

Volume 10, Issue 2, 2017.

# International Journal of Scientific Research in Education



ISSN: 1117-3259

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# International Journal of Scientific Research in Education Volume 10(2), May 2017

ISSN: 1117-3259

IJSRE is Indexed in

*EBSCO PUBLISHING. Providers of EBSCOhost*



International Scientific Indexing (ISI) (Impact factor 1,413) for the year 2014



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# Classroom Management and the Attainment of Education Objectives in Primary Schools in Nigeria

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## Abstract

This paper quantitatively evaluated classroom management and the attainment of education objectives in primary schools in Nigeria. It explained the concept of classroom and classroom management and it also examined how the qualities of teachers enhance classroom management and the attainment of educational objective in primary schools. Adopting a cross-sectional cohort study of classroom management and the attainment of education objectives in primary schools in Nigeria, a pretest and posttest method to enable the arrival of a dependable evaluation scale to determine if the result found in the pretest will also be found in the posttest. The data set created a varied range of statistical analyses: Mean, SD, One-Way Analysis of Variance (ANOVA) ( $F$ ), and  $t$ -test ( $t$ ). The result revealed significant relationships between the quality of teachers and classroom management and the attainment of educational objectives. The challenges of classroom management and the attainment of educational objectives revealed significant effect as well. Recommendations were proffered.

**Keywords:** Classroom management, Attainment, Education objectives, Primary schools, Teachers, Nigeria.

Reference to this paper should be made as follows:

Nwiyi, G. U. (2017). Classroom Management and the Attainment of Education Objectives in Primary Schools in Nigeria. *International Journal of Scientific Research in Education*, 10(2), 127-136. Retrieved [DATE] from <http://www.ij sre.com>

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## INTRODUCTION

Classroom is designed to be managed by an instructor or a teacher who is professionally trained in the principles of learning, it is a formal place where teaching and learning takes place under the guidance of a teacher. The classroom has some facilities such as seats, desk, board, table, and so

on, and these things are referred to as the components of classroom, hence the meeting point between the teacher and the learners.

The process of organizing these human and material resources in the classroom is referred to as classroom management. The classroom should be well managed by the teacher to attain the educational objectives. It is therefore noted that the management of the classroom in the primary schools has a lot of challenges ranging from unqualified teachers, noisy environment, and lack of learning facilities etc. A lot of methods have been used for effective classroom management which yielded no significant result. Different innovations have been in the educational sector to boost the skills and quality of teachers.

Lots of school of thought emerged with countless ideas on classroom management. Yet, most classrooms in the primary schools are not effectively managed, and if this issue is not resolved educational objectives at this level of the education sector many not be attained.

It has been observed that people come into teaching profession without any form of education background, and such teachers find it difficult to manage the classroom because they lack the professional skills (Ololube, 2013). The government and stake holders in education on the other hand have not been dutiful in the provision of educational facilities (Briggs, Ololube, Kpolovie, Amaele & Amanchukwu, 2012; Amanchukwu & Ololube, 2015), and in the motivation of teachers that will enhance their performance towards the attainment of the objectives of education in the primary schools (Ololube 2009).

All these challenges in the management of the classroom are issues that need to be addressed in this paper for effective teaching and learning which invariable will enhance the attainment of educational objectives. This is important because no matter how good an educational objective may be, it cannot be achieved without effective classroom management, hence this paper. Thus, this paper intends to find out how the attainment of educational objectives can be achieved through effective classroom management. Specifically, this study sought to:

- Find out if the quality of teachers can enhance effective classroom management;
- Find out if the quality of teachers can enhance the attainment of educational objectives;
- Find out if the challenges of classroom management can hinder the attainment of educational objectives.

### **Research Questions**

- How does the quality of teachers significantly affect effective classroom management?
- How does the quality of teachers affect the attainment of primary schools educational objectives?
- How do the challenges of classroom management affect the attainment of primary schools educational objectives?

### **Hypotheses**

The following null hypotheses guided the conduct of this study:

- The quality of teachers does not significantly affect effective classroom management.

- The quality of teachers does not significantly affect the attainment of primary schools educational objectives/
- The challenges of classroom management do not significantly affect the attainment of primary schools educational objectives.

## **LITERATURE REVIEW**

### **Concept of Classroom Management**

The nature of classroom management has made it possible for people to explain it differently. However for the purpose of this paper, the few definitions of classroom management will be discussed. According to Achuonye and Ajoku (2002), classroom management is described as the organizing, controlling, directing of different variables in the classroom in order to achieve the objectives. To Mba (2005), classroom management is the integration and the effective use of the teacher's basic qualities such as:

- The teacher's knowledge of the subject matter;
- The teacher's ability to use teaching method that promotes learning;
- The teacher's knowledge of the learner.

Therefore, classroom management involves activities by which teacher's establish and maintain condition that enable individuals in the classroom to apply all their natural and creative talents to the challenge of educational task.

From the definition above, it is clear that there are many components of classroom management, and obviously the manner in which the classroom is managed affect the student performance which invariable may affect the attainment of primary education objectives. Therefore, classroom management in this context involves the total activities that the teacher engage in while organizing both human and material recourses meant for the classroom as to ensure effective teaching and learning.

Again classroom management involves good seating arrangement, adequate utilization of the educational facilities, classroom control, cleanliness in the classroom and effective teacher who possesses attributes such as good knowledge of the subject matter, the teaching skills and methods, good knowledge of the learner, good personality, resourceful, good leadership style and ability to inspire the learners.

### **Teachers and Classroom Management**

Classroom is described as a room where students/pupils converge for the purpose of learning under the guidance of a teacher, while classroom management involves the organization, maintenance and utilization of various components of the classroom to enhance teaching and learning, therefore it beholds on the teacher who is skillful, knowledgeable and inspiring to the learners to effectively manage the classroom as to achieve the goals of primary education.

An effective teacher makes sure that chalkboard, seat/desk, ventilation and lightening, and good hygiene are maintained in the classroom for effective teaching and learning to take place (Nwiyi, 2016). Good chalkboard, seat and desks should be arranged in neat rows with adequate spacing between rows by an effective teacher to enhance his performance as it enables

the teacher to move round the class, and 25-30 seats is allowed. Good ventilation and lightening with ceiling fans and air conditioners may be used by an effective teacher.

An effective teacher provides wash hand basin, soap and clean towel. A sink with running water and disposal towels is more ideal. An effective teacher decorates the classroom with colourful charts, maps, pictures and objects that are pleasing to the eye and so facilitate learning. All these management techniques enhance both the teacher and the learners' performance leading to the overall achievement of the objectives of education (Ololube, 2006).

It is generally believed that if all things being equal that means if all these things are put in place and qualified teachers engaged in our primary schools, the objective of primary education will be achieved without hitches (Briggs et al., 2012). It is also obvious that when qualified teachers are engaged to teach in the primary schools and the components of a good classroom are not provided, it will be difficult for the teachers to perform effectively which would also lead to non-achievement of the objectives of the primary education.

### **Teachers and the Attainment of Educational Objectives**

A teacher is a person who is professionally trained in the principles of teaching. This means that for someone to be called a teacher, he needs to acquire the basic professional skills and techniques of teaching. According to Mba (2005), teacher education is that aspect of education which deals with the acquisition of profession. Teachers are very important factor in the realization of the national educational objectives and for national growth and development of the nation. Therefore the success of any nation's education depends largely on the quality of the teachers.

It is also very vital for primary school teachers to regularly attend staff development programmes such workshop, conferences, seminars and so on to enhance their performance in carrying out their prescribed roles in the school. Innovations, new skills, technique, and knowledge in teaching and learning are acquired in the wealth of experience gathered will improve the primary education system which will guarantee the achievement of the objective of primary education in Nigeria.

It is worthwhile to enumerate the objectives of primary education in Nigeria. Thus:

- To develop in the child the ability to adapt to the child's changing environment;
- To inculcate permanent literacy and numeracy and ability to communicate effectively;
- To mold the character and develop sound attitude and morals in the child;
- To give citizenship education as a basic for effective participation in and contribution to the life of the society;
- To lay a sound basic for scientific and reflective thinking;
- To give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- To provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality (FRN, 2004).

All these are achievable when the teachers are well trained to effectively carry out their prescribed roles. Teachers need to have the following characteristics to be able to achieve the above primary education objectives. According to Peretomode in Ekweozor (2013) they are:

- The ability to arouse and maintain students' interest;
- To show good perception and knowledge of the subject matter;
- To communicate idea in clear, logical and organized manner;
- To be enthusiastic, flexible and friendly;
- Ability to create conducive learning environment.

It is believed that when teachers exhibit these attributes in the school, the objective of the primary educational sectors will be achieved.

### **Challenges of Classroom Management and the Attainment of Educational Objectives**

Teaching is a process of informing, instructing or inculcating into individual learners certain attitudes, skills, knowledge and virtues of appreciation. It is important to note that teaching and learning encounter largely depends on the quality of the teachers who manage the classroom for effective instructional delivery process. But it is generally observed that some of the teachers in the primary schools are not well trained in the field of education hence cannot manage the classroom effectively to achieve the objective of education.

Again, there is shortage of teachers in primary schools and the quality of some of those in service are low while some are semi-illiterate (Uriah, 2016). According to him, they hardly make one correct sentence in English and some of the secondary school teachers are very poor in quality. Thus for any transformation, sustainable and substantial growth in the educational system to be felt, the teachers who are indispensable in the achievement of the educational goals need to be adequately qualified in both certification, commitment and devotion to duty.

Most primary school buildings in Nigeria especially in the rural areas are in a dilapidating stage. And no meaningful academic work will be done when the inhabitants of these classrooms are studying in fear of the building collapsing on them. The classrooms do not have basic components of a good classroom, hence teaching and learning becomes difficult as pupils do not have things that facilitate learning in the classroom such as good seat, desks, colourful pictures and charts, good hygiene and chalkboard for teaching and learning to take place (Adamu-Awuja, 2014).

In a bid to realize the goals of primary education, teachers are faced with one form of indiscipline behaviour or the other. In the primary schools, rules and regulations are no longer obeyed, examination malpractices on the increase, cases of cultism, drug abuse and so on. This situation in the primary schools exhibits the effective teaching and learning, as teachers are on the run for their lives instead of trying to instill discipline among the pupils. Personal experience shows that currently in some parts of Etche in Rivers State namely Obibi, Okehi, Igbodo, Akwu-Obuor, Akwukabi, and Egbeke primary schools have been closed down due to cult activities, which has kept all the teachers and pupils at home for fear of being killed, robbed, raped and kidnapped. Such situation in these school does not guarantee achievement of the educational goals.

In line with this, a study of the district of Columbia school system found after controlling other variables, that students standardized achievement scores were lower in schools with poor building condition, and students in the building with poor conditions had achievements that was 6% below the rated standard, while those in school that had good facilities did excellently (Ekweozor, 2013). Therefore good facilities appear to be an important precondition for students' performance and the attainment of educational objectives.

## METHODS

### Design

This study adopted a cross-sectional cohort study of classroom management and the attainment of education objectives in primary schools in Nigeria. It adopted a pretest and posttest method to enable the arrival at a dependable evaluation scale to determine if the result found in the pretest will also be found in the posttest. The pretest and posttest results were retrieved at the end of 2016.

### Participants

The sample comprised 231 primary school teachers (81 male, 150 females) from Etche Local Government Area of Rivers State of Nigeria (see Table 1) for further detail. Ten public primary schools were arbitrarily selected. Teachers consent were sought before the study commenced. Teachers were issued consent form to determine their willingness to participate in the study before the actual questionnaires were distributed.

Table 1: Descriptive Statistics of Teachers' Demographic Variables

Variable		Frequency (n)	Percent (%)
Gender	Female	150	65.0
	Male	81	35.0
Total		231	100.0
Age	25-40 years	121	52.3
	41-60 years	110	47.7
Total		231	100.0

### Data Analysis

Statistical Package for the Social Sciences 22 (SPSS) was used to determine whether significant differences existed between the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives. The data set created a varied range of statistical analysis: mean, SD, One-Way Analysis of Variance (ANOVA) (*F*), and *t*-test (*t*) analyses. ANOVA was employed to examine relationships between the quality of teachers and effective classroom management, and the quality of teachers and the attainment of educational objectives (Hypotheses 1 and 2). The *t*-test was used to determine whether correlation of classroom management challenges is significantly higher than attainment of educational objectives (Hypothesis 3).

The instrument reliability test was in agreement with reliability theory (Cronback, Gleser, Nanda, & Rajarratnam, 1972). Reliability test was used to determine the percentages of variance in the distribution of scores obtained (Briggs et al., 2014; Kpolovie, 2010). Thus, the internal consistency of the instrument was investigated by Cronbach's alpha coefficients and an estimate of .726 (pre-test) and .782 (post-test) was achieved.

## RESULTS AND DISCUSSION

### Research Question 1, 2 and 3

This study first aimed at determining whether significant difference exists in the pretest and posttest scores of the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives. The descriptive statistics (mean and SD) scores are presented in Table 2.

The pretest and the posttest scores for the quality of teachers and effective classroom management were (mean = 24.57; SD = 6.31) and (mean = 24.91; SD = 6.48) respectively shows that the respondents hold that both the pretest and posttest results revealed that the quality of teachers affects the effectiveness in classroom management because differences was not found in their means.

The pretest and posttest scores for the quality of teachers and the attainment of educational objectives showed that the pretest mean (26.51) and standard deviation (6.14), and the posttest mean (27.03) and standard deviation (6.44) was not significantly different. Thus, the quality of teachers affects the attainment of educational objectives.

The pretest mean score of the participants on the challenges of classroom management on the attainment of educational objectives revealed similar results (26.50; SD = 6.23), while the posttest scores revealed an approximate equal score (mean = 26.89; SD = 6.34). Overall, there was no significance difference in the mean rating of respondents' pretest scores and posttest score.

Table 2: Mean and Standard Deviation of differences between the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives

Variables	n	Pretest		Posttest	
		$\bar{x}$	SD	$\bar{x}$	SD
The quality of teachers/Classroom management	231	24.57	6.31	24.91	6.48
The quality of teachers/ Educational objectives	231	26.51	6.14	27.03	6.44
Challenges/ educational objectives	231	26.50	6.23	26.89	6.34

### Hypotheses 1 and 2

To test hypotheses 1 and 2, an ANOVA statistics was conducted. The ANOVA analysis was aimed at determining if the quality of teachers significantly affects classroom management and the attainment of educational objectives using the respondents' answers. The variables were measured as they appeared in the questionnaire.

The results showed that there are significant relationships between the quality of teachers and classroom management and the attainment of educational objectives. SPSS version 22 displayed it as  $p < .000$  and  $p < .001$  significant levels, respectively for quality of teachers and classroom management and attainment of educational objectives. This does not mean that the probability is 0; but it is less than .0005. Table 3 shows the F-value 26.957 for the quality of

teachers and classroom management, and the F-value 10.747 for the quality of teachers and the attainment of educational objectives. This means that the quality of teachers affects both classroom management and the attainment of educational objectives.

Table 3: ANOVA Analysis of the quality of teachers and the attainment of educational objectives, and the challenges of classroom management and attainment of educational objectives

		ANOVA				
		Sum of Squares	Df.	Mean Square	F	Sig.
<i>Quality of teachers / Educational OBJs</i>	Between Groups	13.867	1	13.867	26.957	.000
	Within Groups	140.945	230	.514		
	Total	154.812	231			
<i>Challenges / Educational OBJs</i>	Between Groups	8.062	1	8.062	10.747	.001
	Within Groups	205.546	230	.750		
	Total	213.609	231			

### Hypothesis 3

Data from the *t*-test analysis aimed at testing whether significant effect exists between challenges of classroom management and the attainment of educational objectives as presented in Table 4 revealed significant effect. The results showed significance at ( $t = 84.645, p < = .000$ ).

Examining the results in terms of effect, the respondents were of the opinion that rules and regulations are no longer obeyed, examination malpractices is on the increase, cases of cultism, and drug abuse are recorded every day. Schools are been closed down due to cult related activities in the communities, which has kept all the teachers and pupils at home for fear of being killed, robbed, raped and kidnapped. Thus, such situation does not guarantee achievement of the educational objectives.

Table 4: T-test analysis of the challenges of classroom management and the attainment of educational objectives

	Mean differences	t	df	Sig. (2-tailed)
Challenges/Educational objectives	3.38043	84.645	230	.000

Df = N -1; Significant level = .05

### CONCLUSION

This study evaluated the quality of teachers and effective classroom management, the quality of teachers and the attainment of educational objectives and the challenges of classroom management and attainment of educational objectives. The study brought to light that classroom management is an important function of effective teachers. It actually contributes to some extent to the attainment of educational objectives of primary education. Therefore, teachers are expected to be qualified and adequate in the primary schools to be able to effectively contribute to the achievement of the goals of primary education.

Educational facilities were also noted as factors that affect classroom management, because no matter how qualified a teacher may be, he still needs a conducive classroom with all the features of a good classroom to enhance teaching and learning.



The government, parents, teachers and all stakeholders in primary education must learn to instill and maintain discipline among pupils at the foundation level of the educational system for a better tomorrow.

## Recommendations

The following recommendations are made:

- The employment of teachers in the primary schools should be based on technical qualification;
- Those that are already in the system should periodically be sent for staff development programmes;
- Government should adequately provide educational facilities for effective teaching and learning to take place in the primary schools;
- The government, schools authority and parents should learn to inculcate discipline at these early stage of our children lives by teaching them good morals;
- The supervisory department of the UBE board should stand to their responsibilities in ensuring that primary schools are sited in a conducive environment before approval is given.

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# Effect of Projected Instructional Media on Senior Secondary School Students Achievement in Biology

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## Abstract

This paper is aimed at finding out the effect of Projected Instructional Media (PIM) on Senior Secondary School Students' achievement in Biology. The study adopted the pre-test post test non-equivalent control group design and was carried out in Educational Zone B of Benue State, Nigeria. A total of one hundred and sixty-five senior secondary one students took part in the study. The instrument for the study was Biology Achievement Test (BAT) with the reliability of 0.72 was administered to collect data for the study. Two research questions and three hypotheses were formulated to guide the study; the research questions were answered using descriptive statistics while the hypotheses were tested using Analysis of Covariance (ANCOVA). The results of the study showed among others a significant difference in academic achievement between experimental and control groups in favour of the experimental group. Gender had a significant effect on students' achievement as the female students achieved higher when taught using PIM. It was recommended that Biology teachers should employ the use of PIM in teaching Biology to enhance students' achievement. It was concluded that PIM was more effective in enhancing students' achievement in Biology in Senior Secondary Schools.

**Keywords:** Effect, Projected Instructional Media, Achievement, Senior Secondary School Students, Biology.

Reference to this paper should be made as follows:

Okwara, O. L., Anyagh, P. I., & Ikyaan, G. S. (2017). Effect of Projected Instructional Media on Senior Secondary School Students Achievement in Biology. *International Journal of Scientific Research in Education*, 10(2), 137-147. Retrieved [DATE] from <http://www.ij sre.com>

## INTRODUCTION

Science and technology have always been recognized as critical factors in the process of development. Through its application, the resources of nations have been transformed into goods and services all over the world. Abdul-kadir (2011), remarked that the current development in science and technology has greatly affected the lives of every human being such that, to be ignorant of the basic knowledge of this development is to live an empty, meaningless and probably unrealistic life. Nsofor (2001), stressed that for any nation to attain the status of self-reliance, science must be an important component of that nation irrespective of race, creed or sex. Science is defined as the systematic body of knowledge obtained by methods or techniques based on observation and experimentation as its authority. It seeks to explain the natural phenomenon using enquiry processes or activities. The branches of science are: biology, physics, chemistry, among others and can be broadly classified into natural and applied sciences (Aigbomian, 2002).

Biology is one of the core subjects in Nigerian secondary school curriculum; because of its importance, almost all students enroll for it in the Senior Secondary School Certificate Examination (SSCE) (Ahmed, 2008). Biology is introduced to students at senior secondary school level as a preparatory ground for human development, where career abilities are groomed, potentials and talents discovered and energized (Federal Republic of Nigeria, 2009). The quality and quantity of science education received by secondary school students are geared towards developing future scientists, technologists, engineers, and related professionals (Kareem, 2003).

The teaching and learning of all science subjects in general and Biology in particular require a lot of instructional media. Instructional media are channels of communication through which messages, information, ideas and knowledge are conveyed or disseminated to learners (National Teachers' Institute [NTI], 2011). Projected instructional media is used to display moving or still pictures as well as opaque materials by a shining lamp onto the object from above. A variety of materials like book pages, objects, coins, postcards or any other flat materials that are non-transparent are projected and its effectiveness depend on the quality of the projected image. This media could help to reduce the abstract nature of the concepts and enhance students' achievement and retention of biology concepts. Projected instructional media are not available in many schools, where they are available; they are grossly inadequate in supply. The scarcities of instructional media in many schools today have resulted in ineffective teaching of Biology leading to poor achievement of students both in internal and public examinations. Eniayeju (2007) in support of this, reported that factors responsible for students' poor achievement in science, technology and mathematics are, poor laboratory facilities, inability of science teachers to put across ideas clearly to the students and inadequate number of learning facilities in schools as against consistent increase in the number of schools and students' enrolment.

Projected instructional media are those channels of communication which promote the effectiveness of instruction and help the teacher to communicate ideas effectively to his students (Ali, 2012). These media are alternative channels of communication which a Biology teacher can use to concretize a concept during his/her teaching. They include all the substantial resources that an educator might use to implement instruction which facilitate students' achievement and retention of knowledge. They aimed at grasping or stimulating students' attention, sprouting and arousing their interest, supporting their learning with living examples and visual elaboration, which make classroom learning environment enjoyable (Isola, 2010).

Projected instructional media are those channels, ways or medium by which information, skills; knowledge among others is transmitted to learners during teaching-

learning process. It is a way of passing information from a facilitator to the learner. They assist in achieving the stated behavioural objectives when evaluation is carried out at the end of the lesson or programmes (it tests knowledge and ability) and help students to retain knowledge for longer periods (Awolaju, 2015). For instance, Abdu-Raheem (2012) in the study of the influence of gender on Secondary Students' Academic Achievement in South-West, Nigeria, reported that male and female students achieved equally in English Language while males achieved better than females in science.

Biology is very important for national development because it serves as a spring board for many careers in science and technology; and has application nearly in every field of life. The persistent poor achievement of students in biology in Nigeria at the Senior Secondary School level is a matter of serious concern to all educationist and other stakeholders.

Achievement is the measures of accomplishment in a specific field of study (Musa & Agwagah, 2006 & Abakpa, 2011). The authors maintained that achievement of the students is the demonstration of the abilities to attain certain levels of instructional objectives outcome of their classroom instruction and experience. The utilization of the projected instructional media in teaching and learning of biology is essential; this is because projected instructional media are regarded as reinforce of cognitive, affective and psychomotor aspect of learning (Adikwu, 2013). The teaching learning process may lead to an effective retention of knowledge as students tend to remember what they see, touch, feel and manipulate.

Ariyo (2011) carried out a study to investigate the extent to which gender differences and school location determines the academic achievement of students in secondary school physics in Abeokuta North Local Government Area, Ogun, Nigeria. The target population was senior secondary three (SS3) physics students. The sample size was 80 students (33 males and 47 females) which were randomly selected from secondary schools of the State. Descriptive statistics of percentage, mean and standard deviation were used to answer the research questions while inferential statistics of t-test and analysis of variance were used to test the hypothesis. One instrument, physics student's achievement test (PSAT) that covered the three levels of cognitive domain; understanding, remembering and thinking was developed for the study. The findings showed that school location had significant effects on students' performance in physics but students' gender had no effects on their academic achievement in physics and there was no relationship between gender and achievement. The present study differ as the sample size is 165, the subject is biology, area of study is Benue State and the instrument used is a biology achievement test (BAT) that covered the three levels of cognitive domain; understanding, remembering and thinking was developed for the study.

Sunday (2014) carried out an investigation on the effects of gender on secondary school students' achievement in map work. One hundred and sixty-four students randomly drawn from SSII geography students in Ilesa East and West Local Government Council Areas of Osun State, Nigeria, took part in the study. Four types of instruments (one stimulus and three testing instruments) were used to collect relevant data for the study. Data were subjected to both parametric and non-parametric analysis, using mean scores, standard deviation, analysis of covariance (ANCOVA) and multiple classification analysis (MCA). Results showed significant-main effect of gender in Declarative Knowledge Achievement Test (DKTAT). Gender is also found to have significant main effect in Procedural Knowledge Achievement Test (PKTAT). The result is however not significant in Map Reading Interpretation Achievement Test (MARIAT). This implies that while the hypothesis is rejected for both post-test DKAT and PKAT mean scores, it is not rejected for post-test MARIAT mean scores, it was therefore concluded that geography is not gender sensitive as we were made to believe over ages, i.e. gender has no effect on students' achievement in

geography in general, and map work in particular where differences were found in favour of the female students. This study has a relationship with the present study in terms of gender and student's achievement, method of data analysis which is Analysis of covariance (ANCOVA) but differ in terms of subject and location as well as sample size. The previous study had the sample of one hundred and sixty-four students while the present is one hundred and sixty-five students, subject is geography and location is Osun State while the present research is in biology subject and Benue State in terms of location.

Peter (2014) conducted a study on the effect of gender on students' academic achievement in secondary school social studies. The study adopted a quasi-experimental design (2 x 2 nonrandomized pre-test control group) comprising six groups made up of four experimental groups and two control groups. Six schools of one hundred and eighty (180) Upper basic 2 students in Delta and Edo States made up the sample for the study. Six intact classes were randomly selected and assigned to experimental and control groups. The instrument used in this study was the achievement instrument tagged "Social Studies Achievement Test" (SSAT). The validity and reliability of these instruments were established. The reliability of the instruments was established using Pearson product moment correlation coefficient (r). And the reliability coefficients obtained was 0.79. Means, Standard Deviation, Analysis of covariance (ANCOVA) Result revealed that: gender (male/female) had no significant effect on students' achievement in Social Studies and finally, result showed that there was significant interaction effect of treatment and gender on students' academic performance in Social Studies. The study was carried out in Delta and Edo States where size schools of one hundred and eighty upper basic 2 students were sampled, the subject was social studies. The present study has an improvement on the previous study in terms of sample size as two schools of one hundred and sixty-five students were used, area of study is Benue State and the subject is biology.

### **Statement of the Problem**

Biology is very important for national development because it serves as a spring board for many careers in science and technology; and has application nearly in every field of life. The persistent poor achievement of students in biology in Nigeria at the Senior Secondary School level is a matter of serious concern to all educationist and other stakeholders. Practically oriented classes are expected to enhance better understanding of the learned concept and thus improve students' academic achievement. The studies on the practical teaching of the concept of photosynthesis are rare. The study is undertaken to fill these gaps. The problem of this study therefore is that, will the use of PIM enhance student achievement and retention in Biology? or will the use of PIM close the achievement gap between boys and girls in Biology.

### **Purpose of the Study**

The general purpose of this study is to determine the effects of PIM on SS1 students' achievement and gender in Biology. Specifically, the study:

- Determined the effect of projected instructional media on senior secondary one students' achievement in Biology.
- Determined whether the use of PIM in teaching will close the achievement gap between boys and girls in biology.

### **Research Questions**

The following research questions were raised to guide the study:

- What is the mean difference in achievement scores of students taught biology using projected instructional media (PIM) and their counterpart taught without projected instructional media?
- What is the mean difference in the mean achievement scores of male and female students taught biology using PIM and those taught without PIM?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

- There is no significant difference in the mean achievement scores of students taught Biology with PIM and those taught without the use of PIM.
- There is no significant difference in the mean achievement scores of male and female students taught Biology using PIM.
- There is no significant interaction effect of projected instructional media and gender on students' achievement in biology.

### **METHODOLOGY**

The study adopts the quasi experimental research design. Specifically, the pre-test post-test non-equivalent control group design was used.

The population for the study is 11,520 senior secondary school I students (SSS I) who offer biology as a subject in the study area. The study was conducted in education zone B of Benue State. A total of one hundred and sixty-five biology students took part in the study. The simple random sampling technique was used to select two schools from seven local government areas in the zone. The schools chosen were randomly assigned to experimental and control group (1 school each for experimental and control groups) in each of the schools selected, intact class was used.

The instrument for data collection is a Biology Achievement Test. The instrument is a 40 item multiple choice objective questions with options A – D. Each correct answer attracted two and a half mark while each wrong answer attracted a zero score.

The instrument was validated by three experts, one from Test and Measurement in the Department of Educational Foundation and General Studies and two from the Department of Science Education all in University of Agriculture, Makurdi. The reliability of the instrument was 0.72 using the split-half method of Pearson r. Descriptive statistic was used to answer the research questions while ANCOVA was used to test the research hypothesis.

### **Research Procedure**

In order to account for initial differences among the groups, pre-test was administered to the two groups; the results obtained were used as covariate in the final analysis. Also, to control the teacher variable, both groups were taught by research assistants who were the Biology teachers in the selected schools. The research assistants were properly trained on the use of projected instructional media.

The experimental group was taught the process of photosynthesis using the projected instructional media while the control group was taught without the projected instructional media. After the completion of the teaching, post-test was administered to both groups. Two

weeks later, the retention test was administered to both groups. The results of the experiment are shown below.

## RESULTS

The results are presented first by answering research questions then, hypotheses-by-hypotheses. The statistical tool used was the Analysis of Covariance (ANCOVA). The hypotheses were tested at 0.05 level of significance.

### Research Questions I

What is the mean difference in achievement scores of secondary school students taught biology using PIM and those taught biology without PIM?

