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**International Journal of Multi-Disciplinary Studies and Sports Research (IJMSRE)
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EDITORIAL

International Journal of Multi - Disciplinary Studies and Sports Research (IJMSRE) is a multi- disciplinary bi-lingual journal that publishes peer review articles on issues of general concern to human development and sports research.

Well researched articles covering research reports, position papers policy impact assessment received from academics found publishable in the Journal are included in this edition of the Journal. In all, Twenty Six (26) articles were received and only Twenty One (21) articles scaled the editorial hurdle in the Volume 4, Number 2, December, 2014 Publication.

I acknowledge the work of Editors involved in the rigorous process of peer assessment of articles and congratulate contributors whose articles are published in this edition. Of concern is the growing number of articles failing peer reviews judging from the last edition. I use this opportunity to appeal to academics submitting articles to update their knowledge and understanding of research methodology and the process of article submission to this Journal. The guidelines for submission of manuscripts and general operations of the journal as approved are published in this edition. I enjoin all, to please follow the guidelines strictly as articles that fall short of expectation of the approved guidelines shall not be assessed.



Professor Oluwaseun O. Omotayo

Editor-In-Chief

SUBMISSION GUIDELINES

Submission of a manuscript to this journal represent a certification on the part of the author(s) that it is an original work, and that neither this manuscript nor a version of it has been published elsewhere nor is being considered for publication.

General

Manuscript(s) should be submitted electronically as e-mail attachments in MS Word format. To facilitate the double-blind review process, author(s) are instructed to include titles of manuscript, their names, academic titles and degree, current affiliations, mailing address, contact information (telephone no and e-mail). and 100-word biographical sketches only on the cover page. The title of manuscript only should appear again on the first page of text. All manuscript must include an abstract containing a maximum number of 300 words. To facilitate the production of the annual subject index, a list of key words (not more than six) should be provided, under which the paper may be indexed.

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References

References must be carefully checked for completeness, accuracy and consistency. References must follow the style used by the American Psychological Association (APA). Details are available in the Publication Manual of the American Psychological Association, Fifth Edition, ISBN 1-55798-790-4

Acknowledgement of Support

If the work is the result of direct employment or as the result of a grant, it is essential that this support is acknowledged at the end of the text

Important Dates for future Issues.

Deadline for submission of manuscript for JULY EDITION is MAY, 31 EVERY YEAR: Deadline for submission of manuscripts for DECEMBER EDITION is JULY 31 EVERY YEAR:

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- * The editors are responsible for all final decisions on editorial changes.
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Administrative Fees

PUBLICATION fee for each accepted Single Authored article (s) is \$100.

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Author are required to submit one copy of each manuscript by email attachment(s) to the Editor-in Chief direct to Ijmsre@yahoo.co.uk

Submission(s) which do not adhere to these requirements shall not be considered for review and shall be returned.

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Effect of 8-Week Jogging-Brisk Walking Programme on Health Related Physical Fitness Profile of Male Students in Bayero University Kano

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Abstract

The effect of 8-week jogging-brisk walking programme on health related physical fitness profile level was investigated in this study subjects were (seventy) 70 apparently healthy male students from Bayero University Kano who have volunteered to participate. Thirty (30) of them took part in a training programme made up of jogging, strengthening and stretching exercise, was performed 3- times alternatively per week for eight (8) weeks. The intensity of exercise was progressively increased. The F-ratios of the pre-to post test scores revealed significant post-training gains in Cardio-Respiratory Endurance and flexibility by the exercised males. . It is therefore, recommended that students should participate in jogging programmes to increase their level of physical fitness.

Introduction

Physical fitness can be thought of as an integrated measure of most, if not all, the body functions muscular, cardio-respiratory, hemato-circulatory, psycho- neurological and endocrine-metabolic, involved in the performance of daily physical activity and/or physical exercise. Regular physical activity is an important component of a healthy lifestyle and helps to keep the body fit. Physical activity is any bodily movement produced by skeletal muscle that results in energy expenditure. Physical fitness is required not only by athletes for better performance, but also by non-athletes for maintenance of a healthy body and healthy mind. Fitness is generally considered to have five components: aerobic capacity, muscle strength, muscular endurance, flexibility, and body composition, (Bennett & Plum, 1996). Hence, when physical fitness is tested, the functional status of all these systems is actually being checked. This is the reason why physical fitness is nowadays considered one of the most important health markers, as well as a predictor of morbidity and mortality for cardiovascular disease (CVD) (Ortega, JR Ruiz,

Castillo & Sjostrom, 2008; Blair, Kohl III, Paffenbarger Jr, Clark, Cooper, & Gibbons, 1989; Metter, Talbot, Schrager, Conwit, & *Gerontol.* 2002). In recent decades, a decline in physical activity among college students has been observed (Sacheck, Kuder, & Economos, 2010).

Regular physical exercise is a powerful and effective way of improving aerobic fitness, flexibility, musculoskeletal fitness, blood pressure and subcutaneous fat in adults (Strydom, 2004; Musa, Uzonicha & Dikko, 2003; Musa, 2002). Several studies have shown that regular physical activity and acceptable level of physical fitness are associated with a reduced risk of elevated blood lipids, high blood pressure, obesity, coronary heart diseases (CHD) and other health related problems in adults (Strydom, 2004).

The non charlatan attitude of student toward physical activity programmes nowadays have resulted into hyperkinetic diseases like in institution in focus BUK students are often seen patronizing school clinic complaining of problems like feeling headache, stressful, depression, and some even complain of sleepless night, body weakness when diagnosis most are not as a result of infections but degenerative diseases. Emiola (1986) found that several researchers have used different training programmes in order to determine their effects on fitness and health. However, research on the efficacy of jogging-brisk walking programme on males, especially students of Nigerian universities is grossly inadequate.

Methodology

Design and Subjects

Experimental design of pre-test and post-test control design involving control and experimental group is used in order to determine the amount of change produced by the treatment. This was in conformity with method advanced by Jerry, Jack & Stephen, (2005). The sample for this study comprised 70 (seventy) apparently healthy male students from Bayero University Kano who have volunteered to participate. The subjects for control and experimental group were then selected using a balloting procedure 'Yes' or 'No' was written on sheets of paper. All subjects who picked 'Yes' were selected for the experimental study and those who picked 'No' were used as for control group. A male student who is sedentary, non athlete and is certified has fit, to participate in the research.

Measurement procedure

1.5 mile Run for Cardio-Respiratory Endurance

The test involved running a distance of 1.5 mile at the subject own pace, to test their endurance. A thorough warm-up was given before the commencement of the test. It started from a stationary standing position, with one foot in front of the other. The foot was behind the starting line. Once the subjects are motionless and ready, the starter gave the instructions "set" then "go". The subjects are advised to run at own pace (Franks, 1989)

The time will be recorded to the nearest 2 decimal places. The time started from the first movement and finished when the chest crossed the finishing line (Franks, 1989). A means of assessing maximal oxygen intake by Cooper quoted by Werner & Sharon, (2008), was used to estimate the maximal oxygen intake by each subject and record in the nearest minute.

Training procedure

Jogging-brisk walking programme was performed 3- times alternatively per week, that is, Monday, Wednesday and Friday. A total distance of 3.2Km was covered per training session during the training. The experimental group jogged and brisk walked with an intensity of 75-80% of their predicted heart rate (220 minus the age of the subject) as recommended by Howley & Franks (1992). The training was always preceded by 5 minutes warm-up which consisted of calisthenics and running on the spot. 5 minutes cool down exercise followed the training session by walking slowly round the track.

Data Analysis

Statistics of mean and standard deviation are used to describe the physical characteristics, ANCOVA was used to compare the control and experimental group. Statistical significance for all analysis is defined at 0.05 alpha levels.

Results

Table 1: Physical Characteristics of the subjects

Variable	Exp-G $\bar{x} \pm SD$ (n=35) PrePost	Control-G $\bar{x} \pm SD$ (n=35) PrePost
Age	24.00 $\pm$ 1.0424... $\pm$ 1.04	24.5 $\pm$ 1.7124.5 $\pm$ 1.71
Body Mass	66.03 $\pm$ 7.7263.74 $\pm$ 7.69	63.65 $\pm$ 12.6365.46 $\pm$ 7.95
Stature	1.69 $\pm$ 0.061.69 $\pm$ 0.06	1.57 $\pm$ 0.081.57 $\pm$ 0.08

The subjects as presented in table 1 were randomized into experimental and control groups. The results show that participants in both groups were not found to differ significantly in age, weight and height.

The 8 weeks jogging-brisk walking programme will have no significant effect on cardio-respiratory endurance of the students.

Table 2: ANCOVA result of cardio-respiratory endurance after 8-weeks jogging-brisk walking programme.

Variable	Exp-G (n=35) $\bar{x} \pm SD$	Control-G (n=35) $\bar{x} \pm SD$	SE	df	F	prob
Cardio-respiratory endurance						
Pretest	15.00 $\pm$ 1.84	11.44 $\pm$ 1.92	0.223	1,64	225.960*	0.000
Post-test	9.66 $\pm$ 2.41	14.21 $\pm$ 2.04				

F(1,64)= 225.960; P < 0.05

The result in table 2 observed that there was significance increase in Cardio-respiratory endurance after 8-weeks jogging-brisk walking programme in the experimental group when compared with the control group (F=225.960; P<0.05). This implies that the null hypothesis does

not hold and therefore, the outcome cannot be attributed to chance. It is then concluded that the jogging-brisk walking programme improve the Cardio-respiratory endurance of students in the experimental group significantly.

There was no significant difference in flexibility between control and experimental group following 8-weeks jogging programme among students.

Table 3: ANCOVA result of 8-weeks jogging programme on flexibility of students

Variable	Exp-G $\bar{x} \pm SD$ (n=35)	Control-G $\bar{x} \pm SD$ (n=35)	F Prob
Flexibility			
Pretest	14.73 $\pm$ 4.38	15.06 $\pm$ 5.12	7.229* 0.009
Post-test	16.22 $\pm$ 5.85	14.44 $\pm$ 5.85	

F(1,64)= 7.229; P < 0.05

The result in table 3 indicated that there was significance increase in flexibility after 8-weeks jogging programme in the experimental group compared with the control group (F=10.072; P<0.035). This implies that the null hypothesis does not hold and therefore, the outcome cannot be attributed to chance. It is then concluded that jogging programme improve the physical fitness of students in the experimental group.

Discussion

The 8 week jogging-brisk walking programme had significant effect on the cardio-respiratory endurance of students of Bayero University. This finding is supported by Blake (2011), who found that cardio-respiratory endurance can be improved upon through running, jogging and sports that require continuous running. Tudor-Locke, Ainsworth & Popkin (2001), also stated that jogging and running have effect on the cardio-respiratory endurance, also Massicote et al (1979), Eddy et al (1977), Gregory (1979) and Musa (1997) which showed significant improvement in $\dot{V}O_2$ max due to aerobic training.

Williford et al (1988) evaluated the effect of aerobic dance training on cardiopulmonary function of untrained. Subjects consisted of ten (10) healthy untrained males, while eight (8) Healthy untrained males served as control. The experimental group underwent the aerobic dance training for both categories increase in the experimental group for $\dot{V}O_2$ max was 12% versus 2% in the control and time on a continuous grade increment treadmill test were 11% versus 2%. Body composition did not change significantly in either group. The finding concluded that 10 weeks of aerobic dance training can significantly improve cardiovascular fitness. This is in line with the current finding.

Igbokwe (1995) investigated the effects of different jogging programmes on aerobic capacity of school boys, whose age ranged between 13 and 16 years. They were randomly assigned to control, continuous and interval jogging groups. The continuous groups performed the training thrice a week for eight weeks, while the interval group 4 minutes jog interspersed with 6minute walk, The findings showed significant gain in aerobic power in both the continuous (8.4%) and interval (7.0%) jogging groups in contrast to the control group (1.1%).

Eddy et al (1977) observed the effects of interval and continuous training on some physiological parameters in college men and women, the subjects were made up of equal number

of men and women with an average age of 21 years. Vo2 max was assessed using a continuous progressive load technique on a cycle ergometer at base line and after training. The subjects were then systematically assigned to either a continuous training group or an interval training group. Cycling was the mode of training for both group. The continuous group trained at an intensity of 70% Vo2 max while the interval group trained at an intensity of 100%Vo2 max. Both group trained for 4 days a week, for 7 weeks. Total work-Toad for the two groups were equated. Vo2 max increased significantly in both groups with no training superior to other. It was concluded that when workload is equated, continuous and interval training at 70% and 100% respectively produces identical changes in certain physiological variables. This study is in line with the present study, which shown that 8 week jogging-brisk walking improved significantly in cardio respiratory endurance of students of Bayero University kano, Kano State.

The findings of this study have shown that there is a significant increase in flexibility of students among the jogging programme as indicated in (Table 4.2). This means that the physical fitness of the experimental group improve in terms of flexibility as a result of the jogging programme. This study is in line with that of Brown & Holloszy (2003) who work on effect of walking, jogging and cycling on strength, flexibility in 50 adults with age range 18-32 yrs, in Washington, the subject perform the jogging three times alternatively per week for eight weeks, the result of sit and reach test after jogging had increased the flexibility of adults. The result of the present findings agreed with those of Wilmore (1985) and Jackson & Baker (1996), which shows significant improvement in trunk flexibility of eight weeks static stretching training programme.

Conclusions

The 8-weeks jogging-brisk walking programme improved significantly, cardio-respiratory endurance which is components of Health related physical fitness the jogging students. Because regular jogging-brisk walking programme improve physical fitness level and wellness of students.

Recommendations

Based on the results obtained from this study, it was recommended that:

1. Students should be encouraged to jog regularly with a view to improve their flexibility and cardio-respiratory endurance. This can be done using jogging programmes, designed to promote mass participation by students and supervised by trained and qualified physical educators.
2. Similar training programmebe designed for students in higher institutions and other settings so as to encourage regular participation for the purpose of fitness, development and promotion of cardio respiratory health.

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Dynamic Growth Effects of Primary Enrolment in Nigeria

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Abstract

The crux of the paper is to examine the impact of primary school enrolment on economic growth in Nigeria between 1980 and 2010. The time series properties of the variables were verified and it was observed that a long run relationship does not exist among the variables. Hence, a Box Jenkins Ordinary Least Square (OLS) estimation technique was employed to analyze the empirical model. The findings of the empirical investigation suggest that primary enrolment exert a negative influence on economic growth in Nigeria. The paper attributes this negative impact to the declining trend of primary school enrolment couple with the nose-diving quality of teaching and learning at the primary school level. The paper therefore recommends that there is need for government to adequately and conscientiously fund the education sector in the light of weak and sluggish trend of primary enrolment in Nigeria. Effective collaboration between the government and private sector is also considered germane for the development of education sector in Nigeria.

Keywords: Primary enrolment, Growth and Education

JEL Classification: I21, I22, O40.

Introduction

Enrollment rates and years of schooling have risen in most countries of the world and this can be attributed to successive generations of both governmental and parental investment in children's education particularly when a productive investment in human capital has become a veritable tool adopted by developed countries for accelerating economic development and promoting standard of living (World Bank, 2008). Overtime, these investments have narrowed the differences in schooling across and within countries, and between and within genders. In 1960, the average schooling of men aged 25 and over in advanced countries were 5.8 times that of men in developing countries. In 2000, this ratio fell to 2.4. During the same period, women's average schooling level as a ratio of men's increased from 0.5 to 0.7 in developing countries (Orazem and King, 2008).

In Nigeria, available statistics has shown that enrolment growth rates are quite insignificant and inconsistent. Specifically, the profile of primary education in Nigeria between 1980 and 2010 presents a gloomy picture of the inconsistent nature of the growth rate in the primary school enrolment. The growth rate of primary school enrolment was 5.04 percent in 1983 when the enrolment figure was 15,308,384 pupils but declined to -10.64 percent in 1987 when enrolment was 11,540,178 pupils and later increased to 7.47 percent in 1992. Highest enrolment growth rate was recorded in 1996 at 14.31 percent and subsequently fell to -16.98 percent in 2004. It slightly increased to almost 13 percent in 2009 before later declining to 8.334

percent in 2010. It is however disheartening to observe that between 1980 and 2010, the growth rates of primary school enrolment is less than 15 percent. It should be noted that in spite of various policy interventions initiated by the government over the years to stimulate schooling at all levels of education, enrolment rates of school-aged children still remain abysmally poor. It should be noted that there is ample documentary evidence on the impact of education on economic growth in the literature but the specific impact of primary education is still very nascent. In addition, the inconclusive posture on the direction of impact of education on growth is another area that this study intends to contribute. Therefore, the main objective of this paper is to examine the dynamic growth effects of primary enrolment in Nigeria. The rest of this paper is organized as follows: Section 2 presents the review of related literature on primary education. Section 3 provides a performance analysis of primary enrolment in Nigeria between 1980 and 2010. Section 4 houses the theoretical framework and the methodology adopted for the study as well as the discussion of the empirical result while section 5 concludes the study.

2.0 Empirical Review

The fact that education is very vital to the pace of social, political and economic development of any nation is well acknowledged in the literature. According to Aliu (2001), nation's growth and development is determined by its human resources. And the provision of the much-needed manpower to accelerate the growth and development of the economy has been said to be the main preoccupation of education in Nigeria (Schultz, 2002). This belief in the efficacy of education as a powerful instrument of development has led many nations to commit a colossal amount of their wealth to the establishment of educational institutions at various levels – Primary, Secondary and Tertiary levels. According to Ekundayo & Ajayi (2007), the funds allocated to education should not be considered as mere expenses but as a long-term investment, which brings about immense benefit to the society as a whole.

The importance of education in economic development cannot be over emphasized as several studies have emerged to empirically determine the education-growth nexus. While some studies showed a positive and significant relationship others exhibit a negative but significant relationship. For instance, a positive but significant link between education and economic growth are found in the works of Bruneth, Marble & Patrinos (1995), Grammy & Assare (1996), Ojo & Oshikoya (1995) and Lincove (2008). However, Barros (1991) study of 98 countries between 1960 and 1985, used school enrolment rates as proxies for human capital. His findings revealed that growth rate of real per capita GDP is positively related to initial human capital proxied by 1960 school enrolments rates. According to Romer (1990), human capital is the key input to the research sector that generates the new product or ideas which underlie technological progress. Thus, countries with greater initial stocks of human capital experience a more rapid rate of introduction of new goods and thereby, tend to grow faster. Mankiw, Romer & Weil (1992) used the augmented Solow growth model with the product of secondary school; enrolment ratio and the proportion of the labour force of secondary school age as a measure of flow of investment in human capital. Their results show that investment in human capital substantially and significantly influenced per capita income growth. Even, when primary school enrolment was used as suggested by Romer (1995) and Klenow & Rodriguez-Clare (1997), the results still indicate that human capital term is highly significant.

In their own study of East Asia, Burnett et al (1995) indicate that massive investment in both primary and lower secondary education significantly explained the development “miracle” experienced in the region. Using varied forms of human capital investment such as school enrolment, human development index, and economic liberty index, Grammy & Assane (1996) have found that human capital formation positively and significantly contributed to economic growth. In their study of African countries, Ojo & Oshikoya (1995) found literacy rate and average year of schooling to be positively related to per capita output growth. Using other indices such as school enrolment, they found that the signs of their coefficients were either wrong or statistically insignificant. A significant departure from the cross-sectional or cross-country studies is that of Ncube (1999). Incorporating human capital variable (proxied by total enrolment) into the standard growth model, he found a very strong long-run relationship between human capital investment and economic growth in Zimbabwe.

In similar vein, a negative but significant relationship between education and human capital is evident in the works of Benhabib & Spiegel (1994), Islam (1995), Caselli, Esquivel & Lefort (1996), Hoeffler (1999) and Jovanovich, Lach & Levy (1992). Benhabib & Spiegel (1994), use a standard growth accounting framework that includes initial per capita income and found a negative coefficient on growth of years of schooling. Using annual data on a different set of capital stock, Jovanovich et al (1992) found negative coefficients on education for a non-OECD countries sample. Recent studies based on panel data to allow for country specific effects such as Islam (1995), Caselli et al (1996) and Hoeffler (1999) consistently found negative signs on schooling variables. Even, Barro (1991) found a negative impact of human capital on growth when student-teacher ratios (showing quality of education) and adult literacy rates were used as proxies for human capital.

In Nigeria, there have been few attempts to empirically validate the effects of educational investment on growth. For instance, Anyanwu (1996) calculated the crude private average rates of investment return on education for secondary and post secondary levels. The estimated crude private rates of returns were 13.4 percent for lower secondary school level, 11.9, 11.2 and 17.2 percent for secondary technical, upper secondary and university levels respectively. He also computed the crude social average returns to be 12.3, 11.0, 10.4 and 12.7 percent for lower secondary school, secondary technical, upper secondary school and university levels respectively. The general conclusion of his findings is that no matter the magnitude of monetary resources expended on education, the private and social returns are always profitable and justifiable. Thus, investment on education positively affects the economy. Okedara (1985) employ a three-year experimental adult literacy programme of the University of Ibadan to generate the private and social benefits associated with formal and informal (adult literacy programme) primary education. He calculated the private rates of return on formal primary education. These values were obtained after accounting for economic growth. By implication, both formal and informal primary education does not only increase productivity through earnings, but also through increased capacity for future earning possibilities; which invariably translate into growth. Similarly, Odusola (1998) using real expenditure on education as proxy for human capital investment discovered that real human capital investment is positively related to growth, although weak. The study also finds a feedback mechanism between human capital investment and per capita income growth.

3.0 Performance of Primary Education in Nigeria

Analysis of primary education in Nigeria has been made in terms of school enrolment, number of schools and growth rates. The enrolment values represent significant indicators of public preferences for education and the number of schools provides information on government commitment to enhancing education quality and performance. The profile of primary education in Nigeria between 1980 and 2010 indicate that the growth rate of primary school enrolment followed an inconsistent and unsteady pattern. It was 5.04 percent in 1983, when the enrolment figure was 15,308,384 pupils, reduced to -10.64 percent in 1987 when enrolment was 11,540,178 pupils and later increased to 7.47 percent in 1992. Highest growth rate was registered in 1996 with 14.31 percent followed by 1997 and 2002 when it was both 10.00 percent and subsequently fell to -16.98 percent in 2004. There was a slight improvement in the enrolment rates when it increased to almost 13 percent in 2009 before later declining to 8.334 percent in 2010. It is however disheartening to observe that between 1980 and 2010, the growth rates of primary school enrolment is less than 15 percent. This is grossly inadequate for a country aspiring to be among the 20 leading developed economies of the world by the year 2020. In addition, the number of primary school established by the government increased from 36,688 schools in 1980 to 60,189 schools in 2005 beyond which it declined to 56,238 schools in 2010. It should be noted that the growth in the number of primary schools established between 1980 and 2010 was 53.2 percent in spite of the increase in the enrolment figures for the same period. This largely depicts lack of genuine commitment on the part of governments to develop the educational sector in Nigeria.

4.0 Methodology and Analysis of Data

4.1 Analytical Framework

The standard methodology of growth studies begins with the neoclassical (Solow) production function of the form.

$$Y_t = A_t f(K_t, L_t) \dots \dots \dots (1)$$

Where Y is aggregate real output, K is the capital stock, L is labour, A is the efficiency factor and t is the time dimension. However, the capital stock K takes account of the energy consumed in the economy.

Expressed in growth form, equation (1) becomes

$$G_y = G_A + \beta_k + G_k + B_L G_L \dots \dots \dots (2)$$

Within the growth accounting framework and given the fact that capital stock data is generally not available (unless computed using inventory method), equation (2) is usually estimated in the form:

$$G_y = G_a + \beta_k (I/Y) + B_L G_L \dots \dots \dots (3)$$

Where I/Y is the investment aggregate output (income) ratio.

The emergence of endogenous growth theory and models (e.g., Romer 1986 and Barro (1991) suggests that other endogenous factors such as government policies as well as political stability, market distortions, and human capital development (school enrolment) largely influence economic growth. In other words, it is impossible for economic growth to occur without exogenous factors such as changes in technology or population. Accordingly, several studies (see those reviewed by Renelt 1991) have attempted to integrate exogenous forces with endogenous factors in explaining economic growth across countries. In these studies, the augmented Solow neoclassical production function was used.

In particular, the formulation adopted by Mankiw et al (1992) and Grammy and Assane (1996) can be modified and expressed as:

$$Y_t = A_{(t)} K_{a1} L_{a2} H_{a3} \quad a_1 > 0, a_2 > 0, a_3 > 0, \dots \dots \dots (4)$$

Where H is human capital development proxied by School enrolment and $a_1 + a_2 + a_3 = 1$ (assuming constant returns to scale); other variable are as defined earlier. Taking the natural logarithm of both sides of the equation produces a linear equation in levels of the form.

$$\ln Y = a + a_1 \ln K + a_2 \ln L + a_3 \ln H \dots \dots \dots (5)$$

The linear in log levels specification can also be expressed in rates of growth thus.

$$y = a + a_1 k + a_2 l + a_3 h \dots \dots \dots (6)$$

Where y, k, l, h and e , represent the percentage growth rates of real output, physical capital, labour, and human capital investment respectively. In this formulation, 'a' is the growth rate of growth accounting residual.

In summary, endogenous growth model proponents believe that improvement in productivity can be linked to foster the pace of innovation and additional investment in human capital. In addition, the theory emphasizes that private investment in Research and development (R and D) is the central source of technical progress. Thus, the theory predicts positive externalities and spill-over effects from development of a vibrant knowledge-based economy which is able to develop and maintain a competitive advantage in growth industries in the global economy.

4.2 Model Specification

The model for this study emanates from the theoretical framework. Since this study seeks to examine the impact of primary enrolment on economic growth in Nigeria, the econometric model will be formulated through the use of regression analysis to obtain the relationship between the dependent and explanatory variables.

Model I

$$RGDP = \beta_0 + \beta_1 PRYENR + \mu \dots \dots \dots (11)$$

Where: RGDP=Real Gross Domestic product; PRYENR=Primary School Enrolment; μ = Error Term.

Table 4.1: Unit Root Test

Variables	ADF Test Statistic	Prob-Value	Order of Integration
Pryenr	-5.299611	0.0002	I(1)
Rgdp	-2.700585	0.0943	I(2)

Model II

$$FDRGDP = \beta_0 + \beta_1 FDRYENR + \beta_2 AR(1) + \mu \dots \dots \dots (12)$$

Table 4.2: BOX JENKINS OLS Regression Estimates
Dependent Variable: RGDP

Variables	Coefficient	Std. Error	t-Statistics	Prob.
C	-508665.3	974621.6	-0.521911	0.6065
PRYENR	-0.189420	0.117066	-1.618058	0.1187
PRYENR(-1)	0.140601	0.058738	2.393704	0.0248
RGDP(-1)	0.043682	0.060291	0.724511	0.4758

F-statistic 6.395280
 Prob(F-statistic) 0.002438
 Durbin-Watson stat 2.178578
 R-squared 0.444262
 Adjusted R-squared 0.374795

Discussion of Empirical Results

The empirical model was estimated using the conventional Ordinary Least Square (OLS) estimation technique to investigate the effects of primary school enrolment on economic growth in Nigeria. The choice of OLS lies in the fact that it produces reliable estimates for regression coefficients. The analysis of the empirical model was carried out with the use of E-Views 7 statistical package. Two strands of estimation were presented in this study as indicated in tables 4.1 and 4.2. The unit root test of the variables as presented in table 4.1 suggests that the two series are stationary at different order of integration and this imply that long run relationship does not exist among the series. Hence, a Box Jenkins OLS regression estimation was carried out while incorporating the autoregressive component of the variables and the result is presented in table 4.2. The result indicates that the coefficient of primary enrolment is inversely related to economic growth in Nigeria. Besides, the value of the co-efficient of determination (r^2) of 0.444262 shows that about 44 percent of the variation in the dependent variable (RGDP) is explained by changes in PRYENR between years 1980 and 2010 while the remaining 56 percent is explained by other variables outside the model. The F-statistics of 6.395280 shows that forecasting strength of the model is very high which implies that the model is adequate and sufficient in explaining the relationship between dependent and explanatory variables. The F-statistics (6.395280) also indicates that the model has a good fit indicative of the probability value of the 0.002 even at one per cent level of significance. However, the value of Durbin-Watson statistics of 2.178578 suggests that the problem of serial correlation is less severe. This result is however consistent with the works of Aliu (2001) and Ekundayo & Ajayi (2007).

5.1 Conclusion and Recommendation

It is evident from the above analysis that primary enrolment is a veritable tool for enhanced economic growth in Nigeria. The result, in addition, established the fact that without human capital development, sustainable economic growth may not be achieved in the country. The negative impact of primary education on growth in Nigeria is an indication of the decaying infrastructural facilities in our schools which to a large extent jeopardizes the quality of teaching and learning. Again, the study has also confirmed the UNESCO's position of improved

government investment in education as this can exert significant impact on primary school enrolment and by extension generate economic growth for the country. Therefore, it is very imperative on the part of government to commit more resources into the educational sector so that the UNESCO's recommendation of 26 percent of annual budget can be achieved. In conclusion, unless conscious and aggressive funding is bestowed on the education sector in the country, the declining trend of school enrolment will continue unabated couple with its consequential effect on economic growth.

In the light of the findings of this study, a blend of these policy options could contribute immensely to the revival of educational sector in Nigeria:

- There is need for government to adequately and conscientiously fund the education sector in the light of weak and sluggish contribution of the sector to development in the country.
- There should be effective and functional regulatory framework saddled with the responsibility of monitoring the public funds committed into the educational sector in order to guide against wastages.
- There should be periodic provision and upgrade of infrastructural facilities in all the educational institutions in order to enhance the quality of teaching and learning.
- The funding of education should not be left in the hands of the government alone and as such there should be effective collaboration between the government and private sector within the framework of public-private partnership.

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APPENDIXTable 1: Profile of the Student Enrolment in Primary School and Economic
Growth in Nigeria between 1980 and 2010

Years	No of Primary School	Primary Enrolment	Growth rate of Enrolment	RGDP
1980	36,688	19,589,875	-	49632.30
1981	37,611	14,285,437	-27.0775	50456.10
1982	37,888	14,574,523	2.0236	51653.40
1983	38,211	15,308,384	5.0352	56312.90
1984	35,017	14,383,487	-6.0418	62474.20
1985	35,433	13,025,287	-9.4428	70633.20
1986	35,433	12,914,870	-0.8477	71859.00
1987	36,023	11,540,178	-10.6443	108183.00
1988	33,796	12,690,798	9.9706	142618.00
1989	34,904	12,721,087	0.2387	220200.00
1990	35,433	13,607,249	6.9661	271908.00
1991	35,446	13,776,854	1.2464	316670.00
1992	36,610	14,805,937	7.4677	536305.10
1993	38,254	15,870,280	7.1887	688136.00
1994	38,649	16,190,947	2.0206	904004.70
1995	41,531	15,741,678	-2.7748	1934831.00
1996	41,660	17,994,620	14.3120	2703809.00
1997	43,951	19,794,082	10.0000	2801973.00
1998	45,621	21,161,852	6.9099	2721178.00
1999	47,902	22,473,886	6.1999	3313563.00
2000	48,860	23,709,949	5.4999	4727523.00
2001	49,343	24,895,446	4.9999	5374335.00
2002	51,870	27,384,991	10.0000	6232244.00
2003	59,131	25,772,044	-5.8899	6061700.00
2004	60,189	21,395,510	-16.9817	11411067.00
2005	60,189	22,115,432	3.3648	14610881.00
2006	54,434	23,017,124	4.0772	14820552.01
2007	54,434	21,632,070	-6.0175	149312.25.20
2008	54,434	21,294,517	-1.5604	15031435.00
2009	55020	24,059,234	12.983	16924841.00
2010	56238	26,064,512	8.334	20142200.00

Sources: (1) Federal Ministry of Education, Lagos

(2) CBN – Annual Report and Statement of account, 1980 – 2010

UNIT ROOT TESTS

Null Hypothesis: D(PRYENR) has a unit root

Exogenous: Constant

Lag Length: 0 (Automatic - based on SIC, maxlag=7)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-5.299611	0.0002
Test critical values: 1% level	-3.679322	
5% level	-2.967767	
10% level	-2.622989	

*MacKinnon (1996) one-sided p-values.

Augmented Dickey-Fuller Test Equation

Dependent Variable: D(PRYENR,2)

Method: Least Squares

Date: 05/25/14 Time: 23:24

Sample (adjusted): 1982 2010

Included observations: 29 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D(PRYENR(-1))	-0.829351	0.156493	-5.299611	0.0000
C	379875.3	278425.6	1.364369	0.1837
R-squared	0.509856	Mean dependent var	252059.2	
Adjusted R-squared	0.491703	S.D. dependent var	2095143.	
S.E. of regression	1493732.	Akaike info criterion	31.33793	
Sum squared resid	6.02E+13	Schwarz criterion	31.43222	
Log likelihood	-452.3999	Hannan-Quinn criter.	31.36746	
F-statistic	28.08588	Durbin-Watson stat	1.722030	
Prob(F-statistic)	0.000014			

Null Hypothesis: D(RGDP,2) has a unit root

Exogenous: Constant

Lag Length: 7 (Automatic - based on SIC, maxlag=7)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-2.700585	0.0943
Test critical values: 1% level	-3.886751	
5% level	-3.052169	
10% level	-2.666593	

*MacKinnon (1996) one-sided p-values.

Warning: Probabilities and critical values calculated for 20 observations

and may not be accurate for a sample size of 17

Augmented Dickey-Fuller Test Equation

Dependent Variable: D(RGDP,3)

Method: Least Squares

Date: 05/25/14 Time: 23:27

Sample (adjusted): 1990 2006

Included observations: 17 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D(RGDP(-1),2)	-14.96886	5.542820	-2.700585	0.0270
D(RGDP(-1),3)	13.09720	5.605452	2.336511	0.0477
D(RGDP(-2),3)	12.31105	5.573779	2.208744	0.0582
D(RGDP(-3),3)	10.68999	5.033054	2.123956	0.0664
D(RGDP(-4),3)	9.650537	4.416697	2.185012	0.0604
D(RGDP(-5),3)	8.989746	3.303865	2.720979	0.0262
D(RGDP(-6),3)	6.063695	2.184817	2.775379	0.0241
D(RGDP(-7),3)	3.902896	1.329360	2.935921	0.0188
C	775223.9	314766.0	2.462858	0.0391
R-squared	0.941912	Mean dependent var	-178428.8	
Adjusted R-squared	0.883824	S.D. dependent var	2620589.	
S.E. of regression	893216.3	Akaike info criterion	30.54810	
Sum squared resid	6.38E+12	Schwarz criterion	30.98921	
Log likelihood	-250.6588	Hannan-Quinn criter.	30.59194	
F-statistic	16.21530	Durbin-Watson stat	0.879844	
Prob(F-statistic)	0.000346			

BOX JENKINS OLS ESTIMATES

Dependent Variable: D(RGDP)

Method: Least Squares

Date: 05/25/14 Time: 23:47

Sample (adjusted): 1981 2010

Included observations: 28 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-508665.3	974621.6	-0.521911	0.6065
D(PRYENR)	-0.189420	0.117066	-1.618058	0.1187
RGDP(-1)	0.140601	0.058738	2.393704	0.0248
PRYENR(-1)	0.043682	0.060291	0.724511	0.4758
R-squared	0.444262	Mean dependent var	710060.2	
Adjusted R-squared	0.374795	S.D. dependent var	1277333.	
S.E. of regression	1009986.	Akaike info criterion	30.62034	
Sum squared resid	2.45E+13	Schwarz criterion	30.81065	
Log likelihood	-424.6847	Hannan-Quinn criter.	30.67852	
F-statistic	6.395280	Durbin-Watson stat	2.178578	
Prob(F-statistic)	0.002438			

Self-Medication and Consumers' Perception of Drug Efficacy among Selected Primary School Teachers in Ibadan, South Western, Nigeria.

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Abstract

Studies have been conducted on self-medication, but little information is available on consumers' perception of drug efficacy. This informed the conduct of this study to understand consumers' perception of the efficacy of drugs used for self medication among primary school teachers in Ibadan North-East Local Government Area, Nigeria. This population comprising literate, low and middle income earners is what past studies on self-medication have revealed have high rates of self-medication. The study employs a survey and In-depth interview (IDI) methods. The questionnaire was designed based on the standard type for measuring self-medication as developed by Tenaw (2002), while the In-depth interview (IDI) was based on self-designed questions. The questionnaire was administered to 732 participants, who were randomly selected primary school teachers and a medical practitioner each from government, private and trado-medical hospitals. Results showed that there is a significant relationship between self-medication practices and consumers' perception of drug efficacy. Based on the findings, government, all health organizations, including Non-government organization (NGO's) on health matters, should give proper health education to both consumers and pharmacists. Also, there should be a check to pharmacists' activities and the National Agency for Food and Drug Administration and Control (NAFDAC) should improve on the monitoring and evaluation of drugs available in the market.

Key words: self-medication, consumers' perception, drug efficacy, Teachers, Nigeria.

