept of mass literacy

Literacy all over the world is regarded as the key to the future, and that's the reason in Nigeria; September 8th of every year is the mass Literacy Day. Literacy is a useful tool that helps an

individual to easily realize his/her locus stand and thereby be motivated to meet his/her needs. Conscientization is needed to make people realize the evils of illiteracy and embrace literacy (Ugwu & Nmamuna, (2010). United Nations Educational, Scientific and Cultural Organisation (UNESCO) defined literacy as the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts.

Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential and participate fully in their community and wider society. Literacy as an empowering tool for development has been variously defined with varying purposes. According to Onyeozu (2007) who gave a broader and comprehensivedefinition of literacy the most profound, far-reaching and significant impact of literacy on peoples' lives is its empowering potential. To be literate is to gain a voice and to participate meaningfully and assertively in discussions that affect people's lives. To be literate is to become politically conscious and critically aware and to demystify social reality. Literacy enables people to read one's own words and to write history. Literacy makes people aware of their basic human rights. Literacy enables people to have a greater degree of control over their own lives. Literacy helps people to become self-reliant and resist exploitation and oppression. Literacy provided access to written knowledge and knowledge they say is power. Literacy according to Ugwu, *et al.*, (2010) is the ability to read and write and use numeracy to handle information, express ideas and opinions to make decisions and solve problems, as family members, workers, citizens and lifelong learners. This definition implies the application of technology which requires versatility in knowledge and skills. In many societies, a basic literacy standard is the ability to need newspapers. Increasingly, and interestingly as well, communication at this point requires the ability to use computers and other digital technologies. This goes a long way to buttress the need for literacy in Nigeria

Implementation of Mass Literacy in Nigeria

The Federal Ministry of Education, National Mass Education Commission, State Agencies for Mass Education and Local government Mass Education Units, National and International Development partners such as UNESCO, UNICEF, UNDP, WORLD BANK, DFID, the British council, UBE and Non- Government organizations (NGOs) are the notable key stakeholders in implementing mass Literacy in Nigeria.

The organogram/structure of mass Literacy in Nigeria is shown below:

Structure of mass Literacy in Nigeria

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                    ┌─────────────────────────────────┐
        ┌──────────►│  Federal Ministry of Education   │
        │           └─────────────────────────────────┘
        │                          ▲▼
        │                ┌────────────────────┐
        │                │      Governing      │
        │                └────────────────────┘
        │                          │▼
        │      ┌──────────────────────────────────────────┐
        └─────►│    National Mass Education Commission      │
               └──────────────────────────────────────────┘
                            ▲                    │▼
  ┌──────┐  ┌───────────────────────┐  ┌────────────────────────────────┐
  │  NG  │  │ International Development│  │ Tertiary Institute with dept of mass │
  └──────┘  └───────────────────────┘  └────────────────────────────────┘
                        │▼                          │▼
              ┌────────────────────┐    ┌───────────────────────────────┐
              │   Six NMEC Zonal   │    │  National Centre of mass literacy │
              └────────────────────┘    └───────────────────────────────┘
                            ▲▼
              ┌───────────────────────────────────┐
              │  36 states agencies for mass education and │
              └───────────────────────────────────┘
                            ▲▼
              ┌───────────────────────────┐
              │   774 LGA(s) Mass Education │
              └───────────────────────────┘
                            │▼
                 ┌────────────────────┐
                 │   Learning centers  │
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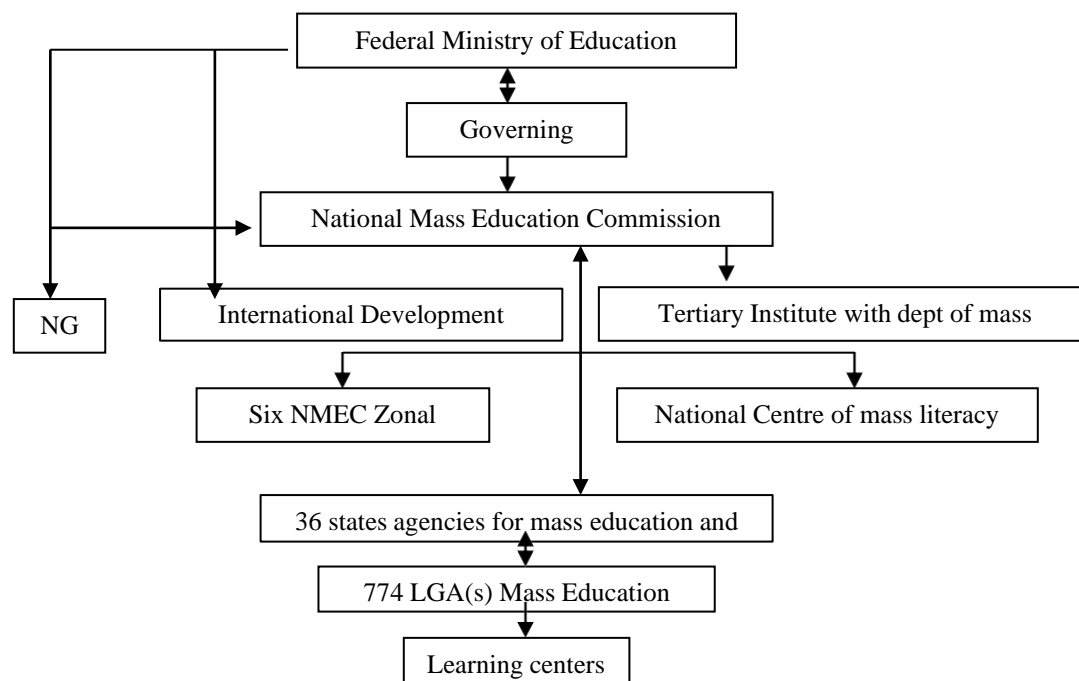
Source: Federal Republic of Nigeria (National blueprint 2008)

Mass literacy planning process
1. Identify people most at risk in terms of Literacy and numeracy skills
2. Design programme initiatives that are holistic strategies should address social, Psychological and intellectual development needs that are flexible and responsive totheir needs.
3. Implement programmes
4. Determine what evidence will be collected to enable learners' progress and programmeeffectiveness to be evaluated.
5. Determine how and when the overall programme will be evaluated and reviewed.(FRN, *National Blueprint 2008, Page 11*)

Literacy programmes
   In line with Nigeria's nine years o f basic education programme, the non-formal subsector ishaving these four programmes

1. Basic Literacy programme
2. Post literacy programme
3. Continuing education programme
4. Vocational education programme

Basic Literacy	**Post Literacy**
Woman's education	Primer based method
Girl child education	Women education
Prison Literacy	Post literacy for girl child
Literacy by radio	Post Literacy for dropout
Basic Literacy Arabic	Liberal education & Advance Literacy

Continuing education	**Vocational education**
Remedial Education	Sewing
Advanced Literal education	Candle making
G.C.C external center	Soap making, knitting, etc

Theoretical Framework

This paper will consider two theories:

a. Freiren conscientization theory.

Freiren conscientization theory is used to make people realize the steps to be literate and the enormous benefits that accrue to a literate person. According to Nzeneri (2008), Freirens conscientization theory is when education is based on a new idea; it is education for liberation. Education for liberation is viewed as a dynamic process that sees knowledge as transforming individuals and societies rather than transforming static facts. Steps to literacy can start from basic literacy which is to break the walls of illiteracy or bring people out from pre-literacy.

Remedial Education: helps to augment the previous learning either as a dropout or a working class individual. It widens the knowledge of neo-literacy.

Vocational Education: helps people apply the newly acquired knowledge and skills to explore other areas or to study further, it makes education to be functional. Conscientization involves the explanation that literacy is learned and acquired and techniques by each person that none is born literate.

b. Maslows Hierarchy of Needs.

This is all about making people realize that without education they are illiterates of various types and cannot meet their needs daily and in the nearest future.

Functional illiteracy: This is a term used to describe reading and writing skills that are inadequate to manage daily living and employment tasks that require reading skills beyond a basic level'.

Pure illiteracy: A pure illiterate person cannot read or write in any capacity, for all practical purposes. Signs of pure illiteracy: - may not understand the written words, may notrecognize letters of the alphabet, might not be able to write their names.

The illiterates are among the voiceless majority that is always afraid of the future and cannot withstand emergency that involves abrupt reasoning skills. Moreover, literate people can be trained less expensively than illiterates. In most cases, literate people attain higher economic

status take better health care, enjoy a better and neat environment, and have accessto higher education through scholarships thereby higher earnings.

Mass literacy and sustainability

The challenges of mass literacy are many and varied but some are quite urgent to be addressed so that the envisaged Millennium Development Goal (MDG) of 2020 of achieving this mass literacy could be realized. Presently, Nigeria has one of the highest school-age children that are out of school (dropouts) put conservatively at about 21 million. This calls for immediate amendment of the NPE act to make it compulsory for all Nigerian childrento enrol in schools. The curriculum also has to be reviewed to encourage skill acquisition for self-employment. Nigeria must go back to the drawing board and involve parents, teachers, the private sector, and three tiers of government in a focused manner to get the education sector out of the woods. The notion that literacy is a primary mechanism or tool through which self-reliance can be achieved is largely uncontested; this is for the obvious reason that literacy conscientious and liberates one in the society.

The sustainable development goal is to improve the quality of human life on earth while living within the carrying capacity of the life support system. Concerning the above, quality in both human life and society can only be sought through mass literacy which makes an individual understand the essence of his/her life on earth.

Adult Literacy Bench Marks in Adult Education and Development (2008) discussed four areas of mass literacy that can lead to sustainable development. These include:

i.   Mass literacy is a vital tool for human and economic development: literacy here is seen as total overwhelming of the individual mode of reasoning which has an effect on his/her mental growth. It is more than the provision of arts, crafts, or General Certificate Examination (GCE) courses. Literacy is the development of an individual which is the sub-structure of the superstructures (like socio-economic development political etc.) reflecting that multi-country studies had shown robust connections between literacy level in a country and both economic output and gross domestic product (per capita growth). By the same token, high rates of illiteracy among women and the poor is a limiting factor in the impact of programme designated to boost livelihood. Asthana and Asthama (2009) emphasize that quality of life would be sought through self-realization and not through the accumulation of wealth, which means self-realization is critical for any sustainable living and is through literacy that onecan realize himself. The individual having realized himself will use what he has acquitted to cushion the society desirably.

ii.   Mass literacy is vital for the healthy development and education of children, especially girls: The millennium Development Goals (2008) emphasized ensuring a reduction in infant mortality and improved child health. Child health research had shown that each extra year,of education for mothers, is associated with a significant decline in infant mortality andimproved child health. Also, educational research had shown that more able to raise more literate children (especially mothers) who can read and write. Therefore, mass literacy is critical to the attainment of (MDG_s).

iii. Mass literacy is vital to reducing gender inequality: Ignorance has been placing women in a debased position in the society and this has continued to make their contribution the society to insignificant. Mass literacy, on the other hand, has increased woman's participation in both private and public spheres, in household decision-making, in community affairs, and as active citizens in national life. Mass literacy programmes have a dramatic impact on women's self-esteem, empowering them to unlock economic, social

cultural, and political resources. Onyeozu (2007) reported that the primary aim of the literacy programme is not simply to provide people with the skills to cope with the written words in everyday life but also to enable them to gain greater freedom to make choices, to have a better grasp of life, to enhance personal dignity and to have other sources of knowledge.

iv. Mass literacy is vital for fighting HIV/AIDS. The World Bank in its latest work has warned that if the friend of the HIV/AIDS is left unchecked in Africa that it can cripple the economies for decades to come. This is because the HIV/AIDS pandemic is the very serious creating generation of orphans and vulnerable children who are growing up without education. Mass literacy can play a crucial role in reducing the spread of HIV/Aids and enabling communities to respond to a world in which HIV/Aids affects every dimension of their lives. Mass literacy programme is capable of providing a safety net for second victims of this pandemic thereby making them capable of contributing to their society.