Table 1: Mean Achievement Scores and Standard Deviation of Students in Experimental and Control Groups

Groups	N	Pretest mean	SD	Posttest SD	(BAT) mean	Mean gain
Experimental	87	22.83	14.57	71.29	13.88	48.46
Control	78	25.22	17.95	36.26	15.68	11.04
<b>Mean Difference</b>		<b>-2.39</b>		<b>35.03</b>		<b>37.42</b>
<b>Total</b>	<b>165</b>					

Table 1 shows that in pretest, the experimental group had a mean achievement score of 22.83 with a standard deviation of 14.57, while the control group had a mean achievement score of 25.22 with a standard deviation of 17.95. The Table also shows that in the posttest, the experimental group had a mean achievement score of 71.29 with a standard deviation of 13.88, while the control group had a mean achievement score of 36.26 with a standard deviation of 15.68. The mean difference between both groups of students in pretest was 2.39 while in the post test a mean difference of 35.03 was observed. The overall mean difference between the two groups was 37.42.

### Research Question 2

What is the mean difference in achievement scores of male and female secondary school students taught biology using PIM?

Table 2: Mean Achievement Scores and Standard Deviation of Male and Female Students in Experimental Group

Gender	N	Pretest mean	SD	Posttest SD	(BAT) mean	Mean gain
Male	47	19.09	12.83	72.63	13.47	53.54
Female	40	27.24	15.39	69.71	14.36	42.47
<b>Mean Difference</b>		<b>-8.15</b>		<b>2.92</b>		<b>11.07</b>
<b>Total</b>	<b>87</b>					

Table 2 shows that in pretest, males had a mean achievement score of 19.09 with a standard deviation of 12.83, while the females had a mean achievement score of 27.24 with a standard deviation of 15.39. In posttest however, males had a mean achievement score of 72.63 with a standard deviation of 13.47, while the females had a mean achievement score of 69.71 with a standard deviation of 14.36. The mean difference between the achievement scores of male



and female students in pretest was 8.24 while a mean difference of 2.92 was recorded between the male and female students in the posttest. The overall mean difference between the mean achievement scores of male and female students in experimental group with regard pretest and posttest scores was 11.07.

### Hypothesis I

There is no significant difference in the mean achievement score of students taught biology using projected instructional media PIM and those taught without the use of PIM.

Table 1: Summary of Analysis of Covariance (ANCOVA) of Experimental and Control Groups' Achievement Scores in BAT

Source of variance	Sum of squares	df	Mean square	F	Sig
Corrected Model	50698.51	4	12674.63	57.48	.00
Intercept	131533.15	1	131533.15	596.49	.00
Pretest	41.99	1	41.99	.19	.66
Group	48333.66	1	48333.66	219.19	.00
Error	35281.75	160	220.51		
<b>Total</b>	<b>580189.42</b>	<b>165</b>			
<b>Corrected Total</b>	<b>85980.26</b>	<b>164</b>			

Table 1 shows that the treatment (projected media) was significant at 0.05  $F=219.19$ ,  $P=.00$ ;  $P<0.05$ . This means that the null hypothesis was rejected.

This means that there was a significant effect of projected media on senior secondary one students' achievement in biology. It can therefore be concluded that projected media enhanced students' achievement in biology.

### Hypothesis 2

There is no significant difference of projected instructional media in the mean gender scores of male and female students taught biology using PIM.

Table 2: Summary of Analysis of Covariance (ANCOVA) of Male and Female Students' Achievement Scores in BAT

Source of variance	Sum of squares	df	Mean square	F	Sig
Corrected Model	50698.51	4	12674.63	57.48	.00
Intercept	131533.15	1	131533.15	596.49	.00
Pretest	41.99	1	41.99	.19	.00
Gender	17.30	1	17.30	.08	.78
Error	35281.75	160	220.51		
Total	580189.42	165			
<b>Corrected Total</b>	<b>85980.26</b>	<b>164</b>			

The summary of the ANCOVA presented in Table 2 shows that the treatment (projected media) was not significant due to gender in the achievement test. This is shown by the gender values ( $F=.08$ ,  $P=.78$ ;  $P>0.05$ ) as presented in Table 2. Hence, the null hypothesis was not rejected. This means that there is no significant difference of projected instructional media on the Senior Secondary School achievement scores of male and female students' in biology.

Though from the research question, there was a bridge of gap between the achievement scores of males and females but the effect was not statistically significant.

### Hypothesis 3

There is no significant interaction effect of projected instructional media and gender on students' achievement in biology.

Table 3: Summary of Analysis of Covariance (ANCOVA) Results of Interaction Effect of Projected Media and Gender on Students'

Source of variance	Sum of squares	df	Mean square	F	Sig
Corrected Model	50698.51	4	12674.63	57.48	.00
Intercept	131533.15	1	131533.15	596.49	.00
Pretest	41.99	1	41.99	.19	.00
Gender *group	150.59	1	150.59	.68	.41
Error	35281.75	160	220.51		
Total	580189.42	165			
<b>Corrected Total</b>	<b>85980.26</b>	<b>164</b>			

In Table 3, the sig value of post test scores for interaction effect of projected instructional media and gender is .41. This value is greater than the alpha value of 0.05 level of significance; therefore, the hypothesis is not rejected. It implies that the interaction effect of projected instructional media and gender on achievement is not significant. This further implies that achievement of students in biology is not affected by gender.

## DISCUSSION AND CONCLUSION

The study was designed to find out the effect of projected instructional media on senior secondary school students achievement and gender in biology. The findings of this study showed that students taught with PIM achieved significantly better than the students taught without using PIM. The significant difference could be as a result of the ability of the PIM to provide both aural and visual representations of experimental procedures. This could also be due to the fact that PIM has the potential of making students learn more because fun and entertainment are natural ways through which students learn, therefore, improving the achievement of students. The above findings are in line with the previous researchers like Awolaju (2015), Abdu-Raheem (2012), Musa & Agwagah (2006), Abakpa (2011) who indicated that students achieved significantly better when taught with projected instructional media than without projected instructional media. Musa & Agwagah reported in their study that, the achievement of students in biology greatly improved with the innovative use of projected instructional media and creation of sound strategies for disseminating science in the classroom.

The findings of this study indicates that female students taught using projected instructional media, achieved significantly higher scores than male students in their achievement though the difference was reduced after treatment and there was no statistical significant difference in their achievement scores. Generally, male students do better than female students at all levels. This could be due to the fact that some female students believe that science is too difficult and not important for their future. Also, the males are already inclined to science subjects and see it as a necessity, therefore pay serious attention to lessons. The results from this study showed that gender had significant influence on students' achievement in biology. For knowledge to develop, the acquired materials in mind need to be

preserved in form of images. Therefore, projected media is combined with still and motion pictures which captured the students mind and helped them to achieve better. The male probably achieved better than the females because they are more inclined to science related subjects and have a natural positive attitude to science subjects while the females show negative attitude.

The result of this study supports the view of previous researchers like Abdu-Raheem (2012) and Ariyo (2014), who observed that gender, had significant effect on achievement in favour of males. For instance, Abdu-Raheem (2012) in the study of the influence of gender on Secondary Students' Academic Achievement in South-West, Nigeria, reported that male and female students achieved equally in English Language while males achieved better than females in science. He therefore, recommended that necessary materials/equipments should be provided to make sciences interesting to girls. Nevertheless, the findings of this study are in disagreement with Peter (2014) and Sunday (2014) who found no significant difference in academic achievement and retention of male and female students. The study revealed higher mean achievement scores for female students who were taught using PIM and lower means achievement scores for male students who were taught using PIM. This shows that there is a significant interaction effect of projected instructional media and genders on students' mean retention scores in biology. The female students achieved better than the male when taught with PIM. The researchers observed that the female students were excited about the projected instructional media and this excitement was enduring. Also, the female students showed greater zeal in trying to understand the topic taught by asking questions related to the topic. This could be the reason why they retained better.

## **Recommendations**

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

1. Since the use of projected instructional media in teaching has been found to enhance achievement and retention in biology, biology teachers should employ it more in the teaching of the subject especially for topics that are abstract.
2. State and Federal Government should procure enough computers for all secondary schools, especially government owned schools that cannot afford to buy computers themselves. Government should also endeavor to provide all secondary schools with electricity and stand-by generators should be installed in these schools, in the case of power failure.
3. Professional organizations like the Nigerian Association for Educational Media and Technology (NAEMT), Science Teachers Association of Nigeria (STAN) and all other stakeholders in Education who are concerned with improving instruction should undertake the production of projected instructional media for schools. Also, the Government should encourage and sponsor in-service educational opportunities for all Biology teachers to learn the basic skills of producing projected instructional media and other instructional media.

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# Sustainable Development: A Case for Female-Headed Households in the Niger Delta Region of Nigeria

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## Abstract

Sustainable development for female-headed households in Niger Delta rural communities is needed to alleviate their suffering because there is heightened tension in the region. Sustainable development is about improving the lives of people; hence the need to raise the standard of living of female-headed households in the region. Therefore, the paper looked at sustainable development goals, potentials and lack in Niger Delta rural communities, causes of poverty, and cycle of frustration in the region. Recommendations were made to minimize the problems faced by female-headed households in the creeks.

**Keywords:** Female-headed, Poverty, Sustainable development, Militants, Pirates, Palliative, Niger Delta, Nigeria.

Reference to this paper should be made as follows:

China, M. A., Lilly, G., & Igbemi, M. J. (2017). Sustainable Development: A Case for Female-Headed Households in the Niger Delta Region of Nigeria. *International Journal of Scientific Research in Education*, 10(2), 148-155. Retrieved [DATE] from <http://www.ijrsre.com>

## **INTRODUCTION**

Millennium Development Goals (MDGs) declared by United Nations in 2000 obviously aimed to improve the status of women as well as their general empowerment because all of its eight goals have implication for women. The goals are for the eradication of extreme poverty and hunger; achieving universal primary education; promoting gender equality and empower women; reducing child mortality; improving maternal health; combating HIV/AIDS, malaria and other disease; ensuring environmental sustainability; and developing a global partnership for development. It was an unfinished programme that expired/elapsed in 2015 that ushered in Sustainable Development Goals (SDGs), yet the plights of female-headed households are still unsustainable. The SDGs known as transforming our world by 2030 or global goals has 17 targets/goals as an extension of MDGs since September, 2015. Up till now, the problem of women in rural areas, especially female-headed households in the region has not been addressed. So, there is need to evaluate this issue as there is now palliative change matrix through sustainable development programmes in Nigeria. The earlier the issue is brought to the front burner of the development plan of Nigeria, the better it would be for female-headed households in the Niger Delta region of Nigeria.

Female-headed households consist of single female-parent households, divorcees and widows fending for their families. Blank (1988) and Buvinic and Gupta (1997) found that typical female-headed household of low income status are impoverished and live in shanties. Female-headed households are in fact poorer than other households, therefore, headship should be seriously being considered as a target in alleviating poverty in any development programme.

According to Lilly (2012), the role played by women based on cultural standing is not appreciated as it ought to be. The combinations of breadwinning, motherhood, and homemaking have significant impact in families faced with economic challenges. Moreover, female-headed household women are more challenged than other group of vulnerable poor, hence the concern.

## **SUSTAINABLE DEVELOPMENT GOALS (SDGS) AT A GLANCE**

The SDGs are contained in paragraph 54 United Nations Resolution A/RES/70/1 of 25 September, 2015. The 17 SDGs targets are:

- Ending poverty in all its form;
- End hunger and achieve food security by improved nutrition through sustainable agriculture;
- Good health and wellbeing;
- Education by ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all;
- Gender equality and women empowerment;
- Water and sanitation;
- Energy by ensuring access to affordable, reliable, sustainable and clean energy;
- Economic growth by promoting sustained inclusive and sustainable economic growth, full and productive employment and decent work for all;
- Infrastructure and industrialization;
- Reduce inequality within and among countries;
- Make cities and human settlement inclusive, safe, resilient and sustainable;

- Ensure sustainable consumption and production patterns;
- Climate change;
- Conserve and sustainable use of oceans, seas and marine resources for sustainable development;
- Biodiversity, forests, deforestation as humans protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;
- Peace and justice for all at all level; and
- Partnerships by strengthening the means of implementation and revitalize the global partnership for sustainable development (Wikipedia, 2015; The Guardian. 2015; United Nations Development Programme – UNDP, 2015).

These goals are to be domesticated in all the partnering countries of the world; hence it is a global goal for all. These goals are achievable when there is political will and the right agencies and ministries are empowered for sustainable delivery of the SDGs within the time frame.

## **POTENTIAL AND LACK IN NIGER DELTA REGION**

The Niger Delta, especially the creeks is the home for the country's vast reserve of oil and gas resources. The Niger Delta region is the main oil producing area and thereby account for 98% of the nation's crude oil production which has made them the main revenue-generating region in the country. Yet, the people live on less than \$1 dollar per day which is a measure of absolute poverty (Niger Delta Peace Proposal, 2016). The region is noted for its high biodiversity and abundant natural resources of land and sea. Several years of oil and gas exploration has resulted to environmental degradation and pollution of the land and sea, which have robbed the people of its flora and fauna. This has affected the economic stay of the people, especially female-headed households, and it is a known fact that often women are not accommodated in the economic alternatives of the region (politics and youth activism). Majority of the people, especially the women are in abject poverty because both the sea and land are polluted due mainly to oil spillages and pipeline vandalism. According to Ellah (2006), the presence of multinationals in the region ought to provide employment opportunities, increase income and improvement in standard of living; instead, they are plagued with reduction in food production, oil spillage, environmental pollution and diseases. The succor is to address the issue of abject poverty in the palliative measures of the change matrix in the country for sustainable female-headed household development.

Full implementation of the sustainable development plan is highly needed to cushion the plight of women whose trade is farming and fishing in the Niger Delta region. Despite the huge sums of income generated from the region for the nation's coffer and regional agencies, women in farming and fishing in the region are systematically sidelined in all the developmental plan of the nation. Yet, the activities of seismic firms, dredging firms and oil company's oil spills affect women farmers and fishers (Ellah, 2006; Haruna, 2014). The fishing business of women in the creek is mainly anchored in seafood such as prawns, oyster, shrimps, crabs, periwinkle, and even fish. Oil spillages and the effect of dredging and seismic activities have devastated the biodiversity of the mangrove environment. The ecology of the area is greatly affected because companies operating in the region do not honor conservative principles accepted globally, as they flare gas and spill the crude oil from rusted pipes. In Nigeria, every government programme



of economic importance is in the pipeline, so economic disadvantaged citizens are into pipe vandalism (crude and gas), thereby compounding the problem of pollution in the area, making it difficult for fishing and farming activities. The farm lands and creeks are polluted with oil spills

## **CAUSES OF POVERTY IN THE REGION**

According to Nweneazizi (2011), the poor are mainly located in the rural areas, and poverty is characterized by women, widows, female-headed households, among others. There are several causes of poverty in the Niger Delta Region but notably among them are environmental degradation and pollution, poor attitude towards education, activities of militancy, and lack of dividend of democracy.

**Environmental degradation/pollution:** This is the main cause of poverty in female-headed household. Haruna put the quantity of oil spilled into the environment each year at 2,500 cubic meters (660,430 gallon/year) with an average of 300 individual spills/year or almost one spill per day. Meanwhile, the World Bank (2014) argues that the true quantity of oil spill is 25 thousand cubic meters each year i.e. 6.6 million gallons/year. On the other hand, Department of Petroleum Resources –DPR (2016) estimated that between 1976–1996 a total of 4,647 incidents of spills, approximately 2,369,470 barrels (99,517,740 gallons) of oil into the Delta’s aquatic and marine ecosystem in Nigeria. Also Nigeria is classified among the top 10 countries responsible for 75% gas flaring emission in the world. It was further stressed that seismic activities, exploration and dredging by oil firms also damage and fragment the ecosystem and habitat across the Delta (Haruna, 2014). It is worthy to note that different phases of the oil exploration, production, refining, and transportation also degrade the environment. This is even worsened by pipeline vandalism, illegal refining and discharging of the by-products in the sea as being done by Niger Delta Militants in the Creeks.

In another dimension, Gbamanja in Nwaenyi and Egbesor (2001) noted that another major problem caused by these households is health problems of depending on the creeks. This is because riverine communities defecate on land and into the water, so the excrements with their load of bacteria and viruses, both disease carrying and beneficial, are washed into the streams and creeks from where they obtain water for domestic purposes and kill fishes for their meals. This form of environmental pollution is equally hazardous to the health of the people. According to Igbemi (2008) human waste pose great health risks for the many people who are compelled to drink and wash in untreated water from rivers. She further cited World Development Report that states that the use of polluted waters for drinking and bathing is one of the principal pathways for infection by diseases that kill millions and sicken more than a billion people each year. According to Nweneazizi (2011) land degradation and the depletion of land resources have economic implications for low-income and poor rural households.

**Poor Attitude towards Education:** Even when people have equal opportunities, human beings do not interact equally to issues of importance. According to Nwaenyi and Egbesor (2001), the low-lying riverine Delta area has been identified as educationally backward generally, and women education the worse. They noted that the problem of low educational attainment of women is not that of natural endowment but that of environment (gender bias, teenage pregnancy, unequal access education due to distance and terrain, and family financial constraints). World Bank (2014) cuts Nigeria’s poverty rate to 33.1%, and says the North is poorer. This is arguable, because poverty is very high in Niger Delta creeks because of the educational backwardness of females in the area. This is traceable to poor educational attainment

and high drop-out rate due to teenage pregnancy and unstable marriages. Sadly, the high unemployment rate of graduates in the region is used as a pointer to the needlessness of education in present day Nigeria, and especially the expensive lifestyle of militants in comparison with civil servants or other workers in the area.

**Activities of Militancy:** Militancy is a curse in disguise to female-headed household because the agitation for resource control has made the militants to fight, which has resulted to more cases of rape. The creeks are polluted as a result of illegal refining of crude oil, adulterated kerosene fire accidents alias 'Asari', increase sea piracy in the water ways, and renewed hostility in the region. Amnesty Coordinator Paul Boroh relocated his base to the creeks recently to persuade the militants have re-think of their attitude (as reported by Ugwuanyi, 2016). The situation worsen in the creeks because dozens of former militants have returned to the creeks for arm hostility again after enjoying Presidential Amnesty Programme (PAP) largess, with the aim of crippling crude oil production (O'Neil, 2016). The Federal Government and the oil companies may be greatly affected but the main brunt is borne by the people directly in the creeks with them. The youth restiveness is becoming unbearable for female-headed households in the creeks of Niger Delta, as poverty dive deeper in the communities.

**Lack of Dividend of Democracy:** The discrimination of men against women is carried into the political terrain and is being reinforced in successive regimes. To this effect the emancipation of the girl-child and women is only a lip service and fan-fare of First-Lady's pet programmes. This rooted cancerous problem of women marginalization should be nibbled at the bud in the change agenda, but women are being skeptical because female-inclusiveness has fallen short when compared with transformation agenda based on affirmative action. According to Onyije (2011) the conscience of leaders and followers at all level need to be conscientised and re-oriented to suit the concept of women as equal partners in the sustainable development of the country. The woman is just the other side of the coin. Onyije further hinted that democratic dividend is not forth coming because of corruption of politicians and office holders. Siphoning of the nation's wealth and money laundry has not been minimized by graft agencies in Nigeria. This needs to be given serious attention by relevant arms of government.

## **CYCLE OF FRUSTRATION OF WOMEN IN THE AREA**

The activities of the oil firms have also resulted into the degradation of the environment with dire consequences for the people, animals and plants alike (Haruna, 2014). This negative effect hampers women in engaging in their traditional farming and fishing activities, yet there is need for female-headed household to meet their basic needs (caring for themselves and their children). The villages are deserted and the women left behind have been reduced to beggars.

In Niger Delta region, the rural women who no longer engage actively in their occupation of fishing and farming, cannot even engage in trading as kidnappers, sea pirates and militants terrorize them on the land and sea and cart away their goods and money in transit. Worse still, they cannot even participate in the dividend of derivation/oil exploration that trickles down to the villages because in most core Riverine Niger Delta States, women cannot be chiefs and are unable to carry arms to intimidate oil firms. The youth leaders of the region are always men, but when there is need to shut-down oil wells to meet their selfish aim, it the idle women they gather and take to the place of action for hunger strike. Of course these women have nothing to lose, after all, most of the day they have no food, hope or future; so the armed youths/political chiefs could use them as weapon of oil warfare. The little hope is for the desperate to date/befriend the

chiefs and Niger Delta activists' alias Militants, and when they get pregnant, they are abandoned again.

## **CONCLUSION**

This theoretical debate has moderately evaluated the issue of sustainable development and female-headed households in the Niger Delta region of Nigeria. In this discussion we found that female-headed households in the Niger Delta communities are in dire need of sustainable palliative measures to cushion the effects of multifaceted onslaught on their economic stay in the region by oil firms and Niger Delta militants' activities. The main occupations of farming, fishing and petty trading are put on hold, so how to meet the basic needs of their household and educate their children is now a major challenge. To meet their basic needs, there is need for assistance from the government at all levels, oil firms and NGOs in alleviating their poverty through soft loans, skill training and scholarship for their children from secondary school level.

## **Recommendations**

For the plight of female-headed households to be addressed, the following suggestions are put forth:

- Incentives for the education of the girl-child and women should be included in any programme of empowerment by government and oil firms. They should be taught in skills of general education, economic productivity, sexuality and productive education, and sanitary education. When the woman is equipped educationally, the family would be better for it. Scholarship should be given to all females and children of female-headed households in oil producing communities in tertiary institution.
- The Ministries of Women Affairs and Niger Delta should pay special attention to the plight of women in all producing communities by intensive entrepreneurship training and establishment of cottage industries of seafood processing.
- Oil and gas companies should employ female graduates of the region considering gender equity, as the current practice of employment favours mostly men.
- Oil and gas companies and other firms in the region should ensure that memoranda of understanding (MOU) reached with communities enshrine 30% affirmation action of women inclusiveness in all dealings. Women too are stakeholders in the community.
- Federal Government should re-deploy more patrol vehicles, gun-boats and other patrol boats to cover all the routes of the region, especially the creeks. This will help to minimize incidences of sea piracy and kidnapping.
- Green peace standard for biodiversity conservation should be applied across the region. Conservationists and environmentalists should proffer ways to sustain the region in the mix of oil exploration to ensure sustainable and healthy environment for the people.
- To prevent health hazards, the three tiers of government and the oil firms should ensure the provision of safe drinking water and health centers in all the communities.
- Companies in the area as their social responsibility should ensure sustainable business environment by giving vulnerable women business loans, farming implements and fishing gears through cooperatives to ensure continuity.

- Female-headed household women should take responsibility of their life by making the right choices of life in relationship, productive health/decision, and economic freedom for the wellbeing of their households.

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# Small and Medium Scale Enterprises (SMEs) as a Strategy for Employment Generation in Nigeria: A Study of Selected Manufacturing Companies in Delta State of Nigeria

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## Abstract

This study evaluated Small and Medium Scale Enterprises (SMEs) as a strategy for employment generation in Nigeria, using selected manufacturing companies in Delta State as a case study. Efforts toward providing solution to the problem of unemployment in Nigeria and the world at large face stiff opposition from their conception. The study is aimed at providing significant analysis of the effectiveness of SMEs as a medium for employment generation in Nigeria. The study adopted a descriptive research design and data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 21. Mean, Frequency, Percentages and One-Way Analysis of Variance (ANOVA) were employed to statistically analyse the retrieved data. Using reliability coefficients that range from .81-.91, the results revealed significant relationship between SMEs product branding and marketing, finance, policies and problems, and employment generation in Nigeria. SMEs product branding and marketing technique should be sophisticated to enhance competitiveness in order to generate employment in Nigeria. SMEs finance base should be improved through favorable policies and effective tax reduction for Nigerian SMEs to remain in business. Measures should be put in place to cushion the impact of the problems confronting SMEs to enhance employment generation in Nigeria. This academic work is directed to professionals in SMEs, scholars, government, SMEs and stakeholders in the sector.

**Keywords:** SMEs, Employment generation, Manufacturing companies, Product brands, Marketing, Finance, Government policies, Problems, Delta State, Nigeria.

Reference to this paper should be made as follows:

Abeh, O. (2017). Small and Medium Scale Enterprises (SMEs) as a Strategy for Employment Generation in Nigeria: A Study of Selected Manufacturing Companies in Delta State of Nigeria. *International Journal of Scientific Research in Education*, 10(2), 156-168. Retrieved [DATE] from <http://www.ij sre.com>

## **INTRODUCTION**

Over the years, Small and Medium Scale Enterprises (SMEs) has continued to emerge as a business term in the international business world. This is as a result of the role the sector is playing as it serves as a catalyst for employment generation, which propels national growth aimed at poverty reduction and economic development (Aremu & Adeyemi, 2011). SMEs the world over has the capacity to boast huge employment generation if given the proper environment and support from economic policies. SMEs employ over sixty percent of the work force globally, especially in the advanced world (Kadiri, 2008, 2012). The everyday needs of Nigerians are products of SMEs; however, the production and supply chain of these products are done with little or no high-tech mechanization.

The over-dependence on oil over the last six decades has made Nigeria to depend largely on oil for exports instead of diversifying the economy to other productive sectors like SMEs and agriculture. The high price of petroleum products in the 90s brought enormous inflow of oil revenues that raised the per capita income in most oil producing countries of which Nigeria is one of such countries. A drastic decline in the international oil price marked a turning point in the drop in real per capita income of these countries that were over dependent on oil, which resulted in increase in the level of poverty in some of these countries, especially in Nigeria (Ololube & Uzorka, 2008).

Because of the increase in the population of unemployed graduate in Nigeria, Nigeria as a nation started shifting her efforts towards SMEs to see if the increase in the unemployment rate could reduce, and if possible reduce poverty significantly (Ogbo & Nwachukwu, 2012). SMEs as a strategy for employment generation in the context of this paper and in its elementary term means reaching an acceptable standard of employment generation for citizens to be able and willing to afford the basic necessities of life (Ololube & Uzorka, 2008).

Major world powers depend on SMEs to grow their economies. For example, in the United State and the United Kingdom, SMEs account for over eighty percent of the countries workforce. Same is true of China, Germany and France. SMEs in these countries employ over seventy-five percent of its work force (Ololube & Uzorka, 2008). Therefore, in recognition of the importance and consequences of SMEs in employment generation, the alleviation of poverty and for national economic development, there is keen interest in the recent years in the development of Nigeria's SMEs (Aremu & Adeyemi, 2011).

The argument stand that to be able to move the economy of any nation forward, greater attention has to be offered to the growth of SMEs to encourage employment generation (Sanda, Dogon-Daji & Abdullah, 2006). Furthermore, in Sanda et al. (2006) and Kadiri (2012) assessment of large and small companies' ability to create employment observed that small firms are comparatively better at employment generation than large firms.

### **Statement of the Problem**

Several problems affecting the inability of SMEs to generate employment in Nigeria seem to be common and unattended to. Nonetheless, the relationship of SMEs as key to employment generation for poverty reduction and sustainable national economic development is hardly and partly understated. However, the global shift to SMEs for employment generation and efforts made toward SMEs development for national economic growth is inclined to focus to a great magnitude on more than a few major problems that are assured to cause increasing problems for

SMEs efforts towards employment generation in Delta State, Nigeria. This problematic situation has become a major nervousness for SMEs themselves, government, and stakeholders like financial institutions.

### **Purpose of the Study**

The purpose of this study is to highlight some of the ways SMEs as a strategy can foster employment generation for sustainable national economic development, and the reduction of poverty in Nigeria. The insignificant performance of SMEs in employment generation presently and in the recent past has generated a lot of research interests on their problems and prospects. Unambiguously, this study approaches SMEs and employment generation in Delta State by evaluating the relationship between SMEs product branding and marketing technique and employment generation, the relationship between SMEs finance and employment generation, SMEs policies and employment generation and the relationship between the problems confronting SMEs in employment generation in Delta State of Nigeria. Thus, the purpose of this study is to:

- Evaluate the relationship between SMEs product branding and marketing technique and employment generation in Delta State of Nigeria;
- Examine the relationship between SMEs finance base and employment generation in Delta State of Nigeria;
- Appraise the relationship of government SMEs policies and employment generation in Delta State of Nigeria;
- Assess the relationship between the problems confronting SMEs and employment generation in Delta State of Nigeria.

### **Hypotheses**

The hypotheses that guided this study are:

- There is no significant relationship between SMEs product branding and marketing technique and employment generation in Delta State of Nigeria.
- There is no significant relationship between SMEs finance base and employment generation in Delta State of Nigeria.
- There is no significant relationship between government SMEs policies and employment generation in Delta State of Nigeria.
- There is no significant relationship between the problems confronting SMEs and employment generation in Delta State of Nigeria.

## **LITERATURE REVIEW**

### **SMEs Defined**

SMEs are small scale manufacturing companies of small scale entrepreneurship. Globally there seem to be no agreed and accepted definition of SMEs. Authors and scholars have different perspectives regarding SMEs capital outlay, number of employees, sales turnover, fixed capital



investment, available plant and machinery, market share and the level of development (Ayozie, Jacob, Umukoro, & Ayozie, 2013). However, the Third National Development plan of Nigeria, defined SMEs as a manufacturing establishment that employ less than ten people and their total investment in machines and equipment does not exceed six hundred thousand naira.

Indian official definition of SMEs initiated in 1950, when the Fiscal Commission of the government of India, defined SMEs as businesses that are operated mainly with hired labor usually 10 to 50 hands. Whose capital base is above Rs. 25 Lakhs and up to Rs. 5 Crores (Jain & Gandhi, 2016). The UK government uses the EU definition of SME to mean: Micro Business = less than 10 employees & turnover under £2 million. Small Business = less than 50 employees & turnover under £10 million. Medium Business = Less than 250 employees & turnover under £50 million.