Background To The Study

Self-medication ought to be a lay behavioral response for an individual for treating minor ailments to promote or restore his/her health, but studies have shown many potential risks which are associated with the practice which include; incorrect self-diagnosis, delay in seeking medical advice when needed, infrequent but severe adverse reactions and dangerous drugs interactions. Others are incorrect manner of administration, incorrect dosage, medication abuse and dependence. Self-medication may also induce drug addiction or abuse which users are unaware of. From the aforementioned risks, self-medication can be seen to be far from being a safe practice, in that many consumers are known to lack the ability to self-diagnose accurately. However, several benefits have also been linked to appropriate self-medication among them: increased access to medication and relief for the patient, active role of the patient in his or her own health care, better use of physicians and pharmacists skills and reduced (or at least optimized) burden on governments due to health expenditure linked to the treatment of minor health conditions (Ruiz 2010)

Self-care to an extent and self-medication is as old as illness in Nigerian society and elsewhere in the world. Culture is important to health in that it points to social origin of disease and the central role society would play in disease diagnosis, treatment, prevention and prognosis (Caldwell, 1991; Corin 1995; Chinwuzue and Okolocha, 2001; Jegede, 2011). Nigerians believe that diseases are caused by natural, preternatural and mystical/mysterious factors (Erinosho, 2005). In spite of this belief, many engage in a cultural health defense practice called “ajesara” in Yoruba language. This is done to stop sickness from coming and it is perceived to be a form of preventive health measure than that of curative measure. People generally want to proffer solution (comfort) by using medicine in the event of any sickness (discomfort). Self-medication practitioners are being called upon to assume more responsibility for their health promotion and disease prevention. This challenge has motivated them to embrace the concept of self-medication Afolabi (2002). Even a Yoruba adage says “ti ara ba baje tan, ti alara lo ma da” meaning every individual will be responsible for his health. In pursuit of these, craving for medicine and self-medication have been part of mankind from time immemorial and it has been passed from one generation to another. Self-medication offers a way out as people begin to sense the positive beliefs of multiplying their options in health care. Self-medication as an element of self-care is a growing trend which has the approval of the WHO for effective and quick relief of symptoms for minor ailments without medical consultation, which helps in reducing the burden on health care services especially in understaffed, inaccessible rural or remote areas (Titilayo, Rasaq & Eniola, 2010). Literature showed that the incidence of self-medication is widespread with no significant difference between underdeveloped, developing and developed nations. In the developed countries with sufficient health manpower, many people still buy non-dangerous medications without a doctor’s prescription. These are the over-the-counter (OTC) drugs whose sale statistics reflect the pattern of self-medication. Studies have also shown that there are higher chances of self-medication with herbal drugs than over-the-counter or prescription drugs due to the perceived efficacy of herbal medicines (Titilayo, Rasaq & Eniola, 2010). Although self-medication is widespread and considered advantageous globally, critics of self-medication from the medical community have characterized self-care as questionable if not dangerous and most doctors attach negative connotations to self-medication as opposed to other forms of self-care (Tenaw 2002).

Research Objectives

The general objective of this study is to access the knowledge and pattern of self-medication practices and perception of drug efficacy in the sampled population, while the specific objectives are to

1. Identify the major reasons for self-medication among primary school teachers in Ibadan North-East Local government.
2. Find out the common cause of illness/symptoms that necessitated self-diagnosis and self-medication among primary school teachers in Ibadan North-East Local Government Area.
3. Know the frequently requested drugs and category of drugs during self-medication among primary school teachers in Ibadan North-East Local government
4. Access the perception of primary school teachers about drug used for self-medication.

Justification of the Study

Studies have revealed high mortality rate in Nigeria of both young and old, due to self-medication. Literature on self-medication showed that incidence of self-medication is high in low and middle income countries like Nigeria and elsewhere in Sub-Saharan African and a high rate of self-medication among literate, low and middle income population in which Nigerian primary school teachers belong. This informed the conduct of this study and makes this research study necessary and imperative to clearly understand the pattern of self medication and consumers' perception of drug efficacy. This it is believed will help government and other Non-governmental Organization (NGOs) on health policies formulation and program execution related to health matters to achieve a responsible self-medication has been advocated by the WHO through the World Self-Medication Industry (WSMI). This implicitly negates the Yoruba maxim that says "a n fi ogun lapalapa wo ete" meaning that, when one act in ignorance, he/she may use leprosy medication for dermatological problem(eczema).

Theoretical Orientation: Hocbaum, Irwin Rosenstock and Kegels' Health Belief Model (HBM)

The health belief model (HBM) is a psychological model that attempts to explain and predict health behaviors. This is done by focusing on the attitudes and beliefs of individuals. The HBM was first developed in the 1950s by social psychologist Hocbaum, Irwin Rosenstock and Kegels.: Irwin Rosenstock, Strecher and Becker(1988) opined that the HBM hypothesizes that health related action depends upon the simultaneous occurrence of three (3) classes of factors.

1. The existence of sufficient motivation (or health concern) to make health issues salient or relevant.
2. The belief that one is susceptible (vulnerable) to a serious health problem or to the sequence of that illness or condition. This is often termed perceived threat.
3. The belief that following a particular health recommendation would be beneficial in rendering the persevered threat and at a subjectively- acceptable cost refers to perceived barriers that must be overcome in order to follow the health's recommendation; it includes but is not restricted to, financial outlays.

The core assumptions and statement of the HBM is based on the understanding that a person will take a health related action (i.e. self-medicate) if that person:

1. Feels that a negative health condition (illness/discomfort) can be avoided.
2. Has a positive expectation that by taking a recommended action he/she will avoid a negative health condition (i.e. using drugs/medicines will be effective at preventing illness/discomfort).
3. Believes that he/she can successfully take a recommended health action (i.e. use medicines comfortably and with confidence).

The HBM was spelled out in terms of four (4) construct representing the perceived threat and net benefits: perceived susceptibility, perceived severity, perceived benefits, and perceived barriers. These concepts were proposed as accounting for peoples "readiness to act". An added concept, are to action would activate that readiness and stimulate overt behavior. A recent addition to the HBM is the concept of self-efficacy, or one's confidence in the ability to successfully perform action.

From the six (6) concepts highlighted under the HBM, it is applicable to broad range of health behaviors and subject populations which is one of the broad areas is the preventive behavior in which self-medication practices falls under. The concept of perceived susceptibility explains how an individual believes he is feeling illness/discomfort. The perceived severity makes people believe that the consequences of getting ill or discomfort are significant enough to try to avoid. An individual believes that the recommended action (using medicine i.e. self-medicating) would protect him from getting ill.

Methodology

Study Location

Ibadan North-East is a local government area in Ibadan Oyo State Nigeria with her headquarters in Iwo Road. It has an area of 18km and inhabited by a population of 330,339 as at 2006 census. It has 77 existing primary schools.

Population of study

The population of the study comprises of all the teachers in the 77 primary schools in Ibadan North-East local government and a medical practitioner each from a trado-medical, private and public Hospitals in this local government. This gives a total population of one thousand four hundred and eighty-five (1485) teachers and three (3) medical practitioners.

Sampling procedure

This study employed purposive and simple random sampling techniques. There exist seventy-seven (77) primary schools with one thousand four hundred and eighty-five (1485) teachers in this local government. In view of the fact that the whole population cannot be individually reached, 50% of the schools which was approximated to be thirty-nine (39) were purposively selected using the simple random system and all the teachers in all the selected 39 schools served as the sample. Three (3) medical practitioners each from trado-medical, private and public hospitals were also randomly selected making a total sample of 735.

Instrument

The instrument for data collection was a structured questionnaire designed based on standard measures for self-medication, developed by Tenaw (2002), while the In-depth interview (IDI) questions was based on self-designed questions. A total of 732 questionnaires were given out. All of them were filled, returned and found usable giving a response rate of 100%.

Interpretation and discussion of findings

Results

Table 1: Showing Respondents (teachers) Demographic Characteristics

No.	RESPONDENT'S CHARACTERISTICS	CATEGORIES	FREQUENCY	PERCENTAGE (%)
1	AGE	21 – 30 31 – 40 41 – 50 51 – 60 Total	54 169 243 266 732	7.4 23.1 33.2 36.4 100
2	GENDER	Male Female Total	137 595 732	18.7 81.3 100
3	MARITAL STATUS	Single Married Divorced Widowed Separated Total	44 643 5 37 3 732	6.0 87.8 0.7 5.1 0.4 100
4	HIGHEST EDUCATIONAL QUALIFICATION(S)	Grade II / NCE First Deg. / HND Post graduate Prof. Qualification Total	479 213 16 24 732	65.4 29.1 2.2 3.3 100
5	GRADE LEVEL AT WORK	Level 6 Level 7 Level 8 Level 9 Level 10 Level 12 Level 13 Level 14 Level 15 Total	10 56 94 53 99 87 215 94 24 732	1.4 7.7 12.8 7.2 13.5 11.9 29.4 12.8 3.2 100
6	AVERAGE MONTHLY INCOME	= #20,000 #20,001 - #40,000 #40,001 - #60,000 Above #60,000 Total	82 154 180 316 732	11.2 21.0 24.6 43.2 100
7	RELIGION	Christianity Islam Traditional Others(free thinker) Total	549 177 4 2 732	75.0 24.2 0.5 0.3 100

All the 732 respondents admitted self-medication with ages ranging between 21-60, the mean age was 45.3 with standard deviation of 9.4. the modal age was 51-60 and it constituted 36.4% of

the respondents. Over 80% (595) of the respondents were females and married with a larger proportion of 65.4%(479) of them possessing Grade II /NCE as their Highest Educational Qualification. Respondents in level 13 constituted a larger proportion of the respondent's grade level at work with an average monthly income of above #60,000.

Table 2

APPROXIMATE AMOUNT SPENT ON DRUGS MONTHLY	= #1,000	104	14.2
	#1,000 - #2,000	449	61.3
	#2,001 - #5000	126	17.2
	Above #5,000	53	7.3
	Total	732	100

It was found that 61.3%(449) of them spent between #1,001 - #2000 on drugs monthly and a larger proportion of 75% of the respondents were Christians. Three (3) Medical Practitioners, two (2) male and one (1) female doctor were interviewed. The two (2) male of the three(3) doctors were within the age range of 41-50 and from a private and public Hospital while the remaining female fell within the age range of 31- 40 and from a trade-medical Hospital. Their areas of specialization are General Medical Practice (GMP) and Public Health (PH) while their positions at work are Medical Director, Head of Primary Health Care Department and Medical Officer respectively. Their years of experience as a Medical Practitioner were 13, 17 and 6 years respectively with average 12 years of experience.

Table 3 Reason For Self-Medication

CHARACTERISTICS	FREQUENCY	PERCENTAGE(%)
Because of its emergency	123	16.8
Disease is not serious	225	30.7
For prevention of known and unknown disease(s)	140	19.1
Prior experience about the drugs/herbs	71	9.7
Less expensive in terms of time and money	63	8.6
Long distance of hospitals/clinics	47	6.4
Others specified that "because it's like first Aid	19	2.6
Two or more options	22	3.0
Non response	22	3.0
Total	732	100

Reasons for Self-Medication

As shown in Table 2, 16.8%(123) of the respondents resorted to self-medication because of its emergency, 30.7%(225) believed disease is not serious, 19.1%(140) believed and see self medication as means for prevention of known and unknown disease(s), 9.7%(71) of the respondents has had prior experience about the drugs, while 8.6%(63) of the respondents were of

the opinions that it is less expensive in terms of time and money. Further 6.4%(47) of the respondents asserted that the long distance of hospital/clinics made them to self medicate while 2.6%(19) said it is a means of first aid treatment, 3.0%(22) of the respondents self-medicate either because of its emergency, disease is not serious or less expensive in terms of time and money, while 3.0% (22) did not respond to the question. In-depth interviews also revealed that administrative cost of accessing medical services given the a socio-economic status of respondents is a cause of self-medication. Most patients believed they may not be able to pay the bill if they seek medical advice. A statement by one of the medical doctor who is a specialist in General Medical Practice is that;

“Many drugs are more accessible than they should be, so this could pre-dispose them to self medicate and these has led to the death and deformity of many of my patients in my years of experience as a medical practitioner.”

Another respondent who specialized in Public health in a Primary Health Centre (PHC) is of the view that

“People self-medicate because of their level of education and Cultural belief in such a way that many do take a form of preventive concoction, what the Yoruba called “ajesara”. It’s common among the grassroots people with low level of education and low income.

Table 4. Common Causes of Illness/Symptoms that Necessitated Self-Diagnosis And Self-Medication.

CHARACTERISTICS	FREQUEN CY	PERCENTAGE (%)
Respiratory tract infections(e.g cold, catarrh, cough etc)	202	27.6
Gastro-intestinal disease(e.g. diarrhoea, heartburn, etc)	26	3.6
Sexually transmitted disease	5	0.7
Eye disease	9	1.2
Headache/ fever/malaria	372	50.8
Skin disease/injury	2	0.3
Maternal/menstrual	18	2.5
Two or more	68	9.3
Non response	30	4.1
Total	732	100

On the commonest symptoms of illness which prompt them to self-medicate as shown in table 4 50% (372) of respondents said headache, fever and malaria, 27.6 % (202) of the respondents mentioned respiratory tract infections (e.g. cold, cough, catarrh e.t.c.), 3.6% (26) went for gastro-

intestinal disease (e.g. diarrhea, heartburn e.t.c.), 0.7% (5) of them treated STDs, 1.2% (9) of them indicated eye disease, 0.3% (2) said skin diseases/injuries, 2.5% (18) treated maternal/menstrual pains and 9.3% (68) of the respondents chose two or more illnesses to be the cause of self-diagnosis and medication.

Table 5. Frequently Requested Drugs And Category Of Drugs Used For Self- Medication.

CHARACTERISTICS	FREQUENCY	PERCENTAGE(%)
Anti-microbial (e.g Amplicox, Augmentin, Flagyl etc.)	46	6.3
Analgesic/Antipyretic(e.g Ibuprofen, Ketovail, Paracetamol, Alabunkun, etc)	219	29.9
Respiratory drugs(Salbutamol, Procold,Cough syrubb,Actifed etc.)	84	11.5
Gastro-intestinal drugs(e.g Mistmag, Andrew liver salt,Tetracycline etc)	19	2.6
Vitamins(e.g Vit.C, Vit.B complex, Vit.D, etc)	77	10.5
Oral dehydration salt	7	1.0
Told the symptoms only	7	1.0
Herbs(agbo)	48	6.6
Aphrodisiac(e.g Viagra, aVega xl, Mamix, Energy drink etc)	1	0.1
Sleeping pills(e.g Lexotan, Valium5,10 etc)	8	1.1
Antimalaria	122	16.7
Two or more options	44	6.0
Non response	50	6.8
Total	732	100

Following the reasons and common illness/symptoms that necessitate self-diagnosis and medication, respondents were interviewed on what type of drugs/herbs they requested. Table 5 revealed the responses. The most frequent and common drugs/herbs requested by 6.3% (46) are anti-microbials, 29.9% (219) bought analgesic/anti-pyretics, 11.5% (84) went for respiratory drugs, 2.6% (19) for gastro-intestinal drugs, 10.5% (77) for vitamins/multivitamins, 1.0% (7) for ORS, 6.6% (48) for herbs/local concoctions while 1.0% (7) of the respondents don't know the name of the drugs but only mentioned the symptoms, 0.1% (1) for aphrodisiac, 1.1% (8) for sleeping pills, 16.7% (122) for anti-malaria, 6.0% (44) chose two or more options which is majorly antimalaria and analgesic/antipyretics and 6.8% (50) of them refused to respond to the question.

Table 6. Sources of information/advice for self medication.

CHARACREISTICS	FREQUENC Y	PERCENTAGE(%)
Receive no advice(I learnt about it through observation)	154	21.0
Read label/leaflet/promotional materials of the drug	85	11.6
Advise by neighbors, friends or relation	210	28.7
Advise by doctors, nurses, health worker but without prescription	236	32.2
Suggested by traditional healer	10	1.3
Recommended by pharmacist or those working in the pharmacy	37	5.1
Total	732	100

Respondent were further probed on their sources of information/advice for self medication. The results shown in table 6 revealed that 21.0% (154) of them received no advice because they know about the drug by learning through observation, 11.6%(85) of them read label/leaflet/promotional materials of the drug they use, 28.7%(210) of them obtained advice from neighbors, friends or relations. 32.2% (236) of them received advise from doctors, nurses, health worker but without formal prescription, 1.3% (10) of them received recommendation from traditional healer, 5.1%(37) of them obtained advice from pharmacist or those working in the pharmacy and 6.7%(49) of them did not respond.

Research Hypotheses

Deduced from the background and objectives of the study, the following hypotheses were generated for testing:

H1: there is a significant relationship between symptoms of illness that prompt self-medication and type of drugs used

H2: there is a significant relationship between self-medication practices (i.e drugs used for self medication) and consumers' perception of drug efficacy (outcome).

H3: there is a significant relationship between effectiveness of drug used for self-medication(i.e. outcome) and the consumers' perception about self-medication.

Table 7: correlation showing the relationship between symptoms of illness that prompt self-medication and type of drugs used.

Variable	N	X	SD	DF	R	P
Symptoms of illness	732	3.89	2.347	731	0.308	>0.01
Type of drug used	732	5.30	4.527			

The result in the table above showed that there is a significant relationship ($R=0.308$, $DF=731$, $P>0.01$) between symptoms of illness that prompt self-medication ($N=732$, $X=3.89$, $SD=2.347$) and type of drugs used ($N=732$, $X=5.30$, $SD=4.527$). Therefore the alternate hypothesis is accepted.

Table 8. correlation showing the relationship between self-medication practices (i.e. drugs used for self medication) and consumers' perception of drug efficacy (outcome)

Variable	N	X	SD	DF	R	P
Self-medication practices	732	5.30	4.527	731	0.186	<0.01
Outcome	732	1.36	1.027			

The result in the table above showed that there is a significant relationship between self-medication practices (i.e. drugs used for self medication) (N=732, X=5.30, SD=4.527) and consumers' perception of drug efficacy (outcome) (N=732, X=1.36, SD=1.027). Therefore the alternate hypothesis is accepted

Table 9. Correlation showing the significant relationship between effectiveness of drug used for self-medication i.e. outcome) and the consumer's perception about self-medication(i.e. seeing self-medication as a safe practice or not).

Variable	N	X	SD	DF	R	P
Drug effectiveness	732	1.36	1.027	731	0.162	>0.01
Consumer's Perception	732	1.28	0.774			

The result on the table above showed that there is a significant relationship ($R=0.162$, $DF=731$, $P>0.01$) between effectiveness of drug used for self-medication (i.e. outcome) (N=732, X=1.36, SD=1.027) and the consumer's perception about self-medication (i.e. seeing self-medication as a safe practice or not) (N=732, X=1.28, SD=0.774). Therefore the alternate hypothesis is accepted.

Discussions

There were four times more female than males among the sample probably because of the nature of primary school teaching profession which according to societal construct is best fit for female. The larger percentage of the respondents fell between the ages of 41-60 and largely dominated by the married.

Majority of the respondents self medicate because of the believe that disease was not serious and because of its emergency, this means that they self-medicate because of the triviality of the symptoms either perceived to be serious or not serious. This agrees with the findings of Goh, Hardon & van der Geest and Ruebush et al. in Titilayo, Rasaq & Eniola (2010) that perceived severity of disorders influences self medication practice

The observed and perceived reasons for self medication given by the professional medical practitioners were that; drug are too accessible than they should, the belief that they may not be able to pay the medical bills i.e. the high cost of accessing medical service and people's low level of education. This correlates with Tenaw (2002) findings that peoples decisions on drug usage are influenced by their income, perception of drug value, social and cultural attitudes, surroundings, information, believes, promotion, symptoms and personal characters.

Findings revealed that majority of the respondents reported illnesses are headache, fever and malaria and Respiratory tract infections (e.g. cold, catarrh, cough etc) with duration of less than 24 hours. This agrees with various studies carried out on self medication by Sweileh (2004) and Afolabi (2012). A review on common health problems done by the World Self Medication Industry (WSMI) also agree with the observed common cause of illness/symptoms that necessitated self medication in this present study. The WSMI; results of the review common health problems indicate that “people in all parts of the world encounter the same common health problems in roughly the same frequency. It does not mean to matter where or how they live; the common illnesses are common cold, headache, fever, body aches which do not discriminate by nationality, culture or climate”. The above common causes of illnesses were reported by respondents through the symptoms they felt in some parts of their body and of the fact that it’s hereditary, what the Yoruba called “ARUN EBF”.

The study also revealed that analgesic, anti-malaria and antipyretics drugs are the most frequently requested drugs and category of drugs used for self medication. this is consistent with the findings of Afolabi (2008) in a study among market women in a sub urban community in Nigeria that analgesic, anti malaria and antipyretic are the commonly used medications. Furthermore, In an European study of those presenting with acute illness, the most commonly used medications were analgesic and antipyretics.

The study further observed that respondents are knowledgeable about the drugs they use for self medication in terms of drug interaction, storage and sharing of drugs. Their major sources of information/advice for self medication are neighbors, friends or relations and from doctors, nurses, health worker but without formal prescription. This agree with the findings of Tenaw (2002) in his prospective study on self medication practices and consumers’ drug knowledge in Addis Ababba which revealed that larger proportion of the respondents obtained advice from health care providers such as physicians, nurses and health assistants but without formal prescription and advice from friends, relations, neighbor etc who have health background. Further reason given by respondents is that, they receive no advice from anybody but through observation. This attitude is consistent with the theoretical basis underlying this study, i.e. social learning theory (SLT) which states that social behavior (any type of behavior that we display socially) is learned primarily by observing and imitating the action of others. This agrees with the observed responses given by the respondents (teachers) on their sources of knowledge of drugs used for self medication. A significant percentage of them responded that they receive no advice but they learned through observation. In view of the above proposed concept of the social learning theory, it is applicable in the explanation of self-medication practices. An individual (consumer) learn from the people around which are called the model and consumer or practitioner of self-medication serves as the observer, learning from the experience of those who have used a particular medication for the same perceived illness. Practitioners of self-medication remembered what was observed (retention) and put it into acting (reproduction) and see good reason in adopting it (motivation) which is when one is ill even in the process of social interaction, when an individual (observer) perceived any illness or discomfort, the model tends to give or prescribe medication to the observer who is ill and through this, self-medication practices evolved

Findings further revealed that drugs used by greater proportion of the respondents (i.e. over 70%), were perceived to be effective. This is attested to by findings from hypothesis one of this

study which shows a significant relationship between drugs used for self medication and the outcome which ascertain the efficacy of the drugs.

The result from the testing of hypothesis two showed a significant relationship between drug used for self medication and the symptom of illness which prompt self medication. This is a further affirmation that respondent have adequate knowledge about the drugs they use for self-medication

Further affirmations were made about the belief and perception of the respondents that the drugs they use for self medication are efficacious as shown by findings from hypothesis three. In spite of the larger proportion of the respondent (teachers) who affirmed that self medication is not a safe practice, they still engaged in it. Therefore, self-medication is a practice that cannot be taken with levity because of the danger it posed to the consumers. On medical practitioners' view/perception about self-medication, In-depth interviews revealed that, they were of the view that taking medication that are not prescribed by medical practitioners is dangerous and explained further that it is an unhealthy practice which should be discouraged by the appropriate authorities through proper health education and legislation. One of the medical doctors who is a specialist in General Practice is of the view:

Due to various factors including socio-economic factor, individuals tend to use drugs on their own discretion. This practice however, mostly result into complications. However, a well informed use of simple medications as first Aid may be over looked such as pain killers.

The doctors were further interviewed about their experiences with patients, i.e. Can they rate their self medication practices to be a responsible one? The three of them responded negatively with the reasons that, in their years of experience in medical practice, there have been a greater number of people diagnosed with illness caused as a result of over-use or wrong usage of drugs. One of the medical doctors who is a medical officer and a specialist in General Medical Practice responded as follows;

Use of medications depends on so many factors including allergies, age, etc but an uninformed individual just self medicate maybe because a friend has used the same medication and may result in adverse results because of difference in body chemistry.

Conclusions

The study unveiled the fact that self-medication is an accepted norms in this clime. Though, this supposes not to be so. The reasons for its popularity are seriousness of illness, its emergency, accessibility of drugs, economic factor, distance to hospital, low level of education etc.

Self medication is inadvertently being made necessary and important aspect of daily health care; it encourages self reliance for curative, preventive i.e. acting as immunity against illness and promoting self self-care. Therefore if it is properly managed, it will serve as a relief or less burden on the health care utilization so as for more serious health issues could be attended to by the professional medical practitioners.

People generally are understandably satisfied with drugs they use on their own without doctor's prescription, to the extent that they believe that drugs they use can be much more effective than that of the prescribed ones and there appears to be an evolving culture of observation and

learning of drugs used by others. So this makes most consumers conclude on most drugs they use when they are ill, not remembering or knowing the fact that there are differences in the body chemistry.

Recommendations

1. Proper health education should be given to drug consumers and pharmacists about the drugs they use and recommend for self medication. This could be done in form of symposia, conferences and advertisement in the media. A good example of this is an establishment of functional Medication Therapy Management Centre (MTMC) for Nigerian communities, which was founded by a team drawn from the United Kingdom and United States of America Universities in collaboration with the University of Ibadan, Nigeria and the University College Hospital (UCH). This development was born out of incessant death of many Nigerians through wrong use of medications. This type of health related organizations should be embraced by the government.
2. Health authorities should create a means of checking the activities of pharmacist and those working in the pharmacy who prescribed drugs to consumers without a diagnosis.
3. Government and other health authorities should do an audit of drugs available in the market. Since self-medication is advantageous to health care utilization, it is a practice that cannot be curbed, as a result of this, only mild and non harmful drugs are to be made accessible and National Agency for Food And Drug Administration And Control (NAFDAC) should continue in the fight against importation of fake drugs into the country and the activities of the traditional herbal medicines should be properly checked.

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The Assessment of Awareness of Hypertension amongst Adults In Ijebu-Ode Local Government Area of Ogun State Nigeria

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Abstract

This study was carried out to assess the awareness of hypertension amongst adults aged 40-70 years in Ijebu-Ode Local Government Area of Ogun State. Simple random sampling technique was used to select 100 respondents from the study population. The researchers administered self-structured questionnaires to elicit response from the subjects. A total number of 100 questionnaires were constructed, distributed and retrieved. The data collected were analyzed using frequency count and percentage table. Findings revealed that 92 (92%) of the respondents are aware of the causes of hypertension, while 8 (8%) are not aware of the cause of hypertension. Findings also revealed that 89 [89%] of the respondents have knowledge of the complications of hypertension while 11[11%] do not have the knowledge of the complications of hypertension. Literacy level of people is invaluable. A combination of modalities and innovations are therefore needed to reduce its prevalence such as reduction in smoking of cigarette and alcohol consumption, intake of low salt and low fat diet, regular physical exercise and regular check-up/screening. It is concluded that hypertension is prevalent in the study area and preventive measures should be encouraged and utilized so as to reduce the scourge of hypertension. Also, the government should collaborate with the health professionals so as to create awareness and individual routine medical check-up.

Keywords: Hypertension, awareness, adults.

Introduction

Hypertension, also known as high blood pressure, is a very common and serious condition that can lead to or complicate many health problems. These include coronary heart disease, stroke, kidney failure and heart failure. About one in three million in the United States has hypertension (National heart, Blood and Lung Institute, 2004)

Normally, blood pressure rises and falls as a response to many situations. For example, blood pressure will rise during strenuous activities in order to ensure that all the cells of the body get additional amounts of oxygen- rich blood. Blood pressure may also rise in response to stressful situations, and it is normally lower during periods of relaxation or sleep. It is cumulative effects of blood pressure that it stays too high and that result in serious complications.

As a very general guide, adults should keep their blood pressure below 140/90mmHg. In addition, current guidelines consider constituent reading over 120/180mmHg as a condition called pre-hypertension, which should be monitored and addressed to ensure that blood pressure does not raise over time. It is very possible that a condition diagnosis of hypertension can be missed or delayed because there are generally no symptoms in the early stages.

Patient with a good treatment plan generally results in a normalization of blood pressure and also minimizes complications. Hypertension is an underlying diagnosed condition because it causes damage to the body with no symptoms. It has been called a “silent killer for this reason. Correct diagnosis of the causes of high blood pressure is important. Most cases of hypertension are “Primary hypertension” but a small percentage is “Secondary hypertension” where the rise of blood pressure is caused by underlying conditions. Hypertension during pregnancy is another common special case; it is called gestational hypertension, pre-eclampsia or eclampsia depending on the severity. This topic has aroused the interest of the researchers to explore factors that are responsible for prevalence of hypertension utilizing a target population of adult aged 40-70 years; to determine the awareness and adherence to prevent measures and to proffer recommendations towards reducing the prevalence of hypertension.

Background to the Study

Hypertension can be classified according to its stages and severity. The classifications are often referred to as: Systolic, Diastolic and True system hypertension

Systolic Hypertension

Systolic hypertension often occurs in the presence of others pathological processes. It occurs mostly in elderly patients with decreased elasticity of the aortic walls. System hypertension can be seen in thyrotoxicosis, severe anaemia, fever and aortic vascular insufficiency as a result of an elevated stroke volume.

Diastolic Hypertension

This can either be severe or sustainable. It is a result of arteriosclerotic changes in the arteries and occultation of the lumen.

True System Hypertension

This occurs as a result of both the systolic and diastolic pressure with the increase in the mean arterial pressure.

Hypertension can be further defined according to its causes and severity viz: Primary and Secondary hypertension. Primary hypertension can be characterized by sustained elevation of the diastolic pressure. A diastolic pressure of 95mmHg or greater is accepted as abnormally elevated. A diagnosis of primary hypertension is warranted only after unsuccessful attempts to find a specific cause.

Aetiology of Primary Hypertension

The causes are idiopathic. However, some theories surrounding the causes abound. These are: Hereditary: Family Tendency, Emotional Stress, Obesity,

Bacteriuria: Higher prevalence rate of bacteria in urine have been found in hypertensive persons (Famakinwa, 2002)

Fluid Electrolyte Metabolism: A disturbed relationship among salt intake in those who are genetically disposed leads to renal tension of sodium.

Personality variables, Automatic nervous system activities (vasoactivity)

Secondary hypertension is referred to hypertension caused by other abnormalities and/or pathophysiologic changes.

Aetiology of Secondary Hypertension

The causes of secondary hypertension are related to structural defects of the heart.

The aetiology can be listed thus: Acute glomerulonephritis, Phaechromocytoma, crushing's syndrome, Arteriosclerosis, Toxemia in pregnancy, Oral contraceptive, Increased intracranial pressure, Scleroderma - an increment in collagenous connective tissues in the skin, either focal or diffuse, Thyrotoxicosis and Renal artery stenosis.

Anger, severe anxiety and fear has been known to related to hypertension via activation of autonomous nervous system and of the central nervous and pituitary - adrenal system. The patient with chronic anger tends to have constant hypertension, The effect of stressful psychological factors and physiological systems of the body has been well documented to cause hypertension. Psychomatic disorders are brought about when the coping mechanisms of self-correcting adjustments fail to be effective. They involve suppressed or depressed emotions gaining expression through body organs and systems.

The effects of stress differ accordingly based to the structure of individual personality, constitution and previous experiences. Tobacco tends to cause vaso constriction of blood vessels owing to the presence of nicotine. This places smokers at higher risk of developing hypertension than people who do not smoke. This problem significantly increases hypertension when it occurs with other health problems such as cardiac ischemia.

Statement of the Problem

Hypertension is quite common among adults and is a cause of concern because of its role in the causation of Coronary heart Disease, stroke and other vascular complication which has a combined mortality that exceeds 50% of the total death in some countries. Against this background, the researchers have the quest to find out the factors that are responsible for the prevalence of hypertension among adults aged 50-70 years, to examine the awareness and adherence to preventive measures and to find out if regular exercise can reduce the prevalence of hypertension.

The objectives of the study are:

- to explore factors responsible for the prevalence of hypertension among adults;
- to create awareness about hypertension as a disease condition and its prevalence; and
- to investigate the level of adherence to management and compliance to dietary regimen as a preventive measure.

Research Questions

- Are adults in Ijebu-Ode aware of the causes of high blood pressure?
- Are adults in Ijebu-Ode aware of their blood pressure reading?
- Are adults in Ijebu-Ode aware of preventive measures of high blood pressure?
- Is lack of sleep and alcohol consumption contributory to the development of high blood pressure?
- Can regular exercise reduce the prevalence of hypertension?

Delimitation of the Study

This study is delimited to Ijebu-Ode Local Government Area of Ogun State. The adults between the ages of 40-70 years are the focus.

Operational definition of Terms

Hypertension: The elevation of the arterial blood pressure above a normal range expected in a particular age group or the persistent increase in blood pressure exceeding about 140mmHg (diastolic) at rest.

Awareness: The act of being in the know of the causes of high blood pressure and the implications of the readings.

Adults: in this study, refers to people within 40-70years of age.

Brief Review Literature

Classification According to Severity

A recent classification recommends blood pressure criteria for defining normal blood pressure, prehypertension, hypertension (stages I and II), and isolated systolic hypertension, which is a common occurrence among the elderly.

These reaching are based on the average seated pressure reaching that were properly measured during two or more office visits. In individuals older than 50 years, hypertension is considered present when a person's blood pressure is consistently at least 140mmHg systolic or 90mmHg diastolic. Patients with blood pressure over 130/80mmHg along with type 1 or type 2 diabetes or kidney disease require further treatment.

Classification	Systolic Pressure		Diastolic Pressure	
	mmHg	Kpa	mmHg	Kpa
Normal	90-119	12-15.9	60-79	8.0-10.5
Prehypertension	120-139	16.0-18.5	80-89	10.7-11.9
Stage 1	140-159	18.7-21.2	90-99	12.0-13.2
Stage 2	≥ 160	≥ 21.3	≥ 100	≥ 13.3
Isolated Systolic Hypertension	≥ 140	≥ 18.7	< 90	< 12.0

Factors Responsible for the Prevalence of Hypertension

Ignorance

Substantial hypertension is a serious hypertension and sometimes termed “the slow killer” because if any symptoms may be encountered if organs damage has occurred. Four organs that are the most frequent target for heart damage are the heart, Kidney, brain and eyes.

The sustained increase in the arterial blood pressure greatly increased the workload of the heart. Many people have high blood pressure without knowing; this has been one of the most common factors responsible for higher blood pressure among adults (Smeltzer and Bare, 2004).

Alcohol Consumption, Cigarette Smoking and Cocaine Sniffing

In almost all Ijebu villages, Ijebu-Ode as a case study, adults have been observed to be chronic consumers of alcohol, sniffing of cocaine and smokers of cigarette on a daily basis.

Walsh (2002) posits that alcohol and snuff contains a harmful substance known as nicotine which stimulates catecholamine secretion and promotes aggregation of platelet, thus, increasing heart rate and blood pressure. Studies also reveals that alcohol is an important determinant of blood pressure, and that reducing alcohol consumption covers blood pressure (Richard, 2006).

Obesity and Weight: Walsh (2006) premonits that the increasing rate is greatest in those people with abdominal obesity. The risk of high blood pressure with obesity is initially associated in an elevation in cardiac output and a relativity systemic vascular resistance.

Obesity further increases the risks by increasing cholesterol levels and diminishing glucose tolerance. In addition, obsessed individual may have increased activation of the rennin angiotensing aldosterone system, which in turn causes high blood pressure.

Evidence for a direct strong and consistent relationship between weight gain and blood pressure has emerged from a cross sectional and perspective observational studies, being overweighed is associated with two fold increase in the risk of developing hypertension.

Loneliness Linked to High Blood Pressure among Adults

There is a report that loneliness is a major factor in increasing blood pressure in older adults and could increase the death from stroke and heart diseases. He also stated that loneliness is related to increased peripheral resistance

According to WHO (1999), there is higher risk of hypertension among widows, divorced women and those with less than preparatory education.

Risk of adjustment is also greater among males, widows, divorced women and peoples with sedimentary lifestyle.

Birth Weight

Norman and Burton [2006] explains that fetal influence particular low birth weight may be determinants of blood pressure in adult life. The said babies that were small at birth are more likely to have a higher blood pressure in adolescents and to be hypertensive in adults. They also explain that small-for-date babies are more likely to have abnormalities that have been associated with later development of high blood pressure and coronary diseases and that this abnormality almost certainly contribute to the increased prevalence of high blood pressure seen in adults. The

effect of low birth weight upon increasing rate of high blood pressure was first described in 1988.

Lack of Sleep

According to Nicolas (2006), getting too little sleep may be a significant factor of high blood pressure. In a study of more than 4,800 men and women, people [age 40-60 years] who got five hour of sleep a night or less were more than those who kept 6 to 8 hours of sleep, Normally, during sleep, the heart rate and blood pressure are lowered, it was also explained that in people deprived of sleep over a long period of time, the average work done by the heart increases and that irreversible changes in heart and blood vessels.

Salt Intake

According to Norman and Burton (2006), there is a large body of evidence supporting the option that increased salt intake contributes substantially to the increasing rate of high blood pressure in a substantial proportion of adults, an experimental demonstration of this relationship has been performed in a study in chimpanzees, the closet species to humans, were given extra salts in their diet, 7-10 chimpanzees had a progressive rise in blood pressure, but when the salt supplement were discontinued, the elevated blood pressure resolved.