Challenges of mass literacy implementation in Nigeria

Basic education goes beyond literacy because it embraces all aspects of basic knowledge and skills necessary for an individual to live a useful and contented life. It is intended to engender in children and youths scientific inquiry and a rudimentary understanding of the national and social environment on one hand and promote adult literacy and continuing education on the other. Some of the challenges of mass literacy in Nigeria are as follows funding, lack of political commitment, inadequate/shortage of staff, and poor administrative capacity.

i. **Funding:** The quality of education is to a large extent a function of equipment and facilities such as libraries, books, laboratories, and instructional materials available in our schools. In practical terms, there appears to exist a yawning gap between promises and realities in respect of the provision of much-needed equipment, facilities, and personnel needed for the execution of educational programmes in order to achieve mass literacy. It is hereby suggested that all tiers of government should help to equip our schools. It is hereby recalled that UNESCO (1975) recommended that every nation should vote 26% of its budget to education, while 6-10% of the education budget should be devoted to adult education and basic education.

ii. **Lack of Political Commitment:** Political pressures from National, State, and Local Government levels constitute a serious threat to the implementation of t h e mass literacy scheme in Nigeria. Pressures come from within and without the educational sector and this effect the technical decisions concerning the implementation of mass literacy in Nigeria. A situation whereby the leaders do not show any appreciable interest in a given project naturally spells doom for such a project. Hall, (2000) indicated that development projects require strong leadership, particularly political leadership. Certainly, mass literacy campaigns fall within the category of a developmental project. It behoves the leaders of this nation to view literacy education as a dynamic force in national development.

iii. **Inadequate/shortage of facilitators/staff/teachers:** There is a tremendous increase in the number of students' population in all states of the federation at both the primary, secondary and tertiary levels. Equally, the expanded curriculum with innovative, vocational, commercial, technical, and academic subjects has far-reaching implications for teachers' demand in quality and quantity. The increasing demand for qualified staff is obvious and compelling. The number of teachers is not sufficiently available in quantity and quality, especially in English, Mathematics, and Science subjects. The acute shortage of staff in these core subject areas poses a great threat to the achievement of the laudable objective of literacy for all. It is therefore recommended that that recruitment of staff should be implemented while training and retraining of old staff should be pursued with vigor. Presently, the world is driven by science and technology and no serious nation can toy

with the destiny of her childhood and youth.

iv. **Poor administrative capacity:** Theoretically, the development of a plan is a technical process, while the implementation is essential, is an administrative process. Effective implementation of mass literacy in most states (if not all) is beclouded by manpower constraints. The dearth of educational management specialists, people with administrative experience, technical skills, and competencies, and a lack of trained supervisory personnel account for poor management capacity. Present-day school administrators must be prepared to meet the professional requirement of certification as well as personal qualities usually regarded as important for success as a school administrator. The trend of appointing head teachers, and secondary school principals as an administrator based on salary grade level without corresponding improvement in professional preparation is grossly inadequate and should be discarded.

Conclusion

It is now clear from the foregoing that mass literature is the only greatest vehicle through which desirable behaviours can be inculcated to the masses which makes it an indispensable tool in the actualization and implementation of sustainable development. Mass literacy is much more skills of reading, writing, and computing but has gone to include concretization and liberation which made it a sine qua non in the development of our nations. Government at all levels should mobilize the masses for their contributions towards actualizing this goal. In the words of Gardner (1977), mobilization of the masses of any given country means making sure that citizens are equipped to make some effective contributions to national development.

Recommendations

Based on the above discussion the following recommendations were made:

1. There should be frequent training and retraining of facilitators.
2. The activities of the National Orientation Agency (NOA) should be intensified.
3. Government should commit more funds to mass literacy programmes.
4. Mass literacy should be made a continuous process that requires sustainable learning andapplication.
5. Universal Basic Education should be encouraged by all for sustainable development.

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EFFECTS OF SCAFFOLDING TECHNIQUE ON ACADEMIC PERFORMANCE OF CHRISTIAN RELIGIOUS STUDIES STUDENTS INKWARA STATE COLLEGE OF EDUCATION, ILORIN

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Abstract
This paper focused on the effect of the scaffolding technique on the Academic Performance of Christian Religious Studies Students at Kwara State College of Education, Ilorin. Objectives and research questions and two hypotheses were set. The study was made up of 79 research participants. A n Independent t-test was used to test the two hypotheses. The test was used to evaluate the effectof scaffolding technique on Student Academic Performances of Christian Religious Studies students in Kwara State College of Education, Ilorin. It was found that a significant difference exists between the Academic Performances of Christian Religious Studies students taught with a conventional teaching approach in the teaching of Christian Religious Studies. It was, therefore, recommended that Kwara State College of Education and Teachers should adopt scaffolding technique in teaching because it creates an enabling environment where learners can interact with a series of learning activities which can lead to a better understanding of concepts. Teachers should not discriminate learners based on gender because scaffolding technique is not gender bias.

Introduction

Scaffolding technique is a teaching method that majorly depends on the previous knowledge acquired by the learner. It is the process of building on what a student already knows and this is what makes scaffolding an effective instructional technique. Aggarwal (2011) notes that in instructional scaffolding, a knowledgeable person provides a scaffold to facilitate thelearners' development. The scaffolds method facilitates students' ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instructions are just beyond the level of what the learner can do alone. An important aspect of scaffolding is that the scaffolds are temporary. As the learner's abilities increases, the scaffolding provided by the more knowledgeable person is progressively withdrawn. The learner is able to complete the test or master the concepts independently (Ebel, 2008 as cited in Azih 2011).

The idea of a scaffolding approach to learning is limited to scholars such as Smith Robinson. Smith was of the view that children learn by interacting with others who are more knowledgeable such as adults, older peers, a teacher, or the internet. Scaffolding is a form of support to help learners reach pedagogical goals which they may not be able to achieve if unaided. In particular, it attempts to bridge the gap between the learners' current abilities (actual development) and the intended goals (potential development).

Raymond (2000) stated that instructional scaffolding is a teaching approach that underscores the teaching of new skills by engaging pupils collaboratively in tasks that would be too difficult for them to complete on their own. Scaffolding is linked with cooperative, autonomous, and independent learning. In cooperative learning, learners in class work cooperatively, engage in face-to-face interaction, brainstorm as well as learn interpersonal and social skills. In autonomous learning, the learners study autonomously chatting their way through self-initiated learning and taking charge and control of learning. In independent learning, the learner is learning to learn and becomes self-reflective about the learning process. The three learning styles can take place simultaneously under the guidance of a teacher. The teacher becomes more of a facilitator of the learning process.

When scaffolding is incorporated into the classroom, the teacher becomes more of a mentor and facilitator of knowledge rather than the dominant content expert. Although scaffolding is often carried out between the teacher and one student, scaffolding can successfully be used for any or entire class. In teaching and learning situations, complex content might require a number of scaffolds given at different times to help students master the content. In the scaffolding lesson, the teacher provides encouragement and asks precise questions which help the students explain their progress; this helps them stay focused on their learning goals. It also enables the teacher to help them become less dependent on instructional support as they work on tasks and encourages them to practice the task in different contexts.

Students' effective learning outcomes in colleges of education and other institutions of learning in recent times have been the concern of stakeholders in Nigeria's education system (parents, guardians, teachers, counsellors & government). This is because success in education is highly instrumental to the development of a nation; this includes scientific & technological development, socio-economic & political advancement, and general life's successes. The various subjects are taught to students in schools. Odumuyiwa (2005) states that every subject taught in school has its unique value and importance to the education process. The uniqueness of Christian Religious Studies emerges from its dual functions of simultaneous development of the intellectual ability and moral character of the student. It also emphasizesthe effective domain of education taxonomy — the domain that many seem to be silent about or even neglect completely.

In the same vein, Okafor (2012) said that Christian Religious Studies education help to inject sanity into the society and to minimize the turning of a nation into a police state by cultivating citizens who acknowledge metaphysical sanctions, whose acceptable behavioursare often determined not just by external constraints but by spiritual consideration. Ikechukwu (2014) asserts that Christian Religious Studies education helps to streamline the thought, character, morals, and aspirations of the student. It also offers hope for the future, integration, discipline, and a harmonious and progressive society.

Ilori (2006) states that Christian Religious Studies education inculcates conduct so as to bridge the gap between creed and deed, ideals and action. This means that students should be equipped to live in a world guided by the moral ideals of loyalty to God, charity, and justice to their neighbour. The study of Christian Religious Studies helps students give the best reasonable action in given circumstances. It is designed to compel interest to beget habits and to influence behaviours. On the whole, Christian Religious Studies education makes one truly a citizen of his nation by inculcating in him the required civic responsibilities. The civic aim is summarized by Akubue (2012) as —give to your country the best service of your religion and give to your religion the best service of your citizenship‖. This means that religious life should include an obligation to the state, as well as to God. It should bring the students to the performance of civic duty, supplying the highest and noblest motives in developing the character of the students and inculcating correct moral principles and social obligations.

Accepting this view, Lambert (2000) explains that Christian Religious Studies education

mounts campaigns for better citizenship through the curriculum offerings containing lessons topic which seek to make righteousness prevail, to make justice reign, to spread beauty, gentleness, wisdom, and peace, widen opportunity and goodwill, to foster industry and thrift, education and culture, reverence and obedience, purity and love, honesty and devotion to the common good. In addition, Ikechukwu (2014) states that Christian Religious Studies education teaches the necessity of participating in government and encourages the cultivation of better relations, socially, professionally, industrially, and commercially with others irrespective of their religious inclinations.

Purpose of the Study

The study examined the effects of the scaffolding technique on the academic performance of Christian Religious Studies Students at Kwara State College of Education, Ilorin. Specifically, the following statements of purpose were;
   i.   Find out the effects of academic performance of Christian Religious Studies students taught with scaffolding technique and those taught with the conventional instructional approach.
   ii.   Investigate the effect of scaffolding on the academic performance among male and female students in Christian Religious Studies.

Hypotheses

The following hypotheses are formulated for the study.

HO$_1$: There is no significant difference between the mean performances of Christian Religious Studies students taught with t h e scaffolding technique and those taught with theconventional teaching approach in Kwara State College of Education Ilorin, Kwara State.

HO$_2$: There is no significant difference in the mean performance of male and female students taught using the scaffolding technique versus those taught with conventional strategy in Kwara State College of Education, Ilorin, Kwara State.

Methodology

This study adopted the quasi-experimental research design. Quasi-experimental research design maximizes internal and external delicacy. The type of quasi-experimental design adopted for this study is the comparison group pre-test/ post-test design. This is often the case since the students are usually organized in groups of classes within schools and are considered to share similar characteristics. The population of the study was the NCE II Christian Religious Studies students of Kwara State College of Education, Ilorin, and 79 Christian Religious Studies students were used as an experiment.

Results and Discussion

Table 1: Analysis of Christian Religious Studies students taught with scaffolding technique.

Variable	Year	N	Mean	Std. Dev.	Df	r. calculated	t-critical	(P) (Sig)
Mean Academic Scores	Experiment	33	64.5135	8.4807	77	6.611	1.96	0.000
	Control	46	47.583	13.3827				

The result of the independent t-test statistics above showed that a significant difference exists between the mean performance score on Christian Religious Studies between students'

taught using the scaffolding strategy and those taught using the conventional teaching approach in the College of Education. The reasons is that the calculated P. value of 0.000 is however less than the 0.05 alpha level of significance while the calculated value of 6.611 is higher than the t-critical value of 1.96 at df 77. Consequently, the null hypothesis which state that there is no significant difference between the mean performance score of Christian Religious Studies between students' taught using the scaffolding strategy and those taught with the conventional technique approach in the College of Education is hereby rejected.

Table 2: Independent t-test on the difference between the mean performances scored of male and female students taught with scaffolding techniques in Kwara State College of Education, Ilorin.

Variable	Sex	N	Mean	Std. Dev.	Df	r. calculated	t-critical	(P) (Sig)
Mean Academic	Male	16	61.9688	6.52551	35	0.106	1.96	0.504
Scores	Female	21	61.1190	8.33952				

The results of the independent t-test statistics showed that there is no significant difference between the mean performance scores of male and female students taught using scaffolding strategies in the College of Education. This is pressured by the fact that the calculated p-value of 0.504 is higher than the 0.05 alpha level of significance while the t-calculated value of 0.106 is lower than the t-critical value of 1.96 at df 35. The calculated mean performance of research participants exposed to the scaffolding technique was 61.9688 and 61.119 male and female students respectively. Therefore, the null hypothesis which states that the performance score of male and female students using scaffolding strategies in the College of Education is hereby accepted and retained.

Discussion
The findings show that a significant difference exists between the mean performance score in Christian Religious Studies education between Students, taught using the Scaffolding strategy and those taught using the traditional approach in Kwara State College of Education, Ilorin. Their calculated mean performance scores were 64.5135 and 47.5833 by those using t h e conventional teaching approach in Kwara State College of Education, Ilorin implied that students taught using the scaffolding strategy have significantly higher mean academic performance than theircounterparts taught using the conventional teaching approach in Kwara State of College of Education, Ilorin.

A significant difference does not exist in the mean performance score of students exposed to the scaffolding technique. The scaffolding technique thrives on positive independence; it allows learners to achieve their learning goals. It is a teaching strategy which allows students to work together in small groups with an individual of various talents, abilities and backgrounds to accomplish a common goal.