The United States, SMEs are defined as business that are independently owned and operated, and meets employment or sales standard developed by the owners. Their capital base ranges from 7-22 million Dollars.

### **SMEs Branding and Marketing Technique / Employment Generation**

Globally SMEs compete within themselves in order to remain in business and they realize on daily basis that they are not just vending products or services but a lot of branded products and services to consumers. As a result, SMEs make great efforts through branding to capture market share. Therefore, marketing policies particularly branding is significant in helping SMEs become competitive and increase large market share (Baporikar & Deshpande, 2017). Marketing requires competence, which majority of SMEs in Nigeria find it difficult to accomplish because of the innovative approaches required to achieve success (Baporikar, 2017) to be able to generate substantial employment opportunities. Boost in market share leads to increase in employment (Ayozie et al., 2013).

Evidence (Ayozie et al., 2013) has shown that SMEs competition would be successful when there is innovation in products and services. As a result, SMEs need to take initiatives to deal with the growing competition amongst them. Deficiency in marketing strategies and fragile attitude in handling complex marketing circumstances form the operational obstacles in the selling of the products and services. Thus, the necessity to persistently push to improve the market share of SMEs will require excellent branding strategy. Products and services branding reveals that SMEs marketing policies especially branding strategies will significantly help SMEs become competitive to gain maximum market share (Baporikar & Deshpande, 2017).

Empirical evidence abound in Eniola (2014) study when he evaluated the role of SME firm performance in Nigeria and it was discovered that there are significant relationship between SMEs competitive marketing advantage and the sales-based performance, profitability, growth, productivity, level of sales revenue, market share of products and services, and products added value.

SMEs performance forms a significant part of the Nigerian economy. They are major avenues that encourage the growth of jobs and wealth creation in any economic system. SMEs performance is measured on their ability to effectively brand and successfully market their products and services significantly by strengthening and enhancing the development of the economy through employment generation. The SMEs performance and growth in manufacturing companies is considered the engine drive that will contribute to national economies, through

sustainable growth and increase in SMEs competitiveness, which will open doors for increased employment opportunities (Eniola & Ektebang, 2014).

### **SMEs Finance and Employment Generation**

Small and Medium Enterprises (SMEs) has continued to occupy a place of pride globally because of their noteworthy role in employment generation, development and growth of economies (Ogbo & Nwachukwu, 2012).

According to Agwu and Emeti (2014), SMEs are major sources of employment opportunities for a wide cross-section of the workforce: the young, old part-time workers and the cyclically unemployed. They employ 22% of the adult population in developing countries.

For example, in a study by Kombo et al. (2011), they investigated the impact of risk management strategies on micro finance institutions' financial sustainability in Kisii Municipality, Kenya and found that SMEs have contributed greatly to the growth of Kenya's economy accounting for twelve to fourteen percent of GDP, through creating income and employment generation, by providing sources of livelihood for the majority of citizens, same is true in Nigeria, where SMEs have promoted enterprises and distribution of income and wealth, and a number of other positive economic benefits (Ogbo & Nwachukwu, 2012). However, the positive part of SMEs as veritable tools for attainment of national objective in terms of employment generation is very low. Researchers (Ololube & Uzorka, 2009; Opafunso & Omoseni, 2014) argued that the finance base of Nigerian SMEs stand as stumbling block towards the realization of the full potential of MSEs in employment generation for national economic, political and social development.

SMEs are capable of reducing the flow of citizens from rural to urban areas and can easily be established with minimal skill. They also contribute substantially to gross domestic product, export earnings and employment generation (Agwu & Emeti, 2014) if their financial base is large (Ololube & Uzorka, 2009). In addition, Kadiri's (2012) study on SMEs and employment generation in Nigeria: the role of finance, found that SMEs are unable to achieve full employment generation capabilities because of their inability to obtain sufficient business finance for the sector. He further stated that virtually all the SMEs that were sampled for his study relied on the informal sources of finance to start their business. Thus, SMEs in Nigeria find it extremely difficult to access loans from financial institutions. Evidence from Kadiri's study showed that poverty has continued to increase in the country at alarming rates owing to the growing unemployment in the country because, the majority of the SMEs in Nigeria cannot engage the services of other people.

### **SMEs Policies / Employment Generation**

Nigeria National Policy on Micro, Small and Medium Enterprises (MSME) overall objective is to create, nurture and promote the necessary conditions for the growth and development of MSMEs. It includes seven broad policy and programme areas like finance, institutional, legal and regulatory framework, skill development, technology, R&D, extension and support services marketing and infrastructure and cost of doing business (FRN, n.d).

The government at all level in Nigeria has had and they are still having the exclusive right in determining the prevailing objectives and growth of SMEs through its policy. For instance, government policy measures place less emphasis on the interest rate in the banking sector and the tax policies (Ojeka, 2011), and the technological facets of SMEs development (Shahrodi, 2010) in Nigeria. However, government at all level in the past and in the present have

severally embarked on corrective measures to dissuade efforts towards the maximum exploitation of the nation's natural resources, and have tried to discourage capital intensive method of production in the light of the abundant natural resources available (Agwu & Emeti, 2014). In this regards, Nigeria's SMEs policy is focused mainly on local resources utilization through various forms of incentives worked out by governments. Some of the basic policy strategies aimed at revitalizing SMEs are to encourage the use of local materials more in the sector and encourage greater capacity utilization (Ayozie et al., 2013). Yet nothing seems to be working in the Nigerian SMEs sector.

In the same vein, Eniola and Entebang (2015) asserts that government regulations and bureaucratic procedures hinder SMEs activity such as new business origination, hinder SMEs performance when it introduces policies that can restrict the autonomy, as well as freedom of doing business. Thus, the performance of SMEs is forcefully laid low by government's policies. The legal framework of the government of the day is tailored along the line of their political agenda, which might not be favorable to the interest of SMEs in the country. These policies have negative impact on competitiveness, ambitiousness and usefulness of SMEs in employment generation.

### **Problems of SMEs / Employment Generation**

SMEs in Nigeria are characterized by ownership structure, which is largely based on individual or family. Thus, SMEs are either structured towards sole proprietorships or partnerships. Fundamentally, SMEs are characterized along a number of factors. Onwumere as cited in Ogbo and Nwachukwu (2012) and Agwu and Emeti (2014) identified factors as labor intensive production processes, concentration of management on the ownership, limited access to long term funding, high cost of interest rates and bank charges, high mortality rate especially within their first two years, over-dependence on imported raw materials and spare parts, poor inter and intra-sectoral linkages as a result SMEs hardly enjoy economies of scale benefits, poor managerial skills, poor quality of product output, dearth of research and development (R&D), little or no staff training and development, poor documentations of policy, strategy and financials plans, low entrepreneurial skills, inadequate education or technical background, and lack of adequate financial record keeping.

They further noted the problems that characterize SMEs to include low capitalization, poor management of financial resources and inability to distinguish between personal and business finance, high production costs due to inadequate infrastructure and wastages, use of outdated and inefficient technology in production and processing, lack of access to international market, lack of succession plan and poor access to vital information that will help propel growth.

A major problem that confronts Nigerian SMEs is the issue of products branding strategies. In the context of this study product branding is name, sign, symbol or design, or a combination of them intended for use to identify a particular goods and service so that customers can differentiate the goods and service from those of other vendors. This is so because according to Baporikar and Deshpande (2017), strong brands enjoy customer loyalty, the potential to charge premium prices, and considerable brand power to support new product and service promotions.

As a result of this myriad of problems, SMEs have not positively impacted on the Nigerian economy in the area of employment generation, notwithstanding the efforts and supports by successive administrations (Ololube & Uzorka, 2008). Nevertheless, despite the

efforts and contributions of past and present administrations in Nigeria towards promoting SMEs, the contribution of this sector to the state and national economy still remain relatively low in relation of its impact on Gross Domestic Product (GDP), employment generation and poverty reduction (Opafunso & Omoseni, 2014). This is in spite of SMEs being generally viewed as the hub of economic growth for equitable development in developing economies. They are labor intensive, capital saving and are capable of helping to create most of the new jobs needed in Nigeria, and are perceived as strategic to Nigeria's economic growth, poverty alleviation and employment generation (Agwu & Emeti, 2014).

## METHODS

### Study Area

The research area for this study is Delta State, which lies in the tropical rain forest of the South-South geo-political zone of Nigeria. Delta State is situated in the South-South geo-political zone with an approximated population of 4,098,291. Delta State is an oil and agricultural producing state in Nigeria and its capital city is Asaba, located at the northern end of the state, with an estimated area of 762 square kilometers (294 sq. km.), while Warri is the economic nerve center of the state and also the most populated and it is located in the southern part of the state. The state has a total land area of 16,842 square kilometers (6,503 sq. km.).

The state covers a landmass area of which less than 40% is water. The state lies approximately between Longitude 5.00° and 6.45° East and Latitude 5.00° and 6.30° North, and it is bounded in the north and west by Edo State, east by Anambra, Imo, and Rivers States, southeast by Bayelsa State, and on the southern flank is the Bight of Benin which covers an area of about 160 kilometers of the state's coastline.

The state has various solid mineral deposits like industrial clay, silica, lignite, kaolin, tar sand, decorative rocks, limestone, etc. These raw materials are used by industries for brick making, ceramics, bottles, glass manufacturing, chemical and insulators production, chalk manufacturing and sanitary wares.



Location of Delta State in the map of Nigeria

Source: [https://en.wikipedia.org/wiki/Delta\\_State](https://en.wikipedia.org/wiki/Delta_State)

## Population and Sample

The population consists of SMEs in Delta State Nigeria. The sampling technique used was stratified random sampling. This sampling technique was used to choose SMEs in four Local Government Areas (LGAs) (Oshimili North and South and Warri north and South LGAs in Delta State; the sample was made up of 210 owners of small and medium scale manufacturing companies. The respondents were stratified and randomly selected from selected cities and towns in the selected LGAs. The small and medium scale manufacturing companies that were selected have between five to 30 employees.

## Instrumentation

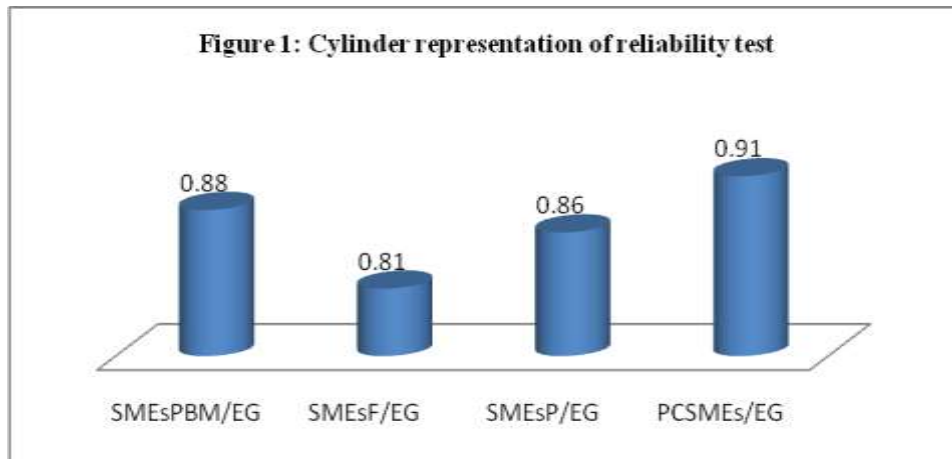
The questionnaire used for data collection in this study was a 32 item questionnaire, which was designed to produce information on small and medium scale enterprises as a strategy for employment generation in Nigeria, using selected manufacturing companies in Delta State as a case study. The first part of the instrument required respondents to state their gender, age, educational status and LGAs. The second part of the questionnaire required respondents to answer question on SMEs product branding and marketing technique and employment generation, the third part contained questions on SMEs finance and employment generation, the fourth pertain to SMEs policies and employment generation and the fifth relationship between the problems confronting SMEs in employment generation in Delta State of Nigeria.

## Reliability of Instrument

To institute the reliability of the instrument used in this study, it was administered to 20 respondents who were not stratified as part of the sample. The reliability coefficients using Crombach Alpha in SPSS show that SMEs product branding and marketing (PBM) and employment generation (EG) = (SMEsPBM/EG) (.88), SMEs finance and employment generation (SMEsF/EG) (.81), SMEs policies and employment generation (SMEsP/EG) (.86) and problems confronting SMEs in employment generation (PCSMES/EG) (.91). There liability coefficients of the sections revealed a high degree of consistency in the responses from the respondents. See table 1 and figure 1 for pictorial details.

Table 1: The reliability coefficients of Variables

Variables	Alpha
SMEsPBM/EG	.88
SMEsF/EG	.81
SMEsP/EG	.86
PCSMES/EG	.91



### Data Analysis Procedure

The questionnaire used for this study was a Five Point-Likert scale questionnaire of 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree. The data collected were subjected to statistical analysis using mean, frequency and percentage distribution and One-way Analysis of Variance (ANOVA). ANOVA was chosen to determine the relationships between the variables and employment generation in Nigeria.

Analysis carried out (see table 2) showed that 41(19.5%) were aged between 20-30 years, 76(36.2%) were aged between 31-40 years, and 58(27.6%) were aged between 41-50 years, while 35(16.7%) were above 50 years. Respondents information revealed that male were 611(76.7%), while female were 49(23.3%). The data on the educational status of the respondents depict that those who have below Higher National Diploma (HND) were 71(33.8%) while those with HND/Degrees were 139(66.2%). Data for respondents based on LGAs revealed Oshimili North to be 40(19%), Oshimili South 44(21%), Warri North 66(31.4%) and Warri South 60(28.6%) respectively.

Table 2: Analysis for respondents' demographic information based on gender, age, educational status and LGAs

Respondents Demographic Information		Frequency	%
Age	20-30 years	41	19.5
	31-40 years	76	36.2
	41-50 years	58	27.6
	Above 50 years	35	16.7
	Total	210	100.0
Gender	Male	161	76.7
	Female	49	23.3
	Total	210	100.0
Educational Status	Below Higher National Diploma	71	33.8
	HND/Degree Holders	139	66.2
	Total	210	100.0
LGAs	Oshimili North	40	19
	Oshimili South	44	21
	Warri North	66	31.4
	Warri South	60	28.6
	Total	210	100.0

## **RESULTS AND DISCUSSION**

### **Hypothesis 1: SMEs Product Branding and Marketing / Employment Generation**

Hypothesis one states that “There is no significant relationship between SMEs product branding and marketing technique and employment generation in Delta State of Nigeria”. This hypothesis objective was to determine if SMEs product branding and marketing technique is significantly related to employment generation. The result in table 3 exposed to view that SMEs product branding and marketing technique is significantly (F-ratio =6.168; .014) related to employment generation. This study is in line with Ayozie et al. (2013), Baporikar and Deshpande (2017), Baporikar, (2017), Eniola (2014) and Eniola and Ektebang (2014) who are of the view that SMEs performance and growth in manufacturing companies is considered to drive and contribute to national economies through sustainable growth and increase in SMEs competitiveness, which will boost, improved and enlarged employment opportunities.

### **Hypothesis 2: SMEs Finance / Employment Generation**

Hypothesis two positioned that “There is no significant relationship between SMEs finance base and employment generation in Delta State of Nigeria”. The hypothesis aims to determine if significant relationship exists between SMEs financial base and employment generation. The result in table 3 elucidates that SMEs finance is significantly related to employment generation as shown in the F-ratio = 26.792 at .000 significance level. This study is in line with Agwu and Emeti (2014), in which they noted that when SMEs financial position are high, they are major source of employment opportunities for a wide cross-section of the workforce, and when they are unable to borrow with low interest their financial capability goes slim. In addition, evidence from Kadiri’s (c.f., 2012) study on SMEs and employment generation in Nigeria: the role of finance, shows that SMEs are unable to achieve full employment generation capabilities because of their inability to obtain sufficient business finance for the sector.

### **Hypothesis 3: SMEs Policies / Employment Generation**

Hypothesis three states “There is no significant relationship between government SMEs policies and employment generation in Delta State of Nigeria”. This hypothesis was meant to determine if significant relationship exist between SMEs policies and employment generation. The results obtained in table 3 revealed that significant relationship existed between SMEs policies and employment generation at an F-ration of 6.288 and at a significant level of .013. For example, the high interest rate on loans and government tax policies frustrate the efforts of SMEs. This study is in line with Ojeka (c.f., 2011) and Shahrodi (c.f., 2010) when they argued that government policy measures place less emphasis on the interest rate in the banking sector and the tax policies including the technological facets of SMEs development in Nigeria. in the same way, Eniola and Entebang (c.f., 2015) found that government regulations and bureaucratic procedures hinder SMEs activity such as new business origination, hinder SMEs performance when it introduces policies that can restrict the autonomy, as well as freedom of doing business.

#### Hypothesis 4: SMEs Problems / Employment Generation

Hypothesis four states that “There is no significant relationship between the problems confronting SMEs and employment generation in Delta State of Nigeria”. The purpose of this hypothesis was to determine if problems of SMEs are significantly related to employment generation. The study revealed that significant relation exists between the problems of SMEs and employment generation at an F-ratio of 32.905, and a significant level .000. this study is in line with the studies of Ogbo and Nwachukwu (c.f., 2012) and Agwu and Emeti (c.f., 2014). They found that labor intensive production processes, concentration of management on the ownership, limited access to long term funding, high cost of interest rates and bank charges, high mortality rate especially within their first two years, over-dependence on imported raw materials and spare parts, poor inter and intra-sectoral linkages as a result SMEs hardly enjoy economies of scale benefits, poor managerial skills, poor quality of product output, death of research and development (R&D), little or no staff training and development, poor documentations of policy, strategy and financials plans, low entrepreneurial skills, inadequate education or technical background, and lack of adequate financial record keeping, are all factors that hinder employment generation. Baporikar and Deshpande (c.f., 2017) also found that strong brands enjoy customer loyalty, the potential to charge premium prices, and considerable brand power to support new product and service promotions and the reverse is the case when branding is poor and weak.

Table 3: One-Way Analysis of Variance of relationship between SMEs product branding and marketing, finance, policies and problems, and employment generation

Variables		Sum of Squares	df	Mean Square	F	Sig.
<b>SMEs Product Branding and Marketing / Employment Generation</b>	Between Groups	6.786	1	6.786	6.168	.014
	Within Groups	228.838	208	1.100		
	Total	235.624	209			
<b>SMEs Finance / Employment Generation</b>	Between Groups	38.438	1	38.438	26.792	.000
	Within Groups	298.419	208	1.435		
	Total	336.857	209			
<b>SMEs Policies / Employment Generation</b>	Between Groups	2.972	1	2.972	6.288	.013
	Within Groups	98.309	208	.473		
	Total	101.281	209			
<b>SMEs Problems / Employment Generation</b>	Between Groups	17.903	1	17.903	32.905	.000
	Within Groups	113.164	208	.544		
	Total	131.067	209			

#### CONCLUSION

This study has highlighted the ways SMEs has positioned itself as a strategy for employment generation for sustainable national economic development, and poverty reduction in Nigeria. It exposed to view the inconsequential performance of SMEs in employment generation presently and in the recent past. Explicitly, this study approached SMEs and employment generation in Delta State by evaluating the relationship between SMEs product branding and marketing technique and employment generation, the relationship between SMEs finance and employment generation, SMEs policies and employment generation and the relationship between the problems confronting SMEs in employment generation in Delta State of Nigeria. The astonishing



findings of the weakness of SMEs in product branding, marketing, finance, government policies and problems SMEs in Nigeria, calls for the need to be concerned.

Notwithstanding, the major benefits of product branding and effective marketing is that, when products are properly branded and marketing strategies suitably used, subjective values are added to the product and customer begin to be attracted to such products, which will increase the market share of such products. Accordingly, profit margins will increase, financial based of the business will improve, the need for expansion will set in and employment will be generated.

However, SMEs generate employment for many Nigerians as much as their capacities can carry, but there is the need to do more because SMEs in the developed world generate over seventy percent of the workforce.

## **Recommendations**

Following the finding in this study, this article recommends that:

- SMEs product branding and marketing technique should be sophisticated to enhance competitiveness in order to generate employment in Nigeria.
- SMEs finance base should be improved through favorable policies and effective tax reduction for Nigerian SMEs to remain in business.
- Measure should be put in place to cushion the impact of the problems confronting SMEs to enhance employment generation in Nigeria.

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# Cultism as a Ticking Time Bomb in Nigerian Schools: Challenges and the Way Forward

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## Abstract

This paper focuses on an overview of cultism in Nigerian schools. The theoretical concepts as well as the historical background of cultism were x-rayed. This paper sees its elimination as most ideal and feasible, in the course of time, but regrets that for now only its minimization, a step toward eradication, can boldly be talked about. It suggested ways of affecting such minimization and make several proposals for its eradication or elimination. The disastrous effect of cultism should therefore be a concern to both educators and the entire society who should struggle tirelessly to remediate the ugly situation.

**Keywords:** Cultism, Students, Time bomb, challenges, Way forward, Nigeria.

Reference to this paper should be made as follows:

Birabil, S. T., & Okanezi, B. (2017). Cultism as a Ticking Time Bomb in Nigerian Schools: Challenges and the Way Forward. *International Journal of Scientific Research in Education*, 10(2), 169-175. Retrieved [DATE] from <http://www.ij sre.com>

## **INTRODUCTION**

In the history of mankind, there is hardly any issue on education that has generated a more serious discussion and raised more concern and threat in Nigerian today than the issue of cultism in our private and public institutions of learning. This is because apart from its frequent and increasing occurrences, cultic practices have eaten deeply like cankerworms into the fabric of the nation's educational system. In fact, Lannap and Rimfat (2008) asserted that cultism, which has scampered into our education system several years ago, has assumed a dangerous dimension that poses a threat to man's history and may be equal to a war.

There is no doubt that cult activities have become a serious societal malaise that threatens everybody. In fact, the situation today has become so gangrenous in such a way that our higher institutions has become breeding ground for social vices and other kind of criminal acts who hide under the banner of one cult group or the other to perpetuate heinous crimes against fellow students, lectures or school authorities who are either innocent or also belong to one cult group or the other.

On the surface, one is easily tempted to regard the activities of cultism at any point in time as a purely exclusive matter between the school authority and the students. Putting together education and the society therefore, the members of cultic activities are the society therefore, the members of cultic activities are fanned by influential sponsors who, for their selfish political and economic gains, may use students to achieve their ends.

From the foregoing, it becomes obvious that cultism in Nigeria schools come into operation when basically law abiding individuals put themselves or allow themselves to be forced into a self-reinforcing situation of inferiority and dependence on a force believed to be stronger than themselves. Therefore, by way of objective reasoning, students are not to be bamboozled by flamboyant claims of benevolence by some apostles of darkness but to see education as a positive catalyst that has the capacity to make the learners transform their society into a better place, from one generation to the other.

## **DEFINITION OF CULTISM**

Various definitions have been given to cultism. For the purpose of this paper, we shall attempt to mention few of them. Marshal (1994) defined cultism as a small group of religious activists, whose beliefs are typically syncretic, esoteric, and individualistic. Anele (2006) sees cult to do with extreme form of devotion or enthusiasm to a particular cause or principle and is often given a religious gap, which makes its activities and the participants to appear esoteric in the eyes of the uninitiated.

Lannap and Rimfat (2008) described secret cult as associations whether registered or not but used secret sign, oath, rites or symbols, formed with the aim of promoting a cause, the purpose of which is to promote the interest the members and aids one another under any circumstances without due regard to sign, oath, rites or symbols. In a related development, Nwanna-Nzewunwa, Girigiri and Okoh (2007) viewed secret cult as a group that uses symbols and oath, whose meetings are held secret. To them, its members are under obligations to promote the interest of its members, and each under all circumstance to merit the legitimate expectations of those who are members.

Cultism can thus be described as a group of people or organization with certain secret sign, oath, symbols that are nocturnal in its "normal" operations and it members are usually

under spell to maintain absolute secrecy on the identity of the group and its “business”. A member is bound to execute at all costs any assignment given to him/her by the group.

## **A BRIEF ORIGIN OF CULTISM INTO NIGERIAN SCHOOLS**

The emergency of cultism in Nigerian schools is traced to the formation of the Pirates confraternity at the then university college, Ibadan in 1953. Prior to 1953, precisely in 1952, Professor Wole Soyinka (Nobel Laureate) had formed the “Big seven”, a group whose aim was to:

- Serving as a vanguard for social freedom of students;
- Opposing the growing tyranny of the university authorities; and
- Challenging European cultural imperialism and colonial mentality of campus life of the time (Girigiri, 2003).

The Big Seven noted that the university was populated with wealthy students association with the colonial powers and a few poorer students striving in manner and dress to be accepted by the more advantage students, while social life ‘was dictated by tribal associations. The motto of pyrate confraternity was “Against all conversions” while their logo was “the skull and cross-bone and “cap’n” Blood and Long John Silver” were the names answered by members.

As Rimfat (1999) observed, the original aim of the Pirate fraternity of Soyinka at the University of Ibadan was to cater for social and recreational life of members and also to fight backward working convention trends and complacency on campus.

In the year 1972, Bolaji Carew and several others were expelled from the Pirates due to their inability to meet expected standard. Anele (2006) attested to this trend when he noted that the internal dissension among members of Pirates, which was occasioned by disciplinary measures meted out to deviants among them, created schism, which culminated in a breakaway group mobilizing and forming the Buccaneers confraternity in 1972. They were also known as National Associations of Seadogs (NAS) and later, Bolaji Carew founded the National Association of Sea Lords and that of Eiyee confraternity or National Association of Air Lords in 1965 at the University of Ibadan.

Yet, one share the view of Udeorah (2006) that, in the year 1976 some young men and students came together to form another organization known as “Neo-Black movement of Africa” (Black-Axe confraternity). It was believed that those who muted the idea of forming the organization were some of the runaway blacks, who fought the apartheid policy in South Africa and escaped to Nigeria. Their sole aim was to fight against oppression of blacks in the society, especially in the universities. “Aye men” was the slogan used by them while their logo and symbol was the “Black Axe”. This started at the University of Benin in Edo State.

The family fraternity cosanostra (Mafia confraternity) was originally formed at University of Ilorin in 1978. But its operations formally began in 1980 at the Obafemi Awolowo University, Ile Ife. This cult group was patterned after the notorious Italian Mafia. It later spread to Abia State University as “Campus Mafia”.

National Association of Adventures (Supreme Vikings Confraternity) started its operations in 1982 at the University of Port Harcourt in Rivers State. The Supreme Vikings later gave birth to another cult group known as Dewell and that of Klansmen confraternity came up with the Deebam group, both fighting for supremacy and causing problems even outside school

environments. In 1986, the Eternal fraternity order of Legions Consortium (Kruk Kruk Klan) was formed at the University of Calabar in Cross River State. The name was taken after a popular California organization—EFOLK. The cult group was noted by Udeorah (2006) to worship a demon commonly called “Ogor”. The Brotherhood of the Blood (Black Beret) was so notorious and founded at Enugu State University of Science and Technology.

Today on our campuses – be they universities, polytechnic, colleges of education and even in many secondary schools, there is a plethora of secret cult organizations. Some of them includes – Red Sea Horses, Royal Queen, Temple of Eden Fraternity, The Amazon, the Dragons, the Frigates, Ostrich Fraternity, Cappa Vendetto, Daughters of Jezebel, Burkinnafaso Revolution fraternity, Black cats, Green Beret fraternity, Trojan Horse fraternity (Nzimiro, 1999 & Ugwulebo, 1999). All these groups are essentially for male, females or both that has permeated the fabric of our institutions and they exist only to unleash terror on innocent citizens who they adjudge as daving “arred”.

In fact, there is hardly an academic session that ends without hearing or recording of secret cult activities in our schools which portray sustained evidence that Nigerian institutions do not operate in a hitch free academic programme.

## **CAUSES OF CULTISM IN NIGERIAN SCHOOLS**

Several factors have been advanced as contributing for youth involvement in campus cultism. Some of the reasons could be economic, biological, political, psychological, social, historical, social and cultural inclinations. Specifically, Rotimi (2010) identified some of the causes that induce students to join cultism to include lack of virile student union, erosion of the traditional academic culture, absence of intellectual debates and all other activities that are component of traditional campus culture.

The family as a powerful agent of socialization plays central role in promoting cultism. For instance, parents who are members often initiate their wards from homes even before they are admitted into the school system. Some homes may be so uncared for and the children are left to other neighbor to initiate them without the consent of the parent or guardians. Mezieobi, Nok and Nwosu (2012) attests to this trend when they noted that “the school clients are in the home and the society from where they come to school and are readily imbibing societal negative values.

Girigiri (2013) have imputed the reasons why students join cultism to include the fact that belonging to group is natural human activity just like belonging to other groups and on the positive side of the equation, student join secret cults for different reason. Other reasons could be highlighted as thus:

- People may join cultism so as to liberate themselves from the domination of one group over the other;
- If there is physical abuse and someone want to seek redress at all cost, such an individual have no other option to get the desired justice through cultism;
- Some people might be cultist through luring one to it as a result of ignorance;
- A lot of frustrated individuals from broken homes are susceptible to join cults;
- Sometimes a new convert may be required to provide a victim for the next meeting, which should come from his/her family. Such a person would replace the donor in the meeting;

- The activities of the group previously may serve as a source of attraction to an individual to join them;
- Some students uses such opportunity as an avenue of securing girlfriend through the employment of intimidation and or guarantee of protection in school;
- The fear of passing semester examination or academic frustration may induce a student to join cultism;
- The power struggle for ascendancy in schools often leads to proliferation of secret cults; and
- An individual may also join cult group in order to obtain desirable secondary goals.