Pregnancy

Fabayo (2010) explain toxemia of pregnancy as preeclampsia an eclampsia which are peculiar to pregnancy essential hypertension and renal disease occurring in pregnancy. She explained these conditions to have certain common features such as high blood pressure, Oedema and, Proteinuria. Preclampsia is pregnancy-induced hypertension. Olayemi (2011) collaborated Fabayo when she posited that for reason not well understood, some women develop hypertension during pregnancy or during labour which could lead to convulsion.

Prevention of Hypertension

The degree to which hypertension can be prevented depends on a number of features; including current blood pressure level, changes in target organs like (retina, kidney, heart among others], risk factors for cardiovascular disease and the age of presentation. Unless the presenting patients have very severe hypertension, there should be a progressive long assessment period within which repeated measurements of blood pressure should be taken. Following this lifestyle, advise and non-pharmacological options should be offered to the patient, before any initiation of drug therapy.

The process of managing hypertension according to the guidelines of the British Hypertension society suggests that non-pharmacologist options should explored in all patients who are hypertensive or pre-hypertensive. These measures include;

- Weight reduction and regular aerobic exercise [e.g. walking] are recommended as the first step in treating of mild – moderate hypertension. Regular exercise improves blood flow and helps to reduce resting heart rate and blood pressure. Several studies indicate that low intensity exercise may be more effective than lowering blood pressure than higher intensity exercise. These steps are highly effective in reducing

- blood pressure, although, drug therapy is still necessary for many patients with moderate or severe hypertension to bring blood pressure down to a safe level.
- Reducing sodium [salt] in the diet may be effective: It increase high blood pressure in about 33% of people [see above]. Many people use a salt substitute to reduce their salt intake.
- Additional dietary changes beneficial to reducing blood pressure include the DASH diet [Dietary Approach to Stop Hypertension], which is rich in fruits and vegetables and low-fats or fat-free dietary foods. This diet has shown to be effective based on research sponsored by the National heart, blood and Lung Institute. In addition, an increase in daily calcium intake has the benefit of increasing dietary potassium, which theoretically can offset the effect of sodium and act on the kidney to decrease blood pressure. This has also been shown to be highly effective in reducing blood pressure.
- Discontinuing tobacco use and alcohol consumption has been shown to lower blood pressure. The exact mechanism is not surely understood, but blood pressure [especially systolic] always transiently increases following alcohol consumption. Besides, abstention from cigarette smoking is important for people with hypertension because it reduces the risk of many dangerous outcomes of hypertension such as strokes and heart attack.
- Note that coffee drinking [caffeine ingestion] also increases blood pressure transiently but does not produce chronic hypertension.
- Reducing stress, for example, with relaxation therapy such as indentation and other mind body relaxation techniques, by reducing environmental stress such as high sound levels and other illumination can be additional methods of ameliorating hypertension. Jacobson's Progressive Muscle Relaxation and Bio-feedback are also used, particularly, device-guided paced breathing, although, meta-analysis suggests it is not effective unless combined with other relation techniques.

Elimination

Straining on defecation can raise the blood pressure; therefore, constipation should be avoided by consumption of about 3 litres of water daily, regular ingestion of fruits and vegetable.

Theoretical Model

Sister Callister Roy's model in 1976 is known as one, which people cope with environmental changes with adaptive mechanisms. Some of the means used to accomplish there are inherited, such as resistance to disease, some are learnt such as ways to avoid contraction diseases such as hypertension and peoples adaptation is determined by the adaptive level and focal contextual and residual stimuli around them.

Focal stimuli refer to the immediate environment, contextual to all other stimuli and residual to the individual's internal make up or characteristics. All people have zone of adaption in which they function well. If a situation is too intense or stressful and falls outside this comfortable zone, the person must take active adaptive steps to reduce the threat. The Roy's adaptation model has gained wide acceptance in community health practice, research and education is part of dominant world's view of community health.

The researchers have decided to make use of this theory for the above reason, and since hypertension has to do with a person's health, his environment and his ability to prevent diseases.

As applied to this research study, the health workers assist individuals to adapt by ways of preventing and controlling the prevalence of hypertension and occurs, institute better form of treatment.

Methodology

Research Design: A descriptive survey is used for this study.

Setting of the Study: The study is conducted among residents of Ijebu-Ode in Ijebu-Ode Local Government Area of Ogun State. In Ijebu-Ode, there are many quarter wards of which (5) geo-political wards were used for this research study. The occupation of the people is mainly trading, farming and fishing. Their religion is mainly Christianity and Islamic due to the modernization and westernization but some still practice traditional religion.

Target Population: The target population for this study include all adults between 40-70 years of age in Ijebu-Ode LGA of Ogun State.

Sample and Sampling Techniques: A multi-stage sampling technique was used. 5 (45.5%) out of 11 Geo-political wards in Ijebu-Ode LGA were randomly selected. 20 Adults (respondents) were randomly selected from each of the sampled wards totally 100 adults.

Instrument

The instrument used for data collection was self-structured questionnaire which comprised of two sections. Section A deals with the demographic data of the respondents while section B includes factors responsible for the prevalence of hypertension and ways of curbing its prevalence.

Validity of Instrument

The researchers ensured the face validity of the instrument by giving it to health care professionals for critiques which led to addition and subtraction of some of its items.

The content validity of the instrument was ensured by making the instrument to cover all the possible factors that can cause hypertension and various ways of curbing its prevalence.

Reliability of Instrument

Using test reliability techniques, 10 adults (aged 40-70 years) in Odogbolu LGA of Ogun State were administered the instrument upon twice at two weeks interval. A correlation coefficient of 0.76 resulted which showed its high reliability

Method of Data Collection

A structured-questionnaire developed by the researchers was administered on the literate respondents to get their responses. Also, interview guide were gone through with the illiterate adults.

Method of Data Analysis

Descriptive statistics of frequency counts and percentages were used for data analysis.

Ethical Considerations

Respondents were fully informed that participation is voluntary and that the study is purely for academic purposes. They are also meant to understand that all the information gotten from them will be treated with utmost confidentiality. Right to anonymity I also ensured.

Data Analysis

This chapter shows the finding/analysis of the results of the study. A total of 100 questionnaires were administered to the respondents in Ijebu-Ode Local Government Area and 100 copies were retrieved and used for the analysis.

The data are presented in tables, percentages and frequencies.

Section A

Demographic Data

Table 4.1: Age Distribution of Respondents

Age	Frequency	Percentage
40-45	21	21%
46-50	15	15%
51-55	10	10%
56-60	18	18%
61-65	20	20%
66-70	16	16%
Total	100	100%

Findings: table 4.1 revealed that majority of the respondents were between the age of 40-45 years with a percentage of 21%, 15% were between the ages of 46-50 years, 10% were between the ages of 51-55 years and 18% were between the ages of 56-60 years and 20% were between the ages of 61-65 years and 16% were between the ages of 66-70 years of age.

Table 4.2: Gender of respondents

Gender	Frequency	Percentage
Male	44	44%
Female	56	56%
Total	100	100%

Findings: table 4.2 reveals that 44 [44%] were males while 56[56%] were females.

Table 4.3: Occupation of respondents

Occupation	Frequency	Percentage
Civil servants	40	40%
Business/trading	24	24%
Farming	15	15%
Fishing	10	10%
House wife	11	11%
Total	100	100%

Findings: table 4.3 shows that 40 [40%] of the respondents were civil servants, 24 [24%] were into business/trading, 15 [15%] were farmers, 10 [10%] were into fishing while 11 [11%] of the respondents were full time house wives.

Table 4.4: Marital Status of respondents

Marital Status	Frequency	Percentage
Single	12	12%
Married	54	54%
Divorced	15	15%
Widowed	19	19%
Others	Nil	Nil
Total	100	100%

Findings: table 4.4 shows that 54 [54%] of the respondents were married, 15 [15%] of the respondents were divorce, 19 [19%] were widowed while 12 (12%) were single.

Table 4.5: Religion of respondents.

Religion	Frequency	Percentage
Christian	36	36%
Islam	58	58%
Traditional	6	6%
Others	Nil	Nil
Total	100	100%

Findings: table 4.5 shows that 36 [36%] of the respondents were Christians, 58 [58%] practice Islamic religion. While 6 [6%] practical traditional religion.

Table 4.6: Educational level

Educational level	Frequency	Percentage
Primary	15	15%
Secondary	29	29%
Tertiary	40	40%
Adult education	7	7%
No formal education	9	9%
Total	100	100%

Findings: table 4.6 revealed that 15 [15%] of the respondents attended primary school, 29 [29%] of the respondents attended secondary school, 40 [40%] of the respondents had tertiary education, 7(7%) of the respondents had adult education while 9 [9%] had no formal education.

Section B

Table 4.7: factors that is responsible for the prevalence of hypertension, complications and prevention.

Responses	Frequency	Percentage
Yes	78	78%
No	22	22%
Total	100	100%

Findings: table 4.7 shows that 78 [78%] of the respondents have heard of the word hypertension before while 22 [22%] have not heard about hypertension

Table 4.8: respondents view to the meaning of hypertension

Responses	Frequency	Percentage
Those who know the meaning	78	78%
Those who do not know the meaning	22	22%
Total	100	100%

Findings: table 4.8 revealed that 78 [78%] of the respondents have insight to the meaning of hypertension while 22 [22%] do not know the meaning of hypertension.

Table 4.9: Hereditary of hypertension in respondent's families.

Responses	Frequency	Percentage
Yes	68	68%
No	32	32%
Total	100	100%

Finding: table 4.9 reveals that hypertension runs in the families of 68(68%) of the respondents while hypertension does not run in the family of 32% of the respondents.

Table 4.10: Respondents views of causes of hypertension.

Responses	Frequency	Percentage
Yes	80	80%
No	20	20%
Total	100	100%

Finding: table 4.10 shows that 80% of the respondents know the causes of hypertension while 20% do not know the causes of hypertension. However, respondents idea to the causes of hypertension include stress, hereditary, lack of sleep, alcohol, salty diet, etc.

Table 4.11: respondents views to lack of sleep and alcohol as cause of hypertension

Responses	Frequency	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

Findings: table 4.11 reveals that 67 [67%] of the respondents know that lack of sleep and alcohol causes hypertension while 33 [33%] do not know the causes.

Table 4.12: respondents view on anxiety and worry as a cause of hypertension

Responses	Frequency	Percentage
Yes	56	56%
No	44	44%
Total	100	100%

Findings: table 4.12 revealed that 56 [56%] of the respondents consider anxiety and worry as a cause of hypertension while 44 [44%] are on the contrary.

Table 4.13: relationship between diet and hypertension.

Responses	Frequency	Percentage
Yes	71	71%
No	29	29%
Total	100	100%

Findings: table 4.13 reveals that 71 [71%] of the respondents opined that there is a relationship between diet and hypertension while 29 [29%] do not see any relationship between die and hypertension.

Table 4.14: intake of salty and fatty diet regularly as a risk factor for developing hypertension.

Responses	Frequency	Percentage
Yes	65	65%
No	35	35%
Total	100	100%

Findings: table 4.14 shows that 65 [65%] of the respondents consider intake of salt and fatty diet as a risk factor for developing hypertension while 35% are of the contrary opinion.

Table 4.15: respondents view to the reduction in the amount of alcohol consumption and smoking as a preventive measure for hypertension.

Responses	Frequency	Percentage
Yes	71	71%
No	29	29%
Total	100	100%

Findings: table 4.15 reveals that 71 [71%] of the respondents are of the opinion that reduction in alcohol consumption and smoking can reduce hypertension while 29 [29%] disagree.

Table 4.16: respondents view to daily physical fitness exercise as a preventive measure.

Responses	Frequency	Percentage
Yes	69	69%
No	31	31%
Total	100	100%

Table 4.16 reveals that 69 [69%] of the respondents agree that daily physical fitness and exercise can prevent hypertension while 31 [31%] do not agree.

Table 4.17: frequency of medical checkup/screening for hypertension of respondents.

Response	Frequency	Percentage
Weekly	Nil	Nil
Forth nightly	2	2%
Monthly	8	8%
Biannually	60	60%
Annually	13	13%
None of the above	17	17%
Total	100	100%

Finding: table 14.7 reveals that 2 [2%] of the respondents go for medical check up/screening forth nightly, 8 [8%] of the respondents go for screening monthly, 60 [60%] of the respondents go for check-up biannually, 13 [13%] go annually while 17 [17%] do not go for medically screening at all.

Table 4.18: present blood pressure of respondents

Response	Frequency	Percentage
130/100mmHg	4	4%
100/60mmHg	8	8%
120/80mmHg	12	12%
110/70mmHg	27	27%
140/90mmHg	20	20%
160/120mmHg	26	26%
None of the above	3	3%
Total	100	100%

Findings: table 4.18 reveals that the blood pressure of 4 [4%] of the respondents is 130/100mmHg, blood pressure status of 8 [8%] is 100/60mmHg, blood pressure status of 12 [12%] of the respondents is 120/80mmHg, 27 [27%] of respondents blood pressure status is 110/70mmHg, 20 [20%] of respondents blood pressure status is 140/90mmHg and 26 [26%] of the respondents blood pressure reading is 160/120mmHg while 3 [3%] of the respondents do not know their blood pressure status.

Table 4.19: respondents view about normal blood pressure reading.

Response	Frequency	Percentage
130/100mmHg	12	12%
100/60mmHg	20	20%
120/80mmHg	11	11%
110/70mmHg	33	33%
140/90mmHg	14	14%
160/120mmHg	10	10%
Total	100	100%

Findings: table 4.19 shows that 12 [12%] of the respondents opined that 130/100mmHg is the normal blood pressure reading, 11 [11%] of the respondents are of the opinion 100/60mmHg is the normal blood pressure reading, 14 [14%] of the respondents view 140/90mmHg is the normal blood pressure reading, 33 [33%] of the respondents view 110/70mmHg to be the normal blood pressure reading while 10% are of the opinion that 160/120mmHg is the normal blood pressure reading.

Table 4.20: respondent's knowledge about complication of hypertension

Response	Frequency	Percentage
Congestive cardiac failure	2	2%
Heart failure	9	9%
Stroke	32	32%
Paralysis	18	18%
Blindness	3	3%
Death	25	25%
No response	11	11%
Total	100	100%

Finding: table 4.20 reveals that 2 [2%] of the respondents viewed Congestive Heart Failure as a complication of hypertension, 9 [9%] of the respondents viewed heart failure as a complication of hypertension, 32 [32%] of the respondents viewed stroke as a complication of hypertension, 18 [18%] of the respondents viewed paralysis as a complication of hypertension, 3 [3%] of the respondents opined that blindness is a complication of hypertension, 25 [25%] of the respondents viewed death as a complication of hypertension while 11 [11%] of the respondents do not have idea of the complication of hypertension.

Table 4.21: Respondents knowledge about prevention of hypertension

Response	Frequency	Percentage
Regular exercise	23	23%
Avoidance of stress and anxiety	27	27%
Avoidance of smoking and alcohol	28	28%
Avoidance of salty and fatty diet	14	14%
No idea	8	8%
Total	100	100%

Findings: table 4.21 shows that 23 [23%] of the respondents were of the opinion that regular exercise is a prevention of hypertension, 27 [27%] of the respondents viewed avoidance of stress and anxiety as a preventive measure, 28 [28%] of the respondents viewed avoidance of smoking and alcohol as a preventive measure, 40 [40%] viewed avoidance of salty and fatty diet as a preventive measure of hypertension while 8% of the respondents do not have any idea about the preventive measure of hypertension.

Table 4.22: respondent view on hypertension leads to death.

Responses	Frequency	Percentage
Yes	78	78%
No	22	22%
Total	100	100%

Findings: table 4.22 shows that 78 [78%] of the respondents agree that hypertension can lead to death while 22 [22%] disagree.

Discussion of Findings

This deal with the discussion of findings from the information obtained through the questionnaires. Conclusion and recommendations / suggestions are also included.

Table 4.1 shows the age range of the respondents which revealed that majority of the respondents were between the age of 40 – 45 years with a percentage of 21%, 15% were between the ages of 46 – 50 years, 10% were between the ages of 60 –65 years and 16% were between the age of 66 – 70 years of age.

Table 4.2 findings: table 4.2 reveals that 44 [44%] were males while 56 [56%] were females. This implies that the females dominated the study.

Table 4.3 shows that 40 [40%] of the respondents were civil servants, 24 [24%] were into business/trading, 15 [15%] were farmers, 10 [10%] were into fishing while 11 [11%] of the respondents were full time house wives. This shows that majority of the subjects were civil servants.

Findings in table 4.4 shows that 54 [54%] of the respondents were married, 15 [15%] of the respondents were divorce, 19 [19%] were widowed while 12 were single. This implies that the married respondents dominated the survey.

Table 4.5 shows that 36 (36%) of the respondents were Christians, and 58 (58%) practice Islamic religion. While 6 (6%) practice traditional religion. This means that majority of the respondents were Islam.

Table 4.6 revealed that 15 (15%) of the respondent attended primary school, 29 (29%) of the respondents attended secondary school, 40(40%) of the respondents had tertiary education, 7% of the respondents had adult education while 9 (9%) had no formal education. This implies that majority of the respondents had formal education and their responses can be relied upon.

Table 4.7 shows the respondent view to the word hypertension. The study revealed that 78 (78%) of the respondent have heard of the word hypertension before, while 22 (22%) have not heard about hypertension. This is in line with Smeltzer (2004), where he stated that many people have hypertension without knowing.

Table 4.8 revealed that 78(78%) of the respondent have insight to the meaning of hypertension while 22 (22%) do not know the meaning of hypertension. This implies that

majority of the respondents and people in Ijebu-Ode generally have an insight as to the meaning of hypertension.

Table 4.9 talks about hereditary as reasons and causes of hypertension in respondents families. It was revealed that hypertension runs in the families of 68% of the respondents while hypertension does not run in the family of 32% of the respondents. This is in line with Famakinwa (2002) where he stated that one of the predisposing factors of hypertension is hereditary.

Table 4.10 discusses the respondent view on the causes of hypertension. The study shows that 80% of the respondents know the causes of hypertension while 20% do not know the causes of hypertension. However, respondents idea to the causes of hypertension include stress, hereditary, lack of sleep, alcohol, salty diet. This is in contrast with Smeltzer (2004) where he stated that many people have hypertension without knowing.

Table 4.11 shows the respondents view on sleep and alcohol as a cause of hypertension. The study reveals that 67 (67%) of the respondents know that lack of sleep and alcohol causes hypertension while 33 (33%) do not know the causes. This is in accordance with Walsh (2006) where they stated that getting too little sleep and consuming alcohol are significant risk factors for hypertension.

Table 4.12 discusses respondents' view on anxiety and worry as a cause of hypertension. The study revealed that 56 (56%) of the respondents consider anxiety and worry as a cause of hypertension while 44 (44%) are on the contrary. This is in accordance with Famakinwa (2002) where he stated that severe anxiety and fear have been known to be related with hypertension.

Table 4.13 discusses the relationship between diet and hypertension. The study reveals that 71 (71%) of the respondents opined that there is a relationship between diet and hypertension while 29 (29%) do not see any relationship between diet and hypertension. This finding is in line with a study carried out by Norman (2006).

Table 4.15 discusses respondents view on the reduction in the amount of alcohol and smoking as a preventing measure for hypertension. The study revealed that 71 (71%) of the respondents are of the opinion that reduction in alcohol consumption and smoking can reduce hypertension while 29 (29%) disagree. This is in line with the study carried out by Richard (2006) where he stated that reduction of alcohol consumption lowers blood pressure.

Table 4.16 shows the respondents view to daily physical fitness and exercise as a preventive measure. The study reveals that 69 (69%) of the respondents agree that daily physical fitness and exercise can prevent hypertension while 31 (31%) are on the contrary. This is in line with studies carried out by Smeltzer (2004) where he stated that rest and regular exercise can be helpful in preventing hypertension.

Table 4.17 views frequency of medical check up/screening for hypertension. The study revealed that 2 (2%) of the respondents go for medical check up/screening forth nightly, 8 (8%) of the respondents go for screening monthly, 60 (60%) of the respondents go for check-up biannually, 13 (13%) go annually while 17 (17%) do not go for medically screening at all. This is also in line Smeltzer (2004) that hypertension is referred to as a "silent killer" because many people have hypertension without knowing it as they do not go for medical screening regularly.

Table 4.18 discusses the percentage of blood pressure status of respondents. The study revealed that the blood pressure of 4 (4%) of the respondents is 130/100mmHg, blood pressure status of 8(8%) is 100/60mmHg, blood pressure status of 12 (12%) of the respondents is

120/80mmHg, 27 (27%) of respondents blood pressure status is 110/70mmHg, 20 (20% of respondents blood pressure status is 140/90mmHg whereas, 3(3%) of the respondents do not know their blood pressure status. This is in line with Smeltzer (2004) where he stated that many people have hypertension without knowing it.

Table 4.19 discusses respondents view about normal blood pressure reading. The study shows that 12 (12%) of the respondents opined that 130/100mmHg is the normal blood pressure reading, 11 (11%) of the respondents are of the opinion 100/60mmHg is the normal blood pressure reading, 14 (14%) of the respondents view 140/90mmHg is the normal blood pressure reading, 33 (33%) of the respondents view 110/70mmHg to be the normal blood pressure reading. This finding is in line with Smeltzer (2004) that many people do not know the normal blood pressure status because they do not visit the hospital regularly for medical check up/screening.

Table 4.20 discusses respondent's knowledge about complications of hypertension. This study shows that 2 (2%) of the respondents viewed Congestive Heart Failure as a complication of hypertension, 9 (9%) of the respondents viewed heart failure as a complication of hypertension, 32 (32%) of the respondents viewed stroke as a complication of hypertension, 18 (18%) of the respondents viewed paralysis as a complication of hypertension, 3 (3%) of the respondents opined that blindness is a complication of hypertension, 25 (25%) of the respondent viewed death as a complication of hypertension while 11 (11%) of the respondents do not have idea of the complication of hypertension. This corresponds with some of the complications of hypertension listed in this study by Famakinwa (2000)

Table 4.21 discusses respondent's knowledge about prevention of hypertension. This study shows that 23 (23%) of the respondents were of the opinion that regular exercise is a prevention of hypertension, 27 (27%) of the respondents viewed avoidance of stress and anxiety as a preventive measure, 28 (28%) of the respondents viewed avoidance of smoking and alcohol as a preventive measure, 40 (40%) viewed avoidance of salty and fatty diet as a preventive measure of hypertension while 8% of the respondents do not have any idea about the preventive measures of hypertension. This is in line with the preventive measure of hypertension. Stated by Smeltzer (2004).

Table 4.22 shows respondents views to hypertension can lead to death. This study revealed that 78 (78%) of the respondents agree that hypertension can lead to death while 22 (22%) disagree.

Conclusion

Having analyzed the data, the finding observed that hypertension otherwise called "silent killer" is one of the most important silent causes of death among adults.

The origin is multifactorial in nature so, there is no single preventive measure that would prevent its prevalence automatically. A combination of modalities and innovations are therefore needed to reduce its prevalence rate such as reduction in smoking of cigarette and alcohol consumption, intake of low salt and low fat diet, regular exercise and regular medical check up/screening.

The researchers would like to conclude by saying the preventive measures should be encouraged and utilized so that the prevalence of hypertension can be reduced.

Recommendations

The government should collaborate with health professionals so as to create awareness of hypertension as a disease condition and its prevention using venues like mosques, churches, town halls, cinemas, halls, etc. Health education on the factors responsible for the prevalence of hypertension among adults, examples - worry and anxiety amongst others should be highlighted to vulnerable individuals or group of persons.

Follow up on the level of adherence to management and compliance to diet regimen should be embarked upon as a preventive measure.

All persons who have suffered and survived from complications of hypertension especially stroke should properly rehabilitated.

It is important for us to develop a proactive approach to manage the rooming epidemic of cardiovascular diseases. We also need to promote lifestyle-related disease control and prevention program me which include intake of healthy diet, regular aerobic exercise and decreased tobacco and alcohol use.

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Revisiting Social Media: Learning from Facebook Experience

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Abstract

The study examined a comparison between offline and online relationships with specific references to individual user's perspective and experiences within and outside Facebook platform. For the purpose of this study, qualitative research method was used for gathering views from students of Coventry University, United Kingdom. With open-ended questions, views of participants were gathered on reasons behind the Facebook addictiveness among young people. In this research, data gathered from randomly selected 40 participants (Young Coventry university students, aged 18-30) who have Facebook pages are presented. The research findings indicated that young students are invariably used to Facebook platform and the stated reasons given were relatively likened to loneliness and boredom. The need to also use Facebook medium to reduce isolationism was one of the major discovery made during the course of data gathering. Based on the findings, recommendations associated with on-line community platforms in relation with law and restrictions should be in place before a website is thrown into the air for public consumption. Important Components such as "think experience", "sense experience", "act experience" and "feel experience." Should be highly put into consideration, not because of the adults but because of the young adults who deems it fit to always be on these platforms.

Introduction

Surfing the internet is one of the most common activity of today's generation, social networking sites such as twitter, Facebook, MySpace are websites that allow interactions. Over these social network sites, users enjoy sorts, like gaming sites, the virtual world, video sites, such as YouTube and the likes. Sites of these kinds offer today's youth an access to enjoyable engagement over the internet and as a result extend the scope of communication.

The relevance of social media has brought an indirect as well direct impact to its surrounding and people within. Social media networks are growing each day with lots of people joining the computer-generated communities (Padgett, D, 2008). According to Zhao, S., Grasmuck, S., and Martin, J. (2008), social media has not only generated online communities but has also led to the development of a custom-made experience where individuals can sustain media consumptions that satisfy some specific wants and requirements.

Bearing in mind, the massive speed at which social network sites (SNSs) are still growing, the larger concerns behind its usage amongst the youth today has been typically understated. With almost 95% of young people as followers, social network sites like Facebook as emerged as one of the most visited websites on the internet.

According to Jindal, A. (2011), young people find it very pleasant socializing with the use of internet facilities. Hence, they have chosen to use the internet medium based on how it best suits

them. Some subscribe to absolute chatting with the use of only the keyboard while they also receive messages on their screen from friends in the manner. However, some others prefer sending the messages and also seeing their friends of co-chatters in real time. Through this medium, they subscribe to the use of camera system called the web-cam. The Facebook and some other social media networks are very much aware of these trends. Thus they review their technologies from time to time to accommodate the demands of its users, who tend to be mostly youths. Very recently, the Facebook had introduced the use of video chatting on the platform.

Overall, youth primarily use Facebook as a way to keep in touch with their high school friends. In the works of Fovet (2009), she mentioned that young people find it pleasing to communicate and socialize on Facebook mainly because of the interactive features offered by this social network site.

In a recent study on the uses and gratifications of Facebook, Beniger (1987) found that there were several purposes that relates to the use of social network site and they are, social enhancement, self-discovery and interpersonal connectivity as well as motives that draws their attention to the use of Facebook which are channel use, attractiveness, social information, social comparison, passing-time, self-discovery and most times for utilities and upkeep.

Finally, heavier users of social networking sites gives a feedback of higher levels of openness to experience Rosenberg (1989). High openness to experience is reflected in curiosity and novelty-seeking; low levels are evident in preferences for going by the orthodox or conventional and established patterns (Johnson: et al 2007). Because social networking sites are a relatively vast acceptable application of Internet technology, it is expected that those who are more open to experiences would experiment with creating online profiles.

In view of the rising of global networking phenomenon amongst the youth, this research is intended to study the motives that persuade young students to fulfill their wants and needs through Facebook and to specifically identify the qualities or probably the hidden distinctive features that make the site more attractive and that contribute to the addiction of Facebook social network.

Justification

This research study focuses on social media as a daily consumption of the internet age which gives little or no room for the traditional and conventional way of communicating. It rather offers several methods for users to interact and communicate with one another through social networking sites.

The leading social network sites users are young people; more than half of adult Internet users that are under the age of 25 have a profile account on a social networking site (Crawford, 2009). Facebook users are also consistent visitors, half of them feel the need to check their profile page daily and 26% log in every few days. Almost half of the teenagers and youth for example, logged into their profile once in every day and one-third visit every week. One of the studies carried out by (Rubin, 1994) indicated that both females and males students in colleges have a profile account on Facebook and they equally spend more than three hours daily on the platform.

Instant messaging is also one of the features of social networking, specifically amongst the young adults and the teenagers. The teenagers and young adults who use instant messaging often are most likely to use it on the social networking sites to send and receive text messages at

instants (Markham, 2004). Nowadays, this element may be intensified for Internet users who effortlessly knit offline and online activities through social networking sites, some of which are the opportunity to converse through these instant messages while logged onto the site. The adults (almost 35-38% of them) are also known to regularly send and receive instant messaging on social network sites, Facebook most prominently.

All of these findings put together leads to a reason to want to really research on those factors that may be driving individual preferences and use of social media tools. Hence, the research seeks to provide relevant answers to these posing questions.

Research Questions

Concerted effort will be made in this study to answer the following research questions:

- What has made the social media network hit ground in contemporary international community referred to as the global village?
- Why has Facebook rapidly become a force to reckon with amongst the social media network?
- Why have the youths found so much pleasure with the social media network and much as being addictive to it?
- Will social networks and most especially Facebook stands the test of time considering the trends of globalization?

Literature Review

Connectivity of Friends on the Facebook Platform

From various researchers, like Rosenberg (1989), Smith (2006), Tidwell and Walther (2002), and many more others, it has been deduced that the impact of connectivity has recently made the world a better place. At every point of human's life, there is a need to always interact, share ideas as well as all kinds of information in order not to be probably left behind or felt 'kept in the dark' (Smith 2006). As much as connectivity seems important to all, this research will be looking at how connectivity is developed amongst the young individuals. Granovetter's (1973) asserted that no percentage of relationship or friendship can exist without connectivity which is why the importance of social networking sites like Facebook cannot be overemphasized.

Haythornthwaite (2005) indicated that 80% of every youth within the range of 13-30 are daily found surfing not just the internet but majorly on social networking sites, Facebook platform which has over 500 million users at present with more than half of the population are been dominated by the youths. Carton (2009) concluded that, since Facebook was created as a way to develop a better method of communication amongst the university campuses students, it has a strong, virtual and a unique life relationship experience, built across the connectivity of young people.

As the number of users increases day after day, the year 2007 mark a beginning of successful measure of presentation of public persona which out rightly makes Facebook the most accessed social network site across the globe. Online connections then seized from being only automatically similar to offline contacts, it was instead more favorable to feeble and failing relationships (Van Dijck, 2012).

Online connectedness speedily takes over the association of everyday social life amongst individuals found on Facebook. Just before the conclusion of the first half of 2008, an evident

alteration happened in the organization and architecture of social media platforms, changing their midpoint of significance from connectedness to connectivity respectively (Uimonen: 2013).

Ellison et al (2007) also supported that at this period of time, new terminologies such as, 'liking', 'friending', 'connecting' and 'following' unexpectedly dominated every discourse on the social media platform, especially the Facebook platform. Technology skills began to interpret affairs between and amongst people; concepts and ideas were revolved to some set of rules or algorithms in order to bring about an increase in performances.

According to Goodman. (1997), terms like 'liking', 'friending' and 'connecting' mostly bring about a quick attention and as well register passionate and spontaneous replies, usually considering them as unintended expressions of the self.

Djick (2013) maintained that responses on these platforms are arguably genuine or not, he however emphasized that they are computerized buttons that are intentionally manipulated and played on by users.

Kietzmann (2010) studied that before now, individual and interactive codes and figures used to be a mere product of interconnectedness. However, Beer (2008) believed that algorithms such as the indirect uses of expressive codes are now applied by users to generate as many connections as possible, but then most users are said to be ignorant of the effects they have over these codes. In addition, Goffman posits that in an online environment, both conscious and unconscious actions are relatively relevant. He also added that every behavioral, signs, data or idea created on various platform's profile are usually collected by platform owners or advertisers who are much interested in these conversations for their own marketing purposes.

Requirements And Critical Success Factors For Connectivity On Facebook

Over the years, social networks have attracted multitude of followers. the arrival and rapid development of social applications and instant messaging (such as Skype, AIM, AND MSN) together with some sharing sites (Picasa, plaxo Flickr and so on) as well as blogs, wikis, micro blogs (twitter) and social network sites (Facebook, Ning, twitter, MySpace) has brought about a prevailing social influence in the way almost everything is done in the society today (Fono 2006). The social interactions that takes place on social networks means a lot to so many individuals and as even become a "must do every day" for some individuals (Haythornthwaite 2005).

According to Yuchun (2011), social network sites do not have a lengthy and prolonged history per say, the very first recognizable social media known as Sixdegrees.com was launched and surfaced on the internet in the year 1997 (Boyd and Ellison 2007). This particular social media allowed users to create their own profiles and lists their friends and at its excellent times, he had up to a million users. However, it was unable to sustain for a longer period of time and therefore closes down in the year 2000 mainly because the idea behind it was rather too new for its time.

Zywica and Danowski, (2008) argued that even earlier before the time of Six Degrees, profiles existed on most of the dating sites as well as many other community sites. Boyd and Ellison, (2007) also maintains that these social media sites were still able to provide the lists of friends. Classmates.com was also around at this period and it helps individuals to associate with their colleges or high school friends. Six Degrees was only able to develop itself as a means to aid people's connecting to one another through messages (Zywica and Danowski, 2008).

In the following years, so many other social networks were developed and consequently failed at one point in time (Festa: 2003). In the works of Chafkin (2007) respectively, tribe.net, Friendster, Ryze and LinkedIn were said to have been strongly linked professionally believing they could stand and back up one another without any trace of competition. One of the limitations of Ryze was failure to obtain mass followers and at the long run LinkedIn turn out to be a prevailing business service which helps users to share professional and benefitting information (Boyd 2004). In the year 2002, Friendster turns out to be the most significant of all and became popular as it helps friend to connect (Boyd and Ellison 2007). Withal, Friendster's popularity increased, and the site developed some technical and social problems, which as a result led its users to replace it with the email (Boyd, 2006).

Beginning from the year 2003, Boyd and Ellison (2007) wrote that social media has hit its mainstream because several new social network sites were launched at this period. MySpace, Facebook, Reunion, Live Spaces were all created. MySpace was created and the slogan was a 'place for friends' just as Mark Zuckerberg launched Facebook and developed it as a youth-oriented internet site in college campuses (Yuchun 2011). As popularly known, Facebook succeeded MySpace

The Fundamental aspect of this ever-increasing and generally approved Facebook is not only bent on managing existing relationships within social and physical proximity, it also aids the development of new friend not living behind the total strangers (Lin 1999).

Furthermore, the works of Wolak,(et al :2006) highlights the hidden features that actually motivate people to preferably be a part of some sets of social network communities and not some other ones. These features have been likened to the uses and gratification theories (Lin 1999) which is concerned with the way people use media. The theory reflects not only the pleasure people discover in a media but also considers peoples attitude towards the medium and its contents (Fagerlind and Kihlman, 2000).

Rubin (1994) asserted that the uses and gratifications theory is a psychological communication theory which explains and clarify individual's choice, use, preferences and behaviors for satisfactions that justify their intrinsic needs.

Stafford et al. (2004) was able to identify three kinds of gratifications as acknowledged by the audience namely, content gratifications, the process gratifications and the social gratifications.

The content gratification has to do with the features a medium possess e.g entertainment, easy dissemination of info etc. (Stafford et al. 2004).

The process gratification is the knowledge gained from the internet experience process or the one gained from surfing the internet or experiencing a new technology entirely (Stafford et al. 2004)

Social gratification is likened to interpersonal communication and the different forms of social networking that takes place on the internet (Stafford et al. 2004)

Stafford (2004) was able to pinpoint some features through people's memberships in certain communities (Lan 2006) and proposed that sites can use this to recommend more communities of interests to users. Based on Liu, Davenport and Maes's (2006) data, it was denoted that it was not enough to only study and investigate the network structure of Friend connections and so they extended their own research to accommodate the ways in which the performances of choices go with people's preferences.

To Smith et al (2006) respectively, the amount of things that allures people to being habituated to social media platforms like Facebook or twitter for instance is worth delving into. Some of the features they stated are such things as favorite music, films, and books as well as the features that constitute an alternate network structure. As pointed out on Fred's blog, Facebook has quite a number of competitors who were almost better than her in some specific areas but Facebook was rather more successful as a result of its ability to fill in the vacuum that might have been created by the previous social network (Davenport 2006).

According to Vargas, (2010), the fact that Facebook was created by students and for students merited its acceptance amongst the young people. The genuineness of the applications it incorporated made people get so sticky to the platform. He further maintained that Facebook allow students to list their subjects schedules and also makes it easy for a member of a class to be able to browse other class member's profile.

On Fred's blog it was reinforced that it was very exciting for A to realize that he approximately know everything happening on B's profile page, even though he might have never spoken to her, he knows her favorite bands, her interests; A has browsed B's friends and realized they actually have friends in common. This was an incredibly important part of Facebook's early success. Furthermore, it was indicated on Fred's blog that some critical factors were responsible for Facebook's success.

According to Buckingham (2008), critical success factors are applied information methodologies; they typically represent those initiative or managerial areas that must be given special attention for a better performance of any organization. They also include matters vital to an organization's current as well as future successes.

The Usefulness Of Facebook In Enhancing Businesses And Forums

It is popularly known now that Facebook has grown from being a university and student social networking site that it initially used to be. As put by Buckingham (2008), though, Facebook is at present mostly used by the young people who embrace it in order to boost their collaboration and social interactions, it is however a new and an all-encompassing environment for many businesses expansions and enlargement, it has been recently viewed as a way to engage with customers, to increase a brand's existence and company revenue (Valkenburg et al 2006).