There is no significant difference between the mean performance score of male and female students taught using scaffolding strategies at Kwara State College of Education, Ilorin. Their calculated mean performance among those exposed to the scaffolding technique were 61.9688 and 61.1190 by male and female students taught using the scaffolding strategy implying that no significant differences between male and female students as the scaffolding technique are effective for male and female students in the teaching of Christian Religious Studies.

Conclusion

Based on the results obtained through the analysis of data, it is evident that:

i. The scaffolding technique is effective and improves students' academic performance inChristian Religious Studies Education at Kwara State College of Education, Ilorin.

ii. Scaffolding strategy enhances the academic performance of male and female students inChristian Religious Studies Education at Kwara State College of Education, Ilorin.

Recommendations

The study gives the following recommendations:

i. Kwara State College of Education, Ilorin should adopt the scaffolding technique in the teaching because it enhances the academic performance of students in Christian Religious Studies.

ii. Teachers should teach Christian Religious Studies using the scaffolding technique; it facilitates the academic achievement of male and female students.

iii. Learners should be given a broad learning environment that will lead to a better understanding of the subject concepts.

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APPRAISAL OF KEYBOARDING COMPETENCIES REQUIRED OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NIGERIA

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Abstract
This paper discusses the keyboarding competencies required of business education students in colleges of education in Oyo State. It shows that keyboarding competencies have become necessary prerequisites for functioning in modern computerized society and a veritable tool in academics and various organizations. Thus, this has become imperative for students to acquire the correct keyboarding technique and competencies; thereby putting pressure on business educators to develop teaching methods to facilitate the correct techniques and competencies in keyboarding. The process involved in the acquisition of keyboarding competencies makes some students avoid keyboarding classes, seeing it as time taking, requiring repetitive processes, and memorizing and internalizing the different keys on the keyboard, hence students adopt the use of hunt and peck self-taught method. Correct techniques and competencies required of business education students were discussed as well as the states of learning that a keyboarding learner experiences (cognitive, associative stimulus and autonomous muscle responsephase) and corrective measures to curb the problems associated with the acquisition of keyboarding competencies. It was concluded that business education students must acquire the right keyboarding competencies to aid automaticity and facilitate employment in the world of work. It was recommended amongst others that business educators should adopt the right methodology that would facilitate the acquisition of the right keyboarding competencies in schools and that there should be a cordial relationship between business education institutions and organizations in order to keep abreast of current techniques and keyboarding competencies needed in the world of work.

Keywords: Business Education, Competencies, Keyboarding, Skill

Introduction
    The history of the modern computer keyboard began with the invention of the typewriter. It was Christopher Latham Sholes who in 1868 patented the first practical typewriter. Thereafter, the company began the mass marketing of the first set of typewriters, starting in 1877. After a series of technological developments, the typewriter gradually evolved into the computer keyboard which is well known today (Cooper, 1993). The computer keyboard is used to key in data into the computer. The art of manipulating the computer keyboard by touch is known

as keyboarding (Erthal, 2003). Career and Technical Education Virginia Department of Education Centre (2012) defines keyboarding as the input of data using the touch method on a standard alpha-numerical keyboard such as a QWERTY keyboard. Rouse (2018) defines QWERTY as thefirst six letters on the upper row of the keyboard, separating certain letters from each other on the keyboard to reduce the amount of jamming. Keyboarding is a fundamental skill, a lifelong skill that is used to connect with the rest of the world through electronic communication, hence keyboarding is the term used to refer to touch-typing.

The demand for effective and competent employees with employability skills in keyboarding has continuously increased in both public and private organizations, because of the technology-driven society. This has altered the conventional method of teaching business education courses in tertiary institutions, particularly keyboarding. Keyboarding is a course taught with the use of a computer rather than a typewriter. In today's modern office, where information technology infrastructures are being used, these technologies have not limited the administrative and commercial activities of the office to a brick-and-mortar workplace but have made it possible for office activities to be done at any place or time. This is made possible with the use of a computer which requires a keyboard. Computer keyboarding competencies have become a necessary prerequisite for functioning in a modern computerized society. Not only has a computer, become a common tool in academics and workplaces, but computer use is also an important part of the portfolio of skills that future undergraduate business education students should possess intechnology–rich environments (Organization for Economic Corporation and Development (OECD), 2013.

Since the revolutionary advances in communication and technology have made it commonplace for tertiary institution students to use a computer to meet educational demands, this has heightened the need for computer users to develop skills such as keyboarding in order to utilizethe technology and improve communication, and for example, the use of e-mail for interaction becomes imperative. Tertiary Institutions require their students to have good communication and computer keyboarding competencies that are used daily by professionals, non-professionals and students to find, store information and solve problems. Keyboarding is the penmanship of the computer. It is an essential competence needed by all students in atechnology–rich environment. Students who fail to develop this competence may have difficulty accessing and using computer technology.

Today, society is constantly experiencing the need for keyboarding competencies in our educational system and workplace for sustainable development. Hence, in line with the Nigerian Policy on Education, Odundo and Gunga (2013) opined that if education is to take a new and dynamic significance, it must be aimed at training students in some specific skills, which will make them relevant in today's modern office and for self-reliance. The training and acquisition of competencies in keyboarding is a complex motor learning process. It requires much practice and explicit instructions to learn it.

Keyboarding competence as a motor skill is defined as the ability of learners to key in information into the memory of the computer with the minimum effort and energy. Keyboarding competencies are learned skills that involve the integration of visual and kinaesthetic feedback for locating keys to produce written work (Freeman, Mackinnon, & Miller, 2005). These competencies require stimuli to sensory receptors (eye, ears, fingers, muscles, tendons and joints) which are screened, transformed and organized by a neural, process known as selective perception, into the modified images to trigger muscular responses (Ownby, 2008).

According to Russon and Wanous (2009), keyboarding skill consists of three facets, namely; perceptual motor skill, sensory-motor skill and conceptual motor skill. Keyboarding as a perceptual motor skill is when learners are transferring text from a book or note. Learners plan the layoutof the document with the use of their fingers (motor skill), as they key in the information on the keyboard. This definition affirms that keyboarding is a complex skill made up of finely

coordinated movement patterns that depend upon interrelated sensory, perceptual, mental and motor input and output occurring together at the same time. Olinzock (2008) addressed keyboarding as a complex psychomotor skill that requires proper training and considerable practice to acquire a level of mastery.

Based on forgoing the acquisition of the competencies in keyboarding make many students resist keyboarding class because memorizing the keyboard layout and practising standard typing exercise seem uninteresting, while some students manage to get their way through somehow, they often use eccentric methods that are inefficient for school and the workplace. All these are areas of concern. The most eccentric keyboarding method, hunt and peck or two-fingered typing also known as eagle finger is a common form of typing in which one visually locates each key and uses one finger on one hand or one finger on each hand to depress the keys (Hoot, 2016). This is not the most efficient way of learning to keyboard as it inhibits learners' thought process and the fluency with which they type, they are uncertain about the position of the letter keys.

However, touch keyboarding is an efficient and automatic process of keyboarding. Touch keyboarding requires bi-manual finger placement on the home key and reliance on kinaesthetic feedback rather than visual for locating keys (Freeman, Mackinnon and Miller 2005). Compared to the hunt-and-peck method, the touch method involves both hands and all fingers working synchronously to navigate and press the keys. Freeman et al further stated that theshift from visual (dependence on looking at the keyboard) to kinaesthetic feedback allows the student to focus attention on the task instead of the components of the task, thereby improving occupational performance. Thus developing keyboarding competence is an integral part of an effective business education programme.

Business education is a component of vocational and technical education (VTE) which is designed to equip students with competencies, skills, attitudes and the knowledge needed for employment or running a business. In recognition of this, undergraduate business education students must acquire the competencies of keyboarding in order to function in modern offices. This equally puts pressure on business educators to develop teaching methods and correct keyboarding techniques that will help the students with the requisite skills and knowledge such as keyboarding competencies. Hence, the skills and abilities required ofstudents to function in the modern office are hinged on pedagogy and the learning process in the business education programme. Moreover, some students tend to use online typing activities and keyboarding games to achieve and improve typing speed.

Keyboarding competencies

Mastering the keyboard involves more than just learning the location of keys. The foundation for mastering keyboarding is a technique that involves the positioning and action of the body and fingers. In mastering speed and accuracy, a series of regular practices is required. In order to develop optimal accuracy, students need to use proper techniques. Not only do proper keyboarding techniques help develop skills, but it also helps prevent the development of repetitive stress injury commonly known as carpet tunnel. It may be necessary to ask this fundamental question. What constitutes correct keyboarding techniques? Correct keyboarding techniques require proper hand positioning on the computer keyboard and learning to the key by touch, thus enabling eyes to remain on the copy rather than watching the fingers.

Correct keyboarding technique

Davis School District (2018) outlined the following correct keyboarding techniques:

- Position feet on the floor for balance (do not cross).
- Centre body to the –HII key elbows at sides.

- Sit up straight.
- Adjust the chair so that you are a —hand span‖ away from the edge of the keyboard.
- Curve fingers over the home keys.
- Keep your wrist off the keyboard.
- Keep your eyes on the printed copy.
- Key by touch.
- Key with a smooth rhythm.

However, Hudson Area School (2018) listed the following competencies for keyboarding required of undergraduate Business Education students.

1. *Keyboarding Mastery Techniques*
    i. Body and hand positioning.
    ii. The spatial arrangement of the keyboard.
    iii. Correct fingers for striking keys.
    iv. Proper care of equipment.

2. *Speed and Accuracy in Keyboarding*
    i. Response patterns for key-stroking
    ii. Drills and exercises for skill building.
    iii. Pacing of key-stroking for accuracy
    iv. Forced key stroking for higher speeds
    v. Key-stroking speed for sustained periods.

3. *Copy Arrangement*
    i. Horizontal and vertical centering.
    ii. Columnar tabulation.
    iii. Letter placement.
    iv. Composition formats.

4. *Communication skills*
    i. Proofreading, spelling, work division and punctuation
    ii. Correct techniques; and
    iii. Composition on keyboard

The Pedagogy and learning process of keyboarding in computer
   The pedagogy of keyboarding competencies refers to the teaching method of keyboarding. The teaching method as defined by Adamu in Fidelia (2008) is the procedure by which a goal is reached, a purpose accomplished or a result achieved. It is the practical application of teaching principles based on the nature of the learners, the nature of the subject and the need of the learner. One of the means through which keyboarding competencies can be taught is through the use of the demonstration method.
   The demonstration method allows the teacher to perform an experiment in the class and to explain what he/she does to the student. Decker (2006) stated that the demonstration method is generally understood as the observation by the learner of another person (teacher) performing the task, components of the task characteristics of the task. The demonstration method is bestused in teaching how to perform manipulative operations. According to Odundo (2013), manipulative skills such as keyboarding require the teacher to allow the learner to understand the procedure of doing the task, the principles that are applied and the related information

involved.

   Keyboarding is a psychomotor skill which requires manipulative technique. Its learning and performance involve mental processes as well as finely coordinated, muscular movements (Erthal, 2013). Keyboarding as a skill can be used throughout a lifetime and mastery of this skill involves learning movement, physical position (technique), comfortable keyboard interaction (ergonomics) and key locations. If correct techniques are used at the initial introduction of the keys, there will be a progress level of keyboarding ability which will be continually strengthened. Sound pedagogical procedures are inherent in learning and becoming proficient at touch keyboarding (Erthal, 2013).

Learning keyboarding competencies
   In most learning situations, three interrelated dimensions affect the degree of learning. These dimensions have been identified as the cognitive, affective and psychomotor domains of learning (Krathwohl, 1994). Keyboarding is a psychomotor skill and its successful learning is influenced by both cognitive and affective behaviours during the process of learning. Keyboarding skills are regarded as perceptual-motor skills since learnersare transferring text from a book or note (perceptual skills) and have to plan the layout of the document, while with the use of their fingers (motor skills) they are keying in the information on the keyboard (Russon, 2003). On the other hand keyboarding skills are regarded as a sensory-motor skills, since on the keyboard; learners must learn where the keys are situated while they type in data. In addition, keyboarding is regarded as a conceptual motor skill, because learners must formulate sentences while they type (Russion et al, 2003). Crewe, North and Erthal(2006) describe three states of learning that a keyboarding learner experiences. These three stages include; the cognitive phase (key introduction), Associative stimulus phase (kinaesthetic memory traces) and autonomous muscles response phase (Automaticity)

Cognitive phase
   This is the initial stage that involves the student deliberately thinking about the rules of techniques (body, arm and hand positioning, key stroking and ergonomics). In the beginning, the learner is consciously thinking about the position of each key and it is importantto introduce the keys in a sequence that will foster the student's success. The learner's progression while learning the keyboard should be a cumulative process. New skills must be introduced in a consistent sequence that builds upon previously learned skills. Having acquired the cognitive phase, the next skill to acquire is the associative stimulus phase.