## **CHALLENGES OF CULTISM IN NIGERIAN SCHOOLS**

It has been worrisome to the entire society as the family unit from where the society comes is in shambles. Even, at the secondary school level, bad company keeping has started to yield its sinister dividend on the part of the students. In most of our institution today, the atmosphere of insecurity and untimely death or loss of life is the order of the day.

Similarly, higher institutions in Nigeria home – suffered all manners of distortion in their academic calendars, mainly as a result of cult clashes, with the attendant killings, maiming and arson. Sometimes this is done through series of demonstrations to cause mayhem that lead to the abrupt closure of schools from time to time.

Our political scene can never be exempted from blame too. Most of our politicians now go to schools especially higher institutions to recruit and sponsor student cultist as thugs whom they use to unleash terror on their opponents. PM news (2010) supported the above view when he stated, that cultism would never be a thing of the past because the cultist are being used as political thuggery and hooliganism by the politicians.

The value system of our present society has changed tremendously that the society had embraced indiscipline and other social ills. Hence the youth lack adequate parental care and few youth give consideration to honesty, morality and disciplines.

If there is any joy derived on cultist activity, such happiness is often momentary as negative effects used to over shadow the happiness. The activities of the cult members and the adverse consequences of these activities are often causes of sorrow and distress to innocent parents, schools and the general public. In fact, the problem here is not the killing nor the disruption of the various academic programmes, but why the measures employed to curb cultism have failed.

## **WAYS OF CURBING CULTISM IN SCHOOLS**

The dimension which cultism in Nigerian schools have assumed in recent time call for concerted effort by the students, peer groups, parents, government and so on in order to provide a way forward for cultic activities. Therefore some factors could be eliminated by putting in place the following recommendations:

- Aesthetic education should be incorporated into the content of school curriculum in our various schools. This will go a long way in promoting certain problem solving into the students.

- There should be full implementation of the anti-cult law and decree which provides for imprisonment of culprits to the letter. Nobody is above the law.
- Jamiu (2012) opined that the factors which attract students to join cultism must be identified and neutralized by the school authorities so that there will be little or nothing to attract them with. He also added that guidance and counsellors should be posted to schools to talk to the students on the evils of cultism.
- Parents and teachers should help the students develop worthwhile interests, values and life goals that would enable them resist likely temptation and pressures from secret cult members.
- Cult members who are not amenable to change in schools should be treated criminally and expelled from the institution.
- School management should ensure that campus clubs and associations exist only on certain stipulated condition and must be registered.
- Vocational skills development programme should be floated for student so as to occupy their free or evening periods.
- The prevalent culture of violence in the country had aided a dimension to the rising wave of cultism in schools. Therefore, government should rise up to the task in several areas to make people feel more secure in and outside their homes.
- Our educational institutions should be adequately funded and managed so as to provide conducive atmosphere that would offer student freedom in all ramifications.
- Opaluwah (2013) suggested that there must be improved facilities and living conditions in the school in order to minimized perceived strains in the social system which underlines cultism in our schools.

## CONCLUSION

It has been established in this paper that cultism poses serious threats to every Nigerian child school going age and the entire public that required urgent attention. Although there are a lot distractions and several factors militating against effective cult management. It is in the light of this that the paper attempts to provide a comprehensive measures that if strictly followed vigorously; they will almost eradicate the increase wave of cultism in the Nigerian school system.

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# Perception of Parents towards Sex Education on Primary School Pupils in Calabar Education Zone of Cross River State, Nigeria

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## Abstract

The main purpose of this study was to investigate Perception of parents towards sex education on primary school pupils in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study, three null hypotheses were generated to direct the study. Literature review was done according to the variables under study. Survey research design was adopted for the study. A sample of one hundred (200) respondents were randomly selected for the study. The selection was done through the simple random sampling technique. The questionnaire was the main instrument used for data collection. The instrument was subjected to face validation by the experts in measurement and evaluation in the Faculty of Education, University of Calabar. The reliability estimate of the instruments was established through test-retest method. Pearson Product Moment Correlation Analysis was the statistical analysis technique adopted to test the hypotheses under study to ascertain whether to reject or retain them. These statistical tools were used because of the nature of the variables involved in the study. All hypotheses were subjected to testing at .05 levels of significance with relative degree of freedom. The results of the analysis revealed that, Perception of parents of sex education, peer group/mass media and sex education significantly relate to pupils' sexuality. Based on the findings of the study, it was recommended that peer group/mass media should be a proper medium of educating the public on sex education.

**Keywords:** Perception, sex education and pupils

Reference to this paper should be made as follows:

Esuabana, S. (2017). Perception of Parents towards Sex Education on Primary School Pupils in Calabar Education Zone of Cross River State, Nigeria. *International Journal of Scientific Research in Education*, 10(2), 176-190. Retrieved [DATE] from <http://www.ij sre.com>

## INTRODUCTION

Sex education is generally believed to be as old as man and it exists in various forms in our various cultures and sub-cultures. Its foundation is rooted deeply in the sociology, psychology and ethical values existing in our traditional societies. According to Pierre (1998) the most universal ideological basis for sex is that it is perfectly natural and good thing oriented towards pre-creation. The recent upsurge in considering sex more as a means of grafting the body than of raising offspring has led to diverse social problems such as contraceptives, unwanted pregnancies, abortion, child abandonment, child neglect, child abuse, illegitimacy among other. These social vices sometimes stem from the fact that the adolescent initiate sexual activities without understanding the meaning of sex and its implication.

This situation is hardly surprising because in many traditional societies, sex is rightly associated with the origin of life. And since life was regarded as sacred, its sexual origins tended to be regarded with a certain awe and reverence. It was not something for the levity of youth (Esen, 1984, p. 7). For this reason, sex education in some primitive societies could not be considered culturally and socially permissible and acceptable to the extent which stops the youth from “sexual democracy” and permissiveness”.

Traditionally, Nigerian parents believe that the best way to prevent sexual immorality among youths is by keeping them in complete ignorance of sexual issues. As it was, children obeyed their parents’ instructions and both boys and girls cherished chastity. It was a common feature for both the bride and bridegroom to be ignorant about sex until their marriage right although there were some exceptions. Hake (1992) pointed that young people who do not receive sex education at home about positive behavior sometimes receive such knowledge from various sources. He noticed in his study that most young males and females receive this sex information from peers and pornographic magazines. This situation has in some instances led to a false impression about sexual intercourse. In many parts of Nigeria, one of the admirable aspects of family life is the role played towards helping the young one absorb the complexities and responsibilities associated with marriage.

In many circumstances, however, sex education is often constrained to urban settlements because of strict resistance to the programmes in rural communities. Even in urban areas sex education is hardly given a priority among educators. This is because sex is perceived as a sacred practice, which must not be discussed in the open particularly among young people. This is hardly surprising since most culture, due to the strong adherence to deities, while others believe that sexual discussion are against their gods and as such, they try to avoid sex education. In similar way, sex education is perceived merely by most parent and families as a means of corrupting the young people and encourages divorce in marriages (Userie, 2000).

In Nigeria, not much has been formerly done either in school or society to be identified as a modern approach to sex education. This emanates from the fact that sex education appears to be one of the most controversial course of study. Curriculum planners may propose for inclusion in either primary or secondary school curriculum.

Sykes (1971) aptly remarked: There is a spectacle of society so afraid of sexual matters, so ridden by the remnants of puritanism that sexual relationships are too apt to become an exercise in pornographic. He also observed that the society is harnessing a culture which makes sex secretive as well as shameful and unclean to be studied by primary school pupils. There is a preponderance of sexual revolution ushered in by major social changes as urbanization, globalization, advances in science and technology and liberalization of the mass

media which have inclined the youth to express their sexual identify indicating that a new morality governs the sexual relations of young people.

According to Tyler (1989) parents are divided on whether sex education should be taught at the primary school level or not. The anti-sex education campaigners in primary school presumes that sex education is meant for the matured adults who are preparing or are ready for marriage and not little children as low as those in the primary school. They also feel that children would be morally maladjusted should they be corrupted with sex education. However, the proponents of sex education believed that sex education can help inculcate sound moral attitude in the school children thus helping them to be well adjusted to the norms and values of the society. In either case, it must be accepted that changes in human sexuality have precipitated many sexual problems for both the old and the young people. There is thus the need for vibrant programmes of sex education to rescue the ailing situation.

The school must be aware of the drastic changes in human sexuality and its function to ensure that right information is provided to learners at all levels of education. Parents are also obligated to acquaint themselves with the modern trends of sexual activities influencing their wards and must rise to the challenges of educating young people on sexuality. This research work is poised to appraise the Perception of parents of sex education towards sex education in primary school.

The most universal and ideological basis for sex education is precreation. Negative and irresponsible attitude to sex have resulted in abortion, child abuse, child neglect, child abandonment, venereal disease, illegitimacy and unhappy family life. Others include school dropout, teenage pregnancy and armed robbery. This is not only sad but dangerous to modern life. Tradition imposes sanctions in the form of taboos among other restrictions which inhibit or regulate sex and sexuality to the anguish of the youth and curious adults. Modern science and technology have over-exposed children to the experiences of sex and sexuality and many children 'mate out of season'.

Explanation for 'mate out of season' given the fact that sex is an issue that raises great curiosity among adolescents some of them, as a result of the craze to appease such curiosity and know all about what sex entails, involve in sexual relation before they are duly matured (mate out of season), which often times comes with many disadvantages, and mate out of season to have sexual relationship before the appropriate time.

Since sex tends to be a source of adolescent conflict, pre-occupation and problem one of the main institutions that can mediate both traditional and modern experiences in the school. Sadly, sex education is yet to attract required attention to education policy makers and curriculum planners and its introduction to primary school is yet to be accorded priority. A high percentage of parents appears not to have had a clear understanding and conception of sex education.

Opinions are also divided as to who will teach sex education, parents highly believe that sex education should be an inalienable responsibility of the school. Teacher on the other hand feels that parent owes their children the traditional responsibility of inculcating sexual value and positive living. Many parents are increasingly becoming nonchalant on the view that sex and moral education is to be given by the church. Another area or major concentration or concern is the methodology which sex education is supposed to take. This has encouraged the haphazard discharge of sex education curriculum without any sense of consciousness. This situation has logically led to the dis-inclusion of sex education in the school curriculum especially at the primary school level. This regrettable development has created tremendous social, psychological, educational and health related problem which demands urgent attention.

What has led to this study, sex in a modern generation like ours is a word whose meaning is perceived to be well understood by people of all classes, irrespective of age, gender or religious differences. However, there is a common perception among parents and older people which strongly resents talking to younger ones about sex. Sad enough is that most of the things youngest one are exposed to ranging ones are exposed to, ranging from movies, to pictures on the internet or discussions by older people has something sexually related. This triggers a curiosity in the minds of the young's ones towards knowing more about what the world totally entails. It becomes disappointing (to these children) when parents feel reluctant in feeding them with enough information to satisfy their curiosity. This leaves a disturbing effect on the minds of the children. But by and large, these children tries to find out what they need to know about sex often times from people who may want to take advantage of their ignorance, such knowledge from a wrong source may come with diverse negative effects like unwanted pregnancies, wayward living/lifestyle or even the worst of it which is venereal disease. All these would have been averted if parents were willing to give ready information their wards about sex.

## **LITERATURE REVIEW**

In Nigeria, a confluence of cultural, religious and geographical factors creates a sensitive environment where issues of sexual and reproductive health have remained highly a taboo for decades (Mack, 2011). Sexual health is an important determinant of productivity and national development everywhere. Yet, the mere mention of "Sex" seems to evoke itchy feelings among both the young and old. Adults in the Nigerian Society have usually refrained from discussing sexual matters with the young. Traditionally, children are brought up with strict discipline and fear and are punished for questioning their parents, especially the girls (Brocato & Dwamena-Aboagye, 2007). Consequently, young people are afraid to ask questions relating to sexual issues as they would be seen as "disrespectful" and "disobedient-" sexual issues are seen as topics for adult discussions only.

The truth of the matter, however, is that due to the emergence of globalization and torrent of sex-related information available to children via media, foreign influence and technology (Lim & Kui, 2006), the culture of silence is impossible to sustain. Parents and teachers involved in sex education have divergent views and this poses a lot of problems. To some, sex education is a strong incest taboo (Macleod, 1999; Kunene, 1988) and should be discouraged. It is perceived by others as one of those social forces that come with modernization to break down the moral fabric of the entire society (Marion & McCabe, 1990). Some also strongly believe that children are too young and not sexually active (O'Regan, 2001). However, children of today constantly surprise their parents with their questions (Hyder & DeLamater, 1997) and gestures. Why won't they, when sexual images confront them every day? Nowadays, it is easy to identify sexual images everywhere: in computer games, on billboards, newspapers, and television. Music videos are so sexually explicit, female dancers are almost naked and with mobile phones and computers everywhere, pornography can be accessed with a click. Again, young people are having sexual intercourse at much younger ages – that is between 8 and 17 years (Ansah-Addo, 2005); sometimes even younger (Naidoo, 2001; Small & Luster, 1994; Stack, 1994). Despite this, parents still see it as a taboo to discuss issues relating to sex to their wards. In view of this, the study intends to review the literature under the following headings

### **Perception of Parents of Sex Education towards the Influence of Sex Education on Pupils**

In most Africa context especially in Nigeria, sex education is seen as a taboo to be talked about. Generally, children are not allowed to have access to sexual health information because the society have the perception that such exposure will corrupt the child and he or she may likely be a victim of early sexual intercourse. In 2002 when the Nigerian Educational Research and Development Council (NERDC) in conjunction with the Federal Ministry of Education, civil societies and many other International Development Partners drafted and proposed a curriculum on Sexuality Education for both primary and primary schools, it was received with mixed feelings and generated raging controversy especially in Northern Nigeria. Within a very short time, the discussion on its acceptability or otherwise was hijacked by religious leaders and other gatekeepers and was given different connotations and coloration. A recent study carried out in Kano state in Northern Nigeria revealed that parents have a negative perception of sexuality education in schools probably because of their religious belief and socio-cultural norms and values. In contrast, teachers had positive attitude towards teaching sex education in schools. Nevertheless, several studies in Nigeria have validated the introduction of sex education in schools. A cross-sectional study carried out in Kwara State, Nigeria reported that 78% of the respondents suggested that sex education should be made compulsory in schools (Akande & Akande, 2007).

Parents seem to be one of the earliest and most important influences on children's sexual development and socialization. Given that children nowadays have sexual intercourse at an earlier age it is important that parents begin to discuss sexuality in childhood so that they can help their children to make deliberate decisions about having sex and can inform them about safe sex. Parents may be the ideal source of providing children with information about sex because of their long-term involvement in the lives of their children (Perrino, Gonzalez-Soldevilla, Pantin & Szapocnik, 2000).

The attitudes and beliefs of parents form the basic foundation for the values of their children. Although direct communication between parents and children about sexuality is limited in many families, parents may be sources of guidelines for children as they both directly and indirectly transmit their standards of conduct during the socialization process.

Parental attitudes and values concerning premarital sexuality may also affect their own patterns of discipline and childrearing, which, in turn, influence the behavior of their children. Parents with restrictive attitudes toward children sexuality may structure their own activities to provide more supervision of their children and to allow their children less autonomy, which may reduce children sexual behavior (Thornton & Camburn, 1987). Using 10,000 females in the sophomore cohort of the nationally representative High School and Beyond Survey, Hanson et al. (1987) found that attitudes and values of children and their parents played an important role in out-of-wedlock childbearing. When children and their parents endorsed the values and accompanying behaviors that stress responsibility, the children' chances of experiencing an out-of-wedlock childbirth were reduced.

Today's children are much more intelligent, alert, curious and conscious of the fact that their parents and elder stalk some secret behind them. They want to know the secret. If the secret is concealed from them they may take some wrong approach and develop undesirable habits. Parents are so much traditional and orthodox in their outlook that they do not prefer imparting sex-education as a noble work. Sometimes children satisfy their instincts and get mythical information about sex from sources such as servants, friends, relatives, and T.V. programmes etc., these information may be incorrect and could have spurious effect on them. Nigerian society is closed in nature and it follows double standards on the question of sex-education. It generates an utter confusion in the mind of children and sex taboos become a sense of great mysticism in their mind. Children experience a

great deal of anxiety emerging out of poor knowledge about their sexual developments, sex and form misconceptions, children whose parents covers sexual issues are most likely to fall into all sort of unwholesome sexual practices which often times is accompanied by many ugly adverse effects.

### **Influence of Peer Pressure and Mass Media on Pupils Sexuality**

It is human nature to feel the need to belong. Everyone wants to be accepted by others in some way, especially growing children. As a result of this want to belong, they make themselves think that they need to change their attitudes, behaviors, or beliefs in order to gain acceptance from others. Peer pressure is an avoidable problem that our child faces that can be solved if the right measures are taken. Children are not mentally prepared to be able to resist and deny peer pressure from others. A basic assumption is that during adolescence close friends become increasingly important as reference points in guiding various behaviors, including sexual behavior (Billy & Udry, 1985). The influence of the peer group may occur whether through the modeling of peer behavior, whereby the children imitates the behavior of valued others, or through peer expression of normative standards for children conduct such that the children responds to the advice given by significant others. Peer advice regarding appropriate sexual behavior is presumably an outcome of their sexual experiences or the lack of such experiences. Both mechanisms of peer influence may indirectly affect the children's sexual behavior through the formation of the children's own values and preferences for sexual contact (Billy & Udry, 1985).

Peer pressure influences children to do things they would not normally do, most of which are negative. Young people get information about sex and sexuality from a wide range of sources, including each other, their parents, teachers, through the media ,magazines, books and websites. Some of these sources give accurate information while others do not. Myths and misconceptions about sex and sexuality acquired by young people from wrong sources may be carried throughout life and passed on to their own offspring. It has however been documented that when young people are well informed, there is a delay in the age of onset of sexual activities and increased use of preventive measures against STDs and pregnancy amongst those already sexually active. This leads to an overall reduction in teenage pregnancies and sexually transmitted diseases sadly enough those who should well in form them tend to shy away or do so with reluctance owing to the believe that teaching children on sex at an early age may get them corrupt. Parents are supposed to show concern about their child's feelings, take an interest in his/her daily activities, manifest love and acceptance, encourage appropriate behavior, help with problems and reinforce accomplishments but when this is not done, the children seek help from their peers who happen to be the second closest allies after their parents, their peers may often time feed them wrong information and ideas about sexuality which may go a long way to affect them negatively in present and later life Generally growing children use different strategies to satisfy their curiosities and queries about sex. If adults round them do not provide proper information about sex, children may either draw the wrong conclusions based upon inaccurate knowledge or they will make up their own explanations.

However, peer pressure can be prevented. If teenagers are taught how to resist peer pressure adequately they can avoid the many negative outcomes that go hand-and-hand with it. If the child are taught how to respond correctly when a peer is attempting to persuade them to do something they do not want to do the child will be more able to resist the peer pressure. Child should be reminded of their own self-worth to boost their self-esteem. If the teen has good self-esteem they will not feel the need to be accepted by others as much. It is

up the adults of the community to assist the child. The responsibility is on the parents, teachers, and other professionals to keep our children on track.

Both children and adults have been reported to believe the media is a central source of information on sex and sexuality for young people (Malamuth & Impett, 2001) considering few programs (from the daily news, to "reality-based" programs, total shows, to family-centered programming) appear immune to stories of a sexual nature. According to an estimate by the Nigerian Television Authority (NTA), more than twenty million people are exposed to their commercials every day.

Many writers and speakers discretely or pointedly enter individuals' lives through radio, magazines, books, brochures and so on, leaving the individual with many choices about what to do, what to buy and who to be. Most of the time, the media, whether audio, print or visual, has been blamed for affecting the minds of people negatively with very little potential of creating positive change in them. The media poses a great challenge to sexuality education in the sense that it does not necessarily complement the tenets of sexuality education because sexuality messages by the media cannot be devoid of selfish interest and propaganda. Such messages could easily be seen as mere entertainment thereby restraining the potential to impart accurate information about sexual problems.

Most of the time, the media, whether audio, print or visual, has been blamed for affect in the minds of people negatively with very little potential of creating positive change in them. The media poses a great challenge to sexuality education in the sense that it does not necessarily complement the tenets of sexuality education because sexuality messages by the media cannot be devoid of selfish interest and propaganda. Such messages could easily be seen as mere entertainment thereby restraining the potential to impart accurate information about sexual problems.

The media exposes children every day to articles, pictures and often times videos that says different things about sex. Children therefore tend to learn quickly through the things the media presents, it has been well established that children learn more quickly with pictures and objects they can see, this objects creates a lasting impression on the minds of the children, some of them may at some points attempt to practice scenes of sex they have watched in movies they by involving in unwholesome sexual activities at a very tender age.

At some times printed articles on newspaper and magazines educate children on the use of contraceptives and other birth control pills which boosts their audacities of involving in pre-marital sex without any fear of its consequences. Children are active consumers of messages broadcast on radio and television, printed in magazines, distributed on the Internet, and presented in videogames. As technology has advanced, access to these varying types of media has become common. In most Nigerian households: 98% have at least one television, 70% have more than one television, 70% have cable, and 51% of house hold with children have a computer (Paik, 2001). Wireless resources Such as radio/CD headsets, handheld televisions, portable video game players, and internet access via cellular phone sad to the numerous sources of media access. Much of children' sexual knowledge comes from sexual images, sexual behavior, and sex talk shown in the media.

Brown, Keller, and Stern (2009) argue that traditional media (television, radio, movies), as well as new digital media (the internet, social networking sites such as Facebook, Myspace), play an important role in children' sexuality and sexual behaviors. Brown and L'Engle (2009), for example, found that exposure to pornography predicted sexual uncertainty, less contraception use, and earlier sexual debut.

Similarly, Ward and colleagues found that greater exposure and greater involvement with sexually explicit television during adolescence were related to permissive sexual attitudes, higher expectations of sexual activities of friends, and more sexual experiences



(Ward & Rivadeneyra, 1999; Ward & Friendman, 2006). For instance, results indicated that the more frequently children viewed prime-time television programs (e.g., *Sex and the City*) and music videos with sexual content the more likely they viewed casual sex as a normal part of dating relationships (Ward & Friendman, 2006). Bleakley et al. (2009) also found, that “using media (i.e., television, movies, music, internet, magazines, and videogames) as a source of sexual information was associated with children’s increased efficacy belief that they could overcome barriers in order to have sex”. In others words, children who received much of their information from the media also saw engaging in sexual behavior as a normal part of adolescence.

### **Effect of Sex Education on Pupils Sexuality**

Sexuality education also referred to as sex education or family life education is a lifelong process of acquiring information forming attitudes, beliefs and values. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image and gender roles. Sexuality behaviour amongst young people in Nigeria and indeed Sub Saharan Africa is seriously going through transformation from what it was in the past. This transformation has been attributed to the effect of modernization caused by industrialization, education, exposure and importation of various foreign cultures that were alien to Nigeria and Africa.

This has increased the vulnerability of young people to sexual and reproductive health problems. In recent times the Nigerian youth have been reported to be highly vulnerable to antisocial behaviors’ including unsafe sexual activities. This has been attributed to their great lack of information and knowledge about the implications of their behaviour on their sexual health. There is therefore the need for sexuality education amongst this vulnerable group. It develops young people’s skills so that they make informed choices about their behaviour, and feel confident and competent about acting on these choices.

Ikpe (2004) postulated that “Sexuality defines the very essence of one’s humanity including one’s self-image, being male or female, physical looks and reproductive capacity; that is sexuality is a natural part of life. It is about the way we are made, how we feel about ourselves, what roles we play in the society and how we procreate”. Religious and spiritual beliefs influence feelings about morality, sexual behaviour, pre-marital sexual behaviour, adultery, divorce, contraception, abortion and masturbation (Greenberg et al 2000). Sexuality education can be seen as yet another religion which is not necessarily different from what already obtains.

Sexuality education has been given various definitions by various schools of thought. AHI (2003) described sexuality education as “a planned process of education that fosters the acquisition off actual information, the formation of positive attitudes, beliefs and values as well as the development of skills to cope with the biological, psychological, socio-cultural and spiritual aspects of human sexuality.” That is, learning about the anatomy, physiology and bio-chemistry of the sexual response system which determines identity, orientations, thoughts and feelings as influenced by values beliefs, ethics and moral concerns.

It is the interactive relationship of these dimensions that describes an individual’s total sexuality (SIECUS, 1995). Also, sexuality education teaches us that, religious principles, beliefs, rules and regulations and ethical considerations affect our everyday interactions just as our culture, role models in our families and our friends impact us as well. Sexuality education is simply the art of learning how to conform to a certain art of living by being able to reason, examine and monitor oneself in clearly defined terms.

As far back as 1897 a female Swedish doctor, Karolina Wider storm, saw the need to educate the young especially the girls about sexual hygiene as a way of informing and protecting them from sexually transmitted diseases such as gonorrhoea and syphilis which were found to be very common during that period. To her, the idea was that, “if girls got to know in good time how pregnancy came about and how sexually transmitted diseases were spread, they would be better able to protect themselves. In this way girls were considered to be able to take responsibility for the sexual health for boys as well as for themselves” (Lena, 2000). Given the controversial nature of sexuality education at that time, the high prevalence of sexually transmitted diseases was used as the basis of introducing sexuality education in the schools.

Despite all the positive potentials of sexuality education, the major challenges were what form sexuality should take and at what level it should be introduced in the schools. There was also the problem of methodology. Sexuality education was seen as the gospel of the flesh that could lead to sexual espionage, egoism and revelry among the young.

The young recipients of sexuality education were therefore referred to as “victims”. Notwithstanding, serious advocates of sexuality education insisted on driving home the potentials of sexuality education such as building new standards and removing deceptions between people and by the dawn of the 1900s, several events had occurred which changed the way people perceived sexuality hence sexuality education was introduced in most schools. Talking to the young about sexual life became less controversial among the some parts of Nigeria. As children became sexually educated, their chances of falling into risks become reduced and this made them assume a visibly significant part of the society.

The evolution of sexuality education and its introduction in Nigerian schools came about when it became apparent that there was, as there is, an urgent need to address children’ reproductive health, reproductive rights and sexuality issues. The need to prepare the children for their adulthood roles that conform to contemporary life styles has become paramount and success was seen to depend greatly on basic education and information on health care and positive relationships provided the children.

In tune with Karolina Wider storm, such education could empower young women to have a greater control over their sexuality and reproduction to the benefit of social and economic aspects of their lives. It also has the potential to respond to overall life situation of the children, address their holistic well-being and help them achieve their full potential.

The success of the efforts to prevent the spread of HIV/AIDS in Nigeria lies in strong political support and the continued strong commitment, team work and skillfulness of prevention teams of donor agencies, NGOs and projects such as The Vision Project and the African Regional Sexuality Resource Centre housed under the Action Health Incorporated in Nigeria. In recent times, the Action Health Incorporated (AHI) has been in the frontline of NGOs complementing government’s efforts in raising awareness about adolescent health issues and setting a new direction for adolescent sexuality education in Nigeria by building on lessons from the past success and constraints, and appreciating the present potentials of sexuality education in strengthening national development efforts for a brighter future.

AHI has viewed sexuality education as an educational process which provides for an articulated and practical study of the various dimensions of human sexuality with the aim of developing in the individual a more rational attitude and responsible behaviour towards improving the quality of life of the individual now and in the future. To borrow the words of International Planned Parenthood Federation (IPPF) it is, “an education process designed to assist young people in their physical, social, emotional and moral development as they prepare for adulthood, marriage, parenthood and ageing, as well as their social relationship in the socio-cultural context of family and society” (IPPF, 1987) Throughout human history,

sexuality has also been perceived as a threat to people's health: untreatable STIs and unintended pregnancies were almost always grave risks associated with sexual encounters.

Sexuality education thus fulfills this highly needed function of sexual health promotion. Sex education imperative for boys and girls as it will aid them to have access to sexual health information, make informed decision that will guarantee them a reputable future and acquire life skills to deal with sexuality and relationships in a satisfactory and responsible manner.

Sexuality, rather than morality, has become the custom and children are not excluded from this exposure Undeniably, the issue of sex education in schools has been very controversial with respect to the stage at which it should begin. In his essay, "Sex Education in Ghanaian Society: The Skeleton in the Cupboard," Osei (2009) illustrates how his mother lost her teaching job in 2004 for teaching her class one (1) pupils the parts of the body.

According to him, the Ghanaian government's attitude toward sex education is best described as ambivalent because though the subject is officially part of the school curricula, it is not "effectively taught" in practice. Ankomah (2001) explains that governments want to satisfy the religious critics in the society. In United States, critics have posed some questions about the state's usurpation of parental rights and responsibilities, the adequacy of ethical instruction and the wisdom of imparting sexual information to immature minds (Sanders, 2008). But, the intriguing question is this: do parents find it necessary to introduce their children, especially those at the lower levels of education to sex education? Attitude towards sex education differs from one group to another depending on many factors like dominant perceptions, social belief systems, religious factors, family socialization and cultural set up within which learners grow up (Gallagher & Gallagher, 1996). It also depends on the attitude of teachers who will be responsible for the formal aspects (Nokwe, 1991) and principally parents who are a child's first point of contact and play a vital part in the informal education of the learner. This is why parental attitude on the topic of sex education is very important. Our cultures' hesitant attitude about sexuality is evident in the limitations placed on sex education in primary schools and often in its total absence from the curriculum (Baron & Byrne, 1994).