To support the aforementioned, Hargittai (2008) posits that so many researches arose as a result of Facebook's infiltration in all spheres of human life, it has recently been known for its ability to penetrate into a critical segment of the marketing world and businesses forum as a whole.

Going by this ideal, Facebook for Business, was created to guide companies build an engaging, effective fan pages and encourage successful interactions through shares and recommendations (Alex Hisaka: 2013), with this in place, there is a free access for companies to build their home pages, connect with people through adverts; engage their clients with quality content and also able to influence all friends of their fan.

According to Katie (2013), any business that is able to meet the above requirements will be entitle to those coveted recommendations and content shares. On Facebook, the section for build your page offers guidelines and propositions on how productions can appeal to clients. Post are meant to be simple, clear, and not too long. It must go along with consumer's trends. The build your business section of the Facebook page suggests that, for a new business to grow speedily, it must invite friends and contacts to 'like' their page. It must create a customer base

fan page which as a result introduces a new approach to advertising. Holzner (2008) suggests that an advert of this kind does not only enhance the worth of businesses, but also invite the interest of their fans who will in turn share contents they like with friends.

So as to keep fans visiting a page; Facebook makes it possible for companies to keep their fans up to date through the post threads and continually sharing captivating and engaging content.

More so, for easy growth of business, Shih (2009) noted that companies are advised to utilize their present customers in targeting their friends and friends of friends as part of the advertising approach.

In promoting interaction, Facebook identifies that word of mouth remains the most effective mode of advertising and therefore creates a digital set up that is also known as digital 'word of mouth' during interaction. Consequently, Facebook recommends that a business must inspire fans to "check-in" their offices and stores, introduce and develop events, ask questions and allow feedbacks as well post information that fans will love to share with their friends.

Methodology

In this research, data gathered from 40 participants (Young Coventry university students) who have Facebook pages are presented. An email which contains Consent to Participate in Focus Group was forwarded to them; this mail also indicates the time, Date and venue. All of the 40 chosen participants turned up and the focus group was held on 29th of July 2013 in Leicester library of Coventry University.

For the purpose of this study, qualitative research method is used for gathering views from the young students of Coventry University. With open-ended questions, results are developed in order to evaluate the dominance reasons behind the Facebook addictiveness. This additionally contributes towards obtaining the applicable data for the significance of Facebook amongst the youth.

In this vein, both primary and secondary data collection would be used in this study to gather the necessary information from the students selected to participate in the focus group interview regarding the use of Facebook. For the purpose of this study, the researcher is interested in a focus group method so as to be able to gather people's comments and beliefs over Facebook and its uses amongst school students. There would then be a further development from the interaction that takes place in the group discussion. The focus group method has gained substantial approval as a means of collecting qualitative data in social researches. Following the above mentioned, a focus group discussion was organized by the researcher and the discussion was between 40 students who have been contacted beforehand. A short note on Consent to Participate in Focus Group was sent to the forty participants and the content note stated as follows:

The selected students have been asked to participate in a focus group discussion for the completion of the researcher's dissertation of a course titled communication, culture and media. The main purpose of the group discussion is to understand why Facebook seem to be very important to young individuals. The information gathered from this focus group will be used in the analysis chapter of the researcher's final year project. Participants are allowed to stop at any time or not even participate at all. The discussion will be well written and not tape recorded. Individual's responses will remain anonymous and names will not be stated. All perspectives and viewpoints are welcomed as there is no right or wrong answers to the focus group questions. Everyone will be allowed to talk as the discussion goes on. Participants should please be honest

in their answers and this will be highly appreciated. In respect for each other, participants are required to speak one after the other and try to make their responses as clear as they can. Refreshments will also be made available. The venue for the discussion is the Leicester library of Coventry University, the room number will be sent afterward. Thanks in anticipation.

The focus group questions were as follows

Engagement questions: there were 3 engagements questions and this was meant to introduce the participants to and make them comfortable with the topics of discussion:

1. What is your idea about the social media over the internet?
2. Do you prefer the existence of Facebook to other social media that are readily available?, if yes/no why? (state at least 3 reasons)
3. How do you connect with your friends on the Facebook platform?
4. Do you use Facebook frequently? If yes/no, what are your reasons?
5. Research has shown that Facebook users easily get addicted to the platform; do you consider yourself a victim? If yes why? And if no why?
6. How can you rate the communication level in the area of a sense of security with y virtual and real friends on Facebook?
7. What are the associated challenges that occur when there is a communication going on between your real and virtual friends on Facebook.

For easy understanding of analysis, the researcher plans to address the participants in numbers (participants 1-40). Each question will be answered accordingly in paragraphs.

Data Analysis

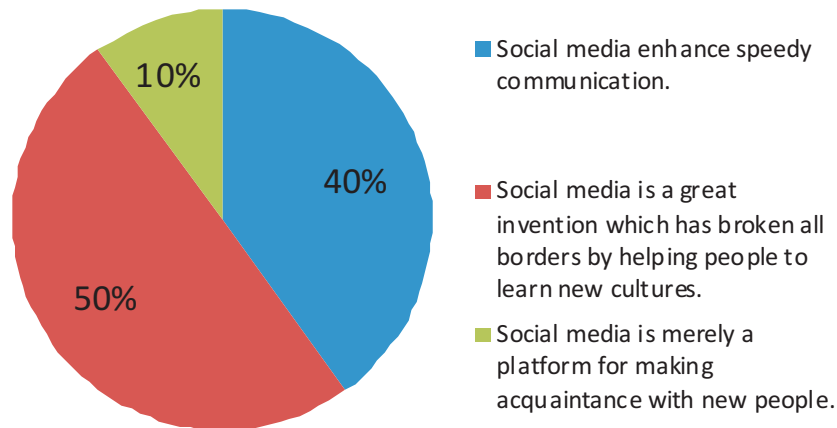
The selected method for analysis in this research is determined by the nature of the research questions. The resources got by the research and the requirements for standard research result. The data from the Focus group discussion were subjected to a qualitative pattern which are in a way likened to the discourse analysis method. The reactions and responses to the proposed questions will be obtained from the young people of Coventry University especially within the range of 18-30 years of age. These case study selection of people would be the best in getting to know the rate at which the social media 'Facebook' is used amongst the young students, its effect on them as individuals and most specifically, their purpose using the interface. This also help to understand more about the attitude of users in relation to how they find a common interest of sharing their personal experiences which otherwise leads to an intrusion of their privacies. It was indicated by the selected participants that Facebook impact on today's society can be best summarized as having its strength, weaknesses, opportunities and threats. (SWOT analysis)

Results

Analysis of Participants Perspective of Social Media over the Internet

QUESTION 1

What is your idea about the social media over the internet?

**ANALYSIS OF PARTICIPANTS PERSPECTIVE OF SOCIAL
MEDIA OVER THE INTERNET**

- 40% of the participants believed that social media via internet makes communication faster and that it also enables you relate with friends that you haven't seen in a long time
- 50% believes it's a great invention. For example speaker one of the participants mentioned that Social media has broken all borders, helped people meet people and learn new cultures
- 10% believes social media is merely a platform for keeping in touch with peers or making acquaintance with new people and nothing more.

From the above perspectives, it can be clearly deduced that Facebook is mostly viewed as a great invention; this is as a result of Facebook's ability to bridge every gap between individuals irrespective of wherever they may find themselves. Participants 4 countered the above opinion completely as he feels that Facebook is not in any way needed because people have been communicating before the advent of social networks, he maintained that people only have a social media account because their schedule is not heavy.

If you are like me that moves from one assignment to another and from there to work at night, you won't have any time to Facebook.

Participants 8 on the other hand feels that logging onto the internet is awesomely necessary, he concluded in reference to Scott's (2011)) point of view which states that communication isn't just for less busy moments, it is about knowing what is happening within and outside your environment.

From another point of view (Participant 11), social media will be easily understood and explained using SWOT analysis as it has its own strength, weaknesses, opportunities and threat. Friesner (2011) describe SWOT analysis as system of analysis which enables investors to assess the publicly viewed perception of any company. It is mostly needed to understand the marketing benefits, shortcomings as well as opportunities a company can/might be able to offer.

Facebook SWOT analysis is explained as follows:

Facebook has wider audience, possesses unique features and it's the largest social network company, its Weakness is the liability regarding its use, for example the bugs users encounter while browsing the website. Participant 16 also added that lack of privacy and the fact that it allows fraudulent act is another weakness because the company should have done something

about that. From participant 15's point of view, Facebook has the Opportunities and power of driving people's lives in a whole new direction.

Furthermore, on the platform, there are available Opportunities to make money regarding services that would touch up the customers Koutra, (2011).

One of the major threat on Facebook is spamming, the more your friends are on Facebook, the more spammed is the feed. Participant 10 pointed out that the greatest of every threat on social network sites is the problem of privacy; however this problem is advanced on Facebook platform. Another Threat from the platform is the bullying (especially with young girls) people experience on the platform, this should be completely eradicated (P9).

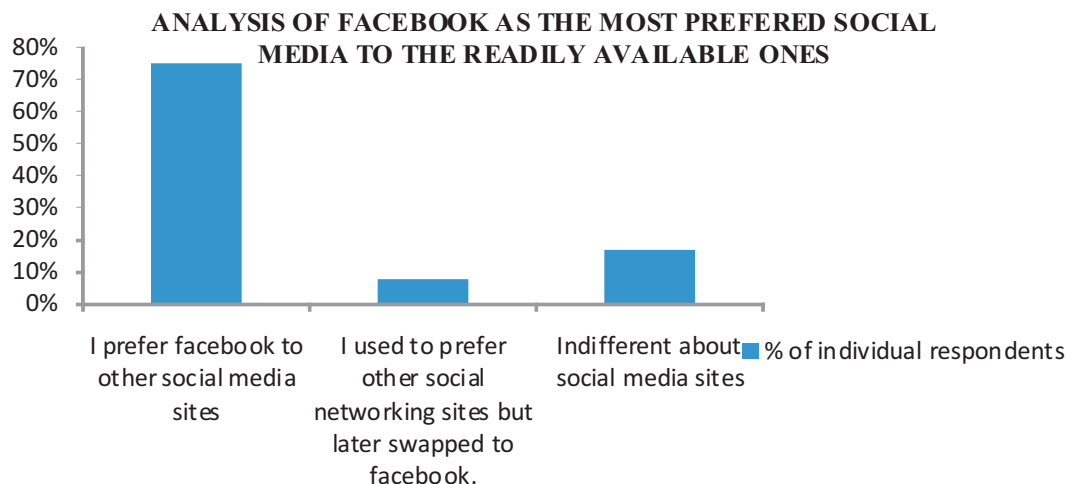
However, participants 13 mentioned that in all, social media have become part of young people; it is a powerful online tool because it unites not only the young people but even the much older individuals. On Facebook it is fun to check what other friends are up to (participant 32),

I wouldn't have heard about Coventry University if not as a result of keeping in touch with friends on social media platforms and I was able to know about the company placement of my choice through social media, the LinkedIn platform to be précised.

Question 2

Analysis of Facebook as the most preferred social media to the readily available ones

To easily grasp the participants view over the question: Do you prefer the existence of Facebook to other social media that are readily available? If yes/no why several themes/sub themes were presented from the respondent's views, which are shown in the chart and also discussed below?



- 75% says yes they do prefer the existence of Facebook to other social media sites
- 8% says they used to prefer other social networking sites but they quickly swap to Facebook because most of their friends are found there.

- The remaining 17% says they are indifferent about social media sites as they appeal to different people for different reasons and its availability should also be considered. Facebook isn't available in some places like China (participant 15).

From the 75 percentage of participants who believe strongly in the existence of Facebook, participants 1 who happens to be the first speaker said that there is no other social network site that is more easily accessible than Facebook, she mentioned that some other social networking sites are somewhat difficult to access, she gave an example of twitter as a complex social network site, this idea was seconded by participants 24, who added that twitter isn't only complicated but meeting up with Facebook might be difficult for twitter because it doesn't have enough attractive features and lacks interesting applications like games as Facebook does. For this reason young people might be usually found on the site (participant 20). Participants 22 also said that Facebook seems much more powerful, to her, twitter is too dry and really lacks media attachments. It only allows 140 characters in making your comments and this seems so short to express oneself via the internet (P17).

According to participant 19, since the advent of Facebook, Communication in an online environment has changed its tune: personal relationships are now forming online as well as offline.

Participants 33 of the 8% (who said they swap to Facebook because most of their friends are found there) also mentioned that:

I was able to swap because Facebook came with other better and functional features. For example Facebook to her "is cleaner and more 'adult-like' than MySpace (i.e., no html designs that take forever to load on your browser, stupid music playing when trying to load a page, etc.). It also prevents people from tracking or stalking you so a lot of people prefer that. MySpace crashes a lot and Facebook doesn't".

Participant 12 (of the 7 % who says they are indifferent about social media) thinks:

Social network sites are all relevant and unique in their own way, depending on user's need or requirement at a particular point in time. He said " MySpace might work better for you and I might prefer Facebook because of its functionality which meets my own requirements, that doesn't make Facebook any better than MySpace or vice versa.

Speaker 20 supports this point of view by adding that all social network sites are for connectivity and they are all at present accomplishing that.

On the one hand, speaker 28 stated that availability of these social networks determines one preference, he says that

'China is an example of a place where people are banned from using sites like Facebook and YouTube, other available equivalents automatically becomes there choices'.

This is likewise evident in Lewis and George (2008) propositions. They believed individuals preferences of social media are based on the Cultural differences and most especially the availability of such social network sites. Such is the case of Kaixin001 in china because it is to a certain extent guaranteed that Facebook lost its leading position to Kaixin001 of the mainland China even though Kaixin001 is only a Chinese version of Facebook. Kaplan and Haenlein,

(2010) also validates the above stated and acknowledge that Social networks are about interacting with people across the world for one reason or the other and whilst their tools undoubtedly play important roles here, eventually it's the people you want to find and connect with that determine which you prefer and sign up to. LinkedIn for instance is a business oriented site which is known for bringing together professional networks, with the tagline that 'relationship matters and can build-up different forms of business opportunities' (LinkedIn, 2007).

On a different point of view, Participants 3 came up with a different reason why he loves Facebook and maintained that:

“Even though Facebook lacks face-to-face characteristics for example, the physical proximity might not be present in an online environment, however, the platform still possess the functionality of curing boredom, an instance is the official Facebook page of boredom cures (www.Facebook.com/boredomcure) which has a whole lots of funny, shocking, fights, videos and images that are appropriate for bringing one out of any state of dullness at any point in time and this is one of the reasons I will always prefer Facebook to any other social media sites”

Question 3

Analysis of users addiction to Facebook social network.

The question: Research has shown that Facebook users easily get addicted to the platform; do you consider yourself a victim? Resulted into controversies amongst the participants and perspective driven from different opinions are explained below.

SUB THEMES DEVELOPED (PATTERN)	No of individual respondents
I'm not addicted; I use Facebook when necessary	15%
I'm not addicted; I have better things to do with my time	20%
I'm addicted	65%

- 15%- Don't think so, only when necessary
- 20%- No, as am not bothered if I long on or not and there are much more better things to do with my time, school work wouldn't let me
- 65 % -Yes because not going on Facebook in an hour feels like I have missed out, don't know, just feel am out of the world.

According to Andreassen (2012), pathological gambling used to be the only behavioral addiction, but recent researches have also shown that too much of everything (Grey 1982) can also results into being addictive to such things. Potential behavioral addictions like shopping addiction (Calleja 2008), online sex addiction (Griffiths, 2012), video-game addiction (Fono,2006), and internet addiction are forms of habitual activities that occur in our daily lives today. Talking about internet addiction, there has been lots of controversies as to whether people get accustomed to platform or to the content there in.

As Mark Zuckerberg, Facebook founder and CEO, has remarked, that in designing Facebook website, he did not want the site to look just impressive or cool, but rather producing a social utility that not only connect you to the people across the globe but a place where you always want to be (www.facebook.com, accessed 15 August 2008).

Following the participants views, this part of the analysis chapter sought to bring out those reasons that make Facebook the most used and the “home” for some young people. For example participant 6 says

“Social media means everything to me especially Facebook. It’s a place I must be every hour, even seconds if possible. Am just so in love with the platform, friends will be worried whenever I fail to update my status, I don’t know, I just love to stalk people”

In support of the assertion, speaker 8 added that

“there are some popular features of Facebook that is just so interesting to me, for example the photo sharing and the constantly refreshing and rejuvenating of my contents”.

Participant 27 also said

“I used to believe I was never addicted but I recently realized that even when I say to myself, am only going to Facebook to check my mails and inbox messages, I end up spending hours checking friends pictures, status updates and engaging in chat with friends. There is just something that wants to keep you there”.

The upkeep and maintenance of this social media sites by their founders together with continuous connection of users are expected to function as an attraction factor, which explains why some individuals use Facebook excessively (Kuss& Griffiths, 2011). This nevertheless relates to Participant 24’s point of view

“Social media sites are all doing wonderfully well; Facebook for example has been able to turn the world around. They have completely won the youth’s heart and this of course suits most of us because most of us have phobias for face-to-face conversation”.

P26’s opinion was a little bit different, she asserted that social media are really important but it shouldn’t be a-must-do for anyone at any point in time. Though Facebook seems interesting and easily attracts but it should be visited only when every other thing have been done and there is nothing else pending, no home works, no necessary errands avoided (Participant 25). Participant 40 concluded by stating that one to one communication is still very necessary and quite important but social media sites has successfully put an end to this,

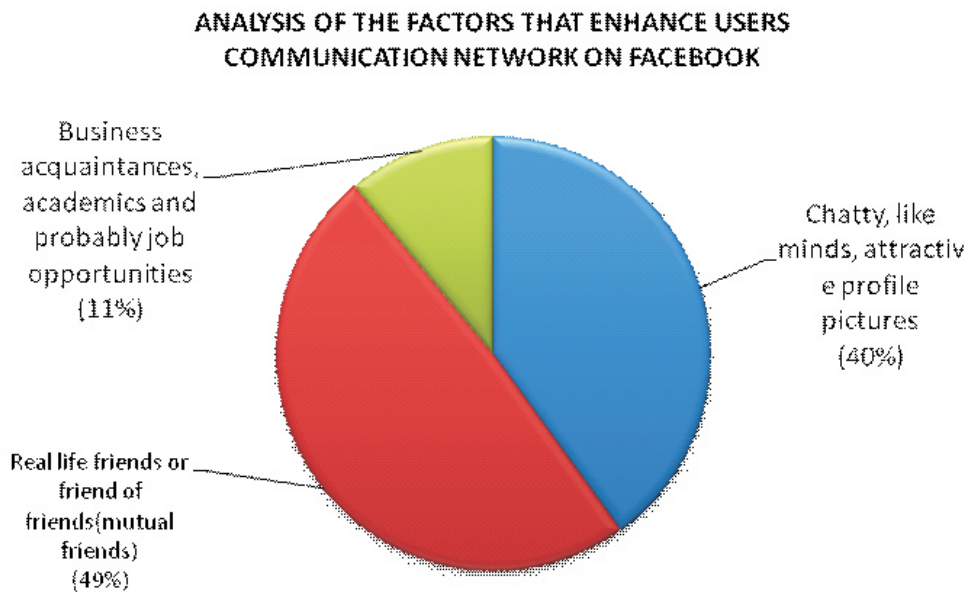
“This is why I refer to the world as a disposable society where relationships seem not to be important to us anymore and this in essence gradually disconnects the world. I think that should stop”.

A recently published article on Facebook and addiction proposes that Facebook like every other social networks sites should be predominantly meant for upkeep of established offline networks and friendships and not to terminate it completely. With this in place, academic and professional opportunities will be achieved.

Question 4

Analysis of the factors that enhance user's communication network on Facebook

In understanding factors which aid users' communication network on Facebook; it was important to ask the question: What are the factors that make you choose your friends on Facebook and what factors are responsible for the success of the Facebook in enhancing your communication network? Participant's responses are explained correspondingly.



- 40% - If they are chatty and of like minds or if profile pictures are attractive
- 49% - If they are my friend in real life or friend of friends (mutual friends)
- 11% - For business acquaintances, academics and probably job opportunities

Facebook platform is a place where everything that happens in the real life seems possible over the internet. It is just a matter of being used to it and devoting much of your time towards it (Participant 39). As also put by Cacioppo (2008), Facebook platform gives the users every support they need to connect and make friends across home pages. In cases you stumble on any friends of friend's pictures or names, you are immediately advised to add them to your friends list. It is a never ending platform, once they are added to your lists, you easily can view their profile, their status and know what they are/have been up to (Participant 26) and vice versa. Participant 21 seconded the above statement, she said

“Just from adding friends on Facebook platform, some people are luckily open to business opportunities or even meet their spouses”. According to participant 13

“Personally, I believe those cases are only few because I have heard of friends who were excruciatingly bullied over the Facebook platform as a result of adding

strangers, for this reason, I only add people I know well and can trust enough to see my pictures and wall updates”.

In contrast idea, participant 21 stated that:

Cyber bullying, does not just happen, one thing leads to another. Adding people might necessarily not results into cyber bullying, you are only bullied if you do not know the write word to say during chats.

However, boundaries should always be created over social media platforms as people differ in culture and beliefs (Chayko, 2002). Participant 6 stated that

I think the only solution to bullying is when Facebook platform is made in such a way that users are very responsible and punished for any harassment via the internet.

For Participant 7:

“As a student I only chat with people that are not just students but that are also young hearted and that can make Facebook platform interesting for me because some people are naturally boring and annoying”

Participant 23 validates this assertion by mentioning that

I wouldn't in any reason want to in person meet people that hardly chat, update their status or even visit the site , I assume they will be more dull and uninteresting in real life”.

A newly researched study links Facebook use to some specific individual characteristics. People mostly found on the internet are explained to have a high level of narcissism (Campbell: 2008), they are very active on social network sites; Facebook for example gives users the opportunity to present themselves in a constructive manner which favors one's ideal self (Bezjian et al, 1998). Studying the personal assessment of users on social network sites, Wright, (2005) concluded that individual responses on Facebook platform can be understood based on their personality traits. Positive and Addictive tendencies towards social media has been likened to extroversion and the negative to introversion.

As put by Kuss and Griffiths (2011), extroverts use social media for social enhancement while introverts use it for social compensation, each of which is associated with elevated use.

Apart from the above mentioned, participant 10 mentioned an interesting point,

I will soon be done with final year project, I think I only want to be acquainted with people that I can benefit from, educationally and most especially for job opportunities”.

In an online environment everyone seems to be an influencer, Facebook for instance keeps altering the whole society, offering us unrestricted form of communication, from social relationships to business opportunities and markets.

Question 5

Analysis of frequent use of Facebook as a means of communication

In order to answer the research question: Do you use Facebook frequently, if yes/no what are your reasons? What are your reasons; several reasons were identified and these are evident in the table provided below and as well explained afterwards:

SUB THEMES DEVELOPED (PATTERN)	No of individual respondents
Rapid information dissemination.	20%
Facebook bridges the gap between family and friends in different parts of the world, anytime and anywhere.	40%
It all about virtual connection	12%
Means of sharing and gaining experience and knowledge	28%

- 20%- It is a platform for quick spread of information, more likely, the latest fashion and styles in vogue.
- 40%- As a student that has come to study from a far distance place like India, It seems too lonely without Facebook.
- 12%- yes but not frequently because it leaves you still being lonely afterwards.
- 28%- It is a means of sharing and gaining experiences.

Jin (2013) asserted that the frequency in use of social media is likened to so many reasons; some of them are loneliness, low self-esteem, shyness and distances. In a recent research carried out by Jin (2013) in America, one of his participants mentioned that:

It is somehow difficult talking to people in real life; I don't like going out so an online environment will be preferable, and more so, the people of America seem very unfriendly.

Cacioppo and Patrick (2008) highlighted that young people especially the shy ones always prefer to meet their friends over the internet where their faces wouldn't be seen, some that aren't outgoing see the need to interact over the internet on a daily basis.

Looking at the second part of the quotation, users can be addictive to an online environment as a result racial differences or discrimination, as put by participant 15,

The idea of superiority of a race, state or language seems to be the basis of the whole issue. In Britain for example, people respect or smile at you based on your skin color and in some other places, your language makes people look down on you. On Facebook platform, you are not seeing anybody's face, so the chances of being ridiculed are not much.

Another reason given was that Facebook bridges distances between users and has also incorporated some captivating features. Participant 21 mentioned:

I wouldn't have sign up to Facebook if not because I was leaving home (Nigeria) to study here in Coventry and I needed to keep in touch with my family and friends. Thanks to Mark Zuckerberg, because it would have been very sad and boring without Facebook which makes it easy for me to express myself at any point in time and with abbreviations like lol (laugh out loud), OMG (Oh my god!!!) and the smileys, the platform feels as interesting as a face-to-face conversation.

Participant 28 also added

I found myself using it frequently because all my friends use Facebook, it seems cheaper than calling over the phone and moreover, there is a free access to the platform, when am in my hostel room, I make use of my laptop and use my iPhone when am on campus or out of the school".

More so, that information that are yet to be publicly known are said to be first spread on Facebook and most especially the newly in vogue fashion and styles (Participant 14).

Some said the school work wouldn't let them, some even have a part time job they do on a daily basis. For example, Participant 26 said

As a result of lots of coursework's and my part time job which takes most of time, hanging out with friends is usually difficult for me so I usually result into meeting them over the Facebook platform, where we can as well chat and gist for as long as we want, with Facebook, I can do my homework, chat on my way to work and even on breaks at work.

In contrast to the above stated, some other participants feel chatting over the internet cannot in anyway be compared to meeting the person face to face, as you cannot hug nor have a coffee with a Facebook friend. A good example can be seen in participant 2's perspective,

I don't use Facebook frequently, because I end up feeling lonelier and I also find it difficult to share my experience because feelings might and thoughts might be misinterpreted on the platform.

A study has shown that young people are becoming 'skin hungry' since networking online leaves them feeling as lonely and isolated as the elderly ones (Simon :1974). A study commissioned by yours magazine highlighted, that not just the young adults are found always on the internet, 2 of 3 adults within the age range of 50-80 are said to have make the social network sites the only place of communication, a Focus group discussion was also conducted amongst these adults and it was revealed that 50% of 100 participants spend more of their time chatting online than going out with friends.

To validate the above mentioned, Participant 4 stated that:

“most of us are just so used to the internet and not just Facebook because we were born into it, for someone like me, I have long ago realized that my dad loves to chat over MySpace and Friendster especially when there is a misunderstanding between him and mum, and because mum does not work, she is always on the computer, staring at the screen whenever dad is away, I have since then appreciate communication over the internet”.

Conclusion

One thing noticeable in this research is that media and technology plays a huge role in any effective communication that subsequently leads to cordial relationships. There are several reasons why internet possesses such potentials to drive a wave of change in some significant areas like business innovations, political involvement and so on. In this particular context, compared to the conventional media, a site like Facebook offers a less expensive form of communication and involvement, thereby making it appealing to people to want communicates at all times.

In addition, the use of social media has been said to have taken the place of physical reality amongst individuals especially the college/university students, some do not even see the reason why face-to-face interaction should take place as Facebook seems capable of killing boredom and loneliness. However, several studies shows that trusting or relying on social media for all forms communication can be wrong because one of the basic function that keeps relationship working is a one to one daily contact (Lenhart et al 2001)

Yours Editor Valery McConnell mentioned that:

“Without realizing it, our society no longer provides one of the basic functions that keeps it working. The everyday contact, courtesies and kindnesses which turn into friendship and knit us together have been allowed to disappear in favor of efficiency. 'Modern society doesn't encourage us to speak to each other face to face and as a result, loneliness levels are soaring to crisis point and set to get even worse. 'Personal service in banks and shops is practically a thing of the past... even the listening ear of the supermarket checkout person is being replaced by a do-it-yourself machine.

'Technology is forcing people to live in their own little isolated bubbles. The young, hunched over the virtual world of their computers are often as lonely as the older generation sat in front of their TVs, if not more so. 'Never before have we had people with so little human contact. The "Friends" generation depicted by the TV series is a fallacy.’”

Lynda Bellingham also admits, (Heartley: mail online, 2011).

“I have been desperately lonely for long periods of my life: 'True friendship builds when you have mutual activities. It is shared experiences that make long term friends - you're not going to have shared experiences plugged into a computer. As human beings we need to mix.’”

Recommendations

Jaques and Salmon (2006) give a reason to believe that a balance between both online and real time communication will be a lasting and effective change to the situation. Facebook use should be established under the law with effective restrictions.

Principles, objectives and ethics should be recognizably structured and streamlined under the usage and mannerisms of Facebook. Facebook instructors should design modified web page outlines and correlated website functions of diverse styles for users at different ages. For students, their sensual restrictions should be strict. And for older users, webpage designs should also be reasonable and moderate.

There are also evident Literatures on the issues of bullying, privacy invasion and harassment which are linked with the use of Facebook. Though, humans are prone to biases and prejudices which may affect the accuracy of their judgments. However, individual should be very much responsible for any offensive, bullies of whatever form they post during conversation.

On one end, much attention should be given to face-to-face conversation and should never be relegated. Young adults as well university/college students should try as much as they can to combat isolation, they can do that by developing or starting a local friendship club where they can meet to share experiences ruminate on new ideas about how they can better their studies.

There are clearly definite fears around the use of Facebook by high school students. Different authors have written about how Facebook takes over student's attention from their academic priorities (Wolak et al 2006). From a research by carried out by Gunawardena et al (2001) “Do we really need an online discussion group?” It was asserted that if interactions amongst students wouldn't in anyway benefit their studies, then there is actually no reason why they should be allowed to form online groups.

The most essential part of Ghemawat and Hout(2008) thesis was that:

“Students who experienced fairly major setbacks at school were never mentioning this information during social networking. Students never published profile information that allowed difficulties at school to transpire between friends online. There existed therefore a very systematic and efficient process of information selection when entering social networking. An intentional decision was made by all students to censor information reflecting their difficulties at school”.

Facebook, if well institutionalized, can use other trustworthy and specialized tools such as **engagor**, a social media tool that monitor conversations and authenticate influencers in order to monitor the impact of requests and responses of users on the platform.

The result from this research also shows some significant results on the proficiency of social media networks. It was deduced that Facebook for example allows individuals of different perspectives the right to come together and engage in political debate either for or against anyone in power. By this means, people seek beyond entertaining use of Facebook and rather harness the capabilities of Facebook to participate in political discussion and make known their views over issues that are of interest to them. Even though online governmental and political affairs has been in existence before the initiation of social network sites, the easy access and reduced cost of internet along with the richness that came with these technologies makes it admirable and not just for recreational use but also to promote civilities in discussions and reactions among users.

Future studies should look at the probabilities of Facebook serving as reason for prolonged segregation and isolation and therefore endeavor to expand upon the results recommended in this study that some unique features of Facebook possibly will serve to bring together those of similar interest and opinions in achieving an offline reputable communicative environment.

The need to identify or categorize attributes within Facebook online political and administrative discourse is a subject that is in need of additional study. Researchers and media experts should make it an obligation to study, critique and evaluate developing social media sites as well as Internet features, not to condemn them but to rather generate elementary equipped social media sites which will enhance learning and abate harassment.

In all, as much as internet communication can be important so also is face-to-face interaction, something's wouldn't just be possible via the internet. The internet has unarguably penetrated amongst us, children no longer confide in their parents, they rather prefer to tell a Facebook friend who will possibly mislead them, all this should be really dealt with in various homes and correction should be made for the generations to come.

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Sponsorship as a Marketing Tool for Sports Development in Nigeria

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Abstract

The affection of Nigerians toward sport is very wholesome. The upsurge in the numbers of people (able and disabled) yearning to participate in sport, attached with the government privatization policy that has removed all subsidies to parastatals and agencies has put more pressure on sport managers to look for alternative ways of funding sport programmes. It is evident today that sport in all its ramifications would diminish without the support of corporations and corporations too would be less competitive without differentiating themselves through cause related marketing such as sponsorship. At the heart of these alternatives is sponsorship. Sponsorship is the world's fastest-growing form of marketing. It appears sport managers in Nigeria have made little progress in the area of sport marketing and sponsorship. This may be that they do not understand how to attain sport sponsorship. The purpose of this study is to present sponsorship as a marketing instrument that can be used to raise fund for sports development in Nigeria.

Keywords: sports, sponsorship, marketing plans, sports development

Introduction

The love people have for sport in Nigeria and internationally are wholesome. Scientific documents have shown that 8 out every 10 Nigerians are sport fans. The appetite of Nigerians for sport has continued to soar. Consequently, the number of people that want to participate in it has continued to grow. There is also paucity of funds caused by the policy of government which has placed emphasis on the privatization of public companies, parastatals and removal of all government subsidies which has affected fund allocation to sport. All these have placed more pressure on sport professionals in order to continue to perform. So the urgent need to look for alternative ways of funding sport is very obvious and imperative.

Sport, because of its universal appeal, emotional connections, and associations, and because of its unscripted nature, is a uniquely effective marketing platform for sponsors to use it to creatively position their products and services to create expected impressions and memories that become stories and help to have good return on investment (ROI). The high costs associated with funding sport programmes: camping, training and competitions, continue to hinder its growth (National Sport Policy, 2009) and this can be augmented by seeking corporate sponsorship. Sport marketing as a field of scientific study is at the infant stage in Nigeria and in Africa. Observations have shown that there is no Physical Education department that offers sport

marketing at undergraduate level in Nigeria. Even students studying marketing in our polytechnics and universities are not exposed to this field of study, which means that marketing and business students are not exposed to this field too. The first ever doctoral degree in Sport Marketing in Africa was awarded in 2001 in South Africa from a management or commercial faculty (Van Heerden, 2003).

A review of the current marketing and sport journals unfortunately also indicate that academics in Nigeria are not devoting sufficient attention to sport marketing in the overall marketing strategy. This shows that sport marketing has not yet been accepted as an important and relevant ingredient for sports development.

The intension of this paper is to bring to the fore the meaning of sport sponsorship, marketing strategies and how sport organizations can attract or obtain sponsorship for their various programmes.

The economy of sport requires constant identification of new revenue sources. McCarthy and Irwin (1998) and Mullin et al (2007) commented that maximizing revenue from sponsorship is a suitable means of keeping pace with the escalating cost of organizing sporting programs. It is clearer today, more than ever before, that sponsorship is a potent means of sourcing funds for sport programmes. The example of great benefits derived from sponsorship in that of Coca-Cola Company, which used Olympic Games to advertise and sell its products. It has purchased the right to be the “official soft drink” of the Games. At 1984 Olympic Games in Los Angeles, Coca-Cola was the second leading sponsor having spent \$29,875,000. At 1996 Olympic in Atlanta, Coca-cola spent \$73,645,900 on becoming the leading sponsor of the games (Lee, 2005). There is the believe that increased interest in sponsorship is partly a result of the success of the 1984 Olympics in Los Angeles and 1996 Olympics in Atlanta. With this, the number of opportunities to provide sponsorship has risen rapidly (Sagicor, 2003). Another factor is the increase in charitable, sporting and nonprofit organizations, which hold hundreds of fundraising events each year. These organizations are increasingly turning to business sponsorships to help meet their funding needs. For all the rising popularity of sponsorship, many companies and organizations seeking sponsorship remain uncertain about just what this marketing instrument is - and what it offers. Corporate sponsorship has also assisted sport clubs to develop. For example, Real Madrid got a shirt sponsorship deal estimated 14 million Euro a season, a kit supply deal with Addidas, and a lucrative band of official sponsors including Audi and Pepsi. Real has negotiated an improved shirt sponsor deal with Ben Q, worth 25 million Euro a season over four years from 2006/2007. On the local scene, many businesses or industries are actually playing sponsorship or co-sponsorship roles. Olufemi (2005) reported that the 4th edition of MTN Marathon that took place on Saturday, November 2004, hosted 47,000 participants including women and children, the physically challenged and seasoned professional runners from eleven (11) countries who competed in the competitive and enervating 21,098 kilometres race. This is an annual sporting program sponsored by MTN to create awareness about its products. Also the Nigerian Premier Football league and the CAF Award event were sponsored by Globacom Telecommunication for many years to market and differentiate its products in the market place.

Classification of sponsorship

In the past, corporations provided financial assistance for sporting activities for philanthropic purposes, but today's corporate interests are strictly promotionally-motivated and this is best

achieved through sponsorship (Hoeck, Hoeck, Knop and Taks, 2004).

Some still confuse sponsorship with corporate social responsibility. The two are not the same. Lee (2005) perceived sponsorship as a paid effort of the advertiser to tie its name to event or venue which strengthens its brand in a positive, yet in not obviously commercial way.

Sponsorship is the support given to events, physical properties and celebrities by an outside body or person for mutual benefits. According to Cheng (1997), sponsorship is a business relationship through which support is offered in return for right and association. He went further to say that companies involve in sponsorship for the purpose of positively impacting their sales returns. The commercial partnership between a corporate body and a sport property wherein each agrees to assist the other in satisfying their needs and achieving their objectives by exchanging the sponsor's cash or in-kind investment and the property's exploitable commercial potentials is a growing phenomenon all over the world today.

According to Carter (1996) sponsorship has a power of love that assists organizations to build intimate partnership. It is evident today that sport in all its ramifications would diminish without the support of corporations and corporations too would be less competitive without differentiating themselves through cause related marketing such as sponsorship.