Associative Stimulus Phase: (Kinaesthetic Memory Traces)
   These are ongoing practices through exercise and activities that are of high interest, high motivation and high activity that can motivate learners to engage in the repetition necessary to facilitate developing —Kinetic memory traces‖. Through this process, students learn to connect the recognition of the character with the action of striking the corresponding key. Developing kinetic memory traces is part of the psychomotor learning process (Starr, 2001).

Autonomous Muscle Response Phase (Automaticity)
   The goal of teaching keyboarding is to familiarize students with the keyboard to a point where they develop automaticity (Bloom, 2006). Automaticity is a level of proficiency where the learner can complete a task as a whole without devoting attention to each individual's component task. Keyboarding automaticity requires typing to the point where the operator is keying without

thinking of the individual keys. In fact, if an accomplished keyboarder tries to think about what each finger is doing ―the typing process would collapseǁ (Bloom, 2006). However, if a student can develop efficient touch typing skills, it will dramatically reduce the amount of time the student needs to spend on his or her computer. Touch typing is simply the act of using the keyboard without looking at your hands, using something called the home row technique. Students are able to find any letter on the keyboard without looking because their fingers are always starting at the same place (home row). The home row is simply a row of keys containing the home keys that students use as a base and these keys are ASDF JKL;.

The Importance of keyboard competencies

A keyboard is an important tool for communicating and entering data into all kinds of technological systems that are electronic input devices. Keyboarding helps undergraduate business education students to use the computer more effectively and efficiently. Boyce (1997) noted that the benefit of acquiring keyboarding skills include the enhanced use of time and the effective use of the computer. The necessity of keyboard use is driven by the fact that computer permeates nearly every aspect of our daily lives. Olinzock (2008) stated that the computer has made keyboarding a basic lifelong skill. Nearly every occupation requires employees to communicate and produce reports or other professional documents, and employers expect the task to be completed as efficiently as possible thus, keyboarding competency is a skill that makes undergraduate Business Education students indispensable.

There are many reasons why touch keyboarding is preferred over the ―hunt-and-peckǁ method of using a computer. Touch keyboarding is an efficient way to enter data into a computer via a keyboard, develop speed and accuracy in entering data and eliminate the dependence on looking at the keyboard when pressing the keys. ―Hunt-and-peckǁ is a self-taught way of entering data into a computer via a keyboard. It requires the students to look at the keyboard, locate a particular key, and then press it. However, a touch keyboard helps to break bad habits and to avoid a lot of muscle pain.

Advantages of Touch Typing Skills

- *Speed:* It increases speed. A touch type operator can easily reach typing speed *above* 75-80 words per minute. While a hunt-and-peck operator wouldbe hard-pressed to reach 30 words per minute.
- *Accuracy:* Increased efficiency, making fewer errors.
- *Time:* It is not time-consuming, it increases the typing speed from 30 Wordsper minute to 60 words per minute
- *Fatigue:* Learning to touch type properly reduces both mental and physical fatigue. Mentally, it keeps students from having to focus on two things atonce. All they have to worry about is their output, not finding the individual keys. Physically, it keeps students from consistently having to bend their heads over the keyboard to find their next couple of keystrokes.
- *Health:* Touch typing is better for health. It helps students and employees to stay healthy, avoid injury and remain productive over their lifetime
- *Job Prospects*: Learning to touch type, and to do so accurately, can be one of the most invaluable skills of any career. Many employers require their employeesto acquire computer skills and a certain typing speed to even be considered for some positions.
- *Focus:* Learning to touch type allows students and employees to focus on one thing instead of two. This tends to increase productivity and makes it easier to pay attention to the details of the work rather than

focus on the keys.

Problems of keyboarding competencies

Acquiring keyboarding competencies is hindered by these notable problems:

a) ***Time-consuming:*** developing touch keyboarding take time and requires a repetitive process which some students see as uninteresting, monotonous and boring. Keyboarding acquisition is a complex motor learning process which requires much repetitive practice, memorizing and internalizing the different keys makes touch keyboarding difficult for some students to adopt.

b) ***Student's attitude.*** This is a great deal of variation in how different student approach and acquire the task of keyboarding competencies Bloom (1976) opined that some students approach it with funny interest and desire to learn the task. They appear to regard it as a relevant and desirable thing to learn. Others approach it, but with relatively little enthusiasm, joy and delight. Finally, some other students approach the task with evident discomfort. They have some fear of trepidation and expect only negative things to ensue from this task and the judgment they expect from teachers, parents and peers. Hence, some students do not seem to understand the purpose and value of learning touch keyboarding.

c) ***Negative transfer of self-taught bad habit (hunt and peck).*** Many students have adopted various forms of keyboarding through the self-taught method, using a computer keyboard at school and at home. This method makes it difficult for students to change the bad habit or self-taught method of keyboarding to a more efficient method which is touch keyboarding. Comparing hunt and peck with touch keyboarding, hunt and peck require extra time and energy to hunt for the right keys and to correct typing mistakes. Also, no internalizing and memorizing of different keys, but touch keyboarding enhances the learners taught and increases the fluency with which students type.

d) ***Lack of Access to Personal Computer.*** Some students do not have access to personal computers both in school and at home. This makes it difficult for such students to acquire requisite keyboarding competencies.

e) ***Improper Ergonomics practices of keyboarding.*** Poor posture, including slouching and incorrect arm and wrist position as well as the time one maintains an incorrect posture produces a number of effects such as muscle and joint pain and fatigue. In addition, insufficient blood flow can cause a tingling sensation or loss of feeling. Chronic or long-term effects can include nerve injuries; especially in the wrist aggravating high blood pressure, a reduction in muscle strength and muscle swelling. Also typing on a computer keyboard is likely the most common cause of carpal tuned, tennis elbow and back pain due to the posturing and repetitive motions required to use a keyboard.

f) ***Insufficient qualified business educators*** to support the acquisition of keyboarding competencies.

g) ***Improper teaching method:*** keyboarding as a psychomotor skill requires manipulative technique. When an improper teaching method is applied in teaching keyboarding the purpose will not be achieved and it discourages the students from acquiring keyboarding competencies.

Corrective measures to curb the problems of keyboarding competencies

Keyboarding acquisition is a motor learning process which requires explicit instruction and much practice. In this complex motor learning process, when proper positioning of the head and body are rightly done through motivation (ergonomics practice) and the internalization of the

movement pattern of the keys (kinaesthetic) is acquired the use of touch typing keyboarding becomes less time consuming as a result of the shift from visual (dependency of looking at the keyboard) to feedback which allows the students to be faster and efficient in typing on a computer keyboard. This process gradually changes students' attitudes toward the acquisition of keyboarding competencies as negative transfers of bad habits are gradually giving way to touching the keyboard. Touch keyboarding competencies should be taught by fully certified and endorsed business educators, who possess touch keyboarding skills and have been trained in thorough keyboarding methodology. They have to provide appropriate instruction on proper techniques and teaching methods to assure maximum achievement by the students.

Conclusion

In the world of work, the integration of keyboarding with the computer has assisted the development of business communication and productivity and has had a profound impact on modern office efficiency. This in turn has altered the expectations and demands in relation to the education and training of undergraduate Business Education students which most employers have in the past rejected during their recruitment exercise because of their assumed inefficient keyboarding competencies that are needed for employment.

All business Education students, irrespective of their intention to work, either in private or public modern office organizations must, therefore, acquire the basic keyboarding competencies used for a variety of computer applications including text or word processing.

Recommendations

The following recommendations are made:
1. Business educators should provide instruction that allows students to develop the ability to possess the operational skill of fingering and keyboarding manipulation techniques through the proper positioning of the hand and body.
2. There should be a cordial relationship between business education institutions and organizations. This organizational relationship will be directed at ensuring that the programme of study keeps abreast of current techniques and keyboarding competencies required in the world of work.
3. The students' self-learning strategies should be encouraged to help enhance speed and accuracy.
4. More qualified business education professionals should be recruited to cater for the inadequate number of teachers in schools.
5. Teachers of business education should be trained and retrained to be abreast of the current teaching methods that can be used for keyboarding skills.
6. To guarantee easy access of students to personal computers, the government should subsidize the prices of computers.

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MATHEMATICS KNOWLEDGE: AN EFFECTIVE TOOL FOR BEHAVIOURAL DEVELOPMENT IN CORRUPT STATES/SOCIETY

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Abstract
Corruption is a cankerworm which has eaten so deep into every sector of our economy including the educational sector. This has caused serious harm to virtually all sectors and it boils down to the moral decadence presently looming in our nation Nigeria. Today corruption has become an acceptable norm which regulates the reasoning of every individual. This paper discussed Mathematics as a valuable subject capable of inculcating good and acceptable behaviours and values among different categories of students in Nigeria. Since corruption is not good behaviour and there is a need to avoid and prevent it in the society, it was argued that with Mathematics knowledge, students acquire the knowledge and inherent values embedded in Mathematics. If this knowledge is deployed into real-life situations it goes a long way in transforming the mindset of individuals. Also, it was shown in this work among others that the knowledge of Mathematics and values inculcated makes an individual anti-corrupt through the norms or ethics of life that mathematics teaches and implants into every learner. That is, Mathematics as a subject has the capability of disabusing people's mindset towards corruption. Then it was recommended among others that functional mathematics should be enforced on the curriculum and adequately taught by the teacher in order to reconstruct the mindset of students toward good behaviour.

Introduction

Nigeria is blessed with human and material resources. Consequent upon this, it is expected that a larger population of the country lives in affluence; ironically, the preponderance of the Nigerian population lives in abject poverty. Poverty has pervaded the entire segment of the country. Why poverty amidst plenty in Nigeria? This is traceable to the cankerworm-tagged corruption. Corruption has become a popular phenomenon in the nation's political system. it has indeed become a society-induced activity in the sense that, it now enjoys Popular support from the People, invariably, corruption has been democratized. Although; corruption is a global phenomenon, it occurs in monarchies, democracies and military dictatorships at all levels of development and all types of economic systems, from open capitalist economies to centrally planned economies. The fact remains that corruption differs widely in its form, pervasiveness and consequences, in developed countries the effect may be less severe, while in developing countries particularly the African continent where the effect may be too severe for citizens to bear.

In Nigeria, corruption affects every facet of human development. Little wonder, transparency international (Tl), a non-governmental organization (NGO) of international repute continues to rate and score Nigeria high among the corrupt countries in the world. What then is corruption? Corruption is a behavioural attitude contrary to or at variance with the set rules and agreed norms (Onyeziri, 2004). Pervasive corruption has remained a serious obstacle to

economic development in Nigeria. Odey (2002) in his analytical discourse opines that —when the world says Nigeria is the most corrupt country in the world, it thinks about the many contracts awarded by the president and his men; how many times the contracts were reviewed; the meagre amount of the said sums that go into the contract proper and the mindboggling percentage of it that goes into private accounts; the world thinks of the many occasions where non-existence works are said to have been awarded in millions of naira, completed and commissioned by people who put the money in their private accounts and go free with it.

Ajayi (2000) perceived corruption as a cankerworm in all motors of Nigerian society. It is more noticeable in the public service sector including the local government service. He further observed that; corruption by political and civil officials manifests in various dimensions such as embezzlement of public funds, misappropriation, inflation and discriminate re-evaluation of contracts, anti-collaboration with contractors who may later pay kickbacks and percentages commissions to relevant officials and invariably leading to failed contracts and abandoned projects. The political bureau described corruption as household work in Nigerian society from the highest level of political and business elites to the ordinary person in the Village. Corruption is in categories as discussed below.

Categories of Corruption
1. **Moral Corruption**: This is exhibited in sexual pervasiveness, greed especially in interpersonal relationships, and loose tongues.
2. **Economic Corruption:** for example in the manufacturing of fake drugs, adulteration of drinks, piracy, plagiarism, and fraud at all levels.
3. **Political and bureaucratic corruption:** it is illegal, unethical and unauthorized exploitationof one's political or official position for personal gain. It has to do with public affairs-goods, fortunes, agencies and resources: It is therefore corruption against the state or its agencies by a person holding an official position in pursuit of private or personal profit.
4. **Electoral Corruption:** This has to do with electoral frauds such as election rigging, manipulations, ballot stuffing, registration of underage, and many others.