## **METHODOLOGY**

This study was essentially an Ex-post facto. The population of this study comprised all senior secondary school students in Cross River State. According to the Research and Statistic Department of Secondary Education Board and the State Ministry of Education (2015/2016 academic session), the total number of Senior Secondary School Students in public and private secondary schools in the state is 2,306. The stratified random sampling technique was used in sample selection. First, the Zone was stratified based on the two Local Education Authorities. A total of 200 students were selected for the study.

The research instrument, which was the researcher constructed the instrument. The respondents were required to indicate their level of agreement for each statement. In terms of validity three experts in educational measurement, research and evaluation, affirmed, that the entire instrument was suitable for measuring what it purported to measure. Using the test-retest reliability method, the reliability index of the instrument was found to be 0.78. Data were collected through the use of questionnaire from the sampled institutions. Through a very rigorous approach, and with the assistance of some persons, all the 200 copies of the

questionnaire were retrieved, and they were all properly completed, thus giving 200% return rate. The following hypotheses were tested in the study.

- There is no significant relationship between Perception of parents of sex education and pupils' sexuality.
- There is no significant relationship between peer group/mass media and pupils' sexuality.
- There is no significant relationship between Sex education and pupils' sexuality.

## RESULTS

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

### Hypothesis One

There is no significant relationship between Perception of parents of sex education and pupils' sexuality. The independent variable in this hypothesis is Perception of parents of sex education; while the dependent variable is pupils' sexuality. To test this hypothesis, Perception of parents of sex education and pupils' sexuality was correlated using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 1.

**Table 1:** Pearson Product Moment Correlation Analysis of the relationship between Perception of parents of sex education and Pupils' sexuality (N=200)

Variables	$\bar{X}$	SD	r-value
Perception of parents of sex education	21.93	1.12	0.43*
Pupils' sexuality	21.23	1.85	

\* Significant at .05, critical  $r = .138$ ,  $df = 198$

The result of the analysis as presented in Table 1 revealed that the calculated r-value of 0.43 is higher than the critical r-value of .138 at .05 level of significance with 198 degree of freedom. With the result of this analysis, the null hypothesis which stated that there is no significant relationship between Perception of parents of sex education and pupils' sexuality was rejected. This result implies that, Perception of parents of sex education has a significant positive relationship with pupils' sexuality. The positive r implied that the higher the Perception of parents of sex education, the higher the pupils' sexuality tends to be. On the other hand the lower the Perception of parents of sex education the lower the pupils' sexuality tends to be.

### Hypothesis Two

There is no significant relationship between peer group/mass media and pupils' sexuality. The independent variable in this hypothesis is peer group/mass media; while the dependent variable is pupils' sexuality. To test this hypothesis, pupils' sexuality was correlated with their peer group/mass media using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 2.

Table 2: Pearson Product Moment Correlation Analysis of the relationship between peer group/mass media and Pupils' sexuality (N=200)

Variables	$\bar{X}$	SD	t-value
Peer group/mass media	21.07	1.89	0.87*
Pupils' sexuality	21.23	1.85	

\* Significant at .05, critical  $r = .138$ ,  $df = 198$

The result of the analysis as presented in Table 2 revealed that the calculated r-value of 0.87 is higher than the critical r-value of .138 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between peer group/mass media and pupils' sexuality was rejected. This result indicated that, peer group/mass media has a significant positive relationship with pupils' sexuality. The positive r implied that the more positive the peer group/mass media is the higher pupils' sexuality tends to be. On the other hand the lower their peer group/mass media the lower pupils' sexuality tends to be.

### Hypothesis Three

There is no significant relationship between sex education and pupils' sexuality. The independent variable in this hypothesis is Sex education; while the dependent variable is pupils' sexuality. To test this hypothesis, Sex education was correlated with pupils' sexuality using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3.

Table 3: Pearson Product Moment Correlation Analysis of the relationship between Sex education and Pupils' sexuality (N=200)

Variables	$\bar{X}$	SD	r-value
Sex education	20.47	2.19	0.62*
Pupils' sexuality C	21.23	1.85	

\* Significant at .05, critical  $r = .138$ ,  $df = 198$

The result of the analysis as presented in Table 3 revealed that the calculated r-value of 0.62 is higher than the critical r-value of .138 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive relationship between Sex education and pupils' sexuality was rejected. This result implied that, student's Sex education has a significant relationship with pupils' sexuality. The positive r indicated that the higher the Sex education the higher the pupils' sexuality tends to be. On the other hand the lower the Sex education the lower pupils' sexuality tends to be.

## DISCUSSION

The result of the first hypothesis revealed that there is a significant positive relationship between Perception of parents of sex education and pupils' sexuality. The finding of this hypothesis is in line with the view of Akande and Akande (2007) who observed that parents

seem to be one of the earliest and most important influence on children's sexual development and socialization. Given that children nowadays have sexual intercourse at an earlier age it is important that parents begin to discuss sexuality in childhood so that they can help their children to make deliberate decisions about having sex and can inform them about safe sex. Parents may be the ideal source of providing children with information about sex because of their long-term involvement in the lives of their children.

Perrino, Gonzalez-Soldevilla, Pantin and Szapocnik (2000) also noted that the attitudes and beliefs of parents form the basic foundation for the values of their children. Although direct communication between parents and children about sexuality is limited in many families, parents may be sources of guidelines for children as they both directly and indirectly transmit their standards of conduct during the socialization process.

The result of the second hypothesis revealed that there is a significant positive relationship between peer group/mass media and pupils' sexuality. The finding of this hypothesis is in line with view of Billy and Udry (1985) who observed that influence of the peer group may occur whether through the modeling of peer behavior, whereby the children imitates the behavior of valued others, or through peer expression of normative standards for children conduct such that the children respond to the advice given by significant others. Peer advice regarding appropriate sexual behavior is presumably an outcome of their own sexual experiences or the lack of such experiences. Both mechanisms of peer influence may indirectly affect the children's sexual behavior through the formation of the children's own values and preferences for sexual contact.

The result of the third hypothesis indicated that there is a significant positive relationship between Sex education and pupils' sexuality. The finding of this hypothesis is in agreement with the view of Ikpe (2004) who postulated that sexuality defines the very essence of one's humanity including one's self-image, being male or female, physical looks and reproductive capacity; that is sexuality is a natural part of life. It is about the way we are made, how we feel about ourselves, what roles we play in the society and how we procreate". Religious and spiritual beliefs influence feelings about morality, sexual behaviour, pre-marital sexual behaviour, adultery, divorce, contraception, abortion and masturbation. Sexuality education can be seen as yet another religion which is not necessarily different from what already obtains.

## **CONCLUSION**

Based on the results and findings of the study, the following conclusions were reached:

- Perception of parents of sex education significantly relate with pupils' sexuality;
- Peer group/mass media significantly relate with pupils' sexuality;
- Sex education significantly relate with pupils' sexuality.

## **Recommendations/Implication to Counseling**

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

- Parents should educate their children on sex education and pupils' sexuality;
- Peer group/mass media should be a proper medium of educating on sex education;
- Sex education should be introduced in all level of education;

- Counselling services should be provided in all secondary schools. Where there are already in existence, there should be made functional, efficient and effective in order to expose students to sex education and to help them to adjust in school;
- The guidance counsellor is very important here as it is his place to counsel the students against sexuality.

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# Perceived Effects of Marital Crisis on Academic Performance of Adult Learners of National Teachers Institute (PGDE Centres) in Rivers State

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## Abstract

The research studied the perceived effects of marital crisis on academic performance of adult learners of National Teachers Institute, Post Graduate Diploma in Education (PGDE) Centres in Rivers State. The population for the study consisted of 1,018 adult learners in NTI, PGDE in the three Centres in Rivers State. The sample size was 509 representing 50% of the entire population. Data were collected through questionnaire aimed at identifying the various forms of marital crisis among adult learners', the causes of marital crisis the effects of marital crisis and ascertaining if marital crisis has impact on the academic performance of adult learners in NTI-PGDE in Rivers State. Analysis was done using mean statistical tool while Pearson Product Moment Correlation statistic was used to test the hypothesis at 0.05 alpha levels. The findings revealed that rejection of food, fighting, face off, use of abusive words against each other are forms of marital crisis. Denials of sex, lack of transparency, infidelity, lack of communication are the causes of marital crisis. Depression, prostitution, frustration, single parenting, hypertension and loss of concentration are effects of marital crisis. Inability to buy books, pay school fees, and temporary withdrawal from school are some of the negative impacts of marital crisis which influences the academic performance of adult learners. Recommendations were proffered.

**Keywords:** Marital Crisis, Academic Performance, Adult Learners, Rivers State, Nigeria.

Reference to this paper should be made as follows:

Okanezi, B., & Hanachor, M. E. (2017). Perceived Effects of Marital Crisis on Academic Performance of Adult Learners of National Teachers Institute (PGDE Centres) in Rivers State. *International Journal of Scientific Research in Education*, 10(2), 191-200. Retrieved [DATE] from <http://www.ij sre.com>.

## INTRODUCTION

Marriage is the union between adult male and female which leads both to reasoning together, working in one accord, raising children which in other words is the formation of nuclear family. Marriage in this wise is traditional and normative. It is traditional in the sense that it is almost as old as man, and it is normative since there are rules and standards of behavior describing marriage. Corollary to the above, Farley in Akubukwe (1997, p. 62) opines that “marriage is socially approved arrangement, usually between a male and a female that involves an economic and sexual relationship”. Also Smith and Preston (1982:316-317) are of the view that “marriage is an enduring socially approved sexual and economic relationship between at least two persons”. Marriage confers legitimacy in that it assigns roles to the partners and establishes a permanent setting in which procreation and child rearing can take place (Akubukwe, 1997, p. 62). Explaining marriage further, Abercrombie, Hill and Turner (2000, pp. 212-213) view marriage “as a cultural phenomenon which sanctions a more or less permanent union between partners, conferring legitimacy on their offspring”. From this definition of marriage, it is glaring that offspring that spring up out of wedlock are not likely to be recognized and may not be given any right in the family. In other words such children are referred to as illegitimate children.

In trying to continue to define or give explanation to the meaning of marriage, some scholars have advanced definitions that are highly characterized by the current trends of the society. Accordingly, Samuel-Khusamat (2014, p. 73) marriage is “a sanctioned sexual union between or among living things”. In his view, consideration or reference is made to the fact that nowadays, same – sex marriage exists, and it is alleged that some human beings have sexual relationship with animals. People equally make arranged marriage where the marriage will not produce children. It is based on this that the definition of marriage must be flexible enough to accommodate the contemporary practice or developments. Considering the above, the sanctity of marriage stands tall in the social milieu. Unfortunately, marriage that ought to be honourable, without blemish and hallowed is now commonly associated with disagreements, quarrels, disintegration, general crisis and divorce.

Explaining the concept of marital crisis, Hornby (2000) posits that crisis is “a situation where there is great danger or difficulty or uncertainty, when problems must be solved or important decisions reached”. It therefore follows that marital crisis is a situation where there is disagreement, disaffection and the marriage almost at the verge of collapse. In such case, it is either the husband or wife is no longer comfortable with the relationship or both and have reached the point of parting ways or separation.

In spite of the above, it is factual that some couples did not acquire western education due to early marriage. The knowledge and skills which they did not acquire from western education have kept them in ignorance hence they are severely disadvantaged in the society. Giving credence to the above, Otti in Onyia (2002) posits that:

Education is a “leading out” from something bad and undesirable to something good and desirable, notably ignorance’ which causes primitive life, poverty, disease, slavery, superstition, pride, indiscipline, bad habits to knowledge which leads to light, civilized life, comfortable and healthy life, freedom, discipline and good habits (p. 45).

The understanding of the importance of education has led to the emergence of international policies which nations or countries were mandatorily asked to adopt. Such policies include Education For All (EFA) by the year 2000, and Millennium Development Goals (MDGs) by the year 2015. Furthermore, the tension raised by educational inequality in Nigeria has drawn the attention of the government. According to Kosemani and Okorosaye–Orubite (2002, p. 201) the problem of educational inequality in Nigeria has its origin in historical, social and religious ideologies operative during the colonial period and immediately after it. In order to make for the deficits, Nigerian Government adopted the principle of compensatory education. It is on this premise that various education programmes were established such as Schools of Basic Studies, Women Education, Quota system of Admission, Adult Education, Distance Learning Programmes, which NTI is anchored on, Part Time Studies, Sandwich Programmes etc. The above compensatory education programmes in various dimensions were made to facilitate equality of educational opportunity to all citizens.

The above has provided opportunity for married women or man to enroll in education programmes. Ordinarily, a student of whichever programme is not supposed to have or experience any form of shock or problem if he or she must perform well in academics. A student who is married and the marriage is undergoing marital crisis may be shrouded with emotional imbalance which is not good enough for academic endeavour. The burden of how such students would cope with their academics becomes a source of worry hence the decision to embark on this study.

### **Statement of the Problem**

The establishment of the National Teachers Institute (NTI) and the attendant Post Graduate Diploma in Education (PGDE) Programme is a welcome development. This reaction or response stems from the fact that it provides opportunity for teachers in various educational institutions and related works of life, to acquire trainings to enhance efficiency. The programme is open to all, male and female, single as well as married people. Records show that more women enroll in the programme than men. This may be because it is a weekend programme. Despite the interest shown by women in this programme, there are external factors that tend to affect their academic performance and even hinder their desired achievement. One of such factors is marital crisis. Investigation has proven that most marriages have one form of crisis or the other. Depending on the form and level, marriage crisis or conflict leaves victims with indelible marks and experiences.

According to Akinade (2001) conflict refers to the “existence of competing and incompatible, or opposing desires, needs, goals, objectives, demands and opportunities at the same time antagonistic interaction in which one party attempts to thwart the intentions or goals of another”. From the above, it could be deduced that marital conflict is misunderstanding or disagreements that arise between the husband and wife during normal course of interactions and is caused by inherent differences among them. Such differences may be beliefs, ideas, actions, interests or inaction. Sometimes it could escalate to violence which is not acceptable in any society because it impedes development. Irrespective of the misunderstanding they still enroll in schools or programmes.

Given the structure of NTI in Rivers State and the use of conventional schools as NTI learning centres, there is availability of infrastructural facilities, and quality manpower, since most of her facilitators are lecturers from various tertiary institutions.

It is therefore the expectation of all concerned, that the academic performance of the candidates would be very high. Unfortunately, reverse seem the case, as it is alleged that the academic performance of women in NTI, PGDE programme is comparatively below expectation. This is a thing of worry and leaves questions in the minds of people. The question is how do married women cope with studies in spite of their marital needs or challenges. Could it be that marital crisis negatively affects the academic performance of NTI, PGDE women? The problem of this study therefore is how to address these questions.

### **Aim and Objectives of the Study**

The aim of this study is to determine the perceived effects of marital crisis on academic performance of adult learners of National Teachers Institute, PGDE Centres in Rivers State. Specifically, the objectives were to:

- Identify the various forms of marital crisis among adult students of NTI–PGDE Centres.
- Ascertain the causes of marital crisis among adult students of NTI–PGDE Centres.
- Find out the effects of marital crisis among adult learners of NTI–PGDE Centres.
- Ascertain if marital crisis have impact on the academic performance of adult learners of NTI–PGDE Centres in Rivers State.

### **Research Questions**

The following research questions guided the study:

- What are the various forms of marital crisis?
- What are the causes of marital crisis among adult students of NTI – PGDE Centres.
- What are the effects of marital crisis?
- Does marital crisis have impact on the academic performance of adult students of NTI – PGDE Centres in Rivers State?

### **Hypothesis**

One null hypothesis guided this study:

H<sub>0</sub>: There is no significant relationship between the forms of marital crisis and academic performance of adult learners of NTI–PGDE in Rivers State.

### **METHODOLOGY**

Descriptive survey design was used for this study. The population for the study is 1,018 adult learners from the three NTI – PGDE – Port Harcourt Centres namely: St. John’s Campus 400; Community Secondary School Rumuapara 350; and Model Government Girls Secondary School Rumueme 268.

The sample size comprised 509 adult learners which represent 50% of the entire population. Stratified random sampling technique was adopted. Structured questionnaire designed by the researchers was the instrument used for data collection. It was a 20 item

instrument designed in a four point Likert scale responses of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was made up of two sections. Section 'A' was for the respondents bio-data while Section 'B' elicited information on the research questions. The researchers personally administered the instrument and also retrieved them on the spot. The data collected were analyzed using Mean statistical tool for the research questions and Pearson Product Moment Correlation Statistic for the hypothesis.

## RESULTS

### Research Question 1: What are the Various Forms of Marital Crisis?

Table 1: Responses and mean score analysis of the various forms of marital crisis in Rivers State NTI –PGDE centres

S/N	Items	SA	A	D	SD	Total	$\bar{x}$	Decision
	Do you agree that the following are forms of marital crisis among adult learners in NTI-PGDE programme?							
1	Use of abusive words against each other	253 (1012)	136 (408)	72 (144)	48 (48)	509 (1612)	3.2	Agree
2	Rejection of food	174 (696)	246 (738)	47 (94)	42 (42)	509 (1570)	3.1	Agree
3	Fighting	128 (512)	283 (849)	62 (124)	36 (36)	509 (1521)	3.0	Agree
4	Face off	135 (549)	230 (690)	65 (130)	79 (79)	509 (1439)	2.8	Agree
5	Divorce	150 (600)	263 (789)	52 (104)	44 (44)	509 (1537)	3.0	Agree
Grand Mean							3.0	

Table 1 above has a grand mean of 3.0 which means that all the items in the table were accepted as forms of marital crisis among adult students

### Research Question 2: What are the Causes of Marital Crisis among Adult Students?

Table 2: Responses and mean score analysis of the causes of marital crisis among adult students

S/N	Items	SA	A	D	SD	Total	$\bar{x}$	Decision
	Do you agree that the following are causes of marital crisis among adult learners?							
1	Denial of Sex	168 (672)	230 (690)	54 (108)	57 (57)	509 (1527)	3.0	Agree
2	Inability of the husband to provide for the family	127 (508)	196 (588)	86 (172)	100 (100)	509 (1368)	2.7	Agree
3	Lack of transparency	140 (560)	222 (666)	63 (126)	84 (84)	509 (1436)	2.8	Agree
4	Attitudes of infidelity	136 (544)	218 (654)	83 (166)	72 (72)	509 (1436)	2.8	Agree
5	Lack of communication	150 (600)	263 (789)	52 (104)	44 (44)	509 (1537)	3.0	Agree
Grand Mean							2.8	

Table 2 above shows a grand mean of 2.8 which indicates that all the items in the table were accepted as causes of marital crisis among adult students.

**Research Question 3: What are the Effects of Marital Crisis?**

Table 3: Responses and Mean Score analysis of the effects of marital crisis

S/N	Items	SA	A	D	SD	Total	$\bar{x}$	Decision
	Do you agree that the following are effects of marital crisis among adult students?							
1	Depression	160 (640)	180 (540)	72 (144)	97 (97)	509 (1421)	2.8	Agree
2	Prostitution	190 (760)	175 (525)	89 (178)	55 (55)	509 (1518)	3.0	Agree
3	Frustration	204 (816)	192 (576)	59 (118)	54 (54)	509 (1564)	3.1	Agree
4	Single parenting	213 (852)	201 (603)	35 (70)	60 (60)	509 (1585)	3.1	Agree
5	Hypertension	148 (592)	126 (378)	111 (222)	124 (124)	509 (1316)	2.6	Agree
Grand Mean							2.9	

Table 3 above has a grand mean of 2.9. It also indicates that all the items in the table were accepted as effects of marital crisis.

**Research Question 4: Does Marital Crisis have Impact on the Academic Performance of Adult Learners?**

Table 4: Responses and Mean Score analysis of the Impact of marital crisis on the academic performance of adult learners

S/N	Items	SA	A	D	SD	Total	$\bar{x}$	Decision
	Do you agree that the following are the impact of marital crisis on academic performance of adult learners?							
1	Loss of concentration	230 (920)	200 (600)	28 (56)	51 (51)	509 (1627)	3.2	Agree
2	Inability to buy books	174 (696)	196 (588)	43 (86)	96 (96)	509 (1466)	2.9	Agree
3	Inability to pay school fees	133 (532)	224 (672)	72 (144)	80 (80)	509 (1428)	2.8	Agree
4	Lack of upkeep provisions	151 (604)	174 (522)	106 (212)	78 (78)	509 (1416)	2.8	Agree
5	Temporary withdrawal from school resulting from crisis	172 (688)	193 (579)	94 (188)	50 (50)	509 (1505)	3.0	Agree
Grand Mean							2.9	

Table 4 above shows a grand mean of 2.9 and also shows that all the items in the table were accepted as impact of marital crisis on academic performance of adult learners.

## Hypothesis

There is no significant relationship between the forms of marital crisis and academic performance of adult learners in Rivers State NTI-PGDE programmes.

Table 5: Pearson Product Moment Correlation Statistic Test of relationship between marital crisis and academic performance

Variables	N	df	Sign/L	r-cal	r-tab	Decision
Marital crisis Academic Performance	509	507	0.05	0.810	0.195	Reject null

At 0.05 level of significance and 507 degree of freedom, r-cal is 0.810 and r-table is 0.195. Since r-calculated is greater than r-table value, the null hypothesis is therefore rejected, and the alternate hypothesis is accepted. This implies that academic performances of adult learners in NTI- PGDE programme in Rivers State are affected by marital crisis.

## DISCUSSION

The result from the analysis shows that use of abusive words against spouse, rejection of food, fighting, face off, and divorce are forms of marital crisis. The above finding is in consonance with Ajere (2013) as he stated that:

Several couples are undergoing an experience of partial divorce i.e. a situation whereby they are not in good talking relation even if they live in the same house or room. It is also a common experience that parents are living separately due to either work demand or quarrels yet it is not a total divorce. Nevertheless, a visit to lower courts would expose or inform the rate of divorce cases being tried (p. 123).

While face off and rejection of food may not be noticed by any other person, other than the couple, fighting is not easily covered. It is a common experience that couples disagree over issues which sometimes result to fight, to the extent that those in the neighbourhood are alerted. Injuries and bruises are inflicted on either the husband or wife especially among couples who lack self-control. Worse still is the use of abusive words.

Result also reveals that denial of sex, inability of the husband to provide for the family, lack of transparency, infidelity and lack of communication, are some of the causes of marital crisis. Sex is one of the natural gift given to mankind. It is instinctive and pleasurable. Ijabulu in Onuh (2003) describes sex as “the most beautiful gift from God. It is meant to be enjoyed and not to be endured. Denial of sex has led to several marital crisis in various homes. Also infidelity revealed as one of the causes of marital crisis. Describing infidelity, Arebi in Njoku (2005) posits that it is one of the most painful injuries one can inflict on a trusted partner. It is the root cause of most marital crisis in the society. Infidelity deprives couples of achieving the maximum level of marital satisfaction. It robs marriages of emotional intimacy, time, sexual exclusivity and economic resources. More so, it becomes an obstacle for couples to support each other in

providing a nurturing home for their children. It is factual that faithfulness is one of the cornerstones that sustain marriage. Neither the wife nor the husband tolerates acts of infidelity.

The study also revealed lack of transparency as one of the causes of marital crisis. Hiding things from one another or indulging in secrecy is not healthy in marriage. Many quickly forget that marriage is a contract involving oath of agreement to work together as one body or entity. The oath implies that the body of the couple has become one and as such their resources are collectively owned. Secrecy is not supposed to exist in marriage. The moment it is practiced by any of them and it is discovered, the trust that holds the marriage is destroyed. Lack of communication is identified as a cause of marital crisis. Hybels and Weaver (2001) posit that communication is any process in which people share information, ideas and feelings which involves not only the spoken and written word but also body language, personal mannerisms and styles. Nwadinobi in Oniye, Odebode and Lemboye (2012) view communication as the pillar, which maintains the structure of peaceful co-existence and mutual understanding among individuals. Considering the two definitions above, it follows that if there is communication breakdown, peaceful coexistence and mutual understanding among individuals would cease to exist.

To buttress this view in relation to the subject matter, Olagunju and Eweniyi (2002) opine that communication is the life-wire of marriage relationship or any other meaningful relationship. Communication breakdown therefore is characterized by discernable evidence of communication gaps, misconstrued intentions, misinterpreted and misunderstood messages inappropriately transmitted and poorly received messages (Ipaye, 1995). Explaining communication breakdown further, Ojiah (2004, p. 121) has advanced some obstacles to effective communication which include selective listening, lack of attending, and authority as a barrier. When one chooses to hear only what he chooses it could ignite anger which eventually leads to marital crisis. Lastly inability to cope with financial needs of the family also leads to marital crisis because most often women or wives find it difficult to endure hardship. Lending credence to this, Ezeribe (2014, pp. 130–131) posited that the sources of marital conflict include finances and job, in-laws and extended family as well as other sources.

The study further revealed that depression, prostitution, frustration, single parenting, and hypertension are the effects of marital crisis. There is always sign of depression on either the wife or husband whenever misunderstanding reaches crisis level. This is because none of the parties would be happy with the situation. It also leads to prostitution because that complimentary role played by the wife to husband and vice versa is no longer done. The situation might be so confusing that it could lead to frustration. If there are children, automatically it would result in single parenting which is not good enough for the children. Lastly much ado arising from the trend of things could deteriorate into high blood pressure (hypertension).

In spite of the above, the study further revealed that loss of concentration, inability to buy books, inability to pay school fees, lack of upkeep provisions, and temporary withdrawal from school arising from crisis are the impacts of marital crisis on the academic performance of adult learners. It is obvious that whenever somebody has serious problems, he or she can hardly concentrate in other affairs especially in academics. Loss of concentration negatively impacts on students' academic performance. Also if there is crisis in marriage, the bread winner or the sponsor might withhold his or her money hence buying books, payment of fees and upkeep provisions may no longer be available to the adult student. Certainly a student that does not have books would not perform excellently well in academics. The same thing is applicable to lack of



upkeep provisions and school fees. A student may be sent out of school or may not be allowed to write examination if he or she owes school fees and these impacts negatively on the academic performance. Sometimes if it remains difficult to cope with the financial obligations as well as other desires, the adult student withdraws from school temporarily. This equally impacts negatively on the student.

## **CONCLUSION**

Marriage is contracted for cooperation and mutual benefit. Whenever marital crisis occurs, it is often characterized by certain consequences which may be devastating – such as emotional imbalance, frustration, lack of concentration, inability to cope with the financial needs of the school etc. All these culminate in poor academic performances of adult students whose marriage is experiencing crisis.

## **Recommendations**

- Both husband and wife should be transparent. This is because two of them have become one at the instance of marriage. Since a partner cannot hide something from himself or herself so the couple cannot hide anything from each other.
- Joint account could help to instill stability and peace since no partner would accuse the other of using money without the consent of both.
- Couples should create time for each other. This is needed because there should be time to reason together over certain issues, play, have pleasure, plan and advance or improve on what they do. There should be time for relaxation, shopping, recreation etc. This makes marriage meaningful and lessens propensity for crisis or divorce.
- Invent special language or slangs which only the couple would understand. This enhance communication between a husband and wife even in the midst of other people without those other people understanding what they had communicated to each other.
- Couples should have respect for themselves. If there is respect for one another and observant, each partner would understand each other's mood and know the best approach at such time.
- Find out what each partner cherishes and once in a while, bring it up. Let kindness and love be the watch ward and then the marriage would be so successful that it would be the envy or admiration of the people around you.
- Attending marriage seminars, workshops, conferences, symposia, bible studies, Sunday schools etc. will help to improve marriage relationships.
- Couple should attempt solving problems themselves, but if difficult to be resolved they could consult a good counselor.
- Every student should cultivate the habit of reading always so that unpleasant developments would not affect your academic performance.
- Couple should always pray together

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# Effect of Gender Imbalance in The Enrolment of Students in Public Secondary Schools in Gwagwalada Area Council, Federal Capital Territory, Abuja, Nigeria

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## Abstract

This study investigated whether preference for private school, socio-economic status of parents/guardian were responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council. Furthermore, it compared the perception of respondents from the urban and rural locations of the study area. The causal comparative research design was employed. Target population comprised all teachers and vice principals (Administration) of Junior Secondary Schools making a total of 808. Stratified random sampling technique was adopted to select 170 respondents. A structured survey-questionnaire titled Gender Imbalance Questionnaire on the Enrolment of Student (GIQES) was used to elicit responses. Split-half reliability method used yielded a correlation coefficient of 0.89. Data collected were analyzed with IBM SPSS (Statistical Package for Social Science) version 22. The results showed that preference for private school and socio-economic statuses of parents/guardians were significantly responsible for gender imbalance in the enrolment of students. More so, comparison of the perception of respondents at the urban and rural location showed statistical significant difference. Recommendations were proffered.

**Keywords:** Gender, Imbalance, Enrolment, Public, Secondary Schools, FCT, Nigeria.

Reference to this paper should be made as follows:

Afu, M. O., Gbobo, V. F., Ukofia, I. F., Itakure, Z. S. (2017). Effect of Gender Imbalance in The Enrolment of Students in Public Secondary Schools in Gwagwalada Area Council, Federal Capital Territory, Abuja, Nigeria. *International Journal of Scientific Research in Education*, 10(2), 200-211. Retrieved [DATE] from <http://www.ij sre.com>

## INTRODUCTION

The global and national aspirations for gender parity in access to education in Nigeria gains momentum as the days go by. This is chiefly due to the fact that the educational system serves as a vital mechanism for the selection of individuals for their future roles in the society. It is on the platform of schools that this feat could be achieved. According to Haralambos and Holborn (2004), schools operate as meritocratic institutions where the same standards are applied to all students irrespective of ascribed characteristics like social class of origin, family background, race or gender. Schools accomplish the role allocation function by selecting, teaching and examining students to separate them for different occupational roles in their immediate community in particular and the society at large (Obasi, 2009; Akanbi & Akanbi, 2015).