Irwin et al, (2002) and Mullin et al, (2007) identified the following objectives that most often influence the decision of corporate bodies to enter into sponsorship agreements:

- a. **Media Exposure:** Media exposure is one of the most highly rated factors that sponsors look for before approving sponsorship proposal. Informing sponsors that they will get media attention is valuable, but measuring it provides data for legitimizing the corporation's involvement in sport programs. If it is a service you are expected to provide them with data too to show the return expected from the investment. Baba (2010) observed that in order for any business organization to make an accurate assessment of a proposed sponsorship, and possible benefits resulting from such an agreement, hard data must be provided to show the like hood of meaningful benefits accruing to the potential sponsor.
- b. **Identification of company with particular target market:** the proposal should carefully match the demographics of the sponsor's consumers and audience of the event.
- c. **Altering or Reinforcing Public Perception of The Company:** In most cases when sponsorship fee is high or the commitment is long-term, an addendum to sponsorship agreement is product category exclusivity. This means for example that a particular soft drink will be the only drink or in many cases the only refreshment associated with the event/product used at the venue (Omezi, 2002). The exclusivity allows the marketer to position brands or product as supporting an event, thereby encouraging consumer support.
- d. **Achieve Sale Objectives:** Another ultimate objective of sponsorship is to increase sales level.
- e. **Community Relationship:** This takes the form of public relations and the objective is to position the company as interested in giving back to the community.
- f. **Build Goodwill:** Corporate bodies may use sponsorship to build goodwill among opinion leaders and decision-makers in the society.

Sponsorship process can be divided into need identification phase, planning phase and selling phase.

Need identification Phase:

Sport organizations must be explicit about their reasons for seeking sponsorship and then try to identify what opportunities can be provided for potential sponsor(s). It must also discuss list of sponsors (laundry list) with members of the organization so as to extract some vital information from them. This information will be very helpful in the process of seeking sponsorship.

Planning Phase:

Planning and preparation are keys to successful sponsorship proposal. If proposal is poorly planned, then, it is likely that there will be a loss of sponsorship opportunity.

Before an organization will select a specific sponsor, it must have background information about the potential sponsor (e.g. policies and sponsorship track records). A key consideration is matching the image or DNA of the organization with that of the product (Jackson, 1988). For instance, if your organization is involved with children's issues, neither tobacco nor alcohol producers would be suitable sponsorship. If you are to accept from such companies, the relationship could be unfavourable. Timing is also a critical consideration as the current financial environment may dictate the willingness of sponsor to get involved in. The timing of presentation proposal must also consider when potential sponsor will be making its budget for the period intended for the sponsorship. This is crucial so that the sponsor can factor in the sponsorship request into its annual budget.

Attracting sponsors involves communicating to potential sponsors that the organization has the capacity to provide some useful service or opportunity for the sponsor and that the relationship will be mutually beneficial. It is, therefore, important to be able to demonstrate a previous successful 'track records'. Potential sponsors want something in return for the monetary or in-kind support given to your organization. For example, sponsorship may provide sponsoring organization with opportunity to support a worthwhile project while communicating its message to its target consumers. However, the sport organization must be very clear how it will facilitate this opportunity for the sponsor and why sponsorship of this organization is the best means for the sponsor to receive the benefits it seeks. This means keeping accurate records of previous activities and events so they can be used to make a persuasion. Sponsors most time are interested in knowing the following:

- Attendance figures and nature of the audience
- The extent of positive media coverage
- Community support and contacts

Preparation of Sponsorship Proposal

Companies receive hundreds of proposals requesting for sponsorship annually, but approvals are given to few that meet the laid down criteria of sponsors. The relevant question to ask here is how can one secure sponsorship for sport properties? Jackson (1988) commented that to be a successful sponsorship manager, one must take a step to investigate a corporation's objective and goal. The easiest way is to gain access to the corporation's literature such as the annual report. This document will reveal a lot about the inner workings of a company. There are many things that companies may not want shareholders to know that you need to find out that will assist you. You should also talk to people who do business with the corporation. It must be emphasized that

knowing who holds what office is not enough; you have to know who the power brokers are in the enterprise.

Additional study on the corporation before contacting prospective sponsor is very essential. If a company has had good experience in sponsorship deals, your chances will be better; if it is other way round, you will face a difficult time convincing them that you are different from those that came before you.

Mullin, Hardy and Sutton (2007) study revealed that corporate bodies may adopt the following yard-sticks for selecting sponsorship proposal.

- a) The revenue opportunity of the company.
- b) The ability of the event to integrate the company's image into the event.
- c) The cost of the sponsorship.
- d) Exposure of the company to the target audience.
- e) The company's image enhances gains from the sponsorship.
- f) The company's competitive advantage to be gained in the market place through sponsorship.
- g) The sponsorship opportunities to show the company's commitment to the community.
- h) The hospitality and entertainment opportunities that can be gained through sponsorship.

Sponsorship proposals are considerably more effective if the sponsorship is tied to elements that are specific to the corporations' objectives. Most companies view sponsorship as an investment and are looking forward to meet one or more of these objectives when they sponsor an event. In this regard, sport managers must offer something in their proposal that will play to the company's objectives. (Jackson, 1988).

After identifying prospective sponsors, sport managers must go ahead to prepare a proposal. The proposal must be detailed and not wordy (Ityodugh, 2002). As in personal relationship, first impression in sport manager-sponsorship relationship is lasting and an important rule of the game. If you cannot sell sponsorship in 30 seconds, you may probably never will. Sport managers should use words that grab the reader's or listener's attention and put those 30 seconds to the best possible use. These first 30 seconds worth of words in your cover letter or on the phone are what is going to get you more attention. To be more concise, the interaction must be brief and straight to the point.

When negotiating for sponsorship, managers must avoid making ridiculous pronouncement or promises, such as "if this proposal is approved, within six months your company will double its annual sales. In fact, the chance of any one event, even the Olympics, doubling any company's sales is absurd. Managers are therefore advised to be as realistic and down to the earth as much as possible. Smith and Stewart (1999); Ityodugh and Uever, (2002) and Irwin, Sutton and McCarthy (2002) suggested that proposal should focus on the benefits and also contain the items listed below:

- a) A succinct description of your organization and its activities, including membership profile, development and successes, affiliations and strategic outlook.
- b) Description of the event
 - Date, day, time, location
 - Past attendance figures and target audience description
 - Content, theme

- Organisation's capabilities and experience in presenting the event.
- (c) Sponsor benefits
- (d) Media and promotional plan
- (e) Sponsorship investments
- List the range of opportunities for investment and magnitude
- (f) Impact measurement
- Explain how the sponsorship benefits will be measured and evaluated
- (g) Addenda support materials
- Newspaper clippings, photos, letters from satisfied sponsors at previous events
 - Past event brochures
 - Video material
- h) The likely financial and non-financial benefits to sponsor, together with the details like, market area-population size and profile; degree of exclusivity of the proposed sponsorship; expected, media coverage and realistic assessment of the cost and value of the sponsor (Schaaf, 1995).

Selling Phase:

This is the critical phase in the sponsorship process. In this phase, the organization makes its initial contact with potential sponsors and the nature of this contact establishes the climate of subsequent negotiation and relationship.

Presenting a Sponsorship Proposal.

Most sponsorship proposals require a verbal presentation (though not all, so the written proposal must also be able to 'stand-alone'). This is a key component of the selling phase and is where most organizations can encounter difficulties. Many organizations assume that because they have worthwhile programmes, the sponsor will naturally support it. This is far from true. Professionalism is very vital here. It is not compulsory that the president or the secretary of a sport organization should present the proposal, if there are members of the organization who have good background experiences, such members should be allowed to present the proposal. Dress and appearance are also very key consideration. The proposal should be prepared to a professional standard (e.g. typed and well laid out).

The presenter(s) must have relevant, accurate and precise information about the sponsor. The presenters must ensure they have appropriate supplemental information on the proposal and try to anticipate questions that may arise (Cuskelly, 1996).

Handling Rejection:

Rejection of sponsorship proposal can also be used as opportunity to attract sponsor. Therefore rejection of sponsorship proposal should be wisely handled. First, the sport organization should acknowledge the rejection and thank the potential sponsor for their consideration.

Conclusion

The study has focused on sponsorship as marketing tool for sports development in Nigeria. The following conclusions were drawn from the study.

- a. Sponsorship can be used to demonstrate values to the market place by companies.
- b. Sponsorship touches the lives of customers in a more powerful and meaningful way than other marketing fields.
- c. Sponsorship can be used to build social capital in the relationship with its customers and communities around.
- d. Opportunities should be created by companies through sponsorship to give back by supporting activities and development in the communities where they belong.

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Overcoming Obstacles in West African School Certificate's English Language Examinations: Mastering Strategies for Summary and Comprehension Passages

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Abstract

It is no longer news that English language, being a second language in Nigeria situation and moreover as a subject in our school curriculum, has been problematic in relation to its teaching and learning (Ayodele, 1998). This invariably affects students' academic performance in the subject in both internal and external examinations. Performances in SSC examinations attested to this fact. A lot of factors are accountable for this academic quagmire and as such strategies and devices had been advanced by all stakeholders to combat the above scenario but it appears that the situation has defied all trials.

Consequently, this paper discusses vital strategies involved in summary and comprehension passages. It also illustrates how questions on them could be answered by potential candidates of senior secondary school certificate examinations. However, special attention was only accorded summary and comprehension passages that are regular features of WAEC English Language examinations. It is hoped that the knowledge of the various strategies discussed in this paper would enable students pass English language paper with less stress, and also go a long way in solving some of the difficulties encounter in English language examinations.

Introduction

It is pertinent to give attention to the term 'reading' in order to understand the topic at hand. The term 'comprehension' in language study entails two things: reading comprehension and listening comprehension. The concern and the thrust of this paper is the former, which has been constantly tested in SSC examinations over the years, particularly in English Language Paper 1 of the yearly examination conducted by West African Examination Council, Nigeria.

The importance of reading in social, educational and cultural lives of school children cannot be over emphasized. Some of the numerous purpose of reading in academics include: to understand the main ideas; to follow the trend of thought of the writer; to understand detailed

information; to follow given directive or instruction; to derive pleasure; and to acquire general knowledge (Mabekoje, 2009).

Regrettably, in Nigeria and in most African countries, not many people make a habit of reading just for pleasure. For one thing, not many know enough English to read it fluently, and those who can read in the local languages have only few books to which they can turn. But even those who are able to read in English and who can afford to buy books are not on the whole very interested in doing so. The reading that does go on above the level of the daily newspaper is mostly of texts for examinations, or books about the reader's profession. Generally, people seem to feel as puritanical about reading, that Nigeria as a nation is labeled a non-reading society. Moreover, the atmosphere of most homes does little to stimulate the reading habit. There are parents who refuse to let their children read fiction on the ground that reading stories is a waste of time that should rightly be spent on serious study. The problem is compounded in that children rarely see the older people of the house with a book. There are few books to be read at homes in most of the cases, and in a society where illiteracy is still common and where literacy traditions are mostly oral an entertainments communal, to sit down alone to read a book for pleasure would seem rather odd and unnatural. Yet reading for pleasure can contribute so much to education, by exciting and enlarging the reader's imaginative experience and, by increasing his proficiency in English. As rightly put by Edwards(1999) that if there were more reading for pleasure in Nigeria, then fewer hopes would be buried in that scholastic graveyard, the School Certificate English Language Examination.

In view of the invaluable roles of reading in education, it is pertinent that the teaching and learning of reading be accorded special attention in our school curriculum. Learning to read however, is not a natural process, it requires systematic and well informed instructions. 'Reading must incorporate the following essential or component features: word recognition, comprehension of what has been read, reaction to what has been read, and fusing what has been read before with the new reading material. Other features include: the ability of the reader to apply appropriate reading rates and skills when reading a material, and lastly putting into use what has been read, may be for references, exemplification and justification for actions' (Mabekoje, 2007). Thus, when reading, students sieve ideas from the text, predict possible meanings, confirm or reject these predictions, self-connect where necessary and integrate the meaning gained from the text with meaning gained from the text with their existing knowledge and understanding of the subject matter. In order to achieve the above mentioned abilities, proficient readers use kinds of background knowledge and textual cues that include experience of words and their meanings in different contexts; knowledge of the structural patterns of language, and knowledge of letters sounds and symbols of the language.

Comprehension, which is an integral part of reading, may simply be defined as the ability to read and understand what is read. It also means the ability of a reader to tactically and objectively understand any written document. It is the means of making or obtaining profitable dividend from one's reading enterprise. It is the laying hold on the meaning underlying a text or passage. It is aimed at finding out how much of the text the candidate can understand and explain. It involves the ability of a reader to respond or react to what has been read. According to Yusuff (1986), it is only when one is able to recall the points raised in the passage; show the relationship between the different points; decide what information to use to solve different problems set, analyse the different components that make up the passage, synthesise new ideas

out of the existing ones in the passage; and make logical judgements about the quality of what is written that understanding is assumed.

Moreover, before a reader could be adjudged to be good, he/she must be able to demonstrate expertise in the following level of comprehension: the reader must have an understanding of the surface meaning of what has been read; must also be able to go beyond the surface meaning in order to get a deeper meaning of what has been read; should be able to go beyond surface and deeper meanings to assess or criticize what he has read, and lastly be able to apply the knowledge gained from reading to solve his/her problems.

It is also pertinent at this juncture to briefly examine the concept of summary writing particularly as it concerns the West African Examination Council. It should be understood that the same level of understanding is required for summary writing. Summary usually requires continuous writing. For most examination before now, summary required that the entire passage be reduced to a specified proportion of the original length. However, in recent times, most summary questions occur as guided summary. Summary questions are now targeted at specific sections of the passage. This makes the summary and the comprehension to be very much alike.

Woeful performances in English Language external examinations organized by West African Council has become endemic that the failure rate has extended itself to virtually all secondary school subjects, bearing in mind that English language is the medium of expression in our schools, at least from upper primary. Summary and comprehension passages that are regular features of this important examination have just been discovered recently to be problematic and hard nuts to crack for candidates sitting for this examination. Otenaike (2005) buttressed this by observing that experience during SSCE marking has revealed poor performance of students in these two aspects of English syllabus.

A lot of strategies had been suggested by various scholars in tackling both comprehension and summary passages. The most popular is the traditional strategy. The students will be made to read through the text after which the teacher treats the difficult words with the students before directing them to answer questions on the passage. However, not much can be achieved through this strategy. A school of thought believes that before students are made to study a passage squarely, it is pertinent to activate and organize their background and experience, particularly on the topic of the comprehension passage at hand. This pre-reading assistance can go a long way in assisting students achieve success, in that it quickly aids easy comprehension (Williams, 1999). Jacobs (2002) also corroborate the usefulness of this strategy when he suggested brainstorming, graphic organizers, and use of visuals like pictures as activities that could be employed by language teacher to facilitate pre-reading activities. Pre-reading activities is akin to another strategy called supplementary activities suggested by some scholars (Lawal, 1999). The suggested activities include: summary writing, writing alternatives to certain parts or the whole passage, and drawing graphs relating to the content of the passage. These activities not only aid comprehension but develop creativity in learners. Another strategy suggested by Mabekoje (2009) is viewing-the-question strategy, in which students are initially directed to study the questions on the comprehension passage before the actual reading of the passage. The essence of this is that students will be afforded the opportunity of knowing or guessing the topic at hand, and familiarize themselves with the mode of questioning. Moreover, this innovative strategy affords students to initiate answers to the questions by the time they are now reading the passage, for they had had the opportunity to glance through the question before actual and critical reading.

Furthermore, silent reading and reading aloud are very useful strategies that are being use by language teacher to help students' master comprehension passages easily. The former entails that students should study the comprehension passage quietly and only request assistance from the teacher during "question time". The latter however allows students to read out the content of the passage to the hearing of both the teacher and the learners. One particular advantage this strategy has over the former is that it affords the teacher to diagnose areas of linguistics assistance like wrong pronunciation of words, wrong placement of stress, and bad intonation. Model reading is another useful strategy to teach reading comprehension. The model reading provided by the teacher provides in-road to easy comprehension of the passage being studied. Such extra-linguistics features like gestures, facial expressions can easily come to play when the teacher is reading the passage himself to the students (Tunde-Awe, 2001).

The reader is free to adopt or modify any of them, as and when the need arises. Apart from being flexible and methodical, these strategies are based on the systematic application of good reading techniques in study type situation.

Prerequisite Strategies for Improving Reading Efficiency

It is believed any students wishing to sit for any examination whatsoever would have had a sound knowledge of how reading as a concept could be improved. However, this segment provides some of the factors that can inhibit effective reading:

- Avoid regression.
- Do not finger-point words or with any other objects.
- Visual, auditory, injuries and diseases and all forms of behavioural maladjustments are contributory or predisposing factors of reading.

These are to be rectified because they are capable of impairing one's reading ability.

- Vocalizing and sub-vocalizing of words to be avoided.
- Readers to create interest and avoid any form of distraction.
- It is not advisable to read any materials when a reader is down with fatigue or battling with emotional problems.
- Eye fixation of readers must be improved. Thus, a reader must move his/her eyes quickly, smoothly and easily.
- There should be good visual perception or a wide visual span which will enable readers to read phrases and ideas at a glance instead of word by word.
- Reading technique must reflect or show flexibility by being slow, medium fast and extremely fast, depending on material and purpose of reading.
- There must be improved memory or retention of what is read in order to aid better recall of the materials that has been read.

Tips on Answering Questions on Comprehension Passage

In answering questions on a comprehension passage, the following instructions should be followed:

-The reader should read the questions carefully and respond to each of the questions after proper comprehension of the passage has taken place.

It is advisable to understand the content of the passage very well before attempting the questions set on it. Do not dabble into what you have not understood at all, for this will actually inhibit proper and accurate response to the question set on it. Candidates could adopt a popular strategy that stipulates that a passage be read twice. The first reading should be a rapid one during which the reader tries to get a general impression of the main point in the passage. The second reading is slower than the first reading and must be carefully read as to afford the reader the opportunities of distinguishing between major points and minor ones. Here, the reader pays attention to the specific details in the passage and also notice how each main point leads on to the next.

-Use your own words as far as possible. Such answers must be written out in sentences except otherwise stated.

The passage that you had just read was not written by you, and as such the expressions and the constructions of the sentences employed in the passage were not your own making. Therefore, when answering questions on the passage, candidates are advised to use their own language as much as possible to respond to the questions set on the passage. Do not lift sentences or a whole paragraph wholesale just because it is the answer to the question being asked. Although you may retain some words or expressions that are difficult to replace, but a larger chunk of the expression must be entirely yours.

-The answers to the questions must be written out in grammatically correct expressions.

In answering questions on the passage, ensure that your responses are done in acceptable or grammatically correct sentences. Take note of your tenses, concord, spelling mistakes, tautology and common errors that can easily mar your responses. Always remember that you are writing examination on English language, hence your proficiency of the language at hand is being tested.

-While writing out your answers, do not deviate from writer's notions or what is not discussed in the passage.

Do not include notions or ideas into your answer even if such are true to life. For instance, if in the passage that you had just read says that a cow has three legs, do not challenge this. There must be a reason for saying so by the writer of the passage that had being read by you. Thus, in answering the question "How many legs have a cow?" Do not say four as your answer, though correct in real life situation, it will not be marked as correct answer because you have imported that notion and written out of context. This accounted for the reason why in structuring questions on a comprehension passage the examiners are usually careful in setting out their questions. Usually, some of the questions on comprehension passages start with "According to the passage..." because the examiners are aware of the possibilities of supply notions that were not discussed in the passage being used for examination purpose

-Respond to difficult questions tactically particularly when asked to supply meaning to

some words taken out from the passage.

One question that is regularly asked in comprehension passages is asking candidates to supply a phrase, or a word that could replace such words effectively as used in the passage. In attempting the answers on this problematic question, candidates are implored to study such words critically before supplying answers to them. The fact that “black” and “dark” are synonymous to each other does not mean that “dark” could replace effectively the word “black” if taken out from a passage to be replaced by another word. Funnily enough, it might even be the word “white” that is the direct opposite to the word “black” in real sense of it that will be the synonym of the word as used in the passage.

Therefore, when answering questions like this, candidates must ensure that any word that will be supplied can replace adequately the word taken out from the passage to be replaced. Moreover, words that will replace another must naturally belong to the same word class. Thus, a noun must replace a noun.

-Knowledge of vital topics in English Language

However, in order to have a successful performance in comprehension, a thorough knowledge of the sum-total of the grammar of the English language is important. Some of the major areas include:

- Sentences
- Clauses and phrases
- Idiomatic expressions
- Part of speech
- Tenses
- Figures of speech
- Reported speech
- Synonyms and Antonym

Each of the aforementioned areas will be discussed briefly in the course of providing answers to the questions asked on the comprehension passage below. In essence, there is no way a candidate sitting for external examination like the one umpired by West African Examination Council could pass comprehension passages without having a sound knowledge of each of the topics listed above.

Brief Descriptions of Vital topics in English necessary for Effective Comprehension

Sentences: A sentence expresses a complete thought. There are basically two broad types: functional and structural types. However, the structural type is the one that is usually tested in SSC examinations. Question 5 in the sample comprehension passage underneath buttressed this observation.

Simple sentence: Lions roar.

Compound sentence: He opened the kitchen and ate the food.

Complex sentence: I was tired, so I went home.

Compound-complex sentence: When the show ended, we rushed into the van but she left alone.

Clauses: Students are requested to identify the linguistic name given to a group of words. The group of words may be a phrase, clause or a sentence. Students are advised to know the differences between each of the classifications above. Usually, knowledge of subordinate clauses is tested. Vide question 3 of the sample comprehension passage. Only examples of each of the subordinate clauses are given for revision purpose:

Noun clause: He said that the boy would cry.

Adjectival clause: The honour that is earned is never embarrassing.

Adverbial clause of time: She left before we could get there.

Adverbial clause of place: We saw the lady where she was kept.

Adverbial Clause of manner: He shouted as if he had won a lottery.

Adverbial clause of reason: They love the man because he is quiet.

Adverbial clause of purpose: She locked the door so that no one could enter.

Adverbial clause of concession: Although he is short, he plays basketball well.

Adverbial clause of result: I was tired, so I went home to rest.

Adverbial clause of comparison: We have more houses than they do.

Adverbial clause of condition: You may win provided that you exercise patience.

Phrases

Prepositional Phrases: The man at the corner is the manager.

Infinitive Phrases: He advised the boy to walk slowly.

Participial Phrase: We watched the engineers constructing a bridge.

Gerund Phrase: Earning the money was difficult.

Noun phrases: Opening umbrella in the house brings bad luck.

Adjectival phrases: He whispered to the one with the red cap.

Adverbial Phrases: The doctor will arrive by ten O'clock

Parts of Speech

The English Language, like many other languages, has word classes' noun, verbs, pronouns, adverb, adjective, conjunctions, interjection and prepositions. English words are many and they are used for expressing different ideas and meaning. Different clauses of words used in a sentence for different purpose are referred to in grammar as part of speech. This aspect of English language is needed in tackling questions in reading comprehension. Students are usually requested to supply synonyms of words that would have been taking out of passage being used to test students' comprehension ability. Vide question 8 of the sample comprehension passage below.

Tenses

This involves such category of the verb or verbal inflections, such as present, past and future, that expresses the temporal relations between what is reported in a sentence and the time of its utterance. The knowledge of this topic is usually tested. Vide question 8 of the sample comprehension passage. Candidates are advised to study the following critically:

Present Simple: Water generates electricity.

Present Continuous Tense: They are going to the market.

Present Perfect Simple Tense: I have written the letter.

Present Perfect Continuous Tense: I have been living in the flat since 1990.

Past Simple Tense: The fisherman swam across the river.

Past Continuous Tense: She was watching plates when the landlord entered.

Past Perfect Simple Tense: I had reached home the man arrived.

Past Perfect Continuous Tense: The men had been digging the new latrine

Future Simple Tense: The woman will arrive here tomorrow.

Future Continuous Tense: We shall be leaving next week.

Future Perfect Continuous Tense: By next month, they will have been staying in that village for ten years.

Reported speech

Direct speech is the actual words of a speaker while 'indirect speech or reported speech' is the reporting of these words. When converting from direct speech to indirect speech, certain changes are effected. This area too is also examined. See question 6 of the sample comprehension passage. Some of them include:

- Removal of inverted commas.
- Introductory verb is employed i.e. He said, she demanded etc.
- The tense of the verb is expressed in the past tense.
- The word 'that' is used to begin the second part of the indirect or reported speech if it is a statement e.g. He said that...
- The pronouns of the first and second persons are put into the third person. Personal pronouns like "we" will be expressed as he or she if in singular case etc.
- The word if or 'whether' is used to begin the second part of the sentence if it is a question.

Figures of speech

Figures of speech are terms that include all devices which can be used in language to express meaning with special force, over and above the literal use of words. They are expressions which add to the beauty of English language either spoken or written. Also, figurative expressions are examined in WAEC'S examination. Question 7 in the sample comprehension passage affirms this. Only the under mentioned ones will be discussed. Others like assonance, antonomasia, metonym, litotes, pun etc left untreated because they are purely literary terms:

Simile: He is as dark as a charcoal.

Metaphor: He is a lion in the fight.

Personification: The sun is smiling.

Hyperbole: I saw ten billion people at a glance.

Onomatopoeia: The bees are humming on the tree.

Antithesis: Early to bed, early to rise.

Paradox: Procrastination is the thief of time.

Irony: The boy is a genius; he scored three percent in the examination.

Alliteration: Beatrice bore a bouncing baby boy.

Euphemism: She is a woman of easy virtue.

The following passage illustrates how SSC examination structures its reading comprehension passage and the questioning techniques:

A Sample Comprehension Passage

In response to the growing menace of refuse dumps and illegal trading posts and stalls, government at various levels have set up task forces to help bring sanity and restore acceptable standards of normalcy in society. In their various ways these task forces have helped decongest many roads and bus stops by dispersing the multitude of hawkers and roadside traders who add to the substantial human traffic in such places. This has eased traffic in some places that are notorious for distressing traffic jams.

It is regrettable, however that these numerous and varied task forces appear to be completed unrestrained in carrying out their duties. In many instances, their members raid the haunts of so-called roadside traders and confiscate their wares. But such wares, allegedly confiscated in the name of state, are put to some private use. A case of robbing Peter to pay Paul? Members of the task forces have therefore come to be regarded by some section of the public as irresponsible predators that appear to obtain everything they need for their upkeep from helpless fellow citizens without paying for them.

What is particular curious in respect of the task force is that the more energetic it shows itself to be in some places, the more imposing the mounds of refuse that dot the cities. This is unacceptable and gives the impression that these task forces are either never really monitored or supervised, or they are devices by which poor prey on one another, while the implication of irresponsibility on the wider society is lost on everyone. “We shall improve on our strategies”, pleaded by the chairman of the Task Force, when he was cornered last week by one of the reporters of Daily Post. Traders should indeed be made to keep off the streets, but that can be achieved by building new stalls and developing existing market. It is understandable that some citizens who are used to the traditional African open market may feel somewhat constricted by the modern market and thus may wish to be out in the open in order to ensure that they maximize their fortunes by calling ample attention to their persons and their wares.

Such people should be checked in urban areas, and this makes it understandable that government may feel compelled to use stern measures in the face of confirmed recalcitrance. But what cannot be justified is that those charged with enforcing order often make it their business to loot the wares of these traders. Those that live in glass houses do not throw stones. The concern for a clean environment and order on our roads is exceptionable. But the task forces should be closely monitored. Where the state takes the trouble to ensure that its agents and agencies are doing what is require of them, the intended change in the citizenry will be easier to realize.

Now answer the following questions:

- (1) According to the passage, what, in the writer’s opinion, is the most disturbing in the attitude of the environmental Task Force in carrying out their duties?
- (2) In two sentences, write out two suggestions for bringing sanity to the society and making the task forces relevant to the job at hand?
- (3) “...that are notorious for distressing traffic jam...” (a) What is the grammatical name given to this kind of expression as used in the passage? (b) What is its function?

- (4) "...robbing Peter to pay Paul". What kind of expression is this as used in the passage?
- (5) "... Their members raid the haunts of so-called roadside traders and confiscate their wares." What kind of sentence is this?
- (6) "We shall improve on our strategies", pleaded by the chairman of the Task Force. Convert this to a reported speech.
- (7) "Those that live in glass houses do not throw stones" What kind of figure of speech is this as used in the passage?
- (8) 'The concern for a clean environment and order on our roads is exceptionable'. What is the tense of the above sentence?
- (9) Supply a word or a phrase to each of the following words, and which can replace them as they are used in the passage:
 - (a) menace
 - (b) decongest
 - (c) predators
 - (d) prey
 - (e) constricted
 - (f) recalcitrance

How to tackle Summary Writing

A summary is a condensed representation of the facts contained in a passage or a text. It involves reduction of a piece of writing to a moderate size. It should be noted that summary writing has such names as précis, abstract, abridgement or condensation. The important feature of a good summary is that it should be brief, clear and concise. Since summary writing is an abstract of an entire passage, students should learn the art of condensing into fewer words sentences of a longer passage, particular when responding to questions on summary in English Language examinations. Summarization and reading comprehension involve virtually the same treatment. It is when comprehension is attained that summarizing is made easy. This presupposes that comprehension facilitates effective summary and hardly can summarization take place if the students have not comprehended. The success of summary writing largely depends on whether candidates understand how the original passage is structured linguistically, thematically and lexically (Otenaike, 2005). In essence, in tackling summary writing, candidates are implored to read the passage for general understanding; read the instructions carefully; identify sections that contain clues to the questions; take out the key words; and use those key words in answering the questions.

In tackling summary passages, the following instructions should be followed strictly:

- Read the questions on the passage in order to have an idea of what you are to do.
- Read the passage twice at a fairly rapid rate. If the content is not grasped properly, do not attempt the questions.
- Read the instructions very carefully. This will help you to keep to the guidelines relating to the number of words and sentences.
- Retain all the figures and proper names in your summary. Any change in the figures will distort the information.
- Summarise in the reported speech.

- Well written summary should contain all important points.
- Write answers to the question in grammatically correct sentences instead of clauses or phrases.
- Avoid writing in many sentences as this tends to make your answers longer than necessary. In essence, avoid unnecessary introduction, personal expressions, repetition of ideas, similes and metaphors and comparisons. - Thus, avoid using illustrations, ornamental expressions and use of figurative expressions which may make your sentences unnecessarily long and ambiguous.
- Avoid direct form of speech.
- Avoid decorative sentences.
- Also avoid large-scale copying or blind-lifting. Do not lift writer's discussion verbatim.
- Summary writing should be devoid of irrelevant materials and writer's personal opinions and value judgment.
- Use your own words as far as possible to construct your own sentences when answering the questions. However, one may retain words or brief expressions which cannot be accurately or economically replaced. Care should be taken to see that central idea is most clearly conveyed.
- Thus, avoid using illustrations and use of figurative expressions which may make your sentences unnecessarily long and ambiguous.
- Utmost care must be taken to see that the original sense of the passage is honestly and correctly maintained.
- The answers should be self-contained without any need for any other references.
- Summaries of speeches and dialogues should be in form of reported speech.
- Do not deviate from the writer's thought or issues not discussed in the passage
- Stick to the stipulated word limit because every summary observes word limit.
- Do not muddle up your answers. Arranges your answers in the order they should appear.
- It is useful and worthwhile to prepare a rough draft before finalizing the summary writing.

Conclusion

The preoccupation of academic research since time immemorial has been to proffer solutions to educational problems, which incorporates problems associated with language study. Surprisingly in Nigeria, a greater percentage of these research attentions have been accorded secondary school education. Regrettably, the more the concerns of scholars and researchers towards utopian situation, the more unforeseen problems rear its ugly head in language, and in language teaching and learning. The reason for this is not far-fetched: English Language is a second language in Nigeria situation, and will remain so for ever.

This paper is another addition to various researches geared towards improving the acquisition of English language, and as usual, the focus is on secondary school educational level. The write-up provides probable solution to the menace of incessant failure recorded annually in English Language, particularly examinations concerning summary and comprehension passages.

It is hoped that the various strategies discussed in the paper are capable of assisting candidates scale hurdles involve in summary and comprehension passages.

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The Broadcast Media in Ghana Within the Libertarian Theoretical Framework

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Abstract

For the purpose of this essay, major attention would be devoted to the broadcast media in Ghana with respect to how international forces have shaped the available media systems. Ghana as a case study organisation is one that fits into describing how the concept of broadcasting in media can be analysed so as to consolidate on the role of television and radio in achieving independence in the media industry. The media in Ghana has been placed as the fourth estate of the realm. Furthermore, the current media practices and development in Africa is looked into with a view to critically analyse the breakdown of broadcast media in Ghana. The analysis lays emphasis on the international forces that are been used to interact with the electronic media in Ghana. Further insight is focused on the influence of the International Community on the image of broadcasting in Ghana. Also, some major media policies are discussed within the framework of libertarianism in the Ghana broadcast media, particularly how these policies have enhanced the development of broadcasting in Ghana.

Introduction

Broadcasting in Ghana originated from a department of the Ministry of Information in charge of relay service, and rebroadcasting programmes from the BBC world service in 1935. This ministry was responsible for the development of national mass communication policies and effective use of the mass media for spreading vital information in the country (Ghana web 2005). A year later, it began to expand by having new stations opened in cape coast to cater for that part of the country. In the later years, as it was necessary to disseminate information to the neighbouring countries, a 1.3 kilowatts transmitting system was introduced and this effectively aided the sharing of information within and outside the country. In 1935 when the Radio broadcasting was introduced, about 300 subscribers were recorded and this was as a result of the inability of the less privileged who couldn't afford the radio then because it was expensive and rare. In July 1965 the GBC television service was introduced. In 1997, the satellite media network recorded that the GBC entered into an agreement with World Space to supply GBC with a channel on its Afristar satellite. This enabled the GBC to give a 24-hour Direct Digital Broadcasting (DDB). (Ghana web 2005)

Furthermore, the Ghanaian media took a new dimension when the broadcast media was introduced into Ghana by the then Governor, Sir Arnold Hodson. In 1952, a commission was appointed to advise it on the improvement and development of Broadcasting. The commission was to examine on the formation and maintenance of a statutory corporation to assume direction and control of broadcasting services as it was in the case of the parent country Britain (Briggs 1961). In 1954, the national service of Gold Coast was developed as a result but at this time, Broadcasting in Ghana became an entirely new department from which it has always been to mainly governmental announcement and rebroadcast from the BBC. Ansah (1985) as well asserts that from 1956, locally produced programme like educational broadcast were being broadcast directly into homes.

In addition, the Gold Coast Corporation System in 1957 became the Ghana Broadcast Corporation or as it was popularly known as Radio Ghana. It was embraced as a way of changing the society. In 1961, the colonial government of Nkurumah's regime introduced another commission to enlighten it on an initiation of launching an external service of Radio of Ghana. This idea led to the country being deviated into international broadcasting systems which Blankson (2001) sees as very rare valiant action to take by a newly independent country with a less than mature broadcasting service. This service came about as a result of Kwame's interest of using broadcast media as an instrument of propaganda, an opportunity to express his political desires to the public but however, broadcasting in Ghana was a public service committed to the enlightenment and instruction of the people. Today, due to deregulation, availability of technology and a change in market economy, there are five television stations in Ghana and at least seventy radio stations, (Ansu 1997)

As Libertarianism is the political philosophy that advocates freedom, individualism and human rights (Matthew 2006), John Locke and a group of some divisions of British reformers, called the 'Levellers' produced a standard basis of libertarianism which is fully based on the philosophies about human nature and economies. The libertarian sees government as the cause and reasons for societal problems. Ostuka (2003), a libertarian also suggests that government should minimize its influences on matters regarding the citizens. He also acknowledged the human imperfection and the resulting need for some government reactions and punishments of violence and harassment, thus, government affairs should be minimal, but Conservatives on the other hand sees some of this same matters as threats to a society, hence the need for government interference. Goldberg (1999) views libertarianism as "a form of arrogant nihilism" which in essence means negativism. He sees it as overly forbearing of immoral way of life (e.g. the abuse of drug use) and intolerances towards other political views. He stressed further, *"you don't turn children into responsible adults by giving them absolute freedom, and you only foster good character by limiting freedom and by channelling energies into the most productive avenues"*. Goldberg (2001) further argues that conservatism is best evident in the characteristics of libertarianism without its flaws through what he calls 'fusionism'.

Although, libertarianism is at times measured as conservative, other conservatives often disagree that government is expected to sustain social order and ethics (Rawls 1971). An important uniqueness made by Rawls is stuck between freedom itself and the worth of freedom, and libertarians erroneously seek to exploit freedom without pondering on the value of the ensuing freedoms. The criticism is centred on the notion of unsuitability of values, where liberty is one of noble worth that must compete with others than all goods being reducible to one simple extent of efficacy. Libertarians simplistically consider liberty to undermine all other goods, without consideration of the unsuitability of different goods. Suggestively, Rawls argument for

individual right is well stated but also with some restrictions which the libertarian neglects. He as well argues that an extreme individual freedom promotes immoral and irresponsible behaviour, which is prominently noticeable in Ghana's film industry as presented in the broadcast media.