Causes of Corruption
i. The false perception of government as "they" as opposed to —us" thereby making the people detached from the government. And so, their business is to get much from the government as they can without getting into trouble (Ogbonnia, 2000).
ii. Lust of Power: The struggle by individuals and groups to get positions at all costs induces corruption, that is, bribes and electoral malfeasance.
iii. Lust of money: Some individuals have natural greed for money and so, any position they find themselves in is seen as an opportunity for them to loot and acquire wealth.
iv. Legitimacy crises: in Nigeria today, most of the political office-holder assume power through fraudulent means that are undemocratic and Illegitimate in a democracy. Such leaders tend to suffer identity and legitimacy crises.
v. Paying to get a government benefit. The government buys and sells goods and services, distributes subsidies, organizes the privatization of state firms and provides concessions. Officials frequently have a monopoly on valuable information.
vi. Paying for official's position. When corruption is pervasive, positions in the state

bureaucracy become valuable assets, and there will be derived demand for jobs in the state sector.

vii. Delay and Red Tapism: Some officials delay unnecessarily so as to induce payoffs. This can happen either in contracting and auctioning or in administering regulatory and tax laws.

Because of this (corruption) destructive propensity, corruption must be deterred in our society. Although it is difficult but can still be fought to ail insignificant level of existence. This work introduces Mathematical intelligence or knowledge as an effective tool capable of reducing corruption to the barest minimum.

Strength and Values of Mathematics as a subject

The National Policy of education in Nigeria (FGN. 2004) is explicit on the need to inculcate good behaviour or character among students irrespective of their level of education towards contributing their quota in national development. The national policy among other important issues of national interest emphasized inculcating respect for the worth and dignity of individuals' faith in the ability of man to make rational decisions; moral and spiritual principles in interpersonal and humans relations; shared responsibilities; promotion or physical and emotional and psychological developments of all children and the acquisition of the right typeof competencies which are deemed necessary for self-reliance (FGN, 2004, section 1 subsection 8(a)-(f)). These goals are to be attained using a medium of different subjects including Mathematics. For this reason, the objectives of Mathematics in the primary and secondary setting in Nigeria have been designed to help the students:

i. Generate interest in Mathematics,
ii. Provide a solid foundation for everyday living,
iii. Develop computational skills,
iv. Foster the desire and the ability to be accurate to a degree relevant to the problem athand,
v. Develop precise, logical and abstract thinking,
vi. Develop t h e ability to recognise problems and to solve them with related mathematicalknowledge,
vii. Provide necessary mathematical background for further education,
viii. Stimulate and encourage creativity (Report of Mathematics Conference held in Benin,1976).

Other objectives are to;
i. Provide learners/students with the opportunity to acquire mathematical literacy to functionin an information age,
ii. Cultivate the understanding and application of mathematical Skills and concepts which arenecessary for students to thrive in the ever-changing technological world,
iii. Develop the essential elements of problem-solving,
iv. Help students solve a problem involving communication, reasoning and connections (NERDC; 2007).

These objectives, besides the acquisition of mathematical knowledge, are also aimed at inculcating good behaviours or character and values into students. The inculcation of good behaviour or characters or values among students is important because secularity and religiously,the entire society needs people who are well-behaved to achieve progress and most religions being practised in the world today preach and uphold the development of good moral valuesfor the salvation of their members. The Holy Bible when buttressing this says 'love your

neighbour as yourself and that there is no commandment greater than this (NIV, Mark 12:31). The word "love‖ in a broader sense encompasses many important values including respect, affection, behaviour, good-will and concern for the welfare of people in the society. Also in the education sector, for instance, corruption practices tend to be rampant and robust. It could start from a point where and when a child enters a school to study to the point of completion of the study be it in primary, secondary or post-secondary school. Moreover, Maduabum (2001) and Tukur and Musa (2001) posited that many weak and anxious students in Nigeria engage in this type of corrupt practice especially cheating to pass and obtain good grades in their examination in Mathematics.

Mathematics Knowledge as a tool against behavioural corruption in Nigeria
   Mathematics is a variable subject because it teaches and promotes the development of numerous critical values in the society. For example, the ideas, concepts, knowledge, skills, tasks, methods, strategies, techniques, formulas, axioms, theorems, propositions, and remarks among others learnt in Mathematics are all valuable in training students to develop good character besides knowledge acquisition. Also, considering Mathematics as the science of numbers and their operations, interrelations, combinations, generalizations and abstraction and Space configurations and their structure, measurement, transformations and generalization, some values can be readily abstracted. As the science of numbers, for instance, Mathematics teaches different systems of numbers and counting and calculations within the number system. Counting is particularly useful in life because it enables people to understand the periods of events and to know the number of seconds, minutes, hours, days, weeks and months in a year in that order among many others things (Thomas, 2015).
   Furthermore, counting helps students to appreciate order and to respect and cultivate orderly behaviour. This orderliness and respect embedded in the knowledge of Mathematics acquired by students consciously and unconsciously through counting as a technique in Mathematics rewire their mode of behaviour (Musa, 2001). It enforces orderliness in the distribution and management of resources in the custody of the individual by having respect for their members, hence reducing behavioural corrupt practices.
   Also as a measurement, Mathematics enable students to learn to estimate quantities in termsof weight, height, volume, capacity and length or distance and manage time and money wisely (Bot, 2015). Measurement thus enables students to think and reason properly in relation to space, shapes, quantity, objects and their interrelations. With this knowledge, individuals learn how to manage the money kept in their custody through proper reasoning, and make proper analysis before execution which reduces misappropriation of funds and embezzlement.
   Mathematics is valuable also for the fact that it is concerned with digging or exploring knowledge and inculcating critical thinking and sound reasoning among learners (Brase & Brase, 2009). Besides this, it helps learners to develop problem-solving skills as well as communication connection and representations skills through modelling and interpreting physical, social and mathematical phenomena, National Council of Teachers of Mathematics (NCTM, 2000). This enables an individual to predict the outcome of plans before execution. So, possible problems are foreseen and appropriate solutions are deployed to have the plan executed. Today our leaders lack such, they embark on plans without foresight and in the long run quit because of the problem encountered. If Mathematical knowledge is acquired by every individual, the concept of mismanagement of funds and resources will naturally face out. This checks the corrupt practices of uncompleted projects and the diversion of the fund to personal pockets or accounts.
   Also, Mathematics reflects and responds to vital societal values. For example, Mathematics enables individuals or groups of students to solve different problems and engage in various forms of calculations, construction, technology, economics and security and so on. This enables

the students to learn and imbibe inherent societal values like love, patience, perseverance, cooperation, respect, honesty and obedience. These values are useful in developing good behaviours in students to be good and patriotic citizens. Winter (2001) posited that much as Mathematics is useful in developing skills and knowledge of this mechanistic nature, it serves as the means of fostering citizenship and responsibility within the society in developing personal spiritual, moral, social, and cultural dimensions. The remaining parts of thework describe the specific terms, and how some mathematical concepts are useful towards developing good behaviour to help avoid and prevent corrupt practices among students in Nigeria. Based on the information above, with the knowledge that Mathematics inculcates which includes love and honesty; corruption drastically reduces because the backbone of corruption is the absence of love and honesty. Mathematics imbibes honesty and love in the students and these guide against selfish attitudes and forgery of numbers for personal profit which has become the order of the day in virtually all our sectors.

From the foregoing, it is evident that good behaviour and corruption are indirectly proportional to each other. That is the reduction of corruption centres on good behaviour. So, there is a need for good behaviour to be inculcated into every student in order to wage war against the endemic practice of corruption. It is against this background that this work discusses some techniques for developing good behaviour through Mathematical procedures.

1. Mathematical Formulas and Procedures in Developing Good Behaviour

Students learn Mathematics in form of numbers and numeration, geometry, algebra, trigonometry, statistics, probability, problem-solving, reasoning and proof (NERDC, 2007; NCTM, 2000). At the tertiary level, the student learns higher Mathematics like logic, Number theory, game theory, analysis, cryptography, topology, and calculus. The knowledge is useful because it is required in problem-solving. In solving Mathematics Problems, certain rules and procedures are utilized as formulas, algorithms and mnemonics like the quadratic formula,

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a},$$

Pythagoras's rule $a^2 + b^2 = c^2$,

Hero's formula (Area$=\sqrt{s(s-a)(s-b)(s-c)}$),

SOHCAHTOA and CAST flowcharts; heuristics like polya's problem solving (understanding, planning, carrying out the plan and looking back) and DUPE (defining the nature of the problems, understanding the problems, planning and evaluating the solutions) (Elliot, Kratochwillo; Littlefield Cook & Travers, 2000).

The use of these formulas, rules and procedure helps students approach and solve a mathematical problem accurately; reasonably, orderly and honestly. It helps them to learn and be obedient by strictly following rules or directions and learn to share their knowledge and experience and forge ahead collectively with commitment; patience, persistence and so on. This way, students learn to cultivate good behaviours by being law-abiding.

2. The use of Mathematical Games in Developing Good Behaviors.

There are quite a number of mathematical games that can be utilized in mathematical instruction to help students, especially children in primary schools in Nigeria to develop an interest in Mathematics and good behaviours, (Thomas, 2015). These include snakes and

ladders, ludo, chess, draught or checkers and tic-tac-toe. For instance, the tic-tac-toe is a paper and pencil game for two players that make use of a 3 x 3 grid placing 3 respective marksin the horizontal, diagonal or vertical rows. A player wins the game when the marks are placed accordingly. By playing these games, students will develop observational skills, sportsmanship, honesty, hard work, sincerity, patience, self-reliance, cooperation, persistence, perseverance, love and courage to score good points and win the game. Also, when students are skilful and overzealous enough to make the game loved by their colleagues and interested people, it can help generate little income that will eventually make them self-reliant and depend less on any shortcut to success. This inculcates a good behaviour of self-reliance which reduces evil/corrupt practices.

3.   Geometry as a Valuable Tool in Developing Good Behaviour

In primary and secondary schools in Nigeria and elsewhere in the world, geometryteaches the understanding of various plane and solid shapes (like a triangle, spheres, cubes,and trapeziums in relation to lengths, distances, areas and volumes and capacities. Besides knowledge, geometry prepares students to be imaginative and creative in generating pattern tessellations and models thereby, creating natural beauty and love. When students are creative from their knowledge of geometry, for example, they can generate original products like greeting cards, bags, shoes, clothes, chairs, doors, and burglary and also solve Mathematics problems in more ways among many other things. Creativity thus helps in fostering critical thinking, reasoning, imagination, problem-solving, self-reliance, persistence, hard work, perseverance and commitment among others. These virtues are useful in training students to live and behave well in the society.

Conclusion

From the foregoing, it is evident that corruption is a terminal disease, if not timely treated, so, it is important to emphasize that Mathematics is a variable subject as it is useful to inculcate good behaviour among students for useful living in Nigeria and the large society. Once students develop good behaviours, they learn to avoid and prevent corrupt tendencies. This will ultimately present Nigeria as a corruption-free nation.

Recommendations

Mathematics, a functional instrument capable of combating corruption and corrupt practices in Nigeria should be effectively sustained. So, in an attempt to sustain its functionality, the following recommendations are made

- Mathematics teachers should teach the students through the use of practical examples to make the learning simple realistic and interesting for students.
- Also in the course of teachings, they need to give examples of how specific aspects ofMathematics can be used to help in moulding the behaviour of students positively.
- Government should give learning and teaching Mathematics in schools priority by enforcing it on the curriculum.
- Parents on their part should encourage their children and wards to learn/practice Mathematics

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EFFECT OF PROMOTIONAL STRATEGIES ON THE GROWTH OF SMALL SCALE ENTERPRISES IN OSUN STATE

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Abstract
This study was undertaken to determine the types of promotional strategies used by small-scale enterprises (SSEs) in the study area, factors influencing the choice of the promotional strategies adopted by SSEs and the effect of promotional strategies on the growth of small-scale enterprises in Osun State, Nigeria. Multi-stage sampling procedure was employed in the selection of the respondents. A total of 180 copies of a well-structured questionnaire were distributed to service rendering and manufacturing SSEs in Osun State. Data on variables such as promotional strategies used by SSEs, factors that influence the choice of SSEs used by SSEs and the effect of promotional strategies on the growth performance of SSEs were obtained from the respondents. Descriptive and inferential statistics were used to analyse data. Results of the study showed that majority of the entrepreneurs had their years of experience in business to be between 6-10 years with (45.6%), this was followed by those between 11-15 years, 5 years downwards (17.5%) while 16-20 years had (9.4%), 20 years and above (3.1%). 58.7% believed that the business management approach influenced the choice of promotional strategies. Sales Turnover (N=101, 63.1%) shows that sales performance was on the increase as recorded among SSEs that used PS in the form of increased turnover. Those that did not use PS either remained static in profit (N=61, 38.1%). Regression results showed that advertising and sales promotion positively and significantly affected the growth performance of the SMEs at 5 percent level of significance in the study area. The study concluded that promotional strategies enhance the growth performance of SSEs, nonetheless, Osun State small-scale enterprises did not make good use of these promotional strategies to their advantage.