From the foregoing, one should expect that any observable proportions in the males and females access to basic education should reflect the real status quo since males are females accounting for some 50 per cent of the country's population of 140 million (Federal Republic of Nigeria, 2009). Apart from this, one should expect equal gender access to basic education because the United Nations (1948) in the Universal Declaration of Human Rights (UDHR) and the constitution of the Federal Republic of Nigeria of 1999 endorsed every individual's right to participate in education irrespective of ethnicity, religion and gender. The participation of individuals in education in Gwagwalada Area Council is directly linked to it; it has over 40 primary and more than 30 public secondary schools of which 17 are Junior Secondary Schools (JSS) spread across the geographical range of the area. JSS is regulated by the FCT Universal Basic Education Board.

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female (United Nations, 2003). It is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviours, aspirations and needs of women and men are equally valued and favoured. The principle of equality of women and men and the corresponding prohibition of discrimination is a fundamental principle of international human rights law.

The verb meaning to sign up or to register is spelt "Enroll" in the U.S. "Enrol", with one l, is the preferred spelling outside North America. Enrolment in schools represents the largest component of the investment in human capital in most society (Schultz, 2002). Education bestows on the recipients a disposition for a life-long acquisition of knowledge, values, attitudes, competence and skills (Aliu, 2010). Hence, rapid socio-economic development of a nation has been observed to depend on the calibre of human capital in that country. Education is thus central to the development process.

There are many reasons that could hamper female enrolment in schools. The main reasons that have been documented in various studies include socio-economic, socio-cultural and school related factors. Maluwa-Banda and Kholowa, 2002 as cited in Maluwa-Banda, 2003 reports that socio-economic factors include family poverty, direct cost of schooling. Socio-cultural factors include pregnancies and early marriages, initiation practices, parental attitudes and aspirations for children, household chores, puberty-related issues, death in the family, and caring for the sick parents or relatives. School related factors include distance to school, attitudes and perceptions of teachers and lack of female teachers to act as role models among others.

According to the Central Bank of Nigeria (CBN, 2010) total enrolment of boys and girls into secondary schools in 2009 stood at 6.095 million. In 2010, this number increased by 5.0 percent to 6.4 million. The percentage of girls in secondary schools in 2009 was 45.0 percent about 2.743 million. This increased to 46.0 about 2.944 million in 2010. This indicates that there is a gender dimensions to educational attainment and development in Nigeria.

Over the last two decades, studies have documented the glaring gender inequalities that characterize access and participation in basic education in the country. Most of these studies show that globally, though enrolments in educational institutions have increased, average rates of participation for those of entrance age, still remains low at 25 percent (UNESCO, 2009). For sub-Saharan Africa, the participation rates in higher education remain among the lowest in the world, averaging less than 6 percent for most countries, although the region had experienced the highest rates of growth in terms of students' enrolments (Morley, Leach & Lugg, 2008).

This growth in enrolments has, however, been accompanied by gender disparities in access and participation. Female enrolments and participation in education in most countries of sub-Saharan Africa range between 34 and 38 percent for most countries. These disparities reflect the lower participation and transition rates of female students from lower basic education to higher basic education. Available data shows that though expansion in higher basic education enrolment has led to reductions in gender disparities in most regions, the disparities remain larger in post basic education than in basic education level (UNESCO, 2009).

Data from current surveys show that whereas most countries in sub-Saharan African registered primary school net enrolment rates (NERs) of more than 70 percent, half of the countries have not achieved gender parity in enrolments, with fewer females enrolling and completing the primary school cycle (UNESCO, 2009). About 58 percent of countries in sub-Saharan Africa have differences in primary school participation between males and females that are smaller than 6 percent (Lewin, 2007).

Of concern, however, is that increased access and participation of female students at the primary school level is not necessarily translating to higher enrolments in secondary schools level. Overall, the transition rate from primary to secondary schools in sub-Saharan Africa was 62 percent in 2006, while that of female students was 57 percent (UNESCO, 2009). This notwithstanding, Lewin (2007) study show that in most countries of the region, gender equity measured by the Gender Parity Index (GPI) at primary and secondary school levels varies considerably.

Bello and Oluwadare (2013) found disparities between male and female enrolment in the Nigerian school system and for the study of science courses have a wide gap. The female is seen as being weaker in all fields of endeavours. Parents and society see the female sex as being inferior intellectually, physically and otherwise to her male counterparts.

A study of the enrolment pattern into secretarial studies in Edo State of Nigeria was conducted by Igbinedion (2011) who found that the enrolment into secretarial studies

programmes was generally low even though it was steady. Whereas female enrolment dominated the trend but when subjected to statistical analysis it showed no significant difference between male and female. It was recommended that more male students should be encouraged to enroll into secretarial studies programme.

In similar vein, Rahji and Fakayode (2012) examined school enrolment and gender gap for rural household children at the secondary levels. A multi-stage sampling technique was used in data collection. Probit model analysis was used in analyzing the data set. Evidence from the analysis indicated that more boys were enrolled than girls. Father's education variable is significant for boys. This variable is marginally significant for girls. The probit model predicted a gender gap of 18.72. The results indicated that most of the gap is due to differences in the ways households perceive male and female children. There is a preference for boys over girls in secondary school enrolment. Based on the findings of this study, incentives for the enrolment of girls were recommended. These include: differential fees or free tuition, and increased public subsidies for female education at this level.

In a comparative assessment, Lawal (2012) studied the enrolment trend of students who enrolled for western education and Islamic education and reported a significant preference for Islamic education by identified community in Kaduna State. Balarabe (2013) documented that home background had significant effect on intelligence and personality among university medical students in Ahmadu Bello University, Zaria.

Suleiman (2013) reported significant effects of socio-economic status of parents on students' enrolment in Sheik Hamdan Islamic school. In spite of the perceived low income level of parents/guardians, they were satisfied sending their wards to this school because of perceived gains. James (2014) investigated the causes for decreasing enrolments of female students in secondary schools in Niger State and found that preference for private schools and the socio-economic status of parents/guardians were significant factors.

However, Owosen (2014) assessed secondary schools enrolment pattern of the urban and non-urban schools in Kwara State and reported a wide gap between the two locations with the urban schools having the lead. In another development, Benson (2014) found out that more females from the IDP camps enrolled in nearby secondary schools than their male counterparts when he studied the effects of insurgency on the enrolment of students from the IDP camps in FCT Abuja.

The literature reviewed indicates that there has been gender imbalance in the enrolment of students both at the secondary and tertiary school levels perpetuated mostly by the bias in the minds of parents/guardians in particular and the society at large. This has a multiplier effect on public secondary schools in Gwagwalada Area Council, FCT Abuja.

### **Statement of the Problem**

There has been a consistent cry for the players in the international, national and local economic settings to adopt a pragmatic approach to enforce affirmative action plans that strictly guarantee equal gender quota in all spheres of human endeavor. Existing statistical data shows a huge gender imbalance in the enrolment of students in the Junior Secondary Schools in Gwagwalada Area Council. The effect of this recorded imbalance is enormous yet mind boggling. In Gwagwalada Area Council in particular and the Federal Capital Territory Abuja in general, all Junior Secondary Schools have "public" status. Could parents'/guardians'/students' preference for faith-based schooling (given the religious inclination of the people) be responsible for the

perceived imbalance? The researcher is further worried about the socio-economic status of parents/guardians as also being a possible factor that could be responsible for the parity in the enrolment of students into the Junior Secondary School in the study area.

### **Purpose of the Study**

The overall purpose of this study is to examine the effects of gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council. Moreover, it seeks to achieve the following specific objectives:

- To investigate if preference for private school is responsible for gender imbalance in the enrolment of students in JSS in Gwagwalada Area Council.
- To establish if socio-economic status of parents/guardians is responsible for gender imbalance in the enrolment of students in JSS in Gwagwalada Area Council.
- To compare the perception of respondents from the urban location and rural location of the study area.

### **Hypotheses**

The following postulated hypotheses guided the study:

- Preference for private school is not significantly responsible for gender imbalance in the enrolment of students in JSS in Gwagwalada Area Council.
- Socio-economic status of parents/guardians is not significantly responsible for gender imbalance in the enrolment of students in JSS in Gwagwalada Area Council.
- The perception of respondents at the urban location and rural location of the study area on gender imbalance is not significantly different.

## **METHODOLOGY**

The study adopted ex-post facto research design. The target population comprised all Teachers and Vice Principals (Administration) of Junior Secondary Schools in Gwagwalada Area Council in the Federal Capital Territory of Nigeria making a total of 808. Stratified random sampling technique was adopted to select 170 (one hundred and seventy) samples for the study. The researcher designed a structured survey-questionnaire titled Gender Imbalance Questionnaire on the Enrolment of Student (GIQES) to elicit responses based on the identified variables of the study. Specifically, likert four point scale (Strongly Agree with a rating weight of 4, Agree with a rating weight of 3, Disagree with a rating weight of 2 and Strongly Disagree with a rating weight of 1) was adopted. Generally, Part A of the instrument generated demographic/personal data of the respondents while Part B generated data on effect of gender imbalance.

Items on B1 and B2 were fitted into the 4-point likert scale of Strongly Disagree (4), Agree (3), Disagree (2) and Strongly Disagree (1) were calculated by finding the mean (threshold) of the individual weight of the response options; one plus two plus three plus four divided by the number of options ( $1+2+3+4/4 = 2.5$ ). This value (2.5) was used in interpreting the mean value indices of the variables of the study. A mean score of 2.5 was taken as moderate

index also showing the minimum acceptance level. The mean score below 2.5 was taken as low index while any score above 2.5 was taken as high index.

The developed instrument (Gender Imbalance Questionnaire-GIQES) was content-validated. Split-half reliability method was used to determine the reliability coefficient of the internal consistency and stability of the instrument through data gathered from the pilot study. It was administered face-to-face to respondents in their respective schools and analyzed with IBM SPSS (Statistical Package for Social Science) version 22. The analyses consisted of descriptive analysis, t-statistic and F-statistic in testing the postulated hypotheses at 0.05 level of significance.

## RESULTS

**Hypothesis One:** Preference for private school is not significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council.

Table 1 shows a statistically significant result; the test statistic  $t$  is equal to 57.554 at 0.05 level of significance with 169 degrees of freedom. From this result,  $t_{cal}$  is greater than  $t_{tab}$  i.e.  $57.55 > 2.060$ . Therefore the  $H_0$  that preference for private school is not significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council is rejected. More so, the mean differences (Qp1 – 3.44, Qp2 – 3.37, Qp3 – 3.31, Qp4 – 3.21 and Qp5 -3.29) presented in the table above show that they were above the threshold of 2.5 therefore strengthening the alternate hypothesis.

Table 1: One-Sample Test-Preference for Private School

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Qp1</b>	61.513	169	.000	3.441	3.33	3.55
<b>Qp2</b>	62.454	169	.000	3.365	3.26	3.47
<b>Qp3</b>	56.567	169	.000	3.312	3.20	3.43
<b>Qp4</b>	50.632	169	.000	3.213	3.09	3.34
<b>Qp5</b>	56.606	169	.000	3.294	3.18	3.41
<b><math>t_{cal}</math></b>	57.554					

**Hypothesis Two:** Socio-economic status of parents/guardians is not significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council.

Information in Table 2 revealed statistically significant result; the test statistic  $t$  is equal to 47.674 at 0.05 level of significance, with 169 degrees of freedom. From this result,  $t_{cal}$  is greater than  $t_{tab}$  i.e.  $47.67 > 2.060$ . Therefore the  $H_0$  that socio-economic status of parents/guardians is not significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council is rejected. Item 6 of the instrument denoted by Qs6 has the highest magnitude of mean difference (3.41) then Qs7 (3.39), Qs10 (3.34), Qs11 (2.95), Qs8 (2.75) and Qs9 (2.52).



Table 2: One-Sample Test – Socio-economic Status of Parents/guardians

	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Qs6</b>	62.619	169	.000	3.406	3.30	3.51
<b>Qs7</b>	60.443	169	.000	3.394	3.28	3.50
<b>Qs8</b>	34.315	169	.000	2.747	2.59	2.91
<b>Qs9</b>	30.603	169	.000	2.518	2.36	2.68
<b>Qs10</b>	56.007	169	.000	3.335	3.22	3.45
<b>Qs11</b>	42.059	169	.000	2.953	2.81	3.09
<b>t<sub>cal</sub></b>	<b>47.674</b>					

**Hypothesis Three:** The perception of respondents at the urban location and rural location of the study area on gender imbalance is not significantly different.

The results on Table 3 revealed that the differences in the mean scores observed at different levels of the questionnaire items on the comparison of the perception of respondents at the urban and rural location of the study area on gender imbalance does not show statistical significant difference.

Table 3: One-way Analysis of Variance (ANOVA) for Difference in the Perception of Respondents at the Urban and Rural Location

		Sum of Squares	Df	Mean square	F	Sig.
<b>Qp1</b>	Between Groups	.597	1	.597	1.123	.291*
	Within Groups	89.315	168	.532		
	Total	89.912	169			
<b>Qp2</b>	Between Groups	1.121	1	1.121	2.290	.132*
	Within Groups	82.267	168	.490		
	Total	83.388	169			
<b>Qp3</b>	Between Groups	1.384	1	1.384	2.394	.124*
	Within Groups	97.093	168	.578		
	Total	98.476	169			
<b>Qp4</b>	Between Groups	2.077	1	2.077	3.090	.081*
	Within Groups	112.255	168	.672		
	Total	114.331	169			
<b>Qp5</b>	Between Groups	2.451	1	2.451	4.342	.039*
	Within Groups	94.843	168	.565		
	Total	97.294	169			
<b>Qp6</b>	Between Groups	0.251	1	.251	.497	.482*
	Within Groups	84.744	168	.504		
	Total	84.994	169			
<b>Qp7</b>	Between Groups	.578	1	.578	1.079	.301*
	Within Groups	90.016	168	.536		
	Total	90.594	169			
<b>Qp8</b>	Between Groups	1.152	1	1.152	1.058	.305*
	Within Groups	182.972	168	1.089		
	Total	184.124	169			
<b>Qp9</b>	Between Groups	.547	1	.547	.474	.492*
	Within Groups	193.900	168	1.154		

	Total	194.447	169			
<b>Qp10</b>	Between Groups	1.843	1	1.843	3.095	.080*
	Within Groups	100.045	168	.596		
	Total	101.888	169			
<b>Qp11</b>	Between Groups	.035	1	.035	.042	.838*
	Within Groups	141.588	168	.843		
	Total	141.624	169			

Not significant;  $p^* > .05$

## DISCUSSION

The results show that preference for private school is significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council. The inhabitants of Gwagwalada especially the indigenes are very religious people as clearly expressed in the background to the study. This means that their high preference for faith-based/private school is partly responsible for the gender imbalance in the enrolment of students in the public schools. Many female students are guided by parents/guardians to attend these private schools. This finding corroborates the results reported by (James, 2014; Suleiman, 2013 and Lawal, 2012).

It is true that schools owned by the government are relatively cheap because of special subventions and grants. Therefore it is expected that many students with low economic background would avail themselves of enrolment opportunity. The reverse is the case as many female students are guided by parents / guardians to attend faith-based school because of the need to maintain a high level of moral standards which is lacking in public schools.

The results of the analyzed data for hypothesis two showed that socio-economic status of parents/guardians is significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council. The results on Qs6, Qs7, Qs8, Qs9, Qs10 and Qs11 are quite revealing. The cost of acquiring recommended books in the school is very high for some low-income earning parents. Older female siblings are required to stay back and care for younger ones and cook at home. Furthermore, female children are required to spend more time at the farm and home garden. Income of most parents does not meet the basic needs of the family units. Low-income earning parents derive economic benefits through early marriage of their female children. The cost of acquiring schooling uniform is relatively very high for some low-income earning parents. This finding is in harmony with that of Balarabe (2013) who documented that home background had significant effect on intelligence and personality among university medical students in Ahmadu Bello University, Zaria.

The results on the third hypothesis indicated that perception of respondents at the urban and rural location of the study area on gender imbalance is not significantly different.

The ANOVA test ran on hypothesis three showed no statistically significant difference (Not significant;  $p^* > .05$ ) at 169 degrees of freedom and .05 level of significance. This result further revealed that the differences in mean scores observed at different levels of the questionnaire items on the comparison of the perception of respondents at the urban and rural location of the study area on gender imbalance does not show statistical significant difference. On overall note, the responses gotten from respondents at both urban and rural settings turned out without difference; observations were common at both locations. This result is far from Owosen (2014) who assessed secondary schools enrolment pattern of the urban and non-urban

schools in Kwara State and reported a wide gap between the two locations with the urban schools taking the lead.

## **CONCLUSION**

The findings of this study were quite revealing. The results of the analysis ran on the first hypothesis showed that preference for private school was significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council. This means that high preference for faith-based/private school by parents/guardians and students is partly responsible for the gender imbalance in the enrolment of students in the public schools.

The results of the analyzed data for hypothesis two showed that socio-economic status of parents/guardians is significantly responsible for gender imbalance in the enrolment of students in Junior Secondary Schools in Gwagwalada Area Council.

Comparison of the perception of respondents at the urban and rural location of the study area on gender imbalance did not show statistical significant difference. Responses from respondents at both urban and rural settings turned out without difference; observations were common at both locations.

Education enables people to use and extend their capabilities, develop skills, improve their livelihoods and increase their earning potential. And it also empowers them to participate in decision-making and in the transformation of their lives and societies. Education is central to the achievement of greater equality in the society.

Analysis of gender patterns of access to higher basic (JSS) education revealed that more male students are enrolled in most schools than female students hence an imbalance. A care-free approach to gender development issues may not likely yield the much expected global and national aspirations to smooth out the perceived imbalance in the enrolment of students in the public secondary schools.

Deliberate efforts need to be put in place to move away from paying lip-service to gender issues and begin to act in gender sensitive way at all levels; from policy-making to school system implementation. However, it is pertinent that gender imbalance cannot be totally healed but can be systematically reduced to the barest level.

## **Implications for Counselling**

The evidence is quite clear that counsellors have a vital role to play in the girl-child education. Our educational system especially at the junior secondary school level needs counselling for optimal performance and appropriate interpersonal relationship for the improvement of the girl-child education in the Territory.

There is the need to counsel and enlighten religious leaders on the importance of girl-child education. Group counselling will provide an effective means of providing enlightenment campaign; need to dispel certain beliefs concerning the girl-child education especially in the hinter lands or suburbs. This could be achieved through radio, television stations and other print media just the way Nigerians were enlightened on the Ebola virus and its attendance consequences.

Counsellors should provide focus group counselling services with girls that are out of school and parents of such girls with a view of understanding their options about the education of

the girl-child and attempt to encourage and motivate the group on the need to educate the girl-child. Counsellors should visit relevant agencies and nongovernmental organizations and partner with them to ensure that they assist in mobilizing and enlightening the general public, parents/ guardians through advocacy on the dangers inherent in early marriage, child labour, trafficking and street hawking of the girl child and provide the benefits in educating the girl child based on the slogan “that whoever educates a girl-child has educated the nation”.

There is also the need to provide counselling services for parents and elders in the rural areas through public enlightenment campaigns and guidance programmes aimed at eliminating social, religious and economic barriers to education of the girl-child to reduce gender imbalance in school enrolment in our secondary schools in the Territory. This could be achieved through family counselling for healthy, safe, protective and friendly environment in order to ensure that a stimulating learning environment is where all the girl-child could optimize their potentials.

## Recommendations

Based on the findings of the study, the following recommendations are made:

- Regulatory agencies and management authorities should make higher basic education more attractive by laying emphasis on moral instructions.
- The FCT Secondary Education Board in conjunction with the management of Junior Secondary Schools should roll out special incentives for parents/guardians who personally present their female children for enrolment in the schools especially at the rural area.

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# Migration and Resettlement Challenges of Bakassi Returnees in Yenagoa

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## Abstract

The study examined migration and resettlement challenges of the Bakassi returnees in Yenagoa. A total of 558 respondents answered the questionnaire out of an estimated 4,500 returnees. Mean and standard deviation statistical tools were employed in the analysis. The mean scores determine the acceptance or rejection of the rating items. The mean responses were computed on the 4 point Likert type scale of  $4+3+2+1=10/4=2.5$ . Any mean score above 2.50 was accepted. The study concluded that the people are fraught with challenges of resettlement in their home state mainly because the Bayelsa State government was yet to redeem promises made to the people before their return. Their major challenges and needs are habitable accommodation in their communities of origin, employment, scholarships/schools for their children and health/toilet facilities. Others are money to acquire tools and/or start trading, skill acquisition programmes and toilet/health facilities in the present camp until their resettlement. The study recommended for timely resettlement of the people and closure of the camp, which is fast becoming criminals' haven.

**Keywords:** Migration, Resettlement, challenges, Bakassi IDPs, Yenagoa, Bayelsa State, Nigeria.

Reference to this paper should be made as follows:

Ingiabuna, E. T. (2017). Migration and Resettlement Challenges of Bakassi Returnees in Yenagoa. *International Journal of Scientific Research in Education*, 10(2), 212-220. Retrieved [DATE] from <http://www.ij sre.com>

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## INTRODUCTION

The dispute over the ownership of the Bakassi peninsula between Nigeria and Cameroon and the judgment of the International court of Justice (ICJ) at The Hague, Netherland require Nigeria to cede portions of the disputed territory to Cameroon. With the view to implement the decisions of the World Court without skirmishes, both countries signed an agreement in the city of Green

Tree, New York on June 12, 2006. Following this, the Nigeria government evacuated her citizens to Nkang, Cross River State. The action dislocated many families from their means of habitual abodes as well as means of livelihood. State Governments in Nigeria were directed to get involved in order to identify and evacuate their citizens to their States of origin. The Bayelsa State Government in conjunction with National Emergency Management Agency (NEMA) evacuated her citizens from Nkang to Yenagoa for safety and for proper resettlement in their home towns. Since 2006 when the last batches of the returnees were relocated to the temporary camp along Azikoro road, in Yenagoa, the camp has become a permanent abode because government is yet to fulfill the promises of resettling the returnees to their communities of origin.

The returnees who migrated from rural Bayelsa to Bakassi territory mainly for fishing and trading needed no formal education or special training for their trade. However, their survival in urban Yenagoa requires some form of formal education. With many lacking formal education and the wherewithal to live in urban area were occupations needed for survival are not fishing and associated activities with which they are familiar with, but demand some appreciable level of formal education and training, the returnees are constrained to look for alternative activities to survive pending their resettlement by government in their communities. Many of the returnees are unemployable in both the public and private sectors because of lack of skills and formal educational training, and government having failed to provide the needed assistance, how do they cope with their predicament, and what are possible ways of ameliorating their plight by government and NGOs, their challenges and needs as well as assistance package.

### **Statement of the Problem**

When displaced persons are visited by government and NGOs, the understanding is that they will have some succour. When people are evacuated from a troubled territory, the feeling is that they are being taken to a safer haven. The Bakassi returnees were evacuated from the Bakassi territory now in Cameroon to Nkang in Nigeria, and from Nkang to Yenagoa, Bayelsa State, Nigeria, with promises of proper resettlement by Federal and Bayelsa State governments. What are the resettlement challenges of the people, what have both Federal and State governments done to ameliorate their plight? What are their real problems and needs?

### **Objectives of the Study**

The major objective of this study is to examine the resettlement situation of the returnees from Bakassi, now in Yenagoa. The specific objectives are:

- To examine the resettlement challenges of the people.
- To evaluate the real needs of the returnees as a result of their movement from Bakassi territory to Yenagoa..

### **Research Questions**

- What are the resettlement challenges of the Bakassi returnees?
- What are the real needs of the returnees?

## LITERATURE REVIEW

International boundary adjustments often result in migration and resettlement. Wood (1994) defines migration as a permanent or semi-permanent change of residence, usually across some type of administrative boundary. He unlike the singular demographic events of birth and death; a person can migrate many times, for varied durations, and across numerous territorial divisions. To Ekong (2003) migration refers to movement of people from one geographical location to another either on a temporary or permanent basis. He notes further that students of the phenomenon have agreed that it is difficult to speak of the 'causes' of migration as such; since causation connotes absoluteness whereas it is usually difficult to cite this or that factor as the absolute cause of a person's decision to move. According to him it is therefore more scientific to refer to the correlates of migration, which refers to factors that are systematically related to the phenomenon of migration without necessarily providing causation.

Tracing the historical emergence of migration worldwide, Wikipedia (n.d) notes that historically migration of human populations begins with the movement of *Homo erectus* out of Africa across Eurasia about a million years ago. *Homo sapiens* appear to have colonized all of Africa about 150,000 years ago, moved out of Africa 70,000 years ago, and had spread across to Australia, Asia and Europe by 40,000 years ago. Migration to the Americas took place 20 to 15,000 years ago, and by 2,000 years ago, most of the Pacific Islands were colonized.

Smith (2001) notes that the behaviour of people, which is reflected in their decisions to locate in risky areas, shows that those individuals and their communities are not ignorant of the existence of these threats. Choices are made and decisions taken on the benefits of occupying hazardous environments. This decision making is based on risk perception, which can be expected to vary between the individual/household level and the organizational level.

Migration may also be 'staged' or 'creep' because migrants do not move from their village to a large city at once, but moves first to a small town or city from village to a larger city. The advantage of staged migration is that it affords the migrant the opportunity to adjust to an increasingly complex urban situation (Ekong, 2003). Ekong noted further that most rural migrants in Nigeria can be labelled as 'target migrants' who move to other areas outside their native territories to make enough money to meet specific targets after which they return home. Such specific targets may range from bride price, to trading or business capital. They may also acquire new skills from their destination with which they return. Even among the highly educated who move for white collar jobs in the city, the city is merely a place to make a living and then return at retirement to one's village of origin (Ekong, 2003, p. 49).

Gugler in Ekpenyong noted further that since land, labour and capital are not evenly distributed; geographical mobility is a response to area imbalances. The decision to migrate is the result of the individual weighting up the relative merits of their present location and the reasonable alternatives in the light of their capabilities or more satisfactory way of life. Scholars like Samir Amin and Joel Gregory expound the view that inequalities are a functional part of the capitalist development and that migration is in response to such inequalities (Ekpenyong, 1999, p. 51).

According to Muggah (2003) migration usually involves an element of choice, which is central to the dichotomy between forced or "involuntary" displacement and "voluntary" migration. "If it is voluntary, it is not displacement". Voluntary and economic migration is more a reflection of people's deliberate pursuit of new opportunities. Displacement becomes "involuntary" when the choice to remain is not provided.



Forced migration flows result from a variety of causal factors. These include wars, persecution, natural disasters, location of new industries or other infrastructures, environmental degradation, ethnic discrimination, boundary adjustment, etc. Forced migrations are commonly classified/discussed under two topics of refugees and internally displaced persons (IDPs). While much more attention is placed in the analysis of the situation of refugees than IDPs, yet both are subjected to the same condition – deprivation (Force Migration Guide online). While explaining the differences between refugee and IDPs, the United Nations define IDPs as:

Persons or group of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Wikipedia, n.d)

Amos (2012, p. 4) noted that despite the efforts of humanitarian organizations displacement often leads to hunger and illness, both physical and mental. There is loss of dignity, as individuals and families become dependent on others for survival. Children are unable to go to school and many are not able to get the health care that they need. The effects of displacement can last a lifetime and beyond, damaging the prospects of future generations. For many displaced people in the world, the experience can result in a permanent loss of livelihood or employment opportunities, and can turn into chronic destitution. The effect of this is that people lose contact with their countries, their cultures, and their communities, and this may be devastating to them.

Deng (1999) noted that there is growing awareness within the international community of the magnitude of the crisis of internal displacement that affects between 20 and 25 million people worldwide. While the responsibility for the protection of IDPs falls first and foremost on national governments and local authorities, it is vital that the international community provide protection and assistance for IDPs in cooperation with the governments concerned. International protection and assistance especially become needed where governments lack the will or the capacity to provide for their own displaced populations, which is tragically often the case in conflicts caused by, or resulting in, acute crises of national identity.

Annan (1998) sees internal displacement as particularly tragic because of the physical, social and psychological dangers and indignities to which it exposes innocent people. He says the usual causes of the most problematic type of displacement are themselves traumatic: violent conflicts, man-made and natural disasters in which discrimination on a variety of grounds feature prominently. Whether the victims are forced into camps or choose to hide away in unchartered territory or merge into communities that are often equally ravaged, initial displacement nearly always have devastating effect on families, cultures, jobs, education, and the security of a stable society. Above all, he said, it denies innocent people access to food, shelter, and medicine and exposes them to all manners of violence. If left unaddressed, internally displacement may not only cause internal instability but may spill across borders and upset external and regional stability. There is therefore a compelling need for the international community to strengthen its support for national efforts to assist and protect displaced populations.

Vincent (2001) explained that although many of the conditions facing internally displaced persons may be the same with refugees, we know that their context can be very different as a result of their closer proximity to the actual armed actors or potential security and

protection threats. On his part, Traavik (2001) described the situation of IDPs as “to fall between two chairs”. He said on one hand they have been let down by their own national authorities that were supposed to protect them from becoming IDPs in the first instance. On the other hand, unlike refugees, they do not have an international organization to deal with their plight. The basic principle of state sovereignty limits the ability of the international community to provide them with assistance and protection. Vincent (2001) noted further that for urban IDPs, displacement may be exacerbated by the additional hardship of adapting to congested urban slums where public services do not exist or are underdeveloped and where IDPs feel they cannot access local authorities for assistance.