Libertarianism in Ghana

The beginning of the changes in broadcasting in Africa has been described as 'liberalization of the airwaves' and it began in the 1990s. Liberalization of the airwaves is a reference to a process that has led to the emergence of private broadcasters and to a much lesser extent and in a very few countries, 'community' broadcasters' (Bwawa 2012). This favoured Ghana when the British introduced radio in the 1930's and used it as a propaganda tool to secure and foster their mission. This was to gain the attention of Ghanaians and make them adhere to their rule during the Second World War. At this time, Radio became a vital means of disseminating information across Ghana and promoted the sense of national identity (Ghana web 2005).

Cantrill and Allport (1935) denote this interrogative role of radio as they exclaimed that when people listen to the same talk and arguments or appeals, when their idea is held in the same way and the same period of time and to the same stimuli, it is expected of them to possess some degree of related acquired knowledge together with common perceptions and attributes. Nonetheless, after five years of liberalization of the airwaves which was introduced by the government, the nation has witnessed the birth of forty-nine frequency Modulated (FM) Radio broadcasting stations nationwide and this is in addition to four free-on-air Television stations, two each in Accra and Kumasi (Brandon 2000).

The concept of libertarianism in Ghana became necessary afterwards as the media organizations required a situation whereby the media is free from government interference. The Reporters without Borders also classified Ghana as being 27th freest in the world and independent in Africa as a whole (Valentine 2010). From the beginning of the 1990's up to 1994, the government and its frequency agency registration were against independent airwaves but as time went on, the broadcast media paved its way through to the private broadcast media landscape. The then Minister of Information gave the policy declaration of the government on private broadcasting to congress, "properly authorized that FM stations will begin operating throughout the country.

Ghana media system and policies

As put by Boafo (1987), the procedure of media system in some countries as well as Ghana guarantees a vertical communication situation in which the major mode of information flow is from the top to the bottom. A few of this information talk too many concerning the necessity and difficulties of the many from the perspective of the few. In this regard, indigenous populations were deprived of their right to decide on the type of broadcast system and also the right to determine admission and use of the system (Nyamnjoh, 2005; Thussu, 2000).

The tech target (2007) view broadcasting as casting of information or anything in so many directions at the same time to the benefit of all. As broadcasting is an instrument for democracy and freedom of information in West Africa through radio broadcasts by the BBC, the colonial powers effectively 'subdued the nationalist independence movement spreading across the African colonies in the mid to late 1950s (Nyamnjoh, 2005; Thussu, 2000). When the West

African colonies were granted independence, the government centralised the broadcast media in order to sustain a rigid state control against the populace of Ghana.

The media systems in Ghana were discriminatory, autocratic and serve the interest of the minority rather than the majority of the national populace. The centralised media system are susceptible to political manipulation and facilitate the utilization of communication resources and institution much more for propaganda, indoctrination and trivia than for the genuine socio-economic development (Kwame 1987). Media services in Ghana are monopolised by the urban population especially the socio-economic, political, military and administrative elites who use media facilities to propagate their views programmes and values. This amounts to what a writer Ekwelie (1962) terms a collective monologue, overlooking the villages and farmers and by implication, an overwhelming majority.

Consequently, the centralisation, bureaucratic and autocratic controls have hindered the performance of the development oriented functions of the media. Other measures to media oppression became the order of the day but the government still wanted maintain an innate, restrictive form of broadcasting until later when the demands for deregulation and privatization was necessary in the 1980s and 90s (Nyamnjoh, 2005).

From available data, it has been deduced that as a result of libertarianism mode of culture which is outwardly practiced in Ghana, individual or private group of persons can own a media, i.e. free media without any censorship or influence from the government is allowed. The 1992 constitution of Ghana hammered on this because it guarantees freedom and independence of the media and also gives right to anybody to control and own a newspaper, journal, or any other kinds of media without obtaining a licence as a prerequisite or requirement for doing so.

However, the theory also agitates that every individual who owned a media must be accountable irrespective of their freedom, this portrays that libertarianism does not have a definite hold on the broadcast media as there is still a room for accountability on the side of the private owners of the media. This is primarily visible in the Ghana's national media commission which make it obligatory for the media to be accountable to the public by taking all the suitable and possible channels to establish the improvement and maintenances of the highest journalistic standards in the mass media, World Audit (2001). Before Ghana readopted the multi-party system democracy in 1993, just a few broadcast media sector was available and functioning. Tracing the advent of GBC, it was recorded that one television station, two national short wave networks and three FM radio were operating effectively. As of December 2008, nearly 50 televisions and 190 Radio had received broadcast licencing, in accordance with the National Communication Authority. The noticeable growth and expansion in the media plurality and freedom can be drawn from the provision of the constitution which affirms the freedom and independence of the media institutions against any interference, control and censorship.

Conclusion

The influence of some international forces such as UNESCO has really helped to reaffirm the aforementioned framework and this is evident in their charter for World Press Freedom. The freedom of the media allows and permits individual to take charge of their intentions and destinies and it also promotes and transforms the society by enlightenment on the decision making process and information policies.

In this regard, media freedom helps in reshaping a society's political, economic and social aspects and this is the main reason why the UNESCO promotes and supports freedom of

expression as well as the press freedom. Several media and advocacy NGO's have also been responsible for the freedom and advanced professional growth of journalism. Some of them are the common wealth human right initiative, the Friedrich Ebert foundation, the Ghana Journalist Association (GJA), Media foundation for West Africa (MFWA), and other international associations of media practitioners have helped to shape the media system in Ghana. In the year 2008 Ghana's report, MFWA and Friedrich Ebert have consistently given financial and technical aid with special attention towards helping the Journalist Association and Rural media. However, the NGO's community has also supported the media community with publications on media rights violations and standards of professional and ethical practices.

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REFLECTIVE DIARY

The goal of this study was to explore the conceptual understanding of understanding Of Liberal Democracy as well as various media policies present in Ghana. The work is an outline of the relationship between the media and the governance in order to have a full knowledge of how the media experience during and after colonialism and how it eventually paved its way out of government interferences because it has undergone some restrictions. The media regulatory bodied such as the NCA and the NMC has also aided the success of theoretical framework of libertarianism in Ghana through the mediating role they played. The success of this study uncovers a good number of the subjects sampled to be very interested in the democratic development of broadcast media in Ghana. The part of this study that I enjoyed most is the debate and criticism of the theory 'LIBERTARIANISM' by many scholars from different points of view. This has made me to understand the benefit and the difficulties of both the state owned and private owned media. However their perception on the theory differs, some believed that the freedom of the press is very pivotal a country's success, while some others believed that allowing liberty open doors to in discipline and immoral indulgence.

However, Media information and education on democracy has given people the power to question the actions and inactions of their authoritarian and bureaucratic leaders, radio and television has strongly aided the masses involvement in the political realms of affair. People contribute articles, involve in discussions to express themselves

Furthermore, in the above study, the role of the media as a watchdog has also been taken as it explains how the media plays the role of keeping the government on their toes in taking the right step for the right reason and the right time as the constitution indicates.

During the course of this study I was able to realise that gathering of information about subject matters can be challenging but I later find it interesting because it has always been in my interest to explore about Ghana as a country.

Appendix 1

List of Abbreviations

DDB -Direct digital broadcasting

GBC -Ghana broadcasting corporation

FM -Frequency modulation

GJA -Ghana Journalist Association

MFWA -Media Foundation for West Africa

NGO -Non-Governmental Organisation

UNESCO -United Nations Educational Scientific and Cultural Organisations

SRT -Social Responsibility Theory

Towards an Integration of Information and Communication Technology and Programme of Teacher Development in Secondary Schools in Nigeria

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Abstract

Information and communication technology in education is an indispensable and powerful tool in the development of quality teaching and learning processes. Its importance to and in education cannot be over-emphasized. ICT adoption for secondary school teachers will improve and enhance teachers' teaching style and professional life. This paper gives a framework to an ICT curriculum development, and professional development of teachers and how schools can go about effective technology infusion and adoption in stages in secondary schools. It concludes by making recommendations for individual school authority, universities, teacher education institutes and other stakeholders in education.

Introduction

Information and Communication Technology (ICT) is a force that has changed many aspects of the way we live. ICT has been proven to be a very important aspect of the teaching learning process. Numerous studies show that the quality of learning can be significantly enhanced when ICT is integrated with teaching (e.g. Davis, Desforges et al. 1997; UNESCO 2002; 2002; Yusuf, 2005; Wims and Lawler 2007; Sife, Lwoga and Sanga 2007; and Bakar and Mohamed, 2008). Bransford, Brown and Cocking (1999) showed that ICT can enhance critical thinking, information handling skills, the level of conceptualization, and problem solving capacity.

Educational systems around the world are under increasing pressure to use the new ICTs tools to teach students the knowledge and skills they need in the 21st century. However, there have been a number of factors impeding the wholesale uptake of ICT in education across all sectors. These have included such factors as a lack of funding to support the purchase of the technology; a lack of training among established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools (Starr, 2001). Nigeria is not an exception. But in recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs in classrooms and learning settings.

Most developing countries like Nigeria having very limited resources therefore need to undertake a careful analysis using ethnographic approach to develop a strategy for the growth and development of education and teacher education that take advantage of ICTs. The vision of which is better education facilitated through the adoption and promotion of ICTs. This paper gives a framework to an ICT curriculum development, and professional development of teachers and how schools can go about effective technology infusion and adoption in stages. It concludes by making recommendations for individual school authority, universities, teacher education institute and other stakeholders in education.

Teacher Education

This comprises of NCE which is the minimum qualification for teachers in Nigeria and is acquired through the Colleges of Education available at Federal and State levels and is being controlled by the National Commission for Colleges of Education (NCCE) and National Teachers Institute (NTI) while the Teachers Registration Council (TRC) handles the registration of teachers.

Teaching is about educating learners and for the learners to be educated; they must acquire knowledge, skills and understanding. The process of teaching and learning involves a two-way communication between the teacher and the learner, which may be face to face or from a distance. However, whatever the form of the two-way communication, an appropriate media of communication is needed to facilitate effective teaching and learning. Thus if teaching is ineffective learning will also be ineffective. It is necessary to safe guide against ineffective teaching so that effective learning is achieved.

Research has shown that the nation's Colleges of Education and Universities have failed to equip future teachers with the skills of effective media utilization in the classroom (Shodeinde 1999; Abolade and Yusuf, 2005; Ololube, 2006; Ajayi, 2008; Oshinaike and Adekunmisi, 2012. Shodeinde (1999) lamented that instruction technology will continue to be peripheral with insufficient resources until our educational community gives it top-level commitment in which changes can occur.

What are Information and Communication Technologies?

Information and Communication Technologies (ICTs) is the scientific, technological and engineering disciplines and the management technologies used in the handling of information, processing and application related to computers. It is also concerned with the interactions with man and machines; and associated socio-economic and cultural matters (UNESCO in Osuagwu, 2001).

UNESCO (2002) from scientific point of view first defined informatics and informatics technology for proper understanding of ICTs as follows: **Informatics/Computing Sciences** is defined as *the science dealing with the design, realization, evaluation, use and maintenance of information processing systems, including hardware, software, organizational and human aspects and the industrial, commercial, governmental and political implications of these*. **Informatics Technology** is defined as *the technological applications (artifacts) of informatics in society* while **ICT** is defined as *the combination of informatics technology with other related technologies, specifically communication technology*. Adding that this definition implied that ICTs can be used, applied and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics.

Similarly, www.unescobkk.org (undated) defined ICT as the term used to describe the tools and processes to access, retrieve, store, organize, manipulate, produce, present and exchange information by electronic and other automated means. These include hardware, software and telecommunications in the forms of personal computers, scanners, digital cameras, handhelds/PDAs, phones, faxes, modems, CD and DVD players and recorders, digitalized video, radio and TV and programs like database systems and multimedia applications. The bottom-line is that information technology is all applications that are computer-based for the purpose of

sharing ideas, data and other relevant information for the improvement of the status quo (Adebayo and Adesope, 2007).

The importance of ICT to education and in education cannot be over-emphasized. For instance, ICT has the potential to accelerate, enrich and deepen skills; to motivate and engage students in learning; to help relate school experiences to work practices; to help create economic viability for tomorrow's workers; contributes to radical changes in school; to strengthen teaching; and to provide opportunities for connection between the school and the world (Yusuf, 2005). Also ICTs provide an array of powerful tools that may help in transforming the present isolated, teacher-centered and text-bound classrooms into rich, student-focused, interactive knowledge environments (UNESCO, 2002). They also have the potential to transform the nature of education-where and how learning takes place and the roles of students and teachers in the learning process.

Teachers are indispensable to the educational development of a nation and the vital role they play in the dissemination of knowledge and skills make them very crucial in the education sector. Their knowledge, attitude and disposition to ICT reflect in their student thus their deep knowledge of ICT is inevitable. Without the involvement of teachers, most students may not take advantage of all the available potential benefits of ICT on their own. Teachers need to actively participate in using ICT. They have to be trained in the use of information and communication technologies and in its integration in classroom activities to enhance thinking and creativity among students. They must also learn to stimulate and encourage students by making them responsible for their own learning.

Education is at the confluence of powerful and rapidly shifting educational, technological and political forces that will shape the structure of educational systems across the globe. As a result, many countries are engaged in a number of efforts to effect changes in the teaching/learning process to prepare students for an information and technology-based society. Teacher education institutions in Nigeria may either assume a leadership role in the transformation of education or be left behind the swirl of rapid technological change. Thus for education to reap the full benefits of ICTs in learning, it is essential that pre-service and in-service teachers have basic ICT skills and competencies. Teacher education institutions and programmes must provide leadership for pre-service and in-service teachers and model the new pedagogies and tools. They must provide leadership in determining how the new technologies can best be used in the context of the culture, needs and economic conditions within the country. To accomplish these goals, there is the need for these institutions to work closely and effectively with the elementary and secondary school teachers and administrators, national and state educational agencies, teacher unions, business and community organizations, politicians and other important stakeholders in the Nigerian educational system. There is also the need to develop strategies and plans to enhance the teaching-learning process within teacher education programmes and to ensure that all future teachers are well prepared to use the new tools for learning.

Modelling ICT Development

The use of ICT cuts across all aspects of economic and social life. Keeping pace with technological development and the changing competencies required of both secondary school

students and their teachers require a state-of-the-art curriculum and appropriate teacher development programme.

A Guide to an ICT Curriculum for Secondary Schools

In developing a curriculum for ICT, it is useful to have a model for ICT development that have already been adapted/adopted by the advanced countries of the world. Such a model will serve as a representation of the essential characteristics of ICT development to provide a framework. The framework shows the interrelationship of various components within system and aids understanding by educational administrators and policy-makers.

According to UNESCO (2002), two models: *a continuum of approaches to ICT development* and *stages of teaching and learning with and through ICT* are presented. The first model conceives ICT development as a continuum along which an educational system or an individual school can pinpoint the approach that relates to the growth of ICT for their particular context while the second model depicts different stages in the way teachers and students discover, learn about, understand and specialize in the use of ICT tools.

A Continuum of Approaches

Studies of ICT development in both developed and developing countries identify at least four broad approaches through which educational systems and individual schools proceed in their adoption and use of ICT. These four approaches termed, emerging, applying, infusing and transforming, represent a continuum (UNESCO, 2002).

The Emerging Approach

The emerging approach is linked with schools at the beginning stages of ICT development. Such schools begin to purchase computer equipments and software or have had some donated. In this initial phase, administrators and teachers are just starting to explore the possibilities and consequences of using ICT for school management and adding ICT to the curriculum. Schools at this stage are still firmly grounded in traditional, teacher-centred practice. For example, teachers tend to lecture and provide content while students listen, take notes and are assessed on the prescribed content. Learners access to technology is through individual teachers. The curriculum reflects an increase in basic skills but there is an awareness of the uses of ICT. Such curriculum assists movement to the next approach if so desired.

The Applying Approach

Schools in which a new understanding of the contribution of ICT to learning has developed exemplify the applying approach. Administrators and teachers use ICT for tasks already carried out in school management and in the curriculum. Teachers largely dominate the learning environment. At this phase, instruction is supplemented with ICT such as electronic slide presentations and word-processed handouts. Students receive instruction and add notes to teachers' prepared handouts. They use ICT tools to complete required lessons and are assessed on prescribed content. Schools adapt the curriculum in order to increase the use of ICT in various subject areas with specific tools and software. This curriculum assists movement to the next approach if so described (UNESCO, 2002).

The Infusing Approach

This phase involves integrating or embedding ICT across the curriculum and is seen in those schools that employ a range of computer-based technologies in laboratories, classrooms, libraries and administrative offices. Teachers explore new ways in which ICT changes their personal productivity and professional practice. The curriculum begins to merge subject area to reflect real-world applications (UNESCO, 2002).

The Transforming Approach

At the transforming phase, schools use ICT to rethink and renew school organization in creative ways. ICT becomes an integral though invisible part of daily personal productivity and professional practice. The focus of the curriculum is now learner-centered and integrates subject areas in real-world applications. ICT is taught as a separate subject at the professional level and is incorporated into all vocational areas. Schools have become centers of learning for their communities (UNESCO, 2002).

Stages of Teaching and Learning

UNESCO (2002) reveals that studies of teaching and learning in schools around the world identified four broad stages in the way teachers and student learn about and gain confidence in the use of ICT. This is shown diagrammatically below in figure 1.

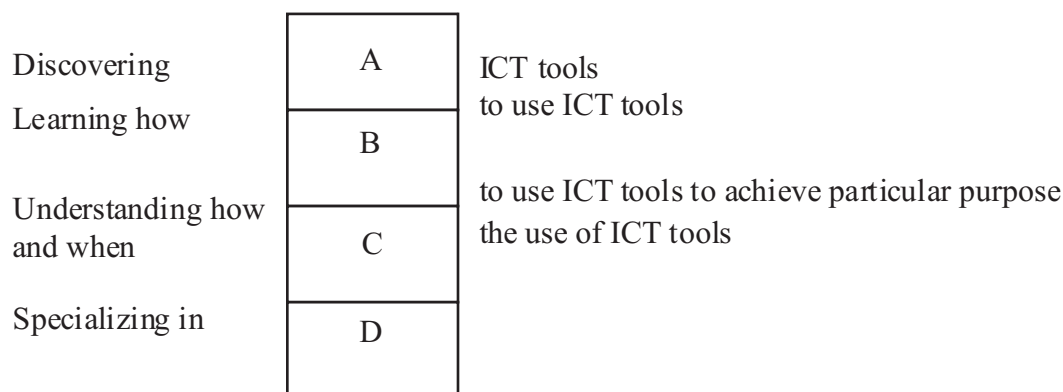


Figure 1: Model of stages of teaching and learning with and through ICT

Source: UNESCO (2002) ICT in Education: A Curriculum for Schools and Programme of Teacher Development.

Discovering ICT tools

This is the first stage (Stage A) that teachers and learners go through in ICT development phase and is concerned with discovering ICT tools and their general functions and uses. At this stage, there is usually an emphasis on ICT literacy and basic skills. This stage is linked with the emerging approach in ICT development.

Learning How to Use ICT Tools

Stage B which is the stage of learning how to use ICT tools is concerned with beginning to make use of ICT in different disciplines. This stage is linked with the applying approach in ICT development and involves the use of general or particular applications of ICT.

Understanding How and When to use ICT Tools

Stage C is understanding how and when to use ICT tools to achieve a particular purpose. This stage implies the ability to recognize situations where ICT will be helpful, choosing the most appropriate tools for a particular tasks, and using these tools in combination to solve real problems. This stage is linked with the infusing and transforming approaches in ICT development.

Specializing in the Use of ICT Tools

This is the fourth and last stage, Stage D, and it involves specializing in the use of ICT tools. In this stage, students study ICT as a subject to become specialists. Such study concerns vocational or professional education rather than general education and is quite different from previous stages involving the use of ICT tools.

A Curriculum Structure

The stages of teaching and learning with and through ICT will be helpful in developing the structure of a curriculum designed for both teachers and students to improve their knowledge and skills in ICT. As developed and practiced in the advanced countries of the world, a state-of-the-art curriculum designed in modular form so that education authorities can select appropriate elements to meet their objectives depending on the phase of development reached in the different countries. Below is an example tied to the four stages of teaching and learning, allowing schools to progress from:

- ICT Literacy (where ICT skills are taught and learned as a separate subject) to
- Application of ICT in Subject Areas (where ICT skills are developed within separate subjects) to
- Infusing ICT across the Curriculum (where ICT is integrated or embedded across all subjects of the curriculum) to
- ICT Specialization (where ICT is taught and learned as an applied subject or to prepare for a profession).

Professional Development Of Teachers

The model depicted earlier in Figure 1 that identifies approaches to ICT development helps provide a framework for professional development of teachers in secondary schools which is so essential in the professional life of teachers when they begin to use ICT.

Emerging ICT skills and knowledge

In the emerging approach for development of teachers, this involves teachers' personal use of ICT, such as, the use of word processing to prepare worksheets, locating information on CD-ROMs or on the Internet or communicating with friends and family by email. Here, teachers are developing their ICT literacy and learning how to apply ICT to a range of personal and

professional tasks. Emphasis is on training in a range of tools and applications, and increasing teachers' awareness of the opportunities for applying ICT to their teaching in the future (UNESCO, 2002).

Applying ICT to Teachers' Subject areas

In the applying approach, teachers use ICT for professional purposes, focusing on improving their subject teaching in order to enrich teaching with a range of ICT applications. This involves teachers' integration of ICT to teach specific subject skills and knowledge; beginning to change their methodology in the classroom; and using ICT to support their training and professional development. Here, teachers gain confidence in a number of generic and specialized ICT tools that can be applied to the teaching of their subject area (UNESCO, 2002). This opportunity to apply ICT in teaching is handicapped by access to ICT facilities and resources in the Nigerian educational system.

Infusing ICT to improve learning and management of learning

In the infusing approach, ICT infuses all aspects of teachers' professional lives in such ways as to improve student learning and the management of learning processes. This approach supports active and creative teachers who are able to stimulate and manage the learning of students, integrating a range of preferred learning styles and uses of ICT in achieving their goals. The infusing approach often involves teachers easily integrating different knowledge and skills from other subjects into project-based curricular. Here, teachers are seen to fully integrate ICT in all aspects of their professional lives to improve their own learning and the learning of their students. They use ICT to assist all students to assess their own learning in achieving specific personal projects. At this stage, it becomes quite natural and easy to collaborate with other teachers in solving common problems and to share their teaching experiences with others.

Transforming teaching through ICT

In the transforming approach to ICT development, teachers and other school staff regard ICT as so natural and part of the everyday life of schools that they begin to look at the teaching and learning processes in new ways. At this stage, emphasis changes from teacher – centred to learner - centred. Teachers, together with their students, expect a continuously changing teaching methodology designed to meet individual learning objectives (UNESCO, 2002).

To effectively harness the power of the ICTs to improve teaching and learning, there is the need for the different stakeholders in the Nigerian educational system to ensure that the following essential conditions are met:

- Sufficient access to digital technologies while the Internet and its facilities are provided in schools, classrooms, laboratories and teacher education institutions such that students and teachers have sufficient access to these technologies.
- Availability of high quality, meaningful and culturally responsive digital content must be available and accessible to teacher and students.

Teachers must have the knowledge and skill to use the new digital tools and resources to help all students achieve high academic standards.

Suggestions/Recommendations to Individual Secondary School

Integrating any new ICT curriculum calls for careful preparation, management, resourcing and continuing support, thus, there is the need for schools planning to be ICT compliance to take cognizance of the following factors:

- **Vision:** The aspirations and goals of both individuals within a school and the school system as a whole should be school's progress towards and in ICT development. The mission statement should be simply and clearly stated, and providing a basis for decision-making. Mission statements should help the individual members of the learning community visualize a school's aspirations for the future and act in accordance.
- **Philosophy of Learning and Pedagogy:** This refers to ways in which teachers and students interact and how the school is managed for learning. The philosophies whether the instructivist or the constructivist should characterize the ways in which ICT is incorporated.
- **Development Plans and Policies:** In realization of an effective ICT integration into school's ICT development plans and policies, it is advisable that an embracing policy should be set, an adequate budget allocated, facilities should be determined, roles should also be defined, tasks are delegated while an effective evaluation plan is created to define the direction the school's ICT development will take. The goals and objectives of such development plans and policies should provide interim and long-term targets.
- **Facilities and Resources:** Facilities include massive infrastructural connectivity as well as basic infrastructure such as electrical wiring, Internet access, lighting, air-conditioning and space. Resources include various types of technological devices from computer peripherals, video equipment and specialized tools like digital microscope. Further resources include various types of software, as well as traditional tools like books, videos and audiotapes. Schools should provide such learning environments while decisions on inclusion or lack of ergonomic design and choice of furniture should impact on use of ICT as well as the health and well-being of users.
- **Understanding the Curriculum:** There is the need for an understanding of the curriculum by the executors as well as the learners (students) as this affects the progression of ICT in the curriculum in following the various stage of development.
- **Professional Development of School Staff:** Along with the curriculum for students, there must be professional development of the staff within a school. The personal productivity and professional practice of teachers should be enhanced with the use of ICT. School should move from discrete skills training to reflective practice and integrative professional development. Budgetary allocation and release time for teacher professional development should be incorporated in a meaningful way.
- **Community Involvement:** This include the involvement of parents, families, philanthropists, businesses, industries, government agencies, private foundations, social, religious and professional organizations as well as other educational institutions such as vocational schools and universities whose involvement can be in the form of cash donations or donations of equipment and resources or in provision of training personnel as well as technical assistance and maintenance. Funds so realized from such projects or collaboration should be used only for upliftment and furtherance of the school's ICT development plan by the school management. It is also advisable that the school

- contribute to the community in many ways, as an instance, may provide community members with evening access to computer laboratories or offer training sessions, interact with both local and global communities, or may build websites for community organizations, philanthropists, agencies and so on.
- **Assessment:** It is advisable to have effective mean(s) of assessing students as well as the overall school system. Means of students' assessment should reflect choices in learning pedagogy and an understanding of ICT in the curriculum. Also each part of the school system needs to be evaluated to determine its impact on learning. Such assessment should inform practice and support the management of learning. Assessment should be done by experts and should allow a system to determine if outcomes have been met, and then reviewed and revised accordingly. Budget allocations, policies and procedures for ICT integration should watch vision, teaching philosophies and curriculum choices.

Recommendation to other Stakeholders

The authors would also like to advance suggestions and recommendations for the adoption and promotion of ICTs by individual school, the government; the Ministries of Education, the educational policy makers, school managements both at the secondary and tertiary levels, teachers, curriculum developers, textbook writers, philanthropists, parents, organizations, associations, companies, industries as well as higher educational institutions.

- First and foremost, there is the need for professional associations, states, universities and teacher education institutions to collaborate within their larger educational community to establish an ICT policy as well as standards and guidelines that describe the knowledge, skills and disposition would-be teachers should demonstrate upon completion of their programmes. Such standards will not only provide guidance to universities and teacher education institution when developing plans for infusion of technology into their programmes but will also serve to establish a measure of consistency among teacher education institutions within the country.
- Secondly, the essential components, that is, the elements that support successful, long term and self-sustaining implementation of the technology infusion (i.e. shared vision, access, skilled educators, professional development of teachers and other staff, technical assistance, content standards and curriculum resources, student-centered teaching, effective continuous assessment, community support and support policies) should be in place.
These call for more sincerity from all the educational stakeholders as follows:
- The Nigerian government at all levels should see ICT integration effort as an embracing project to development in all aspects of educational, economic and social life and should support the vision by allocating and releasing adequate funds to support the development of a state-of-the-art ICT curriculum; massive Internet connectivity and infrastructures; lower tariffs on ICT facilities importation; investment in ICT equipment and facilities, teacher education programmes and support services necessary for effective implementation and delivery of an ICT-based curriculum and professional ICT teachers should rank high in the set of government priorities.
- The University and Teacher Education Institution Management should as a matter of policy ensure that funds so released by the government should be used solely for ICT

- implementation and maintenance efforts in their schools. They can also seek for both internal and external funds and supports from philanthropists and international organizations through networking and collaboration programmes while also ensuring that funds or supports so realized are geared towards access to current technologies, software and telecommunication networks in classrooms as well as laboratory setting. Creative partnerships can also enhance this.
- There is also the need for the Ministries of Education, educational managers, policy makers, curriculum developers, and schools to come together to develop a systematic and controlled secondary education ICT curriculum as well as professional development for teachers to implement such a curriculum. It is advisable to take a leaf from the advanced countries of the world by embarking on collaborating and networking activities in order to hasten ICT development pace in schools. This will also help schools to develop ICT systematically and effectively in their programmes as it will help schools and institutions to determine the stage of ICT development reached by them.
- Teachers are an important ingredient in the transformation of education. During the teacher education programmes (pre-service teacher education stages), student should learn about and with technology and how to incorporate it into their own teaching. They should learn about a wide range of educational technologies across their professional preparation from inductory and foundation courses to student teaching and professional development experiences. They should learn many uses of technology and see their teachers model innovative uses of technology. Also when they (pre-service teachers) begin to teach, they should be given additional support to handle demands of the work for the first three years of their career in order to be interested and encouraged to remain in the teaching profession. This should be followed-up by on-the-job-training and in-service teacher education for proper orientation and planned or effective professional development programme. For the practicing teachers who have not been exposed to ICT education or ICT illiterate, they have to be adequately prepared to implement the ICT curriculum. Such teacher programmes will be most effective if directed to the stage of ICT development reached by schools. There are different ways of conducting professional development programmes for teachers, for instance;
 1. The country can embark on public teachers' awareness programmes describing good and emergent practices, organizing discussion sessions, developing informative websites, informing them of websites on the Internet for self-learning.
 2. Schools can organize meetings and after school sessions where teachers can be trained in using particular software e.g. by fellow teacher, expert colleague or an ICT co-coordinator.
 3. Universities and Teacher education institutes can provide a range of courses in basic ICT instruction.
 4. Training courses, seminars, forums and workshops can be organized for teachers for improvement of ICT use in teaching and learning.
 5. Accredited organizations can be allowed to deliver courses of instruction for Computer Literacy and Appreciation Courses; or other similar modified units like Graphics, Excel, Spreadsheet, Database Design etc wherein assessment, testing and certificate is provided at the end of the courses. The list is exhaustive.

- To make the transition to technology – rich environment possible at a rapid, effective and systematic pace, there is the need for the educational materials publishers and textbook writers to work in collaboration with the Ministries of Education, the ICT curriculum planners, ICT teachers and other teaching staff to design as well as produce learning resources and materials in the way and manner that will be understood and assimilated by the different ages and categories of students.
- Lastly, Parents, Philanthropists, Associations, Organizations, Companies, Industries etc are implored to be willing to support ICT implementation efforts as well as other educational initiatives whenever call upon in whatever form they can support either in form of cash, donation, kinds, technical support or whatever form.

Conclusion

Information and Communication technology in education is an indispensable and powerful tool in the development of quality teaching and learning. It is a catalyst for radical change in existing school practices and a veritable tool for preparing the students for the future. Its adoption for teachers will go a long way towards the enhancement of their teaching styles and professional life. To make effective use of ICT for the enhancement of secondary as well as teacher education, there is the need for a successful implementation of an embracing ICT policy; the need for the government to ensure a national/massive Internet connectivity policy, lower tariffs for ICT related equipment importation; the need to encourage local software developers; greater involvement of private, public internal and external funding as well as proper implementation and monitoring of curriculum and teachers' development programme.

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Prospects of Age-Grade Sports as Veritable Tool in Poverty Alleviation among Youths of Oyo State

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Abstract

The study examined the prospect of age-graded sports as veritable tool to poverty alleviation among youth with specific reference to players in football study academy in Oyo State. Five academy institutions were used and a total of 150 respondents were selected for the study. Purposive sampling method was used to select the respondents. A self-developed, structured and validated questionnaire was used to elicit information from the respondents which was administered at the players' campgrounds. The statistical tools used were percentage for demographic variables, while regression was used to analyze the independent variables. The results showed that there were significant difference on age-graded sports as a tool with a good prospect to alleviate poverty among youths in Oyo State. Recommendations were made for the study, hence age grade sports should be handled with all seriousness they deserve to enhance economic wellness of the youth.

Keywords: Prospects, Age-grade, poverty alleviation, youths

Introduction

Sport is a loved global commodity; it has a vast growing competitive market trades in skills and talents exhibited by individuals and teams for recreation and economic empowerment. The entertaining aspect of sports can equally not be set aside. However, to groom youngsters to anticipated standard requires a lot of inputs.

Nations, corporations, clubs and individuals invest greatly in sports for economic well-being and empowerment of the participants, associations, federation, clubs owners, including allied stakeholders like manufacturers, doctors: engineers and advertisers (Uchendu, 2004). Organizing age-graded sports level is imperative to meet the strategic prediction of senior level team and economic empowerment which focused on eradication of extreme poverty and hunger (United Nations Millennium, General Assembly, 2000).

Sport and entertainment represent good sources for poverty alleviation among youth. For instance, Mikel Obi signed a 3 year contract worth \$16 million got Chelsea Football Club. This translates to N3.2 billion, an amount considered huge in a nation like Nigeria (Barclaycard Premiership 2006/2007). Similarly, Martins Obafemi completed a \$10 million signing contract from Internazionale Milan of Italy in August 2006/2007 to Newcastle United Football Club of England (Barclaycard Premiership 2006/2007). Kanu Nwankwo rejected Portsmouth's \$20,000 per week, N5 million equivalent per week (Nigeria Tribune 2007). Salami (2003) reported that Okocha's had N1 billion trapped in a distressed bank in Nigeria prior to 2004 Nation's cup in Tunisia. Ikulayo (1997) indicated that athletes participate in sport with the hope of receiving handsome reward for their efforts in sports.

Laloko (2011) commented that the aim of Pepsi Football Academy was for youngsters to compete in U14 and U18 categories. It also meant to assess the skill development level of the players. Lain (2011) equally reported that the Academy was meant to discover and nurture the next generation of Nigerian footballers who are willing and able to return Nigerian Football into glory.

Some elite footballers believed that participants at top flight sport competition do so for economic empowerment. This, however do not occur overnight nor suddenly. It takes the efforts of early start, training, good nurture through age-grade sports before maturing into stardom. Therefore, participation in sports at age-grade level will have far reaching values which primarily include financial empowerment and poverty alleviation on the long run.

Atoyebi (2012) stated that, Kwara academy has players in the age group of Nigeria and European clubs. Coaches find it comparatively easy to work with them as they are armed with basic skills and understand technical instructions speedily. Similarly, the economic benefits accruable to the players, and nation is evident in young players like Arokoyo Gbenga moved to Sweden to exhibit his talents and skills. Interestingly, the Kwara academy funds itself through the sale of players. The academy is a venture that breaks even. Therefore, the study examined the prospect of age-grade sports as a veritable tool in poverty alleviation among youth of Oyo State.

Hypotheses

The following hypotheses were tested:

- i. There will be no significance difference in age-graded sport and as a tool for poverty alleviation among youths.
- ii. There will be no significance difference in age-graded sport as a good prospect for alleviating poverty among youths.
- iii. There will be no composite significant difference between (age-graded sport as a tool and a prospect for poverty alleviation among youth).

Research Design

The research designed used for the study was a descriptive survey type. The design was chosen because of its appropriateness to the sample size and randomization characteristics.

Population

The population used for the study were all players in sports football academy. The Academy institutions were all registered in affiliation with the Nigeria Football Federation (NFF).

The following five sports football academy institutions were used for the study; Ajisafe Football Academy Oyo, Pepsi-Cola Academy Ibadan, Velleri Youth Academy Oyo, Olympic Mixel Football Academy and Club Ibadan, and Bethel Football Academy Ibadan.

Sample and Sampling Technique

A total of 150 academy players were the respondents used for the study. Thirty respondents were chosen from each academy. The consent ethics was followed before information could be got from the players. The coaches served as the loco-parentis for the sampled players, while the purposive sampling method was used to select the respondents.

Instrument

The instrument used for the study was a self-developed, structured and validated questionnaire. The questionnaire were in two sections, that is Sections A and B, Section A, was meant to obtain information on demographic characteristics, while Section B deals with the variables tested in the hypotheses.

Data Collection

The questionnaire was distributed to the respondents at the various academy locations through their coaches who were adequately briefed on the procedures for completing the questionnaire. The data administration and collection were done with the aid of two research assistants. The completed forms were also returned immediately from the respondents.

Data Analysis

Percentages and mean were used to analyze both the bio-data and the variables assessed for the study. Similarly, regression method was used to analyze the independent variables used for the study at 0.05 alpha level.

H₁: There will be no significance difference in age-grade sport as a tool for poverty alleviation.

Table 1: Regression Summary of Relationship Between Age-Grade Tool for Poverty Alleviation

Model	Sum of Squares	Df	Mean Square	F	P value	Decision
Regression	317.012	2	158.50	0.825	0.00	S
Residual	283.481	148	1.912			
Total	3454.493	150				

P≤0.05

Table 1 above showed the regression correlation coefficients that relationship existed between intercollegiate sports as strong tool for poverty alleviation among youth. It was evident that the (R) square was 0.10, while the adjusted (R) square was 0.0 89. This indicated that sports contributed to poverty alleviation at 87% to variance as exemplified by amount earned by professional athletes or players in professional football. It was evident the test of significant of

the relationship using regression produced F-ratio was 0.825 at $P \leq 0.05$. since P value was greater than the alpha level, the hypothesis 1 was rejected the result showed that there is significant relationship between sports participation in age-grade and poverty alleviation among youth.