Keywords: Promotional Strategies, Small Scale Enterprises, Growth performance

Introduction
Inconsistent policy reforms, changing regulatory policies, a volatile market place and rapidly evolving technological advancement have exposed businesses in Nigeria to an unpredictable business environment which continues to pose challenges to the ability of SSEs to compete favourably and remain profitable into the future (Aremu & Adeyemi, 2011). Despite the overall importance of SSEs, every year many of them fail in their tens of thousands (Wheelen & Hungefutar, 2000). Wheelen and Hungefutar (2000) postulated that 24 percent of new

businesses fail within two years while 63 percent fail within six years in many countries in the world. In Nigeria, many of these businesses experience premature deaths and because of the crucial role played by these SSEs, there is an increasing need to understand the peculiarity of this sector to ensure its growth and sustainability (Kolawole, Adeigbe, Zaggi, Owonibi, & Komolafe, 2014). Esien (1995) noted that this failure rate is frightening and attributed it to militating factors such as poor management, lack of competent human resources and low production capacity largely caused by poor infrastructural support.

Despite the fact that these factors have been studied and improved upon, SSEs continue to be plagued by awful high mortality rates and poor performance which persists to date even inthe face of increasing government support and interventions (Nwoye, 1994; NEEDS, 2006). Effective promotional strategies have been observed to have important roles to play in this respect. In addition, they posited that most small firms fail to see the need for promotional strategies in their business pursuits. Furthermore, they argued that inadequate knowledge and understanding of all the basic functions and importance of promotional strategies by entrepreneurs/managers are deadly problems faced by many small scales businesses (Akingunola, 2016).

The above observations point to the importance of SSEs in the economic growth and stability of developing countries like Nigeria and the positive role promotional strategies may have to play in actualizing their goals (Adetayo, 2012). There is therefore the need to investigate how promotional strategies affect the growth of SSEs in Osun State, Nigeria; hence this study.

Research questions

This study provided answers to the following questions:

(i)   What is the extent of the adoption of promotional strategies by SSEs in Osun State, Nigeria?
(ii) What factors influence the choice of promotional strategies by SSEs in the study area?
(iii) What is the effect of promotional strategies on the growth of SSEs in the study area?

Objectives of the study

The main objective of this study was to investigate the effect of promotional strategies on the growth of small-scale enterprises in Osun State, Nigeria. The specific objectives of this study were to:

(i)   Examine the extent of adoption of promotional strategies by SSEs in Osun State, Nigeria
(ii) Investigate the factors that influence the choice of promotional strategies adoptedby SSEs in the study area; and
(iii) Evaluate the effects of promotional strategies on the growth of SSEs in the study area.

Research hypotheses

The following research hypotheses formulated for this study were tested at 5 percent level of significance:

i. H_o: There is no significant difference between the expected and observed values ofselected factors influencing the choice of promotional strategies
ii. H_o: None of the promotional strategies has a significant effect on the growth of SSEs inthe study area.

Research methodology
Research design
   Ex post fails research design was used for this study. Primary data were collected with the aid of a well-structured questionnaire and secondary data was also sourced from documents obtained from the Osun State Ministry of trade and commerce.

Study area
   The study was carried out in Osun State, Nigeria. This is because the state encourages commerce and the development of SSEs. Osun state is an inland state with enormous human and material resources with a land mass of about 9,251km^2. It lies between latitude 7^0 30^1 0^{11}N and longitude 4^0 30^1 0^{11}E. It is currently made up of 30 local government areas (LGAs). Estimates of the most recent population figures of the 2006 population census put the human population at 4,137,627 million (Esien, 1995). The people engage in agriculture and produce sufficient food and cash crops for domestic consumption and exports. Reasonable segments of the population are also traders and artisans.

Population of the study
   The population (2,484) of the study include those SSEs in the manufacturing sector suchas agro-based industries, textile and garment production, leather product manufacturing, food processing, wood products processing, equipment fabrication, cosmetic and chemical products SSEs, among others and service renderings enterprises such as Information Technology and Telecommunication, Education Establishments, Service, Tourism and Leisure centres and others.

Sample size and sampling techniques
   Multi-stage sampling procedure was employed in the selection of the respondents. In the first stage, five (5) Local Government Areas were purposively selected based on their prominence in small-scale enterprises in Osun State. In the second stage, two (2) communities per LGA were also purposively selected based on the fact that they are prominent in SSEs. In the third stage, eighteen (18) small-scale manufacturing and service enterprises per communitywere randomly selected totalling 180 respondents. A total of 180 copies of a well-structured questionnaire was distributed to service rendering and manufacturing SSEs in Osun State.Data on variables such as promotional strategies used by SSEs, factors that influence the choice of SSEs used by SSEs and the effect of promotional strategies on the sales performance of SSEs were obtained from the respondents.

Methods of data collection
   The study made use of a structured questionnaire. The research questionnaire was designed by the researcher aligning it with the study objectives. The questionnaire was divided into three sections with each section capturing the objectives the study is set to achieve. Section A (social-demographic and background information), section B (information on promotional strategies) and section C (business performance indicators) such as sales volume and profitability level. Close-ended questions were formulated for the respondents to make choices among sets of alternatives relevant to the study.

Validity of research instrument

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. Brocks and Evans (2009) point out that four main types of validity are, content validity, predictive validity, concurrent validity and construct validity. Content validity is the degree to which the sample of an instrument represents the content that the instrument is designed to measure. Content validity was ensured through a systematic examination of the items in the questionnaire to ensure that all the variables are well addressed. 35 copies of the instrument were administered and the data collected were subjected to a validation test and a coefficient of 0.75 was obtained showing that the research instrument is of high validity,

Model specification/study variables and their measurementDependent variable

The growth of enterprises was the dependent variable of this study. To measure this variable, a set of growth indicators like sales volume and profitability level were used. These indicators were measured in monetary value per annum and profitability level measured by the annual profit and growth of an enterprise. Determinant factors are the independent variables which include advertising, sales promotion, personal selling and public relations of the owners of the business. These variables were measured using a Likert scale.

The model used for estimating the effect of promotional strategies on sales performance is specified below:

$$SALP = \beta_0 + \beta_1 ADV + \beta_2 SAP + \beta_3 PAS + \beta_4 PUR + \varepsilon_i$$

Where,

SALP = Sales PerformanceADV= Advertisement

SAP= Sales PromotionPAS=Personal Selling PUR= Public Relation
εi=error term

Methods of data analysis

Descriptive and inferential statistics were used to analyse data. Descriptive statistics such as frequency counts and simple percentages were used for the presentation of data. Regression analysis was employed to estimate the effect of promotional strategies on the growth of SSEs enterprises.

Results and discussion
Response rate

Table 1 shows the response rate of entrepreneurs of small-scale enterprises (SMEs) in the study area. One hundred and eighty copies (180) were administered while a total number of one hundred and sixty (160) were thoroughly completed and retrieved from the respondents. This indicates a response rate of 88.89 percent. The table further shows the response rate per manufacturing and service-rendering enterprises. It was revealed that ago-allied-based SMEs accounted for 13.8% of the total number of questionnaires retrieved, 10.6%, 5.0% and 40.6% were retrieved from SMEs under equipment fabrication, textile and garment production and information technology and communication respectively. However, 9.4%, 3.8% and 16.9% were retrieved from tourism, cosmetic and chemical products and wood products processing SMEs. This is an indication that information technology, wood products processing and agro-allied was the dominant SMEs accounting for 71.3% of the total number of questionnaire retrieved.

Socio-demographic characteristics of respondents

Table 2 shows that 78.1% of the respondents were males while 21.9% were females; they were of ages ranging from less than 25 (10%), 25-44 (72.5%), 45-64 (12.5%), and those more than 65 years old (5%). This indicates that majority of the respondents were within the working age, agile and could contribute meaningfully to their businesses. Most of the respondents 60% were married and were followed by those who were single (13.8%), divorced (10%), separated (8.8%) with those who were widows coming last (7.5%).

Table 1: Response Rate per Manufacturing and Service Rendering SMEs

Type of enterprises	Frequency	Percentage
Agro-allied	22	13.8
Equipment fabrication	17	10.6
Textile and garment	8	5.0
Information Technology and Communication	65	40.6
Tourism and leisure	15	9.4
Cosmetic and chemical products	6	3.8
Mix product processing	27	16.9

Source: Field survey, 2019

Table 2: Socio-Demographic Characteristics of Respondents

S/N	Socio-demographic Variables	Frequency	Percentage (%)
i.	Gender: Male	125	78.1
	Female	35	21.9
	Total	160	100
ii.	Age (years): Less than 25 or <25	16	7.1
	25-44	116	51.8
	45-64	79	35.3
	>65	13	5.8
iii.	Marital Status: Single	22	13.8
	Married	96	60.0
	Divorced	16	10.0
	Widowed	12	7.5
	Separated	14	8.8
iv.	Business Duration: <5 years	28	17.5
	6-10 years	73	45.6
	11-15 years	39	24.4
	16-20 years	15	9.4
	>21 years	05	3.1

Source: Field Survey, 2019

This implies that most of the respondents were responsible people who had the tendency of taking their businesses seriously. 70% of the respondents had post-secondary education of Ordinary National Diploma (OND), Higher National Diploma (HND) or first degrees (BA, BSc). Others had secondary education (13.8%), primary education (6.9%) and master's degree (9.4%). This shows that majority of the entrepreneurs were well educated to understand the

significance of the promotional strategies. Table 2 shows also that majority of the entrepreneurs had their years of experience in business to be between 6-10 years with (45.6%), this was followed by those between 11-15 years, 5 years downwards (17.5%) while 16-20 years had (9.4%), 20 years and above (3.1%) which indicates that most of the entrepreneurs were still young in the business. Most of the SSEs' number of employees was between 1-5 (56.3%), 6-10 (28.1%), 11-15 (10%), while 16-20 (4.4%), 20 and above (1.3%).

This shows that most SSEs owners had a relatively small workforce due to the small nature of their businesses.

Promotional strategies used by small-scale enterprises (SSEs) in Nigeria

Results of the study showed that 20.6%, 26.3% and 21.9% used television frequently, sometimes and rarely respectively while 31.3% of the respondents never used television to enhance sales in the study area. 16.3% and 32.5% frequently and sometimes respectively used outdoors while 46.3% and 5.0% never and rarely respectively used outdoors. It was revealed that 26.3%, 26.9%, 16.3%and 34.4% sometimes used display, billboard, radio and gift items respectively to increase sales while 35%, 17.5%, 26.3% and 43.1% of the respondents frequently used display, billboard, radio and gift items respectively. 48.8%, 13.8%, 28.1%, 12.5% and 38.8% frequently made use of promotion, print media, and broadcast, out-of-home and direct advertising respectively.

Table 3: Promotional Strategies used by Small-Scale Enterprises

S/N	Strategies	Rarely	Never	Sometimes	Frequently
1.	Television	35 (21.9)	50 (31.3)	42(26.3)	33 (20.6)
2.	Newspaper	15 (9.4)	85(53.1)	39 (24.4)	21 (13.1)
3.	Outdoor	8 (5.0)	74 (46.3)	52 (32.5)	26 (16.3)
4.	Display	22 (13.8)	40 (25.0)	42(26.3)	56(35.0)
5.	Billboard	24(15.0)	65(40.6)	43(26.9)	28(17.5)
6.	Radio	19 (11.9)	73 (45.6)	26 (16.3)	42(26.3)
8.	Gift items	18 (11.3)	18 (11.3)	55 (34.4)	69 (43.1)
9.	Promotion	20 (12.5)	23 (14.4)	39 (24.4)	78 (48.8)
10.	Print media	9 (5.6)	103 (64.4)	26(16.3)	22 (13.8)
11.	Broadcast	27 (16.9)	52 (32.5)	36 (22.5)	45 (28.1)
12.	Out of home	9 (5.6)	118 (73.8)	13 (8.1)	20 (12.5)
13.	Direct Advertising	11 (6.9)	55 (34.4)	32 (20.0)	62 (38.8)

Source: Field Survey, 2019

The implication of this was that the small-scale enterprises in the study area fairly used most of these promotional strategies to their advantage to promote their small-scale enterprises.