Brun (2003) notes that many IDPs find themselves economically marginalized for various reasons. First, they arrive in urban areas after abandoning their assets which often include land, livestock, and housing. Second, for many of these IDPs whose skills were primarily agriculturally-based, it becomes difficult to use these skills to pursue livelihoods in urban areas. Yet their labour, skills and any cash or valuables they might have brought with them are valuable assets that allow the individual to provide food, housing, education and other basic necessities. Third, evidences that in an effort to secure their own livelihoods, local populations in Sri Lanka protect their scarce resources from IDPs. This effectively makes it even more difficult for IDPs to secure livelihoods.

## **METHODOLOGY**

### **Research Design**

A survey research design was used in carrying out this study. The design for this study follows a logical sequence that connects empirical data to the study’s research questions and ultimately to its conclusions using survey designs. As a result, this study include specific research design features from broad theoretical perspectives to help assess the issues of resettlement challenges and needs of Bakassi returnees in Yenagoa, Bayelsa State, Nigeria. This survey research aims to describe specific characteristics of the target population, which involves the gathering of limited data from the study’s accessible population. It employed this method with the hopes of identifying the resettlement challenges and needs of Bakassi returnees.

### **Questionnaire**

In order to decipher the relevant information, a questionnaire designed along 4-point Likert type scale items that addressed the theme of the study was administered to the respondents. The items were scored on a 4-point Likert type scale of (4) Strongly Agree, SA, (3) Agree, A, (2) Disagree, D, and (1) Strongly Disagree, SD. The questionnaire was divided into two sections: section ‘A’ deals with issues of respondents’ personal data (gender, age, occupation, marital status, number of children/dependants, and level of education). Section ‘B’ is designed to elicit information on variables (resettlement problems/challenges and needs of the returnees) that may or not be responsible for issues of resettlement challenges and needs of Bakassi returnees in Yenagoa, Bayelsa State. This section of the questionnaire comprised 20 items.

## **Study Area**

The Azikoro temporary resettlement camp situates along Azikoro Road in the capital city of Yenagoa is the study area. The returnees who on arrival from Cross River State, were initially camped in three government institutions, but later moved to the new site, where government provided make-shift houses to accommodate the returnees for a short while. They were also allowed to build make-shift houses for themselves. Their relocation from Bakassi followed the judgement of the World Court.

## **Population of Study**

The population of study comprises all adult and adolescent Bakassi returnees resident in the Azikoro road temporary resettlement camp in Yenagoa, Bayelsa State.

## **Scope of Study**

The study centred on the resettlement challenges and needs of the Bakassi returnees of Bayelsa origin temporarily camped at Azikoro Road, in Yenagoa, Bayelsa State. The time frame is 2006-2015. The year 2006 marked the evacuation of the returnees from Cameroon for resettlement in Nigeria and 2015 is the period when the fieldwork was conducted.

## **Sample Size**

Information was obtained from 558 returnees of the Bakassi resettlement camp out of an estimated 4,500 persons evacuated from Bakassi peninsula in 2006.

## **Method of Data Analysis**

In analysing the data gathered from respondents, the Statistical Package of the Social Sciences (SPSS) Version 19 was used. Mean and standard deviation (cross tabulation) method of data analysis was adopted. Mean was used to determine the strength of variables relative to the weakness of others and cross tabulation was used because it is one of the simplest and most common ways of demonstrating the presence or absence of a relationship

The mean scores determine the acceptance or rejection of the rating items in section B of the research questionnaire. In order to make decisions from results obtained, the mean responses were computed thus:  $4+3+2+1= 10/4 = 2.5$ . In the light of the above computation, any mean score more than 2.5 was accepted, while the mean score of 2.5 and below was taken as rejected.

## **RESULTS**

**Research Question One:** What are the resettlement challenges of the Bakassi returnees in Yenagoa?

The result in Table 1 illustrates that accommodation, unemployment/underemployment, working materials/tools, capital for trading, schools for their children, lack of social amenities in their present location, non-redemption of promises by government and non-reception by relatives are

some of the most pressing resettlement challenges. The absence of places to worship was rejected. The grand total of 3.2885 was accepted which means that the returnees are really going through serious resettlement challenges.

Table 1: Mean Rating and Standard Deviation Distribution of Respondents' on resettlement challenges amongst the Bakassi returnees in Yenagoa

S/N	Resettlement Problems	Mean	Std. Dev.	N	Remark
1.	To what extent do you agree that accommodation is one of your major problems in you effort towards resettlement	3.5878	.60101	558	<b>Accepted</b>
2.	To what extent do you agree that unemployment/lack of jobs is one of your major problem in you effort towards resettlement	3.5896	.60075	558	<b>Accepted</b>
3.	To what extent do you agree that lack of appropriate skills/training needed in Yenagoa is a major problem in you effort towards resettlement	3.4767	.60399	558	<b>Accepted</b>
4.	To what extent do you agree that no working materials/tools is a major problem towards resettlement	3.3065	.82226	558	<b>Accepted</b>
5.	To what extent do you agree that no money for trading/business is a major concern in you effort towards resettlement	3.8029	.39819	558	<b>Accepted</b>
6.	To what extent do you agree that no schools for the children is a your major problem in you effort towards resettlement	3.0376	.86026	558	<b>Accepted</b>
7.	To what extent do you agree that absence of social amenities is a major problem in you effort towards resettlement	3.3907	.97990	558	<b>Accepted</b>
8.	To what extent do you agree that absence of places of worships is a major problems towards resettlement	2.4695	.84422	558	<b>Rejected</b>
9.	To what extent do you agree that none redemption of promises by government is responsible for your resettlement problems	3.5358	.84188	558	<b>Accepted</b>
10.	To what extent do you agree that non-reception by relatives is a major problem in you effort towards resettlement	2.6703	.99850	558	<b>Accepted</b>
Grant total		3.2885			<b>Accepted</b>

### Research Question Two: What are the real needs of the returnees?

Table 2 shows the needs that arose as a result of the movement of the returnees from a relatively rural setting to an urban area. The rationale underlying this research question was to evaluate the needs of the Bakassi returnees. The statistical analysis of respondents' answer to these items showed that new forms of needs arose as a result of the new environment they find themselves. These include modern houses, capital for trading, schools/scholarships for their children, health/toilet facilities, new skills/paid employment, transport facilities, etc. The government which promised to provide house(s) in their villages or Yenagoa for each of the returnees, money for trading, scholarship for their children, toilets/health facilities in the camp, transport facilities to returnees' communities of origin, jobs/skill acquisition programmes, and provision of school in the camp for their children failed to redeem its pledge. Thus, the grand mean of 3.0291 illustrates that the research question is accepted.

Table 2: Mean Rating and Standard Deviation Distribution of Needs of the Bakassi Returnees in Yenagoa

S/N	Items/Variables on Needs of the Returnees	Mean	Std. Dev.	N	Remarks
1.	Provision of house(s) in our villages is a major need of the returnees	3.1219	.82488	558	Accepted
2.	Provision of house(s) in Yenagoa is a major need of the returnees	3.2151	.78806	558	Accepted
3.	Provision of money for trading is a major need of the returnees	3.0287	.70778	558	Accepted
4.	Provision of scholarship for the children is a major need of the returnees	3.2527	.97304	558	Accepted
5.	Provision of toilets/health facilities in the camp is a major need of the returnees	3.4875	.69289	558	Accepted
6.	Provision of transport facilities to our communities is a major need of the returnees	3.0000	.62424	558	Accepted
7.	Provision of jobs/skill acquisition programmes is a major need of the returnees	3.1470	.81687	558	Accepted
8.	Provision of security in the camp is a major need of the returnees	2.2258	1.27223	558	Rejected
9.	Provision of spouses for those without is a major need of the returnees	2.4355	1.30541	558	Rejected
10.	Provision of schools is a major need of the returnees	3.3943	.72051	558	Accepted
Grand total		3.0291			Accepted

## CONCLUSION

The study found the returnees experiencing serious resettlement challenges. These results from the failure of Bayelsa State government to honour promises. The people are fraught with accommodation (habitable homes), unemployment/underemployment, and capital for trading as well as acquisition of tools to assist them in their new vocations. These are the real needs of the returnees in their present location.

There is urgent need for the rehabilitation as many who are unable to adapt to the new environment are fast becoming destitute in their home state. Many have been lured into all sorts of crimes. Government should revisit the issue of resettlement of the returnees in their home towns or other locations, and redeem earlier promises. The camp is fast becoming a den for criminals; therefore government should close down the camp to avoid their turning the area into a criminals' haven, after resettling the people.

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# Effect of Diagnostic and Feedback Assessment Approaches in Enhancing Achievement in Mathematics among Secondary School Students in Calabar Municipality

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## Abstract

The study is aimed at examining the effect of diagnostic and feedback assessment approaches in enhancing achievement in Mathematics among secondary school students in Calabar, Municipality in Cross Rivers State. Two Research questions were raised and two hypothesis stated. The designed adopted was a pre-test and post-test quasi experimental research design. 3 secondary schools out of 17 public secondary schools in Calabar municipality were used for the study. In the school selected, two classes was used as experimental group and one class as control group that is, two experimental group and one control group were used. Two intact senior secondary classes were randomly selected for each of the two groups. A total number of 119 students were used as participants for the study. The instrument that was used was a Mathematic Achievement Test (MAT) designed by the researcher with the help of two classroom teachers in Mathematics. Items used were adopted from past question papers in WAEC and NECO according to the syllables in SS2. The instrument containing 30 items was faced and content validated and was pilot tested using Cronbach alpha to determine its reliability co-efficient which was found to be 0.84. The research was conducted by giving treatment to the experimental groups while the control groups were not given any treatment. The data were collected and analyzed using Analysis of Covariance (ANCOVA) with the pretest as a covariate controlling for pre-existing difference among them. The result shows that diagnostic and feedback assessment approach enhances academic performance in Mathematics. Recommendations were proffered.

**Keywords:** Formative assessment, Approaches, Diagnostic, Feedback, Academic performance, Calabar, Nigeria.

Reference to this paper should be made as follows:

Ofem, U. J., Ovat, S. V., & Idika, D. (2017). Effect of Diagnostic and Feedback Assessment Approaches in Enhancing Achievement in Mathematics among Secondary School Students in Calabar Municipality. *International Journal of Scientific Research in Education*, 10(2), 221-227. Retrieved [DATE] from <http://www.ij sre.com>

## INTRODUCTION

Education is an intentional or purposive adventure. It is a planned activity in the school setting with outlined objectives, goals and aims to instill in the individual functional ability to contribute to the development of the society. The heart of every educational programme plans and activity is to ensure that the individual is well equipped with the right and worthwhile knowledge that will advance the socio-economic, technological and cultural development of the society. This is the reason why curriculum activities, selection of objectives, learning experiences, instructional methods and strategies are centred on satisfying the needs and interest of the learner who inversely satisfies the needs of the society. The question that arises therefore is, how can it be ascertained that these objectives and experiences selected for the learner are achieved? What mechanism can be used to ascertain the attainment of these objectives? Assessment procedures and approaches become inevitable.

Assessments in education have undergone a lot of caesarian operation. This is largely due to the microscopic lense of experts to what assessment embodies. Unwuje and Opara (2013) viewed assessment as a “systematic process of determining the extent to which instructional objectives are met by students. This implies that assessment is not an activity that is meant to be carried out haphazardly. It is a conscious activity with a detailed and predetermined specification of how it can be carried out in order to improve instructional delivery. Assessment to Onuka and Olupide (2004) is the process of collecting data or information in order to estimate the quality of a programme or instructional activity. Whenever the term assessment is mentioned in the classroom situation, it is concerned with obtaining relevant information either through test, interviews, observations etc. In order to specify and verify problems associated with the teaching strategies, learner’s attainment of stated instructional objectives among others.

Assessment in classroom situation takes different approaches. It could be diagnostic, peer assessment, feedback assessment, self-assessment, teacher-guided assessment among others. Each of these approaches tries to measure teaching and learning effectiveness (Joshua and Ikiroma, 2013). Diagnostic assessment is a form of formative assessment technique that is used mostly in the cognitive domain to ascertain student level of understanding, cognitive ability to a particular content area. It is a technique that is used before actual teaching and learning processes begins. Diagnostic assessment can be liken to a diagnosis carried out on a patient in order to make the right prescription. Any good doctor that must hit the sickness at once must first diagnose the problem. The teacher in the classroom must do same if learners must be helped to improve in their academics. Okeke in Casmir (2014) summarized some of the importance of using formative and diagnostic tests in the inculcation of scientific thought in the evaluation of Biology practical as; the formative and diagnostic provide opportunity to promote the scientific method of thought. Diagnostic tests extend and re-reinforce theoretical learning. He also mentioned that practical promote problem solving and self-reliance in real life situation. Getting involved in formative and diagnostic tests can also enable students to learn much about the interrelationship between biology and other science subjects (p 38-39). Diagnostic evaluation is used to identify underlying causes of those problems that do not respond to first aid treatment. In developing a diagnostic test in a subject, several component abilities necessary for successful performance in the area must be covered. Thus a diagnostic test usually contains many sub-tests, each aimed at measuring a particular component parts. Items of the test should also be constructed in such a way that students are given the opportunity of committing errors that will indicate their deficiencies. Thus the primary concern of diagnostic evaluation is not to find out how much the student scores but his area of difficulty. According to Dryn (2007) diagnostic tests are most relevant in subjects where acquisition or some skills or knowledge is a condition for the learning of higher concepts.



Feedback is vital to formative assessment, but not all feedback is effective. Feedback will inform students how well they are progressing. Feedback needs to be timely and specific, and should include suggestions for ways to improve future performance. Good feedback should be tied to explicit criteria regarding expectations for students' performance, thus making the learning process more transparent, and modelling "learning to learn" skills for students (CERI, 2008).

Udoukpong and Okon (2012) carried out a study on the extent to which students' academic performance in Junior Secondary Certificate Examination (JSCE) in social studies is differentiated by their perception of teachers' formative evaluation practices. A sample of 300 Junior Secondary Three (JS-3) students was surveyed. The subjects responded to a questionnaire on teachers' formative evaluation practices while their academic performance was determined by their scores in social studies in JSCE. Students' academic performance in social studies differed significantly on the basis of their perception of teachers' formative evaluation practices. Wiggus in Irorite raye-Adjekporu (2013) noted that without provision of result of students' assessment (feedback) about their extent of achievement, no student can improve. The result of assessment approaches have been found to be effective in improving instruction. According to Akiburio, Ofem and Ovat (2015) assessment in the classroom helps the teacher to understand the effectiveness of a choice instructional strategy and facilities, provide remediation to students' inabilities, guides and motivate students to be fully engaged in their own learning. This implies that assessment is aimed at enhancing instruction and learners' performance.

Over the years, it is observed with dismay over students 7 was failure in mathematics. Mathematics as a subject that is a prerequisite for students admission, a subject that is offered to ensured that learners acquire the right scientific skills that can help the nation drive speedily to its technological development stage have suffered not seen students doing well in it. One continues to wander on what possible could be responsible for this failure. Many researchers have suggested a lot of factors ranging from the cognitive to affective and even intuitional. The researcher is presuming that the pattern or approaches to instruction utilized by classroom teachers could be responsible for this failure and it is on this backdrop that this research effort is carried out to examine the effect of diagnostics and feedback assessment approaches in enhancing mathematic achievement among secondary school students.

## **Research Questions**

The following questions were raised to guide the study:

- What is the difference in mathematics achievement of students taught after diagnostic assessment and those without the treatment?
- What is the difference in mathematic achievement of students with feedback assessment and those without the treatment?

## **Hypotheses**

The following hypotheses were stated in order to find answers to the problem of the study:

- There is no significant difference in mathematics achievement of students exposed to diagnostic technique and those without the treatment.
- There is no significant differences in mathematic achievement of students exposed to feedback technique and those without the treatment

## METHODOLOGY

The designed adopted was a pre-test and post-test quasi experimental research design. 3 secondary schools out of 17 public secondary schools in Calabar municipality were used for the study. In the school selected, two classes were used as experimental group and one class control group. That is, two experimental group and one control group were used. Two intact senior secondary classes were randomly selected for each of the two groups. The total number of students used for the study is shown below.

**Table 1:** Distribution of sampled students, schools and groups

School	Class	Groups	Sample (N)
A	SS1 C	Experimental	39
B	SS1 B	Control	35
C	SS1 A	Experimental	45
<b>Total</b>			<b>119</b>

The instrument that was used was a Mathematic Achievement Test (MAT) designed by the researcher with the help of two classroom teachers in Mathematics. Items used were adopted from past question papers in WAEC and NECO according to the syllables in SS2. The instrument containing 30 items was faced and content validated and was pilot tested using Cronbach alpha to determine its reliability co-efficient which was found to be 0.84. The research was conducted by giving treatment to the experimental groups while the control group was not given any treatment. The mathematic teachers in each school and in senior classes were used and the area of coverage was given to them to teach on. Both groups were taught the same content but they were given instructions on how to go about it in the treatment groups. SS1 C in group A and SS1 A in group C were taught with the diagnostic and feedback assessment technique. For SS1 C at the beginning of the lesson, the teacher ask certain questions to the students in order to collect responses on the level of cognitive attainment while for students in SS1A in group C, the teacher gives classwork, mark their scripts and gives them the result. The exercise lasted for eight weeks. A pre-test was already given to the four groups (SS1 C, SS1 B, and SS1 A) before the investigation. At the end of the eight weeks, a post test was finally obtained for the three groups to find out whether the treatment had any effect on student's mathematics achievement. The data was collected and analyzed using Analysis of Covariance (ANCOVA) with the pretest as a covariate controlling pre-existing difference among them.

## RESULTS

### Research Question One and Hypothesis One

There is no significant effect of diagnostic evaluation on students' academic performance in Mathematics

The result in Table 2 shows that the post-test mean of the experimental group of 24.08 is greater than the post-test mean of control group of 14.46. This implies that those in the experimental group perform better after they have been exposed to the treatment than their counter part (control group) who were not exposed to the treatment. When these means were compared, using analysis of covariance (ANCOVA) with the pretest as a covariate, the result showed that  $F = 145.718$ ;  $P > .05$ . This implies that the null hypothesis which states that

there is no significant effect of diagnostic evaluation on students' academic performance in Mathematics' is rejected.

Table 2: Summary of means, standard deviation and analysis of covariance (ANCOVA) result on effect of diagnostic evaluation on students' academic performance in Mathematics

Variable	N	X	SD		
Diagnostic group	39	24.08	1.88		
Control group	35	14.46	4.52		
Source	Type III sum f Squares	df	MS	F	Sig.
Corrected model	1708.44	2	854.22	73.07	.000
Intercept	1043.34	1	1043.34	89.42	.000
Pretest	1.452	1	1.452	.124	.076
Group	1703.47	1	1703.47	145.718	.000
Error	830.003	71	11.69		
Total	30755.00	74			
Corrected total	2538.73				

### Research Question Two and Hypothesis Two

There is no significant effect of feedback evaluation on students' academic performance in Mathematics.

The result in Table 3 shows that the post-test mean of the experimental group of 16.54 is greater than the post-test mean of control group of 14.46. This implies that those in the experimental group perform better after they have been exposed to the treatment than their counter part (control group) who were not exposed to the treatment. When these means were compared, using analysis of covariance (ANCOVA) with the pre-test as a covariate, the result showed that  $F = 30.642$ ;  $P < .05$ . This implies that the null hypothesis which states that there is no significant effect of feedback evaluation on students' academic performance in Mathematics' is rejected.

Table 3: Summary of means, standard deviation and analysis of covariance (ANCOVA) result on effect of feedback evaluation on students' academic performance in Mathematics

Variable	N	X	SD		
Feedback group	45	16.54	1.88		
Control group	35	14.46	4.22		
Source	Type III sum f Squares	df	MS	F	Sig.
Corrected model	967.47	2	483.73	17.91	.000
Intercept	648.076	1	1648.07	23.998	.000
Pretest	2.456	1	12.45	.091	.091
Group	827.516	1	827.51	30.642	.000
Error	1917.408	71	27.026		
Total	32365.00	74			
Corrected total	2884.878	73			

## DISCUSSION OF RESULTS

The result of hypothesis one shows that students who are exposed to diagnostic evaluation before teaching performed better than those who are not exposed to it. This could probably be due to the fact that diagnostic evaluation will help the teacher or instructor first ascertain the knowledge base level of the learner as well as gather facts about their previous knowledge on that particular area in order to know where the lesson will actually begin. This is to say that it will help the teacher to build on existing knowledge level of the learner. The result was in line with the findings of Dryn (2007) who posited that diagnostic evaluation is to help the teacher build on existing skills and knowledge of the learner.

The result also showed that students provided with feedback of their performance performed better than those who are not. The findings were in line with that of Wiggis in Irorite raye-Adjekporu (2013), who noted that without provision of result of students' assessment (feedback) about their extent of achievement, no student can improve. The result of assessment approaches have been found to be effective in improving instruction. That feedback will inform students how well they are progressing in their academic and may induce learners into putting more effort in their studies

## CONCLUSION AND RECOMMENDATIONS

From the findings of the study, it was concluded that diagnostic and feedback assessment approaches have significant effect in students' academic performance in Mathematics. Based on the conclusions of the study, it was recommended that teachers should be trained and retrained on how to utilize these approaches in educating the Nigerian child in order to boost their understanding of Mathematics. These assessment approaches should be utilized in almost daily classroom interactions. Teachers should utilize diagnostic and feedback approaches in their classroom activities to ensure that students' areas of weaknesses are discovered, strengths and weaknesses ascertained to aid in the utilization of appropriate teaching methods to aid the learner.

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# Niger Delta Crisis and the Challenges of Development in the Region

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## Abstract

The Niger Delta crisis has drawn the attention of scholars and citizens of the region and the international community. The changing aspects of the escalating tensions in the region moved from youth restiveness to militancy, leading to disruptions in oil production and confrontations between the militant groups and the government military forces and sometimes even amongst the militant groups themselves. This descriptive survey research evaluated the Niger Delta crisis and the challenges of development in the region. A total of 837 respondents answered the questionnaire. The stratified sampling technique was utilized for the grouping of respondents into (ex-militants, staff of commissions and agencies, and the public) for the study. The questionnaires were analyzed using Statistical Package of the Social Sciences (SPSS) Version 21. Mean, cross tabulation and ANOVA were employed. The face and the content validity of the research instruments (questionnaire) were determined with the assistance of experts in the design of questionnaires and colleagues experienced in the construction of research tools. The reliability of the questionnaire was established using the Cronback Alpha reliability estimate, which gave a cumulative reliability value of .841, which demonstrates strong reliability. The major findings from this study revealed that environmental problems, socio-economic and political inequity, underdevelopment, poverty, bad governance and corruption are related to the underdevelopment of the Niger Delta region. The study recommended that for the Niger Delta region to have the opportunity to succeed, Nigeria must first remove the obstacles that prevent the region from experiencing decent and dignified standard of living. Obstacles like pollution, poverty, hunger, disease, insecurity, and socio-economic and political inequalities need to be addressed.

**Keywords:** Niger Delta, Crisis, Challenges, Development, Environmental Pollution, Poverty, Hunger, Disease, Insecurity, Socio-Economic, Political Inequalities, Region.

Reference to this paper should be made as follows:

Dudafa, U. J. (2017). Niger Delta Crisis and the Challenges of Development in the Region. *International Journal of Scientific Research in Education*, 10(2), 228-245. Retrieved [DATE] from <http://www.ij sre.com>

## INTRODUCTION

The Niger Delta region of Nigeria is the home to the greatest part of Africa's largest mangrove forest, and the source of the oil wealth of Nigeria. The region is habitat to wonderful creeks, aquatic lives like brackish and freshwater ecosystems. The region is home to astonishing militants and insurgent organizations because of the perceived marginalization and oppression of the socio-economic wellbeing, environmental degradations of the Niger Delta. All these have culminated into what people call the Niger Delta Crisis because of the uprising to fight against object poverty, underdevelopment, bad governance and corruption. As a result, the Niger Delta region has turned out to be a hot zone of violence, insurgency, kidnapping, hostage-taking, oil pipeline sabotage, crude oil theft, gang wars, internecine struggles, anarchy and chaos (Afinotan & Ojakorotu, 2009).

Figure 1: Section of the Niger Delta Militants



Source: <http://naijagists.com/the-niger-delta-crisis-issues-challenges-and-the-way-forward-by-john-uzie/>.

Originally and cartographically, the Niger Delta consists of the present day Bayelsa, Delta, and Rivers States. In 2000, former President Obasanjo's regime included Abia, Akwa Ibom, Cross River State, Edo, Imo and Ondo States. About 33 million people of more than 45 ethnic groups including the Bini, Efik, Esan, Ibibio, Igbo, Annang, Oron, Ijaw, Itsekiri, Isoko, Urhobo, Ukwani, Kalabari, and Ogoni, are among the inhabitants of Niger Delta people.

Several issues have been on the forefront of the Niger Delta regions crisis. These issues are according to Uzie (2016) are the ownership of oil wells, pollution of the regions environment from oil extraction activities, low level of infrastructural development in almost all the oil producing communities and the region, wide spread poverty in the midst of enormous oil wealth, lack of job opportunities for the increasing youths of the region. Nwankwo (2015) highlighted that several avenues and platforms have been initiated and established to develop oil producing region, such avenues includes the establishment of the Niger Delta Development Commission (NDDC), which has its headquarters in Port Harcourt, the Ministry of Niger Delta Affairs, 13% oil derivation fund paid monthly to oil producing states, social corporate responsibilities to host

communities by oil companies, and the Niger Delta Amnesty Program. These intervention platforms have done little to address the environmental, socio-economic, poverty reduction, unemployment and developmental challenges of the region.

### **Statement of the Problem**

In fact, the Niger Delta crisis has been brewing for a long time and for several decades the federal government had been very cosmetic in its attempt to handle the situation. The multinational oil companies have always been applying their divide and rule tactics by thinking that they could buy off a group of elites and all could be well. Even the international community acted as if the conflict was a local one to be confined to the backwaters.

The escalating tension or conflict in the region arose in the early 1990s between the foreign oil companies and a number of ethnic groups who felt they were being exploited particularly the Ogoni(s) and the Ijaws. Ethnic and political unrest continued throughout the 1990s and persisted until 2007 within which kidnapping for ransom became rampant. Since then, competition for oil wealth had fueled violence between and amongst ethnic groups causing the militarization of the entire region by; ethnic groups as well as the Nigerian militancy (Ambily, 2007; Joab-Peterside, 2007)

With the increase in environmental problems, socio-economic and political challenges facing the region, coupled with the activities of the militants over the period; underdevelopment, poverty, bad governance and corruption working against the development of the Niger Delta region; it might be evident that the assessment of the challenges facing the Niger Delta region need to be investigated to find out if these challenges actually stand against the development of the region.

### **Purpose of the Study**

Specifically, the study is intended to:

- Examine the environmental problems responsible for militants agitation in the Niger Delta region;
- Examine the Socio-economic and Political Inequity in the Niger Delta region;
- Examine the underdevelopment, poverty, bad governance and corruption related to the development of the Niger Delta region.

### **Research Questions**

The following research questions guided and directed the research procedure:

- To what extent are the environmental problems responsible for militants' agitation in the Niger Delta region?
- To what extent are the socio-economic and political inequities related to the development of the Niger Delta region?
- To what extent are underdevelopment, poverty, bad governance and corruption related to the development of the Niger Delta region?



## **Hypotheses**

- Environmental Problems is significantly not related to the underdevelopment of the Niger Delta region.
- Socio-economic and Political Inequity not related to the underdevelopment of the Niger Delta region.
- Underdevelopment, poverty, bad governance and corruption are significantly not related to the development of the Niger Delta region.

## **LITERATURE REVIEW**

### **Challenges of the Niger Delta Region**

The Niger Delta region has been assessed as falling behind on almost all the indices that point towards enhanced individual and community development, especially those revolving around the incidence of poverty. There is in the region, which produces 90% of the country's wealth, a reasonably strong correlation between poverty and illiteracy (Ololube, Onyekwere, Kpolovie, & Agabi, 2012).

The oil industry is booming in Nigeria and the revenue of oil companies is soaring, but Nigerian locals are suffering daily from poverty, environmental degradation, and efforts to secure compensation for the exploitation of their resources. As one of the largest oil exporters in the world, Nigeria's oil has been and continues to be a great source of revenue for oil companies and for the Nigerian government. Unfortunately, the revenue of the oil industry has not contributed to remedying the issues of development—poverty, environmental degradation, sickness, unemployment, lack of state capacity to provide sustained security, and widened socio-economic and political inequity. This utilization of Nigeria's oil resources plays an important role on how Nigerian locals formulate positive and negative opinions of oil companies and the Nigerian government (Adams, Osho & Coleman, 2008).

While in a few cases social infrastructures such as pipe borne water, electricity, proper roads, school buildings, scholarship programs and job opportunities are provided to oil producing communities, such facilities are not commensurate with the impact of environmental pollution and degradation suffered by these communities, neither are they commensurate with the high profit made by a few from the activities in the region. Arguably the most detrimental of all activities of the oil companies is their collusion with the federal government to militarize the Niger Delta region. Among other things, this inevitably diverts state resources that should have been used in the development of the Niger Delta region to state security (Chukwuemeka & Aghara, 2010; Ololube et al., 2012).