H₂ There will be no sign difference in age-grade sport as good prospect for alleviating poverty among youth.

Table 2: Regression Summary of Relationship Between Age-grade Sport as good Prospect for Alleviating Poverty

Model	Sum of Squares	Df	Mean Square	F	P value	Decision
Regression	139.493	2	68.746	1.062	0.51	S
Residual	81.321	148	0.647			
Total	220.814	150				

$P \leq 0.05$

As indicated in table 2 above, the regression correlation coefficient showed a relationship between intercollegiate sport as a good prospect for poverty alleviation among youth as evident in the result. The calculated (R) square was equal to .002, while the adjusted (R) was .001. Thus the reason for this submission as a contributing factor was only 62% at variance in its effect. Therefore, the significant relationship in the news of regression showed that F-ratio was 1.062 and the $P \leq 0.05$ level. Since the P value was greater than alpha value of 0.05 therefore hypothesis 2 was rejected. This implied that there is significant relationship in between the prospect of age-grade sport and alleviating poverty among youth.

H₃. There will be no composite effects of age-grade sport as a tool and its prospect for poverty alleviation among youth

Table 3: Regression Summary of Composite Effects Age-Grade Sports as a Tool and its Prospect for Poverty A

Model	Sum of Squares	Df	Mean Square	F	P value	Decision
Regression	233.107	2	116.553			
Residual	142.371	148	0.959	12.095	0.77	
Total	375.478	150				

$P \leq 0.05$

Table 3 revealed that the regression correlation coefficient revealed that composite relationship of (age-grade sport as a tool and its prospect for poverty alleviation among youth). From the result the (R) square was equal to 0.002, while the adjusted (R) were equal to .001 indicating that the composite effect contributed 1% of variance to sports prospect and as a tool further test of significance using regression produced F-ratio was 12.095 at $P < 0.05$ since the P value of 0.777 was greater than 0.05 alpha level, hypothesis 3 was therefore rejected. This meant

that the composite relationship existed in age-grade sport as tool and good prospect for poverty alleviation among youth.

Discussions

Majority of the respondents revealed that their various football institutions is good tool for poverty alleviation, the statement supported the views of Ikulayo (1990) and United Nations Millennium Development Goals (2005) that youth should be allowed to do sports to enhance their economic empowerment and alleviate poverty. The financial fortunes of key athletes like Austin Okocha, Kanu Nwakwo, Obafemi Martins, Didier Drogba, Samuel Eto Fills, Mary Onyali-Omagbemi, Falilat Ogunkoya-Ocheku and many others across cultures within and outside Nigeria are good testimonies of economic wellness and empowerment for youth.

Furthermore, age-grade sports at schools and sports academy under the various aegis like Nigeria School Sports Federation (NSSF), Nigeria Universities Games Association (NTJGA), Nigeria Polytechnics Games Association (NIPOGA), Nigeria Colleges of Education Games Association (NICEGA) and the likes are desirable. They are in the right directions to boast quality of lives and economic emancipation that would alleviate poverty among the youth and by extension the society. This will eventually rob on many significant orders surrounding these high profile athletes such as their families and equally the society. The findings supported Oduyale's (2000) view that the welfare and wellbeing of athletes are very good aspect of sports programmes with the comfort and security of athletes being paramount without compromise.

Onah (2004) also indicated that sports helps individual especially professionals to have good source of livelihood. For example, Lionel Messi eams \$29.6 million, Cristiano Ronaldo earns \$27 million while Victor Moses earns \$8 million and Osaze Odewingie also can earns \$8 million. Notably, the values of these monies translate into huge sum of money that can almost guarantee a very comfortable living throughout live span. Without reservation therefore age-grade sport should be used to enhance national transformation and poverty alleviation. This constitute a very veritable source of creating wealth and human capital development which Nigeria is greatly endowed with.

Conclusions

The following conclusions were made, that age-grade sports should be strengthened so as to remain a good outlet for talents hunts for competitive sports at various levels e.g. local, state, national and international. Also, the age grade sports should be effectively managed in empowering youth economically for eventually quality living for themselves, family, dependents and the society at large.

Recommendations

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

- (1) Various significant orders e.g. the child, parents, schools, government, and the society should see sports as a positive contributor to alleviating poverty among youths who do sports.
- (2) Societal endorsement of sports and change drastically from negative tendencies to positive ones. This change in attitude will help to streamline the benefits in sports to the individual and the society at large.

3. Educational institutions based sports like academy of sports should be given a better attention to enhancing the actualization of production of qualitative skills and techniques for qualitative economy of the individual, group and the nation.

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Assessment of Influence of Quality Assurance Indices on Secondary Schools Teachers' Job Performance in Remo Division, Ogun State, Nigeria

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Abstract

This study assessed the influence of quality assurance indices on Secondary Schools teachers' job performance in Remo Division of Ogun State, Nigeria. Specifically, the study assessed the influence of school climate, principals' leadership role, instructional supervision, and availability and utilization of instructional resources on teachers' job performance in secondary schools. Descriptive research design of ex-post facto type was used. Four hundred and eighteen (418) participants were selected through the multi-stage stratified random sampling technique. Two questionnaires; i.e "Quality Assurance in Education" and "Teachers' Job Performance" were used to collect data. The data collected were analyzed using descriptive statistics, Product Moment Correlation Coefficient, and multiple regression analysis. The results revealed a significant combined effect of school climate, principals' leadership style, instructional resources and supervision on teachers' job performance. Based on the findings, it was recommended among others that the Ministry of Education, as well as the school principals should pay more attention to work environment of secondary schools in order to make it more conducive, for the teachers to have continuous improvement on their job performance.

Keywords: *Quality Assurance, Secondary Schools. Teachers' Job Performance.*

Introduction

In a school system, the teacher performs a wide range of roles which relate to teaching and other administrative duties. Teachers are the largest professional body in a school, they have the most contact with students for most of the school hours and influence the environment of the school greatly. The teacher is also the most important personage in the school who can help in modifying the children's personalities and help in the development of individual pupil's talent. Sharma (2009), found out that the emotionally stable teachers exercise a beneficial effect upon their pupils, thus the teacher is the most powerful source of stimulation for the child. Olayiwola (2011) also agreed to this when he stated that teachers are the most important group of professionals for our nation's future. It is the work of the teachers that determines the degree of success or failure in the institutions' effort to achieve its goal of integrating morality and learning. The teacher is the vehicle through which the subject matter is presented to the students. Performance can be regarded as any behaviour directed toward task or goal accomplishment. In the words of Okunola (1990), performance could be an act of accomplishing or executing a

given task and it could also be described as the ability to combine skillfully the right behaviour towards the achievements of organizational goals and objectives (Olaniyan, 1999). Job performance refers to the degree to which an individual executes his or her roles with reference to certain specified standards set by the organization (Nayyar, 1994). In the same light, Adeyemi (2010) also opined that job performance is determined by the worker's level of participation in the day to day running of the organization. Akinyemi (1993) and Okeniyi (1995) describe teacher's job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

The school heads have the power to influence teachers' morale in their school by actions or daily practices they exhibit (Filak & Sheldon (2003). Often teachers felt they are not treated as professionals, not appreciated or overworked (large classes to teach and administrative work) thus causing low teacher morale and low job performance.

Teachers low pay-package (when compared to other public workers), irregular promotion, societal perception of the job, principal leadership style, inadequate teaching-learning facilities and supervision, lack of infrastructure and many more have dampened the morale of teachers. Therefore when teachers are not motivated, the level of job commitment may become low, the parental care expected of teachers to discharge on the students is no longer discharged and the objectives of the school may not be accomplished (Fadipe, 2003; Ogbuagu, 2004). Quality assurance in education is an issue that has received considerable attention as indicated in the work of scholars such as Bogler (2001), Cohen (2006), and Cooper, (2003).

Quality is a means of finding out what you may need to change to make sure you meet the needs of your service users. The need to enhance performance, productivity and minimize wastage has led to a new but broader organization wide approach to quality away from the traditional view of quality control to quality assurance. Quality assurance is a set of activities or procedures that an organization undertakes to ensure that standards are specified and reached consistently for a product or service. It is an umbrella concept for a host of activities such as school's and instructional supervision, discipline, availability and utilization of instructional materials, infrastructure, and finance which are designed to improve the quality of input, process and output of an education system. For example, the quality of products can be measured by how well the graduates are being prepared to serve the society and for meeting the challenges of the world of work. It has been observed by education stakeholders in Nigeria that the education system at all levels is riddled with series of problems, which include poor academic performance of students, cheating in examination, and poor attitude of teachers to teaching. Unfortunately schools are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviours to solve these perennial problems besieging education system.

This study intends to assess the influence of four of these activities namely principal leadership style, instruction supervision, instructional materials and school climate on the job performance of teachers in secondary school. School physical facilities are the essential materials which must be put in place and considered so that the objectives of the school can be accomplished. That is, the availability of these facilities determines the quality of instruction and performance of both teacher and students in the school. Olagboye (1998) refers to school physical facilities as school plant which includes buildings, equipment, machinery, vehicles, electrical and water supply infrastructure. Fadipe (1998) also agrees that school plant are the non- consumable materials in the school for the promotion of teaching-learning activities. Form

the definitions given; it is very clear that school facilities cover all infrastructural facilities required for the survival of the school system and which ultimately results in a successful teaching-learning outcome.

Sadly enough these facilities are neither quantitatively nor evenly distributed among secondary schools in developing countries like Nigeria and this has led to variations in the academic performance of students in examinations. Olagboye (1998) revealed that many secondary schools in the country were yet to install their introductory technology equipments and machines almost a decade after they were supplied by the Federal Government due to lack of electricity supply.

Edem (1982) while commenting on the importance of facilities like school libraries, emphasized that the contribution of a school library to effective teaching and learning is an inseparable part of instruction; it serves as a reading centre as well as a repository of information for both teachers and students. He further states that “inadequacy in the provision of these facilities may constitute a source of frustration and disillusionment among teachers which may result in poor teaching, poor learning and poor achievement in school”. A well planned school plant will not only enhance good teaching practices but will also facilitate effective learning while badly planned physical plant will hinder good teaching practices. Mgbodile (1986) also remarked that these facilities are of great functional value in teaching.

School climate research has shown that safe, supportive, engaging and helpfully challenging schools are associated with positive youth development, more effective risk prevention/health promotion efforts, increased academic achievement, fewer disciplinary incidents, lower dropout rates and also enhances teacher retention and subsequently increase in teacher job performance. (Learning First Alliance, 2001; Cohen et al., 2007; Fessy 2002, Cohen,2006). When a school climate is healthy, people are likely to feel socially, emotionally and physically safe; students, educators and families work together to develop and contribute to a shared school vision; teachers model and nurture an attitude that emphasizes the benefits and satisfaction from learning; and everyone contributes to the operations of the school and the care of the physical environment. If school climate is unhealthy and unsafe, there is likely increase in indiscipline incidences of violence, high dropout rate, low academic achievement, low teacher morale and low teacher retention and many more negative effects on the school.

Educational supervision according to Ogunjide (2002) is a process of assisting and over-seeing the educational system for the improvement of teaching-learning processes. It is also a way of advising, guiding, encouraging and improving people with the aim of getting their cooperation towards successful learning outcomes. For anything to be regarded as qualitative in schools so that standard of education in secondary schools is improved, school or instructional supervision must be given high priority. Through supervision classroom instruction is improved because teachers are made more competent and efficient, the students are motivated to work harder, the required standard is achieved and the goal of education is achieved (Tuoyo,2000).

Statement of the Problem

Over the years, little progress has been made in improving teaching-learning condition. The non-availability or shortage of instructional materials, lack of relevant curriculum to the need of the society and poor management at all levels of education in Nigeria has led to poor academic standard.

Supervisors from ministries and commissions tour schools to supervise and assess the performance of the administrative heads and staff of schools while their reports are used in grading and ranking schools. Despite these efforts, the end products (students) of the school system are not as impressing as expected due to their inability to perform up to expectation particularly in the external examinations such as the West African Examinations Council (WAEC), National Examination Council (NECO), and Unified Tertiary Matriculation Examination (UTME). The poor quality of secondary school products reflects the continuing crisis in that level of education and suggests that something is wrong with what goes on in the school system. This study therefore intends to assess the impact of some indices of quality assurance which include school climate, principals' leadership role, instructional supervision, availability and utilization of instructional resources on teachers' job performance in secondary schools.

Research Hypotheses

The following hypotheses are formulated for testing in this study:

1. There is no significant combined effect of school climate, principal leadership style, instructional supervision, and instructional resources on teachers' job performance.
2. There is no relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance.
3. There is no significant relationship among school climate, principal leadership style, instructional supervision, instructional resources and teachers' job performance.

Methodology

This study adopted the ex-post facto design survey method. The population consisted of all principals and teachers of all the government owned (public) secondary schools in all the three local government areas (Ikenne, Sagamu and Remo North) in Remo zone of Ogun State.

Thirty – eight (38) schools (Junior and Senior) from the three Local Government Areas were randomly selected. Proportional sampling technique of fifty percent (50%) was then used in each of the two (2) strata (Junior and Senior Secondary Schools) which were randomly selected. Ten (10) teachers were selected from each of the selected 38 schools while purposive sampling technique was used to select all the available thirty-eight (38) principal. The selected schools and teachers from each of the three (3) local governments areas (3 Schools) are represented as follows: Ikenne, Junior schools - 6 (60 teachers) Senior schools-6 teachers; Sagamu, Junior schools -9 (90 teachers) Senior schools-9 (90 teachers); Remo North, Junior schools- 4 (40 teachers) Senior schools - 4 (40 teachers). In all the 38 schools, 380 teachers and 38 principals were used for the study.

Two questionnaires tagged “quality assurance in education” and Teachers' job performance questionnaire” were used. The quality assurance in education questionnaire is a self-developed questionnaire, which consists of two sections. Section A elicits demographic data which include gender, name of school, teaching experience, principal or teacher, local government area while section B was used for obtaining information concerning the independent variables which are school climate, principal leadership style, instructional supervision and instructional resources. The items on section B were be rated on a four-point Likert scale of strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree.

The Teachers Job Performance questionnaire was in two parts A and B. Part A elicited demographic information about each school, such as the name of the school and its location, the rank of the teachers and years of teaching experience. Part B consisted of 6 sections of performance standard.

The instruments were then subjected to criticism and moderation from colleagues and experts in tests and measurement. The criticism and moderation or adjustments made helped in eliminating inadequate and invalid items thereby establishing content validity of the instrument.

The reliability of the Teachers' Job Performance instrument was determined through the test-retest reliability technique. The instrument was administered to fifty (50) heads of department in five (5) Senior Secondary School outside the sample study area. The data collected on the two tests were analyzed using the Pearson Product Moment Correlation. A correlation coefficient of 0.81 was obtained indicating that the instrument was reliable for the study. For the Quality Assurance in Education instrument, the same procedure was carried out administering the instrument to 50 teachers in 5 senior secondary schools outside the study area, the test re-test technique was also used and a correlation coefficient of 0.79 was obtained which showed that the instrument was also suitable for the study.

Data collected from this study was subjected to statistical analysis of simple percentage and regression analysis, significant at 5% error margin (0.05 alpha level).

Hypothesis 1: There is no significant combined effect of School Climate, Principal Leadership Style, Instructional Supervision and Instructional Resources on Teachers' Job Performance.

Table 1: Regression Analysis on the combined effect of the Predictor Variables on Teachers' Job Performance.

Regression		Analysis of Variance				
Analysis	Source	SS	MS	DF	Beta	F.
R=0.8777	Regression	4068.644	1356.215	3		
R ² =0.7704	Residual	12065.760	29.429	410	0.301	46.084
SE= 3.5703	Total	13197.833		413		

Table 1 showed combined effect of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance. The total variance accounted for by the predictor variables on teachers' job performance is 77% ($R^2 = 0.7704$). Analysis of variance shows that this value is significant ($F=46.084$, $P<0.05$). Therefore, 77%, of the total variability in the teachers' job performance is accounted for by school climate, principal leadership style, instructional supervision and instructional resources.

Hypothesis 2: There is no significant relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance.

Table 2: Beta Coefficients and t Ratio for Relative Contribution of School Climate, principal leadership style, instructional supervision and instructional resources to the prediction of teachers' job performance.

	Unstandardized Coefficients B	Std. Error	Standardized coefficients Beta	t-ratio	Sig
Constant	2.700	.318	-	8.495	.000
School Climate	.057	.011	.307	8.113	.000
Leadership Style	.022	.007	.221	5.033	.002
Instructional Supervision	.014	.005	.168	2.397	.031
Instructional Resources	.005	.003	.109	1.789	.049

Table 2 revealed that all the predictor variables were good predictors of teachers' job performance. School climate was the most potent out of the predictor variables ($\beta=.057$; $t=8.113$; $P<.05$) Principal leadership style was next to school climate in predicting teachers job performance ($\beta=.022$; $t=5.033$; $P<.05$). Instructional supervision was the next predictor of teachers' job performance ($\beta=.014$; $t=2.397$; $P<.05$) and lastly the instructional resources ($\beta=0.005$; $t=1.789$; $P<.05$).

Hypothesis 3: There is no significant interrelationship among school climate, principal leadership style, instructional supervision instructional resources and teachers' job performance.

Table 3: Correlation Matrix of the Dependent and Independent Variables

Variables	Mean	SD	1	2	3	4	5
1. School Climate	31.307	9.697	-	.498	.505	.446	.515
2. Principal Leadership	23.504	8.889	.498	-	.429	.351	.399
3. Instructional Supervision	27.876	7.471	.505	.429	-	.419	.503
4. Instructional Resources	21.741	8.916	.446	.351	.419	-	.407
5. Job Performance	29.974	9.107	.515	.399	.503	.407	-

Correlation is sig. @ the 0.05 level (2 tailed)

Table 3 indicates a significant positive relationship between school climate and principal leadership (.498); school climate and instructional supervision (.505); school climate and instructional resources (.446); school climate and job performance (.515), principal leadership and instructional supervision (.429); principal leadership and instructional supervision (.351); and principal relationship between instructional supervision and instructional resources (.419); instructional supervision and job performance (.503); instructional resources and job performance (.407). This outcome revealed a significant interrelationship among the variables of the study. Thus, hypothesis 3 was rejected and the alternate one is sustained.

Discussion of Findings

The findings of the first hypothesis revealed a combined effect of school climate, principal leadership style, instructional supervision, and instructional resources on teacher's job performance. The total variance accounted for by the predictor variables on Secondary School teachers' job performance is 77% ($R^2=0.7704$). Analysis of variance shows that this value is significant ($F=46.084$, $P>0.05$). It could then be deduced that 69.3% of the total variability in the

teachers' job performance in secondary schools is accounted for by school climate, principal leadership style, instructional supervision, and instructional resources. This result is supported by Rivkin, Hanushek & Kain (2005) that school climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place.

The second hypothesis states that 'there is no significant relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teachers' job performance cannot be sustained. The result shows a significant relative contribution of school climate, principal leadership style, instructional supervision and instructional resources on teacher' job performance. School climate was the most potent out of the predictor variables ($\beta=0.057$; $t=8.113$; $P<.05$). Principal leadership style was next to school climate in predicting teachers' job performance ($\beta= 0.022$; $t=5.033$; $P<.05$). Instructional supervision was the next predictor of teachers' job performance ($\beta =.014$; $t=2.397$; $P> .05$) and lastly by instructional resources ($\beta= .005$; $t= 1.789$; $P>.05$). This study corroborates the findings of Babalola (2004) that quality assurance in education deals with proactive means of ensuring quality of inputs, teaching-learning process, academic achievement of pupils and school environment. Also, Rivkin, Hanushek & Kain (2005) discovered that school climate reflects the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to take place.

The outcome of the second predictive factor (principal leadership style) is supported by the findings of Ozaralli (2003) that transformational school leadership creates a participative environment in which there is high sense of self efficacy among teachers that conveys messages of motivation, commitment and achievement. Also, Adeyemi (2008), and Norhouse (2004) in their different studies lend a good support to this study as they reported that leaders that have a clear vision of the future pave way for effective transformation of the organization in which they operates.

Instructional supervision and resources were the last two predictors of teachers' job performance in secondary school. These findings lend support to some previous findings of Burkhauser & Metz (2009) who confirmed that the common goal of staff supervision is to increase the knowledge and skills of the staff in order to facilitate the improvement in their performance, which can also be enhanced through instructional resources.

The third hypothesis states that there is no significant relationship among school climate, principal leadership style, instructional supervision, instructional resources and teachers' job performance. The outcome of this hypothesis revealed a significant interrelationship among school climate, principal leadership style, instructional supervision, instructional resources and teachers' job performance. The outcome of this hypothesis is surprising based on the outcome of the first two hypotheses. The outcome of this hypothesis implies that teachers' job performance to a large extent depends on factors like school climate, principal leadership style, instructional supervision, and instructional resources. This finding confirms previous findings of Odigbo (2005), Maduwesi (2004), which reported that factors like school climate, principal leadership style, instructional supervision, and instructional resources contribute to low quality of education in Nigeria: poorly motivated and unqualified teachers, lack of materials and equipment, overcrowded classroom, lack of furniture, teaching and learning materials.

Conclusion

Assessing teacher performance in an academic institution is as important as assessing learning in pupils and students. Teachers are accountable in the educational process and their assessment serve as one way to monitor and regulate accountability-that is, through assessment, the performance and effectiveness of a teacher can be determined. On the basis of the findings of the present research it can be concluded that teachers' job performance to a large extent depends on factors like school climate, principal leadership style, instructional supervision, and instructional resources.

In specific words, this study has empirically established the influence of selected quality assurance indices on teachers' job performance secondary schools in Remo Educational Block of Ogun State, Nigeria. These indices are school climate, principal leadership style, instructional supervision, and instructional resources. The study also revealed significant influence of these indices in achieving quality assurance in secondary education in Nigeria.

Recommendations

Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states: "no education system can rise above the quality of its teachers" (FGN,2004). The following recommendations were made in line with the findings:

1. The Ministry of Education, as well as the principals should give more attention to work environment of secondary schools in order to make it more favourable while the teachers should continue to improve on their job performance. Since the work environment is significantly related to job performance of teachers, government should encourage the support of parents, students, philanthropists, and corporate institutions in improving secondary schools' work environment in terms of physical facilities, information services, authority-staff relationship, and staff development in order to enhance better job performance of the teachers.
2. The issue of staff development should be viewed more seriously by the Ministry of Education and the State Secondary Education Board. A well planned growth oriented of professional through staff training exposure to latest research in science and technology, arts and social science, the art and science of administration as well as pedagogy of teaching should be organized for teachers on a yearly basis as this will help update their knowledge and contribute to effectiveness in instructional delivery.
3. Teaching profession should be given desirable attention. This will redeem to some extent teachers low morale/esteem and their attitude to work.
4. Instructional facilities and other infrastructures like classrooms, furniture, textbooks...should be provided by government and other stakeholders to create a better atmosphere for effective teaching and learning.

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Relationship between Child Abuse and Parental Educational Status in Gwale Local Government Area, Kano State

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Introduction

The world over, the socio-economic status of a family is usually based on parent's income, educational levels and occupations, which are translated or attributed to their social status in the community. Thus, socio-economic status affords those contacts within the community, group associations and the community's perception of the parents. The issue of child abuse in the home may be attributed to the existing economic system in the society that encourages the unequal distribution of resources. The unequal distribution of resources has created the problem of inequality in the society in the area of political, economic, social and cultural aspects of people's lives. Thus, people are treated differently within the society based on their wealth, position or even their social standing (prestige) in the society.

Inequality between rich and poor is the oldest and most fatal ailment of all societies. Those members of a society who owned wealth or objects of value usually have occupied position(s) of relatively high socio-economic status. The socio-economic status of a family, according to Alberta (1998), has greater influence over their various aspects of life, such as life style, nutrition, health and fitness level. Families from low socio-economic communities are less likely to have the financial resources, social and educational support or time availability to provide children with necessary materials and moral support.

The low socio-economic status of a family may serve as a hindrance to the effective functioning of most of the families. The family, which is regarded as the basic agent of socialization, a standard institution for taking care of children where the personality of the children is first developed, may have failed to discharge its primary functions because of poor conditions. Parents serve as the indispensable socializers of their children in the area of proper upbringing, and the provision of basic necessities of life like nutritious food, accommodation, medical facilities, basic education, clothing, etc. But it is a pity that the parents, because of their poor conditions, are failing to fulfill their obligations and directly or indirectly have violated children's rights and perhaps may thereby abuse their children.

Judging from the number of rural dwellers and urban menial workers and their offspring, one can see a wide disparity between the affluent and the poor families. In the study of Parental Socio-economic Status as correlates of child abuse and neglect in Ibadan, Nigeria, Olawale (2009) reported a significant difference in the abuse and neglect of students from lower socio-economic background than those from higher socio-economic background. He also reported a significant difference in child abuse and neglect among parents of low educational status than parents of high educational status.

One of the main factors responsible for child abuse at home among parents is the low or lack of purchasing power (income), which is as a result of endemic socio-economic status. Bankindo

(1993) remarks that low income parents who are unable to shape the educational, social and economic future of their children, especially in a capitalist economy, like Nigeria, stand the risk of labouring their children.

Children experience different forms of abuse in the home, such as excessive discipline or other instances in which cultural norms conflict with child welfare laws; the exposure of child to hazardous materials; victimization, neglect, over labouring; assigning work above the child's capacity and so on. The protection of children from such abuse is an important feature of the Convention on the Right of Child (CRC). Article 19 requires that state parties take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse, while on the care of parents or others responsible for the care of the child. Another provision for the protection of children can be seen in article 25 of Universal Declaration of Human Rights to protect the children from any form of discrimination. The society. Child abuse could be as a result of the low socioeconomic status of parents, the manifestation of which could be seen through personal observation of the life style and the living conditions of many people in the Gwale Local Government Area of Kano State. For instance, people still live in thatched and mud buildings.

However, this research is geared towards finding out the relationship between parents' socio-economic status and child abuse.

What are the types of child abuse in Gwale Local Government area?

How can the level of education of parents induce the incidence of child abuse?

Research Hypothesis

There is no significant relationship between child abuse and the educational level of parents.

Research Methodology

Research Design

For the purpose of this research, the survey method was considered the most appropriate and therefore utilized. Questionnaires were administered to all the children used for the study. The questionnaires were formed as open and close ended. This design proves useful in obtaining quantitative data.

Historical Background of the Area of Study

Gwale local government of Kano State was created on December 1995. It used to be part of the Dala local government area. It is one of the eight local government areas within the Kano metropolis. Gwale is made up of (10) wards, namely Dandago, Diso, Dorayi, Gwale, Gaiadanci, Gorondutse, Gyaranya, Kabuga, Mandawari and Sani Mainagge. Gwale is mainly a cosmopolitan area and the people engage mainly in business activities, which include general trading and the supply of goods and services. It is a unique area because of the Sharada Industrial Area Phase I, which falls under Gwale local government. These industries deal with mostly agro-allied products, chemicals, leather works and farming. Also, in some areas like Dorayi, crops such as guinea corn, millets, rice, etc. are grown. Again, through personal observation it was discovered that Gwale and Goron Dutse wards engaged in craft works like black smiting, leather works, but tie and dyeing were found in the Gwale ward. Gwale is an area to be recorded as a historical site that attracts tourists, such as the Goron Dutse Hills,

the Old city walls and the gates. The most notable ethnic groups are Hausa and Fulani. Beside farming, Gwale people also raise livestock like cattle, sheep, goats and poultry; the local government is witnessing modernization and educational development and growth, which are gaining priority and popularity among other local government areas, especially of school going age. Schools of all levels can be found within the local government area.

Study Population

Population refers to the aggregate of elements from which samples are drawn. The population for this study comprises of the entire people from the household units of Gwale local government. There are ten (10) wards in Gwale local government. These are Dandago, Diso, Dorayi, Gwale, Galadanci Goron Dutse, Gyaranya, Kabuga, Mandawari and Sani Managge. According to the 2006 National Population Census, the area has a total population of about three hundred and fifty seven thousand, eight hundred and twenty-seven (357,827) people. However, the target population for the study comprises parents, the officials of the social welfare unit in Gwale local government, and the children between ages nine (9) and sixteen (16) of both sexes would be the units of analysis.

Sampling Technique and Sample Size

Purposive sampling technique was used for the selection of two hundred and fifty (250) children from the total population of the children living in Gwale Local Government. However, in the process of getting respondents, selection was done through simple random to select the subjects for the study. Out of the two hundred and fifty (250) children selected for the study, there are one hundred and thirty one (131) males and one hundred and nineteen (119) females. Statistically, this means that fifty (50) children were selected from each one of the five (5) wards used as the area of study.

The researcher purposely selected five (5) out of the ten (10) wards in the area of study. That is Dandago, Gwale, Dorayi, Galadanci and Kabuga. These areas were picked because there is likely to be the mixture of some affluent and low income parents, who may resort to abusing their children, maybe because of their inability to adequately cater for their families or for other reasons. Ten (10) parents were selected from five (5) wards, using purposive sampling technique, that is, two (2) parents from each ward. And two (2) officials of social welfare unit in Gwale local government area were also used for the study. The sample size for this study therefore comprised of 262 respondents. Research assistants interpreted the items of the questionnaire to the respondents in the language of the environment, which gave them confidence in answering the questions.

Data Collection Instruments

This research used questionnaire and interview instruments for the collection of data. The researcher administered the questionnaire on two hundred and fifty (250) children identified through their appearance. Fifty questionnaires were administered on children (both sexes) in each of the five (5) wards. In doing this, the researcher employed the help of two research assistants to assist the children that were served with the questionnaire. The questionnaire schedules are framed in English, but in conducting the research the field assistants translated the items in the questionnaire into Hausa where necessary, for the ease of comprehension and

administration. The use of the questionnaire in this study was important because it enabled the researcher to reach out to many respondents at less cost. More responses were obtained and the questionnaire made the respondents feel free to express their views.

The researcher also used the interview as an instrument for the collection of data. Data were also solicited through the use of a semi-structured interview on parents and officials of the social welfare unit of Gwale local government. The research conducted a total of twelve (12) interviews, which took place at each of the five wards, on parents that abused their children and officials of social welfare unit on the available records of cases of child abuse in the study area.

The collected data for this study was presented and analysed using percentages and chi-square test with the use of Cramer's V to determine the degree of association or magnitude of the relationship between parents' socio-economic status and child abuse in the study area. However, the responses from the interview conducted were analysed using the appropriate qualitative technique.

Descriptive Bio Data

This section deals with the presentation and interpretation of the respondents responses.

The Sex of Respondents

Sex	Frequency	Percentage (%)
Male	131	52.4
Female	119	47.6
Total	250	100.0

The above sex distribution table shows that out of the 250 children surveyed in the study area, 52.4%, are male and 47.6%, are female. This clearly shows that there are more males than females among the respondents.

The Age of Respondents

Age	Frequency	Percentage (%)
7 – 10 years	37	14.8
11 – 14 years	131	52.4
15 – 18 years	82	32.8
Total	250	100.0

The above table presents the age distribution of the children sampled in the study. In the age bracket 7 – 10 years, there is 14.8% of the sampled population. In the age bracket 11 – 14 years, there are 52.4% while in the age bracket 15 – 18 years, there are 32.8% of the entire sampled children. This table indicates that majority of the abused children in the study area are found within the age range of 11 – 14 years, which represents 52.4% of the entire population size.

School Attendance by Respondents

Attended School	Frequency	Percentage (%)
Yes	233	93.2
No	17	6.8
Total	250	100.0

The table above shows that majority of the respondents, representing 93.2%, attended school, while only 6.8% did not. Although those who did not attend any formal school are smaller in number, this can be regarded as an aspect of child abuse because their parents denied them of their right to education.

The Type of School Attended

Type of School	Frequency	Percentage (%)
Islamic	35	14.0
Western	25	10.0
Both	173	69.2
No Response	17	6.8
Total	250	100.0

The above table reflects that 14% of the respondents attended Islamic school, while 10 % attended western education and 69.2%, both Islamic and Western education schools. 6.8% do not respond to the question because they did not attend either Islamic school or western education school. According to the findings, the number of children attending both Islamic and western education dominates the majority of the respondents studied.

Class of Respondents in Western Educational School

Class	Frequency	Percentage (%)
Primary 1 – 6	63	25.2
J.S.S 1 – 3	85	34.0
S.S 1 – 3	78	31.2
Others	7	2.8
No Response	17	6.8
Total	250	100.0

The above table indicates the classes of the respondents in the western educational school. 25.2% respondents are in primary 1–6. 34%, in J.S.S. 1 – 3, which dominate the majority, while 31.2% are in S.S. 1 – 3, and 2.8% constitute the “other” category. 1.6% of the respondents who constituted this category have entered higher institutions and the remaining 1.2% in this category has completed secondary school education. And 6.8% of respondents did not respond to the question. According to the findings, those children in J.S.S 1 – 3 dominate the majority of the respondents studied.

Number of Meals per Day Given to Respondents

Time eating daily	Frequency	Percentage (%)
Once	7	2.8
Twice	41	16.4
Thrice	175	70
More than three times	27	10.8
Total	250	100.0

From the table above, 2.8% of the respondents eat only once daily, 16.4% claimed to eat twice a day, 70% eat thrice a day, while 10.8% eat more than three times daily. One can observe from the table above that majority of the children are being fed thrice daily and therefore, have the adequate number of meals per day. However, this question does not address the nutritional value of the meals taken by the respondents, but most of these children do not have a problem with the number of meals taken per day.

The Time of taking Breakfast by Respondents

Time of taking breakfast	Frequency	Percentage (%)
Early in the morning	156	62.4
Late in the morning	81	32.4
No breakfast at all	12	4.8
No Response	1	0.4
Total	250	100.0

The table above shows that 62.4%, took breakfast early in the morning, 32.4% late in the morning and 4.8% have no breakfast given to them at all. This can be considered as an aspect of child abuse because their parents denied them of their right to food. However, 0.4% did not respond to the item of the questionnaire.

Responses of the Respondents on whom they live with

Whom they are living with	Frequency	Percentage (%)
Mother and father	194	77.6
Mother only	30	12.0
Guardian	26	10.4
Total	250	100.0

The above table shows that 77.6% of the respondents live together with their mothers and fathers, 12% with their mothers only and 10.4% with guardians. The findings show that majority of the sampled children live with their biological parents.

The Highest Educational Level of Respondents' Fathers

Educational level of father	Frequency	Percentage (%)
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Postgraduate	35	14.0
Graduate	67	26.8
O'Level	32	12.8
Adult literacy	8	3.2
Islamic education only	55	22.0
No Response	53	21.2
Total	250	100.0

The table above reflects the highest educational level of the respondents' fathers. It indicates that 14% had postgraduate education, 26.8% were graduates, 12.8% had O'Level education; 3.2% adult literacy and 22% Islamic education only. The findings revealed that most (40.8%) of the fathers were graduates. However, 78.8% revealed the highest educational levels of their fathers while 21.2% of them did not respond to the question.

The Highest Educational Level of the Respondents' Mothers

Educational level of mother	Frequency	Percentage (%)
Postgraduate	23	9.2
Graduate	65	26.0
O'Level	67	26.8
Primary	28	11.2
Adult literacy	21	8.4
Islamic education only	37	14.8
Not at all	9	3.6
Total	250	100.0

Considering the highest educational level of the respondents' mothers, the table above revealed that 9.2% were postgraduates, while 26% graduates, and 26.8% have O'Level results. Those that have primary education constitute 11.2%; 8.4%, adult literacy education; 14.8%, Islamic education only, while 3.6% have no education at all.

There is no significant relationship between child abuse and educational level of parents

EDUCATIONAL LEVEL		STATUS OF CHILD ABUSE		Total	df	X ²	Prob
		abuse	not abuse				
Postgraduate	Count	1	47	48	4	29.374	0.001
	Expected Count	8.832	39.168	48.0			
Graduate	Count	3	71	74			
	Expected Count	13.616	60.834	74.0			
O level	Count	6	32	38			

Adult literacy	Expected Count	6.992	31.008	38.0			
	Count	15	8	23			
Islamic education	Expected Count	4.232	18.768	23.0			
	Count	21	46	67			
Total	Expected Count	12.328	54.672	67.0			
	Count	46	204	250			
	Expected Count	46.0	204.0	250.0			

The Educational Level of Parents and Child Abuse

$$df = 4$$

$$X^2 \text{ calculated} = 29.374$$

$$X^2 \text{ table value} = 9.488$$

$$\text{Alpha level} = 0.05$$

$$\text{Cramer's V} = 0.261$$

The table above indicates the educational level of parents and child abuse. To ascertain if there is any relationship, chi-square was employed. The chi-square calculated was 29.374 while the chi-square table value is 9.488, ($P < 0.05$). Since the chi-square calculated value is greater than the table value, therefore, there is a significant relationship between the educational levels of parents and child abuse. Therefore, the null hypothesis is rejected. To determine the extent of the relationship, Cramer's V was used, and it shows 0.261, which means that the relationship is a low association between parents educational level and child abuse.

According to this table, the educational level of parents is a strong determinant of whether parents would abuse their children or not. As it can be observed from the table 4.7.3 that the rate at which majority of parents with higher educational level abuse their children is very low when we compare them with parent's of low educational level.