The factors that influenced the choice of promotional strategies adopted by SSEs as shown 58.7% of the entrepreneurs believed that business management approach influenced their choice of promotional strategies adopted by them. Firm overall success and survival (76.9%) show that the need to achieve success and survive in the competitive business environment influenced their choice of PS. The cost implication is 70%; this means that the cost of promotional strategies also was a major factor that influenced their choice of promotional strategies this informs why a large number of SSEs did not use these promotional strategies. Entrepreneur growth orientation (73%): The owner's orientation to the growth of their enterprises through increased sales influenced their attitude towards adopting promotional strategies that

could have enhanced their sales. Location of the business (65.1%) this explains why radio was oneof the preferred PS due to their easy accessibility. Insufficient facilities/infrastructure (60.6%) indicates that the infrastructures were not adequately put in place to facilitate the use of PS. An entrepreneur marketing experience (58.1%) indicates that most SSEs lacked marketing experience even to understand the inevitability of promotional strategies which influenced their choice of PS. The inability of owners/managers of SSEs to raise enough capital for their business (75.6%) explains that most SSEs owners do not have access to acquire large loans from financial institutions due to a lack of collateral and the small nature of their businesses. The background of target customers (75.7) implies that most customers were not exposed to PS. Lack of entrepreneurial knowledge of the importance of promotional strategies (65%) indicates that the SSEs owners had limited knowledge about PS which influenced their choice.Most of the SSEs did not have opportunities for sales increase available to them. The stage of the SSEs also influenced their choice as most of them were still at an early stage of development and the personality of the SSEs (25%). However, a good number of respondents disagreed that the firm development approach (71.3%) had any effect on promotional strategies used by SSEs, others also disagreed that the personality of the entrepreneur (75%) does not influence their choice. A few respondents were neutral on the factors influencing the choice of promotional strategies adopted by SSEs in the study area.

Table 4: Factors Influencing the Choice of Promotional Strategies Adopted by SSEs in Nigeria

S/N	Factors	Choices				
		Strongly Agree	Disagree	Agree	Strongly Disagree	Neutral
1.	Educational Background	45 (28.1)	16 (10.0)	75 (46.9)	10 (6.3)	14(8.8)
2.	Marketing Experience	36 (22.5)	15 (9.4)	57 (35.6)	28(17.5)	24 (15.0)
3.	Lack of Knowledge	43(26.9)	18(11.3)	61(38.1)	28(17.5)	10(6.3)
4.	Lack of capital	53(33.1)	12(7.5)	68(42.5)	20(12.5)	7(4.4)
5.	Cost Implication	100(62.5)	15(9.4)	12(7.5)	28(17.5)	5(3.1)
6.	Business Location	66(41.3)	29(18.1)	38(23.8)	24(15.0)	3(1.9)
7.	Target Customers	35(21.9)	13(8.1)	86(53.8)	10(6.3)	16(10.0)
8.	Government Policies	29(18.1)	44(27.5)	48(30.0)	26(16.3)	13(8.1)
9.	Poor Implementation	20(12.5)	46(28.8)	35(21.9)	29(18.1)	30(18.8)
10.	Insufficient facilities	71(31.8)	26(16.3)	80(50.0)	15(9.4)	12(7.5)
11.	Management approach	41(25.6)	43(26.9)	53(33.1)	15(9.4)	8(5.0)
12.	Development approach	13(8.1)	54(33.8)	23(14.4)	60(37.5)	10(6.3)
13.	Personality	12(7.5)	17(10.6)	28(17.5)	10(6.3)	93(58.1)
14.	Growth orientation	85(53.1)	10(6.3)	28(17.5)	30(18.8)	7(4.4)
15.	Market Opportunity	71(44.4)	15(9.4)	37(23.1)	22(13.8)	15(9.4)
16.	Resource for growth	110(68.8)	2(1.3)	20(12.5)	17(10.6)	11(6.9)
17.	Success and Survival	101(63.1)	5(3.1)	22(13.)	18(11.3)	14(8.8)
18.	Experience of Owner	83(51.9)	6(3.8)	33(20.6)	24(15.0)	14(8.8)

Source: Field Survey, 2019

Effect of promotional strategies used on the sales performance of small scale enterprises
As can be seen in Table 5: sales Turnover (N=101, 63.1%), shows that sales performance was on the increase as recorded among SSEs that used PS in the form of increased turnover. This was followed by larger market coverage that is due to the creation of greater awareness leading to increase patronage (N=112, 70%) and then competitive advantage over other

enterprises CAOE (N=111, 69.4%) this indicates that their sales performance was more than their competitors and their profit also increased (N=108, 51.3%). Those that did not use PS either remained static in profit (N=61, 38.1%) this indicates that they were not able to record much profit due to a decrease in sales. (N=37, 23.1%), market coverage: this implies that the market they penetrated is small. (N=36, 22.5%) competitive advantage over other enterprises (CAOOE) was not encouraging. These are the outcome of the SSEs that did not use promotional strategies (N=32, 20%) recorded a decrease in profit (N=17, 10.6%), low sales turnover (N=22, 13.8%), small coverage (N=12, 7.5%) and poor competitive advantage over other enterprises (CAOOE) (N=17, 10.6%).

Table 5: Effect of Promotional Strategies used on Growth of Small-Scale Enterprises

Variables	Growth Pattern			
	Increasing	Decreasing	Static	Total
Profit	82(51.3%)	17(10.6%)	61(38.8%)	160(100%)
Sales turnover	101(63.1%)	22(13.8%)	37(23.1%)	160(100%)
Market Coverage	112(70.0%)	12(7.5%)	36(22.5%)	160(100%)
CAOOE	111(69.4%)	17(10.6)	32(20.0%)	160(100%)

CAOOE = Competitive Advantage over other
EnterpriseField Survey, 2019

Regression analysis on the effect of promotional strategies on the sales performance ofsmall-scale enterprises in Nigeria

Table 6 shows that advertising and sales promotion positively and significantly affect the sales turnover of the SMEs at a 5 percent level of significance in the study areas. This suggests that an increase in the use of advertising and sales promotion will significantly increase the sales turnover of the SMEs in the study area and vice versa. Although there is a positive relationship between sales turnover and product packaging, sales turnover and public relation, the relationship is not significant at a 5 percent level of significance. The coefficient of multiple determination (R^2) value of 0.151 implies that 15.1% of the sales turnover was accounted for by the independent variables included in the model.

Table 6: Regression analysis of the Effect of Promotional Strategies on the sales performance ofSSEs

Variables	Coefficients	Standard Error	t-value
Constant	3.152	0.304	7.232
Advertising	0.127	0.168	2.101
Sales promotion	0.080	0.246	3.655
Product packaging	0.077	0.301	1.824
Public relation	0.473	0.263	

Dependent variable: sales performanceSource: Data Analysis, 2019

Model Summary

R square	Adjusted R Square	Standard Error of the Estimate
.151`	.82	1.04668

Conclusion

The study concluded that promotional strategies enhance the growth performance of SSEs, nonetheless, Osun State small-scale enterprises did not make good use of these promotional strategies to their advantage.

Recommendations

Driven by the findings in this research, SSEs have a long way to go especially in the use of promotional strategies to play the crucial role of contributing to the growth and development of the economy. Findings revealed that only display, radio and direct advertising were the promotional strategies used by most SSEs, emphasis should be placed on educating and encouraging entrepreneurs to understand the need and importance of adopting promotional strategies that could enhance their growth and sustainability. The various promotional strategies should be included in the entrepreneurial studies curriculum in both secondary and tertiary institutions. This is because, with the increase of unemployment prevalent in the country, many graduates become self-employed when they cannot secure government-paid work. This knowledge of promotional strategies being taught in school will help them to improve their business ventures. Small and Medium Enterprise Development Agency of Nigeria(SMEDAN) should also assist SSEs in providing various promotional strategies and distributionchannels for their products and services to penetrate regional, sub-regional and global markets i.e. achieving a wider coverage and awareness of their products and service. SSEs owners/managers should address the factors that influence the choice of promotional strategies they adopt like looking into their management approach to the growth of their businessas t h e growth of their enterprise is a major determinant of the existence or failure of their businesses. Finding ways of raising enough capital for their business through Micro finance banks and other loan agencies will further boost their capital base than the government, and media agencies like radio and television stations should bring down their fees/charges on billboards and advertising of products and services so that most SSEs can afford their bills since findings have shown that high cost is a major factor militating the use of most of the promotionalstrategies. This also informs why most of the SSEs were not able to use most of the promotional strategies.

Since findings showed that SSEs that adopted promotional strategies recorded an increase in growth in form of increased turnover, profit, larger market coverage and more competitive advantage over other enterprises. Entrepreneurs should see the importance of promotional strategies as a tool that if well-articulated and incorporated into their business will improve their business growth and sustainability.

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GIRL CHILD EDUCATION: A PANACEA FOR VALUE RE-ORIENTATION AND CURBING CORRUPTION IN NIGERɪA

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Abstract
This paper focused on girl child education as a panacea for value re-orientation and curbing corruption. The need for attitudinal re-orientation had long been recognized as the best way to address the myriad of societal problems confronting Nigerian society. Consequently, successive administrations have articulated and pursued re-orientation programmes in one form or the other. It is regrettable, however, that despite all the attempts, programmes and interventions, nothing can be seen in concrete terms as a reward andachievement for the enormous work of re-engineering Nigeria. There still exist all the negative attributes that hold us down as a nation. Descriptive research design was adopted and *the findings of this work have been able to establish thateducating girl children may be a way out. 100% of the respondents believe that educating girl children can help to reduce social vices in the nation,85% believe that educating girl children can help to improve the national income of the nation, increase the literacy index of the nation and as well help in preserving the good values of the nation. Based on the findings of this research recommendations were made as the role of families and government cannot be underestimated in educating girl children.*

Keywords: Value, Re-Orientation, Girl-Child, Corruption

Introduction

Values are the principles of right and wrong that are accepted by an individual or a social group. Every society is identified with peculiar characteristics of its people such as the beliefs and values that invariably form their common identity. The value is the beliefs, standards, and principles about what is right or wrong and the extent to which they are respected. The kind of value adopted by a nation greatly determines the level of its development (Dike, 2005).

Our present predicament does not portray the aspirations and wishes of thefounding fathers of our dear nation who ensured that the country remains united in all ramifications despite ethnicity and cultural diversity. It is obvious that the younger generation is keenly watching future leaders, but would they fare any better since it is assumed that a corrupt society breeds corrupt leadership? Our present political and economic situation has multiplier effects on the value system, which invariably centres on the youth.

Today, Nigeria is riddled with chequered values in all spheres of life which is inimical to national development. Changes over time have eroded the earliest cherished values in Nigerian Society in all ramifications such as cultural, social, economic, political, religious,

educational and family values. This impact can be achievable if and when Nigerians embrace good values which have the potential to change the attitude and behaviour of Nigerians and bring about a significant reduction in corruption, indiscipline, immorality, terrorism, kidnapping, poverty and other social vices (Okolo, 2011). As President Obama said, if a country is educating its girls, if women have equal rights, that country is going to move forward. Education is a silver bullet for empowering women and girls worldwide.

When girls are educated, their families are healthier, they have fewer children, they wed later, and they have more opportunities to generate income. One extra year of primary school boosts a girl's future wage by 10 to 20 percent and an extra year of secondary school increases that earning potential by 15 to 25 percent (Bolarin, 2005). Education also helps moms take better care of their kids. According to the World Bank (PDF), each additional year of female education reduces child mortality by 18 per thousand births (*USAID, 2013*)

Statement of the problem

Nigeria is a country that many right-thinking individuals agree has serious value crises that have contributed to her poor economy, bad national image and falling standards etc. Value reorientation aimed at inculcating good value can help Nigeria out of her numerous predicaments which can refocus the nation towards greatness (Bodunrin, 2009). This impact can be achievable if and when Nigerians embrace good values which have the potential to change the attitude and behaviour of Nigerians and bring about a significant reduction in corruption, indiscipline, immorality, terrorism, kidnapping, poverty and other social vices.

Research questions

1. Can educating girl children help to reduce social vices in the nation?
2. Do educating girl children to help to improve the national income of the nation?
3. Will educating girl children increase the literacy index of the nation?
4. Will educating girl children help in preserving the good values of the nation**?**

Literature review

No society is healthy, creative or strong unless that society' has' a set of common values that give meaning and purpose to group life (Kluchohn, 2005). Sociologists believe that communities, which share a common core, of values, tend to last much longer than communities, which are not guided by values. The source of value might not be of great importance to the member of a community. What is important is the fact that the group has a clear commitment to a common set of goals or values. This common set of values can be used as a standard for making decisions, and to help settle differences of opinion (Living Values News, 2000).