### **Environmental Problems**

The World Bank (2008) and UNDP (2011) had identified environmental pollution, and death as one of the major plague that has threatened the existence of mankind. The Niger Delta is in the throes of becoming an environmental wastebasket. From the oil spills to the round-the-clock gas flares and effluents from industrial wastes, the fragile ecosystem of the Niger Delta is under constant assault (Nwogwugwu, Alao, & Egwuonwu, 2012). However, it is beyond human imagination that no detailed study of oil exploration in Niger Delta and its effect on the

environment exists (Ile & Akukwe, 2001). The unbridled exploitation of crude oil and natural gas beneath the lands of the Niger Delta has caused indescribable and irredeemable ecological devastation of the Niger delta land (Azaiki, 2007). According to Okaba (2005), the environmental impact of the oil industry in the Niger Delta of Nigeria as land deprivation, soil quality alteration, destruction of aquatic ecosystem and air pollution.

A major environmental tragedy in the Niger Delta is the waste of our aquatic ecosystem. This aspect is significant to the people, being that it constitutes a grave threat to the economic hub of their lives, which is fishing. It is a common sight that in the process of oil exploration and production materials such as drill cuttings, drill mud and other fluids that are used to stimulate production are discharged into the environment and most end up in the streams and rivers. These chemicals are hardly degradable and the skimming of oil on the water surface hardly resolve the problem since most of the oil might have sunk down to the bottom of the water leaving grave consequences such as: (a) surface and ground water quality deterioration in terms of portability, aesthetic and recreation, (b) destruction and reduction of fish life and fisheries production of the waters, (c) destruction by acute and sublethal toxicity of aquatic flora and fauna of spills on water and benthic macro (Okaba, 2005; Nwaomah, 2009a).

Gas flaring is a primary source of air pollution in the Niger delta. The oil companies are wrecking the ecosystem of the Niger delta through uncontrollable gas flaring. Gases flaring takes place twenty four hours and some are believed to have been burning for over thirty years, thereby resulting in the release of hydrogen sulphide. The oil companies are not only destroying the Niger delta, but they are also contributing to global warming (Comet Newspapers, 2001). The pollutions released and the noises from the vibration are injurious to human health...It is also argued that the chemical emissions from the flaring contribute to acid rain, trigger skin diseases (Okaba, 2005) and the quick corrosion of roofing sheets in the Niger Delta area, a common sight in this region. A secondary source of air pollution in the Niger Delta is the incidents of fire resulting from leakages from the exposed and corroded oil pipes that are scattered all over the region (Nwaomah, 2009b). The environmental degradation being carried out by the oil companies in the Niger delta as a result of their noncompliance with internationally recognized environmental standards are damages that their consequences cannot be limited by time. Unfortunately, available evidence shows that the trend is worsening as the government lack the political will to ensure compliance to rules by the oil companies (Nwogwugwu, Alao, & Egwuonwu, 2012).

### **Socio-economic and Political Inequity in the Niger Delta**

The concept of development implies that people should enjoy, without discrimination, all rights and obligations - including human, political, social, economic and cultural rights — that belonging to a state implies. Development also includes social inclusion — or having equal access to the political, social and economic policy making processes, as well as drawing equal benefits from them. Development is likewise premised on the establishment of rule of law and independence of the justice system. Each individual in a society should have the same rights and obligations and be subjected to the same set of rules. These basic elements, which are predicated on the equality of all before the law, effectively remove any risk of arbitrariness manifesting itself in discrimination, abuse or oppression (Ogata in Ololube et al., 2012). Since 1970, Nigeria's political, economic, and policy elites have established an authoritarian power structure that allow for central control of strategic resources including the country's substantial oil

deposits. Such auricle has not only banished the great majority of ordinary Nigerians from the policy making process, but has also led the power elites to pursue social and economic strategies that are short sighted, self-serving, and not at all driven by the needs of the people. The consequences have been material scarcity, deep frustration, and youth restlessness in the Niger Delta region (Chukwuemeka & Aghara, 2010).

For instance, in making contribution to the debate on the Petroleum Industry Bill (PIB), the recent exposition in the Nigerian Senate by Senator Enang, member representing Akwa Ibom North East Senatorial District revealed that Northerners control a larger part of the country's oil wealth. Contrary to what they would want the world to believe. The oil is produced in the Niger Delta, yet it is the people of the North-East and the North-West and little of the North-Central, almost nothing for the South-West and South-East that own and controls Nigeria oil blocks. Almost nothing for the South-South, which is the Niger Delta oil Producing areas. With this in mind, this is an inequitable and unjust sharing formula (PUNCH, 2013).

### **Underdevelopment, Poverty, Bad Governance & Corruption**

The Niger Delta communities have remained grossly socio-economically underdeveloped and pauperized amidst the immense oil wealth owing to systematic dis-equilibrium in the production exchange relationship between the state, the Trans-national companies and the people. Enormous money had been derived from oil export but the area has been subjected to severe land degradation, socio-economic disorganization, increasing poverty, misery, military occupation and bloody violent threats to individuals (Nwogwugwu, Alao & Egwuonwu, 2012).

Violent threats to individuals can be defined as the act of intimidation. Intimidation is an intentional behavior, which can —cause a person of ordinary sensibilities fear of injury or harm. Harm is a physical, mental or emotional damage. It is an act or instance of injury, or a material and tangible detriment or loss to a person. The precise definition of a violent threat varies according to the context in which it is used (<http://definitions.uslegal.com/t/threat-of-harm/>). In this context, the researcher have used the term in a straightforward way to represent the actions, inactions and intimidations of oil companies and the federal government employed to achieve their goals without considering the plight of the people of the region (Ololube et al., 2012).

For over six decades, the oil exploration industry has violated the Niger Delta region's environment and exploited its resources without offering any form of compensation. Since 1956, oil companies, in collaboration with successive governments in Nigeria, have extracted billions of dollars' worth of oil and gas from the Niger Delta region (Oronto & Okonta, 2003). The people of the region are increasingly frustrated by the actions of their government and oil companies and have insisted on reparations. These exploration activities have caused considerable disruption in individual lives and to communities (Adams et al., 2008), and the lack of response from government officials and oil companies has and continues to be a compounding source of tension. In reaction to government inaction, use of military force and the insensitivity of the oil industry, groups of young people have begun to plan and execute their own protection and reclamation measures. Several of these groups (labeled by the federal government as militants) have resorted to violent threats and attacks to secure payouts, job programs, funding for better educational programs, and compensation for the resources the government and oil companies are profiting from (Adams et al., 2008).

Poverty is defined as the inability to attain a minimal standard of living. Given this definition, there remains the problem of measuring standard of living so as to be able to express

the overall severity of poverty in a single index. Consequently in some cases, poverty has been defined as a lack of command over basic consumption needs, with the poverty line represented by the cost of those needs (Aigbokhan, 2000). Nigeria has been assessed as falling behind on most of the indices that point towards enhanced individual and community HS, especially those revolving around the incidence of poverty and attempts towards poverty reduction. It has a Human Development Index (HDI) of 156, life expectancy at birth of 51.9 years, 70% of the population living below poverty line, (UNDP, 2011). Apart from these grim statistics, for a long time Nigeria was identified as a country particularly afflicted by HIV/AIDS with an infection rate of 5.8%, a threshold that constitutes a significant threat to the country's human security. The link between poverty and HIV/AIDS has dire consequences for human security in Nigeria. Poverty exacerbates HIV/AIDS but HIV/AIDS aggravates poverty. Despite its diverse natural resources, Nigeria remains a monolithic economy dependent on petroleum resources as its main source of foreign earnings.

Poverty has traditionally warranted significant attention from governments and civil societies because its most fundamental characteristic is deprivation, which denies people and communities the options necessary to exercise choices about their lives. Such deprivation is linked to a host of other risk factors, identified by the World Bank as —low level of nutrition, illness, and the inability to access information or to take advantage of educational opportunities at the primary and secondary level, including human trafficking, famine, desertification, and conflict (Ambe-Uva & Adegbola, 2009), the sum of which exclude individuals and communities from the enjoyment of any macroeconomic developmental gains.

Non-communicable diseases include diabetes, cardiovascular disease, cancer, and chronic respiratory illness often caused by pollution from oil explorations and exploitations. Diseases pose a significant challenge to HS in Niger Delta, Nigeria and Africa as a whole and their impacts are immediate. Ssengonzi et al. (2004) found that illnesses (of self, relatives, or friends) combined with funerals accounted for the majority of reported absence of teachers from schools. This is not peculiar to the educational sector alone but is spread across all spheres of the national economy. In terms of communicable diseases, it is estimated that the Human Immuno-deficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS) alone have killed over 100,000 people in the Niger Delta and tuberculosis (TB) accounts for 70,000 thousand deaths each year. According to the 2008 UNAIDS Report, it is estimated that 3.1 percent of Nigerians ages 15-49 are HIV-positive (UNAIDS, 2008).

Globally, it has been estimated that about half a million women die each year of pregnancy related causes and diseases, 99 percent of them are in developing countries (Harrison, 1990). The case is even stronger in the Niger Delta region. At least nine percent of the pregnancies in the region are complicated by a disease that is aggravated by pregnancy, including malaria, iron-deficiency, anemia, hepatitis, tuberculosis (TB), and heart disease (Niger Delta Human Development Report, 2006).

An essential element of human security is the opportunity for all citizens within a national boundary to live in peace and security within their own borders (Ogata, 1998). According to Ogata, this implies the capacity of states and citizens to prevent and resolve conflicts through peaceful and non-violent means and after the conflict is over, the ability to effectively carry out reconciliation efforts. It would never be our scientific intention or historical role to interpret only the Niger Delta's structures of dependence. However, given the growth in the international stature of the region's oil producing capacity, it is encouraged to mention briefly the problem of oil and class struggle. In reality, there is an oil or energy crisis that has

resulted in the marginalization of the region's citizens. Thus, the exploited in the oil producing region gain emancipatory relevance within the national and international struggle and fight for freedom. Oil development has brought about insecurity in the region and the nation at large. Failure on the part of the state to provide security for its citizenry has resulted in some public places (e.g., schools) being used as a safe haven in the emancipatory struggle in the Niger Delta.

## **RESEARCH METHODOLOGY**

### **Research Design**

The design adopted for this study is a descriptive survey research). This study included specific research design features from a broad theoretical perspective to help assess the issues of Niger Delta crisis and the challenges of development. The choice for a descriptive survey research is to describe specific characteristics of the target population, which involves the gathering of limited data from the study's accessible population. It employed this method with the hope of identifying the current challenges and the developmental conditions in Bayelsa State in particular and the Niger Delta in general.

### **Population of the Study**

The population of the study covers Abia, Akwa Ibom, Bayelsa, Cross Rivers, Delta, Edo, and Rivers States because of their central position in the Niger Delta. However, Bayelsa State had more militant groups than other oil producing state. Bayelsa is located on the southern coast of Nigeria, and is bordered by Delta State and Rivers State and the Atlantic Ocean, covering an estimated 21,100 square kilometers and an estimated population of 1,703,385 million people (National Population Census Report, 2006). The state is comprised of eight local government areas, viz; Ekeremor, Sagbama, Ogbia, Southern Ijaw, Nembe, Brass, Kolokuma/Opokuma and Yenagoa.

In this regard, the population of this study from which conclusions were drawn and generalizations made may comprise of youths and others from the Niger Delta region where militancy was perceived to be more prevalent.

### **Sample/Sampling Technique**

Stratified sampling technique was used in the grouping of respondents into (ex-militants, staff of commissions and agencies, and the public) for the study. The adoption of the technique was informed by the idea that everyone in the sample frame is a living witness to the problem under consideration. Since the population of the Niger Delta states is too large for consideration, 837 respondents were drawn from the following categories or groups:

- The ex-militants;
- Commissions/agencies saddled with the task of implementing program;
- Members of the public.

## Questionnaire

In order to gather the relevant data needed for the study, a questionnaire designed along 6-point Likert type scale 1=Totally disagree (TD), 2=Partly disagree (PD), 3=Disagree (D), 4=Partly agree (PA), 5=Agree (A), and 6=Totally agree (TA), was administered to respondents. The questionnaire was divided into two sections: section 'A' dealt with issues of respondent's personal data (gender, age, and marital status). Section 'B' was designed to elicit information on variables that may or not be responsible for the Niger Delta crisis and the challenge and its impact on development in Bayelsa State of Nigeria. Section two of the questionnaire comprised 21 items (Environmental Problems, 6 items; Socio-economic and political inequity, 5 items; Underdevelopment, poverty, bad governance and corruption, 10 items).

## Data Collection and Analysis

The data gathered for this study was collected from respondents living in Bayelsa State and the various commissions and agencies responsible for implementation and the rehabilitation of ex-militants. Data were randomly elicited from ex-militants from the Aluu and Obubra rehabilitation camp. A total of nine hundred questionnaires were distributed to respondents in the selected areas (Camps, Commissions and the Public), of which eight hundred and fifty-four were returned. From the returned questionnaires, eight hundred and thirty seven questionnaires were selected for analysis. Seventeen questionnaires were not used because of errors and omissions in completing the questionnaires.

The questionnaires were analyzed using Statistical Package of the Social Sciences (SPSS) Version 21. Mean, cross tabulation and ANOVA were the means of analysis. Means were used to determine the strength of some variables to the weakness of others. Cross tabulation was used because it is one of the simplest and most common ways of demonstrating the presence or absence of a relationship (Bryman & Cramer, 2011). The ANOVA analysis was set at  $p < 0.05$  significance level. Respondents for this study included 589(70.4%) male and 248(29.6%) female. 514(61.4%) were between 20-30 years, 276(33.0%) were 31-40 years, and 31(3.7%) were 41-50 years, while 16(1.9%) were above 50 years. Of these, 284(33.9%) were single, 553(66.1%) were married. (See Table 1).

Table 1: Frequency and percentage for respondent' personal data

s/n	Respondents background information	Frequency	%	
1	Gender	Male	589	70.4
		Female	248	29.6
2	Age	20-30 years	514	61.4
		31-40 years	276	33.0
		41-50 years	31	3.7
		Above 50 years	16	1.9
3	Marital Status	Single	284	33.9
		Married	553	66.1

## **Validity of Instrument**

The face and the content validity of the research instruments (questionnaire) was determined with the assistance of experts in the design of questionnaires and faculty colleagues experienced in the construction of research tools. The inputs of these evaluators helped to restructure a number of questionnaire items.

## **Reliability of the Instrument**

The reliability of the questionnaire was established using the Cronback Alpha reliability estimate, which gave a cumulative reliability value of .841, which demonstrated strong reliability. The reliability of the variables in this study might be termed to be high enough judging by the fact that it varies between 0 and 1 and the nearer the result is to 1-, and preferably at or over .8- the more internally reliable is the scale (Bryman & Cramer, 2011, Ololube, 2013).

## **RESULTS AND DISCUSSION**

### **Research Question 1 and Hypothesis 1**

The research question states that “to what extent are the environmental problems responsible for militants’ agitation in the Niger Delta region”? And the hypothesis states that “environmental Problems is significantly not related to the development of the Niger Delta region”

The results in Table 2a and b were tallied along agree and disagree. Based on the data as shown in Table 2a and b, 87.4% believe that environmental pollution is one of the major plagues that have threatened the existence the Niger Delta region. In the same vein, Table 2b posited significant result in the ANOVA analysis at ( $F = 37.302, P < .000$ ); the result further revealed that 72% are of the view that the fragile ecosystem of the Niger Delta is under constant assault because of the activities of the oil industries. ( $F = 7.099, P < .009$ ); also, 81.6% of the respondents were of the opinion that the Niger Delta is becoming an environmental wastebasket as a result of oil exploration in the region. The ANOVA analysis holds the same view that there is a significant relationship at ( $F = 10.085, P < .001$ ). In addition, 90.2% agree that the oil spills and the round-the-clock gas flares affects the inhabitants of the Niger Delta region same is true of the ANOVA analysis at ( $F = 55.371, P < .000$ ). 75.1% agree that the major environmental tragedy in the Niger Delta region is the waste of its aquatic ecosystem and that it has significantly related to the crisis in the region at ( $F = 7.835, P < .005$ ). A further analysis of the cross tabulation revealed that 95.5% agree that oil exploration and production materials affects surface and ground water quality and it is significantly related to the Niger Delta crisis ( $F = 153.125, P < .000$ ). On the whole, the results show that environmental problems are significantly related to the crisis and underdevelopment of the Niger Delta region. Therefore, hypothesis 1 was rejected.

Table 2a: Cross tabulation Analysis showing whether environmental problems is responsible for militants agitation in the Niger Delta region

<i>s/n</i>	<i>Variables</i>	<i>Disagree (D)</i>	<i>Agree (A)</i>
1	Environmental pollution	12.6%	87.4%
2	Threat to fragile ecosystem	28%	72%
3	Environmental wastebasket	18.4%	81.6%
4	Oil spills/gas Flaring	9.8%	90.2%
5	Threat to aquatic ecosystem	24.9%	75.1%
6	Threat to surface/ground water quality	4.5%	95.5%

Table 2b: Analysis of Variance (ANOVA) showing whether environmental problems is responsible for militants agitation in the Niger Delta region

<i>s/n</i>	<i>Variables</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F Ratio</i>	<i>Sig.</i>
1	Environmental pollution	Between Groups	11.489	1	11.489	37.302	.000
		Within Groups	257.178	835	.308		
		Total	268.667	836			
2	Threat to fragile ecosystem	Between Groups	4.721	1	8.721	7.099	.009
		Within Groups	1272.020	835	1.523		
		Total	1276.741	836			
3	Environmental wastebasket	Between Groups	.272	1	16.272	10.085	.001
		Within Groups	2686.395	835	3.217		
		Total	2686.667	836			
4	Oil spills/gas Flaring	Between Groups	72.545	1	72.545	55.371	.000
		Within Groups	1093.974	835	1.310		
		Total	1166.519	836			
5	Threat to aquatic ecosystem	Between Groups	10.907	1	10.907	7.835	.005
		Within Groups	1162.500	835	1.392		
		Total	1173.407	836			
6	Threat to surface/ground water quality	Between Groups	172.230	1	172.230	153.125	.000
		Within Groups	939.178	835	1.125		
		Total	1111.407	836			

## Research Question 2 and Hypothesis 2

The second research question states “to what extent are socio-economic and political inequity related to the development of the Niger Delta region”? And the second hypothesis states “socio-economic and political inequity are significantly not related to the development of the Niger Delta region”

Tests to determine if a significant relationship exists between socio-economic and political inequity in the Niger Delta region and the crisis and underdevelopment in the Niger Delta region shows that 86.2% agree that the people of the Niger delta are greatly excluded from the decision making process ( $F = 137.567, P < .000$ ). Respondents (68.5%) agree that individuals in the Niger Delta should have the same rights and obligations and be subject to the same set of rules, and it is assumed that most people in the region are not entitled to those rights ( $F = 6.725, P < .045$ ). Whereas 88.8% agree that Nigeria’s political, economic, and policy elites have established an authoritarian power structure that allows for central control of strategic resources including



the country's substantial oil deposits ( $F = 42.245, P < .000$ ). While 96.3% agree that the authoritarian power structure consequences have been material scarcity, deep frustration, and youth restlessness in the Niger Delta region ( $F = 344.357, P < .000$ ). Finally, 66.9% Northerners control the lion's share of the country's oil wealth. They own and control Nigeria oil blocks leaving almost nothing for the South-south the Niger Delta oil producing areas ( $F = 4.938, P < .027$ ). Therefore, the overall result revealed that socio-economic and political inequity is significantly related to the crisis and underdevelopment of the Niger Delta region. Thus hypothesis 2 was rejected. (see tables 3a and b).

Table 3a: Cross tabulation Analysis showing whether Socio-economic and political inequity are significantly not related to the development of the Niger Delta region

<i>s/n</i>	<i>Variables</i>	<i>Disagree (D)</i>	<i>Agree (A)</i>
7	ND is greatly excluded from the decision making process	13.8%	86.2%
8	Most ND people in the region are not entitled to their rights	31.5%	68.5%
9	Authoritarian power structure	11.2%	88.8%
10	Material scarcity, deep frustration, and youth restlessness in the ND	3.7%	96.3%
11	Northerners control the lion's share of the country's oil wealth	33.1%	66.9%

Table 3b: Analysis of Variance (ANOVA) showing whether Socio-economic and political inequity are significantly not related to the development of the Niger Delta region

<i>s/n</i>	<i>Variables</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F Ratio</i>	<i>Sig.</i>
7	ND is greatly excluded from the decision making process	Between Groups	125.700	1	125.700	137.567	.000
		Within Groups	762.967	835	.914		
		Total	888.667	836			
8	Most ND people in the region are not entitled to their rights	Between Groups	5.507	1	15.507	6.725	.045
		Within Groups	1234.493	835	1.478		
		Total	1240.000	836			
9	Authoritarian power structure	Between Groups	1.481	1	111.481	42.245	.000
		Within Groups	992.816	835	1.189		
		Total	994.296	836			
10	Material scarcity, deep frustration, and youth restlessness in the ND	Between Groups	284.288	1	284.288	344.357	.000
		Within Groups	689.342	835	.826		
		Total	973.630	836			
11	Northerners control the lion's share of the country's oil wealth	Between Groups	10.907	1	10.907	4.938	.027
		Within Groups	1844.500	835	2.209		
		Total	1855.407	836			

### Research Question 3 and Hypothesis 3

The third research question states “to what extent are underdevelopment, poverty, bad governance and corruption related to the development of the Niger Delta region”? While the third hypothesis states “underdevelopment, poverty, bad governance and corruption are significantly not related to the development of the Niger Delta region”

A two-tailed ANOVA ( $F$ ) and Cross tabulation analysis to determine whether relationships exist in the relationship between underdevelopment, poverty, bad governance and corruption and the Niger Delta crisis was conducted (see tables 4a and b). The study found that underdevelopment,

poverty, bad governance and corruption are significantly related with the Niger Delta crisis. The result revealed that 89.2% of the respondents agree that unemployment is the Niger Delta region is as a result of bad governance and corruption ( $F = 295.878, P < .000$ ); and 84% are of the view that the lack of response from government officials and oil companies has continued to be a compounding source of tension in the region ( $F = 145.408, P < .000$ ). The result from respondents (73.6%) depicts that the reaction to government inaction and use of military force and the insensitivity of the oil industry, groups of young people have begun to plan and execute their own protection and reclamation measures ( $F = 11.046, P < .007$ ). To this end, 77.6% of the respondents believes that poverty and hunger stands as major challenge to the development of the Niger Deltans and the country at large ( $F = 18.878, P < .000$ ). In addition, according to the result, it revealed (71.1%) that a major cause of poverty is the inability of the individual to achieve his/her set goals and targets in the region ( $F = 9.127, P < .003$ ). while, 79.9% of the respondents agree that the poverty incidence, lack of educational development and unemployment have been on a visible upward trajectory in the region ( $F = 20.524, P < .000$ ). 80% of respondents agree that diseases that results from poverty pose a significant challenge to human security in Niger Delta, and their impacts are immediate on the development of the region ( $F = 31.965, P < .000$ ). Whereas 91.1% agree that illnesses of different kinds (self, relatives, or friends) combined with funerals accounted for the majority of reported absence of workers from their offices and institutions, which leads to underdevelopment of the state and national economy ( $F = 128.001, P < .000$ ). While 99.9% of the respondents agree that the elimination of poverty completely and developing all aspects of the individual is to start a process of commitment to social aspirations and attainment of regional and national goals ( $F = 528.000, P < .000$ ). And 79.7% of the respondents agree that Nigeria is been plagued with widespread corruption closely associated petro dollar industry which they think is a major obstacle to the development of the Niger Delta region ( $F = 34.315, P < .000$ ). Therefore, the overall results revealed that underdevelopment, poverty, bad governance and corruption are related to the underdevelopment of the Niger Delta region. Thus, hypothesis 3 was rejected.

In line with this result, the evidence according to Adams et al. (c.f., 2008) is immense — the inflictions imposed upon Niger Delta locals have caused disruption in individual lives and within communities. The on-going activities of oil companies, who have extracted billions of dollars from the region since they began their explorations six decades ago (c.f., Oronto & Okonta, 2003), have meant devastating consequences for the people and the educational development of the region (Ololube et al., 2013).

Table 4a: Cross Tabulation Analysis showing whether underdevelopment, poverty, bad governance & corruption related to the development of the Niger Delta region

<i>s/n</i>	<i>Variables</i>	<i>Disagree (D)</i>	<i>Agree (A)</i>
12	Unemployment	10.8%	89.2%
13	Lack of response	16%	84%
14	Government inaction	26.4%	73.6%
15	Poverty and hunger	22.4%	77.6%
16	Inability of the individual to achieve	28.9%	71.1%
17	Poverty incidence	20.1%	79.9%
18	Diseases that results from poverty	20%	80%
19	Illnesses of different kinds	8.9%	91.1%
20	Elimination of poverty	0.1%	99.9%
21	Widespread corruption	20.3%	79.7%

Table 4b: Analysis of Variance (ANOVA) showing whether underdevelopment, poverty, bad governance & corruption are not related to the development of the Niger Delta region

<i>s/n</i>	<i>Variables</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F Ratio</i>	<i>Sig.</i>
12	Unemployment	Between Groups	362.279	1	362.279	295.878	.000
		Within Groups	1022.388	835	1.224		
		Total	1384.667	836			
13	Lack of response from government officials and oil companies	Between Groups	179.141	1	179.141	145.408	.000
		Within Groups	1028.711	835	1.232		
		Total	1207.852	836			
14	Government inaction and use of military force	Between Groups	1.934	1	15.934	11.046	.007
		Within Groups	1543.474	835	1.848		
		Total	1545.407	836			
15	Poverty and hunger	Between Groups	19.647	1	19.647	18.878	.000
		Within Groups	869.020	835	1.041		
		Total	888.667	836			
16	Inability of the individual to achieve his/her set goals	Between Groups	14.624	1	14.624	9.127	.003
		Within Groups	1337.895	835	1.602		
		Total	1352.519	836			
17	Poverty incidence, lack of educational development and unemployment	Between Groups	50.790	1	50.790	20.524	.000
		Within Groups	2066.395	835	2.475		
		Total	2117.185	836			
18	Diseases that results from poverty	Between Groups	48.343	1	48.343	31.965	.000
		Within Groups	1262.842	835	1.512		
		Total	1311.185	836			
19	Illnesses of different kinds, combined with funerals	Between Groups	258.522	1	258.522	128.001	.000
		Within Groups	1686.441	835	2.020		
		Total	1944.963	836			
20	Elimination of poverty completely	Between Groups	.000	1	558.582	528.000	.000
		Within Groups	1302.000	835	1.559		
		Total	1302.000	836			
21	Widespread corruption	Between Groups	61.184	1	61.184	34.315	.000
		Within Groups	1488.816	835	1.783		
		Total	1550.000	836			

## CONCLUSION AND RECOMMENDATION

While conducting this study, there were some overall objectives which the researcher aimed to achieve. In the first place, it was aimed at examining the factors that are responsible for militants' agitation in the Niger Delta region. This study examined the socio-economic and political impact of militancy in Niger Delta region. This study specifically, sought tentative answers to the research objectives in relation to the research questions and hypotheses put forward in this study.

The most immediate purpose of this research is to contribute to the knowledge base of the social sciences and the society. This research provides insight, for example, into how people think and perceive agendas, into their everyday and long term concerns, and into the contexts in which their ideas and attitudes have developed over a period of time (Barton, 2006; Ololube et al., 2013). Consequently, this study has shown that human security and development in the Niger Delta region is largely non-existent. This study revealed that environmental problems,

underdevelopment, poverty, bad governance and corruption, socio-economic and political inequity are the major problems of the region. This study has proven that the research hypotheses were rejected as evidence from this study shows that the challenges of Niger Delta are significantly related to the underdevelopment of the region. Analysis of both literature and empirical results and findings showed that:

- Environmental problems are significantly related to the crisis and underdevelopment of the Niger Delta region.
- Socio-economic and political inequity is significantly related to the crisis and underdevelopment of the Niger Delta region.
- Underdevelopment, poverty, bad governance and corruption are related to the underdevelopment of the Niger Delta region.

### **Implication of this Study to Research and Practice**

This research contributes to academic knowledge just as any other research does. It adds to our understanding of human thoughts and actions. By knowing how this research is structured, we can make better efforts in our future research actions and experiences. And by knowing how this study's interpretations are made we can build better understandings of the concepts discussed therein. With this better understanding we can begin to develop more meaningful assessments, design more effective forms of actions, and be more thoughtful about our efforts to deal with the issues encountered in the Niger Delta region.

This research produces a growing body of empirical evidence than can be used for decision making about the region. This is not to suggest that this research is an end in itself. It can, however, be applied in a purely technical manner to help solve part of the underdevelopment in the region. This research becomes most meaningful with the realization that research findings must always be filtered through the practical reality of its contexts. Moreover, in light of the conflicting ideas about the purpose of this research, the implication depends largely on our own values and assumptions (Ololube et al., 2013).

This research has another major implication, not only did it provide a new knowledge base for our research endeavours, but it also a means by which we can come to understand such attempts. That is, we can use the process of this research effort and not just its intellectual contents to improve the Niger Delta experiences of those discussed within this academic work.

### **Recommendations**

This study recommends that:

- The environmental problems of the Niger Delta should be addressed without wasting time in order to significantly reduce the crisis and underdevelopment in the region, which will go a long way to impact on the post amnesty program.
- The socio-economic and political inequity in the region should in fact be stopped so that the crisis and underdevelopment of the post amnesty program in the Niger Delta region will foster.

- The underdevelopment, poverty, bad governance and corruption in the region should be reduced to the minimum so that the development and the post amnesty program will be strengthened.

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