Nigeria indulged in a variety of misconducts in all ramifications such as bribery and corruption, lawlessness, kidnapping, trade in human trafficking, tribal and religious divisions, e-mail scammer, and economic sabotage, that continued to tear the nation apart. The drastic shift from theslogan of ―one nation one destiny‖ needs to be addressed to rebranding Nigeria to regain her lost glory through education.

Some decades ago, there were very strong religious beliefs, values, a n d cultural and moralethics that are passed across to children as moonlight stories which formed the root of children's values and guiding principles for individual behaviour as they grow older. As a result, there seems to be a kind of common understanding of what behaviour was good and what was bad and which attitude and aspirations were appropriate (Agbe, 2001). The child growing up at that time had little difficulty absorbing the norms of the society such as a sense of cooperation, truthfulness, respect for age, self-reliance, the dignity of labour etc. In other words, it was easier for the child to understand what the society expected of the young ones and would expect of an adult. However, from this generally accepted culture and values of the society, one witness

today, and a departure that leads to uncertainty, confusion and contradictions. Past ideas onvalues could no longer hold in today's context due to the influx of new ideas and values through mass media exposures and various e-networking. Thus, children are growing upwithout developing an adequate value system or moral code as a result of defective socialization (Adebanjo, 2002; UNICEF, 1997).

For this reason, young children are most times in a state of confusion. They are confused by thoughts of what they had to do, what they are afraid to do, what they did not want to do and what they felt other adults thought they should do. The most important skill a child needs to be taught is how to relate well with other people in the environment.

Research methodology

Population of the study

The population of this study was teachers in secondary schools who were randomly selected from Oyo East Local Government of Oyo State.

Sample and sampling techniques

Ten secondary schools were randomly selected from Oyo East Local Government of Oyo State. Two hundred and fifty questionnaires were issued out in twenty fives to each school; the questionnaires were given randomly to the teachers in the chosen schools.

Research instrument

A structured questionnaire —**Girl Child Education, A panacea to Value Re-Orientation and Curbing Corruption in Nigeria**‖ was used to collect data for this research. The questionnaire was constructed by the researcher after the review of related literature. The questionnaire was divided into two parts with section A seeking information on students' biodata. Section B was a set of 30 statements measuring the effects of girl child education on value re-orientation and curbing corruption in Nigeria. The respondents responded to the statement on a 4-way scale (STRONGLY AGREED, AGREED, DISAGREED and STRONGLY DISAGREED) by ticking the letter that best represented their answer from A-D.

Validity of instrument

The instrument was designed by the researcher who consulted some experts in the field of Education and social work.

Method of data collection

The researcher administered the questionnaires by personally visiting the selected schools waiting and collecting the completed questionnaires on the spot.

Method of data analysis

The data collected in this research was analyzed using simple percentage, this is because simple percentage can be understood even by a layman thereby making the research report accessible to all men, both professional and layman.

Results of findings and discussion

Table 1: Teachers' Biodata

S/N	Biodata	A%	B%	C%	D%
1	Sex	71	29	-	-
2	State of origin	98	1	1	-
3	L.G.A of origin	52	10	15	23
4	Teaching experience	63	37		
5	Religion	53	46	1	

Table 1 above shows the personal data of the teachers, the table shows that 71% of the population examined were females while 29% were male,98% were indigenes of Oyo State while just 2% were from other state.52% were from Oyo East local government while 10%,15% and 23% were from Atiba, Oyo west and other local government areas respectively.63% had below ten years teaching experience while 37% had above ten years of teaching experience.53% were Christian while 46% Muslim and 1% were traditional worshipers

Table 2: Educating Girl Children Can Help to Reduce Social Vices in the Nation

S/N		SA%	A%	D%	SD%
1	If girl children are educated, it will reduce indecent dressing	71	29	-	-
2	If girl children are educated, it will reduce prostitution among them	98	2	-	-
3	If girl children are educated, it will reduce the incidence of rape	72	38	-	-
4	If girl children are educated, it will reduce cigarette smoking and alcoholism in the society	63	37	-	-
5	If girl children are educated, it will reduce hooliganism, child trafficking and labour,	53	46	-	-

From the table above, in item 1, 100% of the respondents agreed that if girl children are educated, it will reduce indecent dressing, while in items 2, 3, 4, and 5, the entire respondents agreed that educating girl- children will reduce prostitution, the incidence of rape, cigarette smoking and alcoholism in the society, hooliganism, child trafficking and labour respectively. The finding from this table shows that educating girl children will help in curbing the aforementioned social vices.

Table 3: Educating Girl Children Can Help to Improve National Income of the Nation

S/N	If a girl-child is educated she can:	SA%	A%	D%	SD%
1	Improve the family income by engaging in a paid job	30	25	16	29
2	Improve the economy of a nation through entrepreneurship	30	23	7	47
3	Render professional advice that will in turn improve the the economy of the nation	43	-	-	57
4	Improve productivity and growth	50	-	-	50
5	Become a more peaceful, healthy and skilled workforce	48	2	1	49

From the above, item 1 shows that 55% of the respondents agreed that educating girl children

can improve the family income when such girls engage in paid jobs, item 2 revealed that the economy of a nation can be improved through entrepreneurship when girl children are educated, in item 3, 43% of the respondents agreed with the fact that educated girl children are capable of rendering professional advice which will, in turn, improve the economy of the nation, while in items 4 and 5, 50% of the respondents agreed that educating girl children can improve productivity and growth, giving rise to the healthy , more peaceful and skilled workforce. The results from the above table show that between 43% and 53% agreed that educating girl children can help to improve the national income of the nation while a minimum of 47% and a maximum of 57% disagreed.

Table 4: Educating Girl Children Can Increase the Literacy Index of the Nation.

S/N	If a girl child is educated:	SA%	A%	D%	SD%
1	She will in turn educate her future children	35	50	10	5
2	She will be an advocate of literacy in the society	50	40	2	8
3	She will make a better teacher than her male counterpart	60	38	-	2
4	The whole nation will be educated	58	40	1	1

Item 1 from the table above shows that 85% of the respondents agreed that if a girl child is educated, she will in turn educate her future children, items 2, 3 and 4 had 90%, 98% and 98% of the respondents respectively agreed to the fact that if girl children are educated, they will, in turn, become advocates of literacy in the society, they will make better teacher than their male counterparts and the whole nation will be educated. The table above shows that more than 85% of respondents agreed that, educating girl children can increase the literacy index of the nation

Table 5: Educating Girl Children Can Help in Preserving the Good Values of the Nation

S/N	If a girl child is educated:	SA%	A%	D%	SD%
1	She will be hardworking	35	50	10	5
2	She will not end up a prostitute	50	40	2	8
3	She will help in promoting a peaceful environment	60	38	-	2
4	She will help in fighting against corruption	58	40	1	1

The table above shows in item 1 that an educated girl child will be hard working with 85% of the respondents agreeing to this fact. In item 2, 90% of the respondents agreed that a girl child that is educated will not end up as a prostitute, while in items 3 and 4, 98% of the respondents agreed that if a girl child is educated, she will help in promoting a peaceful environment and help fight against corruption. It is found from table 5 above that more than 85% of respondents agreed that educating girl children can help in preserving the good values of the nation.

Conclusion

There is a general belief that if you train a boy you only train an individual but if you train a girl you are training a generation. If Nigeria as a nation will pay more attention to girl child education, it will help her in the general improvement of the nation's values.

Recommendation

Based on the findings of this study, the following recommendations were made; it was observed that:

- Families should teach and train their girl children, adequately monitor their children,

guide their behavioural patterns at home and adopt a gradual and systematic processes to sensitize their children's initiatives as well as develop in them self-control in the absence of external authority

- The Government, Corporate organizations, non-governmental agencies and individuals would as a matter of due responsibility encourage and finance research development, inventions and mass production of invented products to encourage hard work and, productivity among girl students.

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GUIDELINES FOR AUTHORS/CONTRIBUTORS

Format of Presentation
The following format of presenting research, review and position articles should be followed by all authors/contributors.

Research Articles: The title should be brief and reflect the main theme of the article.

Abstract: As described in manuscript guidelines.

Introduction: Explain the main focus of the article in not more than 1½ paper double line spacing.

Background: This section should include the:
- literature review;
- problem;
- purpose and significance of the study; and
- objectives and/or research questions

Methodology
This section should cover the:
- research design;
- sample (describe how the sample was drawn and provide sample characteristics);
- research measures/instruments;
- procedure (explain how the data was collected); and
- data analysis.

Results
- Present results according to the hypothesis or objectives or research questions of the study.
- Tables and figures should be informatively and succinctly presented.
- Present statistics in text and tables according to APA convention.
- Avoid reproducing information already in tables.

Discussion
This section should
- interpret the study's findings;
- present theoretical insights;
- present practical insights;
- present lessons learnt and
- not duplicate results.

Recommendations
Make suggestions on the implications of your study for Special Needs Education theory and practice. Make suggestions for future research.

Conclusion
The author(s) should here:
- delineate and draw the main conclusion of their studies by focusing on the contribution made in terms of re-orientating Special Needs Education thinking and practice,
- present the unique contribution of studies to the field of Special Needs Education, and not duplicate material from the discussion section.

Referencing
The authors should:
▪ follow the APA format of citing sources of information in text and when preparing the list of references.

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INFORMATION FOR CONTRIBUTORS

Special Needs Education terms and concepts

Recognizing that countries in different parts of the world use different terminologies to explain the same concept in Special Needs Education, there have recently been efforts to standardize terms internationally. This process reflects the internationalization of Special Needs Education and developments in the international disability rights movement, which in many instances has advocated for a language change. The editorial committee of the Journal of Issues in Special Education (JISE) believes it is in the interest of the international acceptability of the journal to refrain from using those terms which currently are limited to a particular country and instead adhere to the more widely accepted terminology and meanings of concepts. The attention of contributors to the journal is therefore drawn to the following explanation/definitions.

Special Needs Education

Current international usage favours the use of the term *Special Needs Education.* This term gained prominence during the World Conference on Special Needs Education; Access and Quality in Salamanca, Spain, in June 1994. The rationale for the term is that "Special Education" suggests a "special", segregated approach to education, which is being challenged, by the new approach of inclusive education. "Special Needs Education" emphasizes that some children have special needs, which can be met in an inclusive learning environment.

Integration/Inclusion

Integration (or mainstreaming) has been advocated for and widely employed as an alternative to segregative school provisions for children with Special Educational Needs. There are different modes of integration, but they all involve the provision of educational services to children with special needs in the regular school system. Integration, however, still relies on a relatively small number of regular schools being equipped with the resources to admit children with special needs.

The principle of inclusion, on the other hand, is that "schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other needs" (Salamanca Statement 1994:6). The "school for all" ideology advocates for children with disabilities as far as possible. Hence, inclusion can be seen as a further step towards the normalization of children with disabilities in the education system.

Hearing Impairment: The terms hearing impairment, hard of hearing and deaf are understood differently in different places. The following definitions have now been agreed upon.

Hearing Impairment: An umbrella concept which includes all degrees of hearing loss.

Deafness: This refers to hearing impairment, which is so severe that the person cannot maintain adaptive contact with the surroundings. The person is unable to utilize his/her residual hearing.

Hard of Hearing: A person who is hard of hearing can utilize his/her hearing without a hearing aid to maintain adaptive contact with the surroundings.

Intellectual Disability: This is a term used to describe the condition of sub-average intellectual functioning that is present in learning, maturation, and adaptive skills. Persons with intellectual disabilities can be classified for educational purposes into Educable, Trainable and Totally Dependence. The concept of Intellectual Disabilities is the same as

that of Mental Retardation.

Learning Disability: "Learning Disability" should not be confused with (specific) learning difficulties, which refer to groups of disorders caused by dysfunction in the nervous system.

Visual Impairment: As for Visual Impairment, the following have now been agreed upon. Visual impairment is the umbrella concept encompassing all degrees of visual loss. Blindness: a person who is blind cannot utilize his/her visual rests and does not have visual rests. The WHO defines it as visual acuity of less than 3/60 or corresponding visual field less in the better eye with the best eye with possible correction.

Persons with a disability should be described to put the person the disability and never solely in terms of the disability e.g. "person with visual impairment" not "visually impaired person" or "the visually impaired", or "child with intellectual disability", not "mentally retarded child" or "the mentally retarded", etc. An exception to this is for persons who are deaf since there is now a move towards seeing them not as disabled but as a cultural minority. For this reason, many persons who are deaf now refer to themselves as "Deaf persons".

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