Conclusion

The attempt was made to study the relationship between parental socio-economic status and child abuse in the Gwale Local Government Area, where it was discovered that the low socio-economic status of parents prod them to abuse their children in one area or the other. Child abuse has constituted a lot of problems to the life of the majority of youth in the society. It is important to note that child abuse affects predominantly children between the ages of 11 – 14 years.

77.6% of abused children in the study area are living with their biological parents. Most of the parents engaged in low paying jobs. Some of them are farmers, traders and others unemployed, with low annual incomes. The socio-economic status of a person is a direct product of his occupation, income, education and wealth. Thus, the parents who abused their children in Gwale Local Government are people in a socially and economically disadvantaged position.

Despite the parents' level of education, income and occupation, majority of their children attended school, although some of them missed school as a result of household chores. Hence, there exists a negative implication on children education.

This research concludes that the most important among other reasons for child abuse are the existence of poverty, low income earning, ignorance, illiteracy and cultural practices in the study area. More precisely, the following conclusions are made:

- i. The incidence of child abuse is caused by parents' low level of education.

- ii. Some cultural practices of the studied area, such as uncontrolled teenage house-help help/maid, sending them on unguided errands encouraged the incidence of child abuse.

Recommendations

Child abuse is an important issue that needs to be addressed squarely. Its incidence has affected the life of so many children that could have been the potential leaders of tomorrow. Therefore, the following recommendations have been provided to help control the incidences of child abuse.

1. Government should make Universal Basic Education (UBE) introduced in Nigeria completely free to enable children of low income parents have access to formal education at a critical formative stage of education delivery.
2. The economic situation of the country also needs to be improved so as to enhance the standards of living of the citizenry.
3. Government and corporate bodies should create more job opportunities that will help to alleviate the problem of poverty, and poverty reduction programmes should be interfiled since it is one of the factors responsible for child abuse.
4. The Federal Government should ensure that the child right law is made operational and effective in all the states of the federation.
5. There should be more enlightenment campaigns by the government, non-governmental organisations and civil societies groups on how to take proper care of their children and the negative effects of child abuse. There should be continuous public awareness campaigns through the media on the dangers of child abuse to the abused children and society at large.

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An Analysis of Laboratory Management Practices and Laid Down Standard in Some Colleges of Education in Kano State, Nigeria

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Abstract

The main purpose of this study was to investigate the science laboratory management practices employed in some colleges of education in Kano State, Nigeria. Four specific objectives were stated to guide the study, four research questions were investigated, four null hypothesis were tested at 0.05 level of significance. A survey design was used and science laboratory management questionnaires which solicit responses that was used in answering the research questions and testing of hypotheses. These questionnaires were distributed to the respective respondents in the sampled colleges. The respondents for the study comprised biology chemistry, physics, integrated science teacher trainers and the paraprofessionals. Data were analyzed using mean and standard deviation to answer the questions. Chi-square statistical technique was used to test the hypothesis. The findings of the study revealed that all procedures on control of laboratory activities were rarely observed. Safety procedures were occasionally practiced. On provision and procurement of laboratory equipment and materials it was observed that both academic and the paraprofessional were not fully involved. While maintenance measures were occasionally observed, furthermore science laboratory management procedures are not frequently practiced. Hence making the acquisition of science process skills by students becoming difficult. To arrest these anomalies, it is recommended that direct labor in the maintenance of laboratory equipment and other apparatus by paraprofessional is crucial. Training of academic and paraprofessional through workshops to acquire technical skills in maintenance of science laboratory equipment be instituted to increase professionalism. Periodic supervision of activities in the science laboratories should be done promptly.

Introduction

Background of the Study

The continuous struggle for an education system, which properly reflects Nigeria's quest for scientific and technological development, can no longer be over emphasized. It is in this regard that science education remains strong priority among other professional courses offered in our institutions of higher learning. The philosophy of teaching the courses is principally that of instilling into the individual varied special science skills and attitude which the nation considers essential for her security, progress and modernization in this world of scientific enterprises NCCE (2003).

According to Gwamanja (1991) science education is the study of the interrelationship of science as a discipline and the application of education principles and theories that will foster the teaching and learning of sciences. The teaching and learning of science also requires an enabling environment such as laboratory among other facilities. Tobin (1990) asserts that laboratory

teaching is one of the hall marks of education in the sciences. Eniayeju (1999) defines laboratory as a place equipped with scientific apparatus where scientists perform experiments and test hypothesis. Qualitative science education in Nigeria colleges of education will remain an illusion to be pursued and unattained if the teaching and learning of sciences is by mere lecture method without the provision of laboratories with adequate facilities. It is against this backdrop that National Commission for Colleges of Education NCCE (2003) recommends the following:

- a) There should be at least three general laboratories one at each level (of about 7.5M²)
- b) To manage the laboratories, there should be the provision of one technologist, one technician, one laboratory assistant and one laboratory attendant.
- c) That students should be taught laboratory management.
- d) To manage the laboratory and its facilities efficiently the following should be encouraged;

Hence, it is evident that every accredited science laboratories in Colleges of Education must have at least four-support staff (paraprofessionals) who will join hands together with academic staff towards the realization of the science education aims and objectives in Colleges of Education. On the other hand, if the science education paraprofessionals combine efforts with academic staff in seeing to the smooth management of laboratory equipment and activities then it is assumed that science education laboratories in the Colleges of Education as tertiary institutions are well managed and put to maximum use. But Esiobu (1998), Johnson (1994) and Jonathan (2002) report that low acquisition of basic science process skills and no meaningful teaching of science concepts is now common in tertiary institution due to the deteriorating laboratories tools or equipment. A similar complaints in support of this assertion was that the issue of excellent performance in science no longer arise in our higher institutions because our tertiary institutions do not have the adequate science resources to facilitate such attainment (Nwunel, 1990). Nwachukwu (1992) equally indicated that poor management has characterized all our economic sectors, including educational sectors. Similarly Ajewole, Oginni, and Okedeyi (2006) posited that facilities that are constructed and equipment and apparatus that are purchased or that are in stock soon give way due to lack of maintenance, leading to malfunctionality. In support of this Ivowi (2004) emphasized on the dire need to employ maintenance culture so as to guard equipment, working tools, from becoming obsolete, if all these assertions are something to reckon with, then one can easily get confused and may tend to agree with Walberg (1991) comment which questioned whether the great expense of maintaining and staffing laboratories are really justified. It is in this regard that the researcher would want to conduct a survey study of the science laboratory management practices in some Colleges of Education in Kano State.

Statement of the Problem

Laboratory management techniques or practices has been identified as an act of controlling, planning, coordinating and organizing the laboratory and its equipment so as to ensure their longevity (John and Brain 1986, Mani, 1993, Mogbo and Ellis, 2002). Hence instructional activity through which science processes such as the development of observatory skills, manipulative skills, experimenting skills and formulation of theoretical concept can best be achieved with adequately equipped and well managed laboratory. The National Commission for Colleges of Education NCCE (2003) identified that science teacher training should place priority on laboratory management practices with a view to train student teachers on how to manage laboratory and its facilities in their respective teaching stations at the education. Other Scholars

such as Moses et al., (2008), Mojekwu & Chukwu (1999) report that laboratory management practices in tertiary institutions is poor. Otumba (1977) visited tertiary institution laboratories in Nigeria and reported that science laboratories are full of mess due to mismanagement. Could this dissatisfaction be as a result of the inability of teachers and paraprofessional in institutions such as Colleges of Education to employ laboratory management practices in managing the laboratories effectively? Or could it be that teachers and laboratory paraprofessionals are not acquainted with laboratory management practice in Colleges of Education. In an attempt to answer some of these questions this study is sets to identify the laboratory management practices employed by the teachers and paraprofessionals in Colleges of Education in Kano State.

Objective of the study

The main purpose of this study is to explore and describe the science laboratory management practices in Colleges of Education in Kano State: specifically the study is to:

1. Find out if there are controls of activities in the laboratory.
2. Determine the extent to which safety measures are enforced in the use of the laboratory.
3. Determine extent to which the laboratories maintenance measures are employed to ensure that the science laboratory and its content have long life span.

Research Question

At the end of this research work, answers will be provided to the following research question.

1. What are the control measures of activities in the laboratory of the Colleges under study?
2. To what extent are safety measures put in place in the use of science laboratories??
3. To what extent the laboratory maintenance measures are taken to ensure that the science laboratories and its equipment have long life span?

Hypotheses

- HO₁: The procedures used to control activities in the science laboratories by the staff of the colleges of education do not differ significantly with the laid down science laboratories control of activities.
- HO₂: There will be no significance difference between the safety measures employed by staff of the colleges of education understudy and the general laid down safety measures.
- HO₃: The science laboratory maintenance measures employed by the staff of colleges of education understudy do not differ significantly with that of the established science laboratory maintenance measures.

Significance of the Study

Establishing standard facilities and maintaining the facilities in our higher institution of learning have been receiving attention nationwide. Hence this study is hoped to be of immense importance to the stakeholders who have been yearning for standard science laboratories in our tertiary institutions.

This research study will serve as an observable situation which will reflect the current and true prevailing position of laboratory management practices in the mentioned areas of study. It is hoped that the work will reveal to the stakeholders i.e. academic staff, para-professional and the entire administrative officers whether the great expenses of maintaining laboratories is really

justified. And will also acquaint them with those measures needed to ensure the science laboratories are manage maximally and effectively. The study will encourage the need for proper management of equipment in the laboratories. Finally it will serve as a reference point for any scholar who may wish to embark on a similar study in another area.

Scope of the Study

The study covers biology, chemistry, physics, and integrated science laboratories in the colleges of education in Kano State. The colleges are Federal College of Education, Kano; Federal College of Education (Technical), Bichi; Sa'adatu Rimi College of Education, Kumbotso Kano.

Methodology

The Research Design

The research design chosen for this study was the survey design. The survey design is suitable because the study seek to ascertain the condition which prevails in the areas selected for the study.

Population of the Study

A population is a set of all elements and objects or events that are of interest in a particular study Sambo (2003). The population for this study include: -

1. All the staff of science subjects in Federal Colleges of Education in Kano State. They are two hundred and seventy seven (277) in number.

Table 2.1: Population of Staff Colleges of Education

S/N	Name of college of education	Department				
		Biology	Chemistry	Physics	Integrated Sci	Total
1	Federal College of Education, Kano	28	25	18	28	126
	Federal College of Education (Technical) Bichi	17	16	15	15	63
	Sa'adatu Rimi College of Education, Kano	28	23	17	20	88
Total						277

Source: Staff List of the colleges, 2014

Sample and Sampling Technique

A stratified sampling technique was used to get the sample size of the population because the strata involved is more than one. Hence, the sample size of the study is 143.

Table 2.2: List of sampled size Colleges of Education

S/N	Name of College of Education	Department			
		Biology	Chemistry	Physics	Total
1	Federal College of Education, Kano	12	24	11	47
2	Federal College of Education (Technical) Bichi	13	12	12	37
3	Sa'adatu Rimi College of Education, Kano	23	20	16	59
Total					143

Source: Staff List of the colleges, 2014

Instrument for Data Collection

All data were collected using questionnaires. The Science Management Questionnaire (SLMPQ) consists of two sections. Section A seeks information on demographic data of the respondents while section B seeks the responses of the staff on how science laboratories management practices were employed.

Validation of the Instrument

The researcher constructed the questionnaires using the laid down standard of science laboratory management practice as a guide. The questionnaires are made up of thirty eight (38) items which seek responses on how science laboratories management practices were employed. The questionnaires were given science academic senior staff who are Phd holders in federal college of education Kano for content, construct and face validity. They made remarks on spelling mistakes and some items needs to be restructured, some items were to be included so that the questionnaires cover all what the study seek to ascertain. The validated corrected questionnaires were effected as suggested by the experts.

Reliability of the Instrument

The validated questionnaire were then subjected to trial testing, known as pilot study. After correlating the two sets of scores the correlation values obtain on control of activities, safety measures, maintenance and procurement is 0.7.

Administration of Instrument

The researcher took the questionnaires to the colleges of education under study and were administered to the respondents to fill in their responses.

Method of Data Analysis

All the data collected were carefully coded and collated. The statistical techniques used were descriptive statistics (mean, standard deviation), and inferential statistics (the chi-square (X^2)). Mean and standard deviation (SD) were used to describe the opinion of the respondents in the employment of laboratories management practices in the colleges of education under study, with reference to laid down guidelines for managing science education laboratories.

Result**Research Questions 1**

Research question 1: What are the control measures of activities in the laboratory of the college under study?

Table 3.1: Means and standard deviation of responses on the control of activities in the science laboratories.

S/N	Items	Means	Standard deviation	Interpretation
1.	How often small scales group experiments are used when the conventional materials are inadequate?	2.164	0.869	Rarely
2.	How often are laboratory hall used for other teaching activities that do not require practical?	3.89	0.757	Very frequent
3.	To what extent do you ensure laboratory rules and regulation are adhere to during practical activities	2.743	0.722	Sometimes
4.	How often do you combine efforts with the paraprofessionals in supervising students during practical activities?	2.468	2.047	Rarely
5.	To what extent are apparatus or equipment kept in their specific place after being used?	2.361	0.955	Rarely
6.	How often are all apparatus, equipment allocated to student numbered for easy identification?	2.15	0.903	Rarely
7.	How often apparatus, equipment and materials are kept in a clean, cool and dust – free environment?	2.343	0.757	Rarely
8.	To what extent are students restricted from entering the laboratory when practical activities are not holding?	3.17	0.90	Frequently
9.	How often are periodical inspection carried out in the laboratory	2.478	1.256	Rarely
	*Overall control of activities	23.603	9.16	Rarely
		2.622		

Table 3.1 above presents the results of analysis of the responses of the staff on what are the control measures of activities employed in the science laboratory.

From the observed result, it could be inferred that all other items under control of activities in the science laboratories were not very frequently or frequently practiced. In summary, the result gotten indicated that all measures in the control of activities in the laboratory were rarely practiced.

Research question 2: What are the safety measures employed by the staffs in the science laboratories?

Table 3.2: Mean, standard deviation of the responses on safety measures employed in the science laboratory

S/N	Items	Means	Standard deviation	Interpretation
1.	Ensuring that planned safety measure are adopted to prevent injury to persons	4.279	0.764	Frequently
2.	Reagent bottles containing chemicals are well labeled for easy identification	3.229	0.806	Occasionally
3.	Gas cylinders are stored outside the laboratory	2.954	0.94	Occasionally
4.	Ensuring that Reagent bottles are shelved where they cannot be easily knocked off.	3.046	0.848	Occasionally
5.	Ensuring Fire extinguisher and sand bucket are adequate and well labeled	2.707	0.812	Occasionally
6.	Ensuring first aid box is put in place to cater for eventual accident	3.193	1.032	Occasionally
7.	Ensuring chemicals that react together are not stored together.	2.579	0.905	Occasionally
8.	Ensuring fire alarm is functional and well positioned	3.171	0.927	Occasionally
9.	Ensuring reagent bottles that contain volatile toxic are marked with red to indicate danger.	2.57	0.879	Occasionally
10.	Ensuring stock bottles of acid and bases are stored at lower shelves.	3.25	1.378	Occasionally
	*Overall Safety of Procedures being practiced	30.978	9.291	Occasionally
		3.09		

The summary of data on the extent safety measures were practiced in the science laboratories as seen in table 3.2 shows that the safety practice that were frequently ensured was that of the measure adopted to prevent injury in individuals in the laboratory. All other safety management practices were not frequently practiced.

Research Question 3: To what extent are science laboratories maintenance measures taken to ensure the science laboratories and its equipment have long life span.

Table 3.3: Means and standard deviation of the responses on the maintenance of science laboratory.

S/N	Items	Means	Standard deviation	Interpretation
1.	Ensure the equipment in the laboratory are all in functional state.	3.00	1.054	Occasionally
2.	Ensure that damage equipment are repaired promptly	2.393	0.489	Rarely
3.	Make sure there are suitably sized drawers for glassware storage	3.193	0.968	Occasionally
4.	There are orderly storage of equipment, apparatus and materials	2.543	1.011	Occasionally
5.	Ensure apparatus with moving parts are greased regularly	2.885	0.731	Occasionally
6.	Microscopes are cleaned regularly to avoid rusting	2.528	0.633	Occasionally
7.	Ensure that the stock and preparatory room for safe keeping of laboratory apparatus are used regularly	3.304	0.731	Occasionally
8.	Laboratory equipment such as incubator, auto claves, balances, ovum, photometer, spectrometers, centrifuge etc are kept clean and tidy.	2.493	0.821	Rarely
9.	Stock card are used regularly to monitor the condition of laboratory materials	2.768	0.780	Occasionally
	*Overall Maintenance guidelines practiced	25.107	7.218	Occasionally
		(2.79)		

A look at table 3.3 above, shows that all maintenance practices or techniques were not practiced always, instead it was observed that the following science laboratory maintenance practices.

3.2 Hypothesis Testing

H_{01} : The control of activities in the science laboratories employed by staff of the colleges of education does not differ significantly with the laid down control of activities in the science laboratories.

Table 3.4: Chi-square calculation of the control of activities by the Colleges of Education staff

Item	Category	A	B	C	D	E	Total	X ² cal	X ² crit	Result
1	Fo Fe	-- --	16 3.89	12 0.01	100 2.11	15 3.37	143	141.05*	43.77	Significant
2	Fo Fe	20 11.93	20 6.12	10 2.58	53 3.66	50 0.71	143			
3	Fo Fe	-- --	40 0.19	20 5.35	80 0.19	03 44.97	143			
4	Fo Fe	-- --	11 2.83	30 1.13	40 1.45	62 0.57	143			
5	Fo Fe	-- --	27 0.03	70 2.58	33 3.86	13 0.19	143			
6	Fo Fe	-- --	20 3.89	23 0.32	60 1.22	60 9.95	143			
7	Fo Fe	-- --	23 2.89	30 0.32	60 1.09	30 0.09	143			
8	Fo Fe	-- --	33 2.17	40 1.49	60 2.78	10 2.98	143			
9	Fo Fe	-- --	40 2.17	33 3.34	40 2.0	30 5.55	143			

$$X^2_{(32)} = 141.05 > 0.05 \quad * \text{Significant}$$

From the result in table 3.4 above, the calculated chi-square (x^2) value obtained is 141.05 which is greater than the critical value of 43.77 at 0.05 significance level. Therefore the hypothesis 1 is rejected. This observation has shown over whelming proportion of the staff do not employed the general laid down guidelines in the control of activities in the laboratory very frequently. Instead they were rarely practiced.

HO₂:- there is no significant discrepancy between the safety measures employed by staff of the colleges of education under study and the laid down safety measures.

Table 3.5: Chi-square calculation of safety measure employed in the laboratory

Item	Category	A	B	C	D	E	Total	X ² cal	X ² crit	Result
1	Fo Fe	68 16.09	22 5.13	30 6.57	25 7.19	-- --	143	127.48*	43.77	Significant
2	Fo Fe	--- ---	60 5.13	40 2.73	33 4.50	10 0.30	143			
3	Fo Fe	--- ---	30 2.92	62 0.37	40 0.15	11 2.18	143			
4	Fo Fe	--- ---	60 3.85	30 0.77	33 1.32	236 0.64	143			
5	Fo Fe	--- ---	27 3.13	70 2.73	53 3.69	13 0.64	143			
6	Fo Fe	20 1.9	50 1.41	20 5.33	100 5.53	--- --	143			
7	Fo Fe	16 ---	12 2.32	43 1.41	100 6.51	12 3.56	143			
8	Fo Fe	10 0.11	33 3.01	60 3.76	40 0.39	-- --	143			
9	Fo Fe	--- ---	33 1.38	40 1.49	40 2.84	30 1.91	143			
10	Fo Fe	23 4.13	31 --	59 2.21	30 6.34	00 1.91	143			

$$X^2_{(36)} = 127.48 > 0.05 \quad \text{*Significant}$$

Table 3.5 on the other side depicted a situation that there is significant discrepancy because a whopping chi-square calculation value of 127.48 was observe as against the critical value of 43.77 at 0.05 significance level. Hence the hypothesis is rejected. And the alternative hypothesis is adopted.

HO₃:- The science laboratory maintenance measures employed by the staff of colleges of education under study do not differ significantly with that of the established science laboratory maintenance measures.

Table 3.6: Chi-square calculation in the employment of maintenance practices in the science laboratory

Item	Category	A	B	C	D	E	Total	X ² cal	X ² crit	Result
1	Fo Fe	16 14.05	12 1.80	90 2.14	25 1.38	--- ---	143	115.64*	43.77	Significant
2	Fo Fe	--- ---	--- ---	53 0.06	90 8.25	--- ---	143			
3	Fo Fe	10 1.69	80 8.46	20 3.36	30 3.27	3 0.04	143			
4	Fo Fe	--- ---	3 0.21	10 1.95	80 1.38	50 9.76	143			
5	Fo Fe	--- ---	52 0.99	50 4.46	30 3.27	11 0.56	143			
6	Fo Fe	03 1.19	11 5.92	52 0.05	50 6.15	--- ---	143			
7	Fo Fe	--- ---	70 8.46	30 2.10	30 7.98	103 1.04	143			
8	Fo Fe	--- ---	3 3.65	50 0.06	60 4.29	30 4.37	143			
9	Fo Fe	--- ---	20 0.74	50 1.35	63 0.16	10 1.04	143			

$$X^2_{(32)} = 115.64 > 0.05 \quad \text{*Significant}$$

The result in table 3.6 indicated a chi-square calculated value of 115.64 which is greater than the critical value of 43.77 at 0.05 α -level. Therefore the hypothesis 3 was rejected. The science laboratory maintenance measures employed by staff of colleges of education do differ significantly with that of the established science laboratory maintenance measures or techniques the result is summarized in the table above.

Summary of Major Findings

The findings of this study are as follows.

On the control of activities in the laboratory it was discovered that on the overall procedures to be followed to have an adequate control of activities in the laboratory, were not frequently observed. Instead they were rarely observed.

Furthermore, in the area of safety laboratory practices by the staff of colleges of education, it was observed that all the safety measures listed out were occasionally practiced. The only frequently practiced measure was that of the safe guarding individual person from injury.

On maintenance measures being practiced, it was observed that the maintenance measures or procedures were occasionally practiced. And it is worthy to note that damaged and faulty laboratory materials, equipment or apparatus were rarely repaired and serviced.

Discussion of Findings

This section embodies the discussion of the major results arrived at as being, illustrated in table 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6,. The discussion of the result focus on three major outcomes on the following:-

- a. Control of activities in the laboratory
- b. Safety measures employed in the use of science laboratory.
- c. Maintenance measure practiced to ensure long life span for the laboratory and its materials.

Control of Activities in the Laboratory

From the data obtained and analyzed, the result indicated that all the procedures that ought to have been practiced very frequently or frequent in the laboratory were rarely practiced as tables 3.1 and 3.4 revealed. All the above proceedings were also emphasized by Mani (1988), Johnson (1994), and Moses, et al (2008).

Hence, it is evident that the science laboratory management practices employed to control activities in the laboratory by the staff of the college of education in Kano State do not conform to the laid down procedures by John (1986) and Jonathan et al., (2002).

Table 3.4 results equally showed that in the control of science laboratory activities by staff of the colleges of education differ significantly with the laid down rules or procedures. A chi-square calculated value of 141.05, which is greater than the critical value of 43.77 at 0.05 significance level was obtained. Therefore, the hypothesis is rejected. This result further proved that all the major procedures needed to be very frequently and frequently practiced so as to have a full control of the activities in the laboratory were not practiced. In the development the remarks made by Otumba (1997) and Frazer et al (1992) that Nigerian tertiary institutions laboratories are decaying and full of mess respectively, cannot jettisoned perhaps due to lack of control of activities in the laboratory and this could have been responsible for the poor state of most of the laboratories in the colleges understudy.

Safety Measures Employed in the Science Laboratory

The result obtained in table 3.2 revealed that safety measures and procedures in the laboratories were occasionally practiced. This implies that science laboratories and its content can not be fully guaranteed safely. Oguniyi (1986) stressed that the need to put in place safety science laboratory measures which will safe guard the science laboratories should be a priority for the users of the laboratories. Mogbo (2002) also emphasized on safety percussions needed to be considered to make the laboratories a safe place for people and other equipment in the science laboratory.

Table 3.5 showed similar result earlier presented in table 2. The result reveals a chi-square calculated value of 127.48 as against the critical value of 43.77 at 0.05 significant level. This hypothesis is rejected. This result depicted a discrepancy indicating that all the proceedings or procedures needed to be practiced frequently so as to ensure the laboratory and its equipment are safeguarded are not very frequently or frequently observed. Moses, et al (2008) and Ogunniyi (1986) indicated that for the science laboratories to be in safe conditions, all the general rules or measures guiding the safety use of the laboratory should be practiced frequently.

Maintenance Measures taken to ensure that the Science Laboratories and its Equipment have Long Life Span

In the analysis of the data obtained, it is evident from table 3.3 that most of the maintenance practices required to be exercised regularly were either rarely or occasionally practiced. Table 3.3 showed that damage and faulty laboratory equipment were rarely repaired or serviced by the entire staff of the colleges of education under study. Ajewole et al (2006) observed that facilities that are constructed and equipment/apparatus that are purchased and are in stock soon give way due to lack of maintenance in terms of repairs and services etc.

More also, result obtained in table 3.6 also showed that maintenance measures practiced by the staff of the colleges of education differed significantly with that of the established maintenance measure. This hypothesis is also rejected as the calculated chi-square value of 115.64 is greater than that of the critical value of 43.77. The meaning of this is that all the maintenance measure were not strictly followed frequently. Ivowi (2004) emphasized on the direct need to imbibe maintenance culture so that our science laboratory and its equipment are in good working condition and do not become obsolete untimely. Also Ajewole et al (2006) equally lamented that the science laboratory's equipment or materials soon give way due to lack of maintenance hence leading to malfunctionality and short life span.

In this regard this development is a departure from Jonathan (2002) who reiterated that frequent and effective maintenance of the laboratories, its equipment and common gloves wares is a panacea for durability and efficiency of the laboratory and its content, this help to reduce rate of replacement of the laboratory's equipment or apparatus.

Conclusion

The following conclusions were drawn from the findings of this study. It was evident that all the control of activities procedures in the science laboratories in the colleges of education the study was carried out do not regularly or frequently practice all the control measures of activities in the science laboratories as against the laid down standard of control of activities.

It was equally observed that all colleges of education rarely use small scale group of students for practical activities when the conventional materials are inadequate. On the employment of periodic inspection of the science laboratories to ascertain the condition of the laboratory were rarely practiced, and not frequently practiced. The study also revealed that not all the safety measures were practiced frequently.

The maintenance procedures were not also frequently practiced, at this juncture it is worthy to note non of the staff can service and repair science laboratory equipment or apparatus when they develop fault or damage respectively.

The study also showed that procurement or provision of laboratories procedures or proceedings were not frequently or very frequently practiced and both the academic and the paraprofessional rarely improvise apparatus or equipment when the conventional ones are not available.

Academic staff and paraprofessional were rarely involved in the procurement of laboratory materials etc.

Recommendations

Based on the findings of the study, the following recommendation were made

1. For the implementation of science education effectively and efficiently in colleges of education, there is dire needs for and adequately equipment and well managed science laboratories.
2. There is the need for the science laboratories paraprofessional such as technicians and technologist to undergo training workshops so to obtain skills for the servicing and repairs of science laboratories equipment and apparatus as it is more of cost effective.
3. There is need for all staff in the science to imbibe maintenance culture.
4. All safety measures or procedures are to be ensured and practiced frequently so to prolong the life span of laboratory and its contents.
5. The purchase of materials and apparatus should be done in a way that they meet the standard required so that when compiling item to be purchased catalogue that has not become obsolete should be used.
6. Small scale group should be used regularly now that there is population explosion in students admission and there should also be joint efforts of academic and paraprofessional staff in seeing to the smooth running of activities in the laboratory.
7. The science laboratories should be cleaned and tidy always, and rules binding the use of the laboratories should be adhered to strictly.
8. It is cost effective if the paraprofessionals can carry out repairs and services of equipment apparatus when they are faulty.

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Cultural Pluralism: Critique and Application to the Study and Analysis of Nigerian Government and Politics

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Abstract

What are the peculiar features that tend to condition the way and manner in which Nigerian government and politics are being studied and analyzed? Is there any encompassing analytical framework through which these broad peculiar features can be adequately and comprehensively studied and analyzed in a manner that in turn provides informed view and opinion on Nigerian body politics? The article examines the form and character of politics in Nigeria using cultural pluralism as an analytical framework. It is set against the objective of providing detailed and exhaustive analysis of cultural pluralism as a theoretical framework of disquisition; and determining as well its appropriateness to the study and analysis of politics in Nigeria. The methodology is qualitative and hinged on descriptive examination of the concepts that are contained in cultural pluralism as a theoretical formulation and further analysis of the adequacy and suitability of the concepts in being able to properly enhance a holistic study and analysis of the peculiar features of politics in Nigeria. It concludes that in its present form, the framework is inadequate and archaic.

Key Word: Cultural pluralism.

Introduction

The subject matter of politics is one that has continued to attract scholarly attention. An important legacy of the attention is the multiple and competing understanding of what it is. This is good for scholarship as it provides very interesting perspectives to what politics is. As both concept and conceptual tool of analysis, it has continued to generate stimulating and interesting controversies. One problem however, is its broad application irrespective of the levels of development of societies and varieties of political systems. This is understandable given the fact that politics exists everywhere not only at the level of domestic and state-state relations, but in homes, churches, mosque etc as well. With respect to the study and analysis of how countries are ruled and decisions arrived at, the idea of politics as a framework of understanding is one that has attracted series of intellectual efforts. Consequently, contemporary literature on the broad political structure and process of Nigeria is replete with all kinds of theoretical formulations that generally compete for recognition. This is partly due as well to the peculiarities that are often associated with the Nigerian body politics. One of the frameworks of analysis in literature is cultural pluralism. It is therefore important to begin the article by raising the question: What is cultural pluralism? More fundamental, what are its technical properties? To what extent does it serve as analytical framework with which Nigerian government and politics can be studied? As important and influential as the questions are, equally more fundamental questions need be raised

due to the contending nature of the explanatory frameworks in which the entire body politics of Nigeria is being conceptualized and analyzed. The tasks in this article are legion. First, there is and in line with the overall objective of providing a clearer perspective to the understanding of the complexities and complications that characterize the practice of politics in Nigeria, the need to provide a very robust methodological approach to the understanding of the very peculiar nature, content and character of Nigerian government and politics. Second, there is the compelling need to as well provide a purely social science analysis and perspective to the contending (and confusing) use of words and expressions such as “approaches”, “models”, “frameworks”, “methods” etc., in the scholarly attempt to come to terms with, or hold in firm grips, the best and the most comprehensive and authoritative way of both studying and analyzing Nigerian government and politics, in particular in presenting its associated conflicts over “who get what, when and how”, the globally acknowledged fundamental of any politically organized society. Finally and as here presented, there is the need to explore how, and the extent to which cultural pluralism, as an analytical category and genre, can be used to capture the whole process of Nigerian government and politics or the struggle over “authoritative allocation of values”.

The apt question then becomes: How can we begin to provide answers to the question raised above? Before then, there is the urgent need to first examine the premises of Nigerian government and politics. The argument is that a robust, scientific approach to the understanding of the broad political structure and process of Nigeria needs to identify and combat the premises of politics in Nigeria from the angle of critical social science analysis and mentality. The argument further is that it is only when the premises of the Nigerian body politics are critically examined, that the so-called peculiarities of the system of “authoritative allocation of values” in Nigeria can be greatly appreciated. This is section one of the article. But can the above serve any meaningful purpose without first and foremost asking the question: what is the role of premises in general intellectual development and advancement and in the understanding of cultural pluralism as an intellectual framework of analysis? More forceful, how specifically has the theoretical/epistemological import of the question aided the existing research on Nigerian government and politics? This is the focus of section two of the article. Sections three and four address the specific character and context of literature on Nigerian government and politics placed within the general premises of every modern government and politics so as to provide useful comparative insights. Sections five and six focus on what the article considered as the problematic issue in the analysis of Nigerian government and politics and in turn placed cultural pluralism within its defining characteristics as an analytical framework. Section seven examines cultural pluralism within the context of the emerging processes of globalization, while section eight provides the conclusion to the article.

The Idea of Premises as the Foundation of Politics: An intellectual Perspective

What does the section intend to contribute to the understanding of the article? The question offers a good starting point to the understanding of the peculiar features of politics in Nigeria, and in the understanding as well of the choice of cultural pluralism as a framework of intellectual disquisition with which to study and analyze these peculiarities. Important to the understanding of the question earlier raised and in the generation of answers, is the simple question: What is a premise? The submission here is that until an answer is found to it, it might be difficult to place the entire article within a perspective to study that offers insights into the fundamental questions

and problematic areas of contemporary social science analyses. Premises are here defined as the logical basis upon which a political thought or idea is based, which in turn from the bedrock of political activities. With specific reference to the subject of discussion and analysis, i.e Nigerian government and politics, it simply means the foundation of thoughts and the nature of practice of politics in Nigeria and the way and manner in which they are in turn analyzed? What the above has revealed is that politics in Nigeria has its own distinctive features and practices. Politics in Nigeria, without argument, is a product of either the design of the British colonial master, or the anti-colonial or nationalist forces, or the imperial or comprador forces, or the contending and competing forces and factors that are inherent in it or all of the above in a reinforcing relationship. These competing forces and factors in themselves ultimately define the character of leadership and followership, or the ideological orientation of those who capture political power at every point in time. It is interesting to note that the premises of Nigerian government and politics, elaborately considered, help to determine what type of government at a given time, and also the type of constitution and how it is to be operated.

What is being said in effect is that the competing perspectives which people give to these premises, and the extent to which they have been imbibed and internalized, tend to determine also the ideological character of the ruling party in power and the condemnation or commendation of the existing political institutions and structures. Premises in theory and practice help to shape the outcomes of political inputs in such a manner that any “stress” or sign of instability can be predicted. The premises of politics can as well be used to mean the prevailing politicization and the extent to which the political culture in turn mirrors the practice of politics. A presentation of the broad premises of Nigerian government and politics, it is here argued, has the advantage of helping to contextualize the imperialism and Western-outlook of cultural pluralism as a framework of analysis. This has become important in order to be able to determine the contemporary relevance or otherwise of it especially the lack of concept that are specific and special to it. The lack of which in turn points direction to its scientific limitation as a likely broad and integrative framework of analysis within which the understanding of “systems theory” for instance rests especially with the intervention of Easton (1965) through his emphasis on “pattern maintenance” and “systemic persistence.” The presentation of the broad premises of Nigerian government and politics is preceded by a short, critical examination of the role of premises in general intellectual development and advancement especially from the social science perspective. This is done so as to amplify the understanding of cultural pluralism. However and very important to the section of the article, what is the role of premises in general intellectual development and advancement and to what extent does the answer which is here presented help to simplify further the meaning and understanding of cultural pluralism?

The Role of Premises in General Theory Building and Development

As earlier said, if premises are indeed the logical bases of arguments and positions as held to by an individual or a group and the cornerstones of political life and activities, it means that premises determine the force and processes underlying any politically organized community and therefore represent the outward appearance of political activities in general terms. It is essentially an approach to governance or conception of politics. The Nigerian political structure and process, by implication, is a product of certain sensibilities and perception that have been accepted to as the determining factor of governance or social relations. From the perspective of

critical scholarship, two forms of premises dominate social science disciplines which, without argument have great consequences for the understanding of the point that is being made. These are inductive and deductive reasoning methods. The two forms of premises are concerned with the building of generalization either from particular to general or from general to particular. Social science analysis derives its strength and vitality from this accepted notion of scientific construction. From the single individual (particular observation) whose thinking, orientation and mentality is to use the State to serve the purpose of material accumulation, or that of the family or group or community (general observation) who feels satisfied with the action of the individual and hence develops the sense of being part of “mainstream” politics, as churches, mosques, palaces and community town-halls, etc for instance are built by the single individual action, in the name of his community. The individual is instantly awarded chieftaincy and other titles in the churches and mosques and becomes transformed into a “demi-god” dictating the direction of politics and determine the tempo of political activities. The examples that are here cited describe the structure and process of politics in Nigeria and remain embedded in the above analysis of premises. This no doubt underscores the relevance of cultural pluralism as a framework of analysis and especially within the context of Nigerian politics.

The Character of Literature on Nigerian Government and Politics

The sources of information on Nigerian government and politics are as diverse as the perspectives which have influenced the thinking, orientations and mentality of authors. In other words, information on Nigerian government and politics vary in line with the chosen perspective which a particular author employs. In practical intellectual terms, it means that authors make use of the approach that best fits their considered premises or perceptions of government and politics in Nigeria. The above can be further extended to mean that we can conceive of multiple and competing premises of Nigerian government and politics. This conception has led to the use of all kinds of approaches to illustrate or explain the nature and character of Nigerian government and politics. Among these approaches are the institutional, the behavioural, the ethnic group, the federal, the political economy, among others. The institutional sources of information employ the study of political institutions in the attempt to grasp the understanding of politics in Nigeria. The tensions characterizing the relationships between the executive and legislative arm of government especially on issues relating to the passage of the appropriation acts, the impeachment of governors and passing of no confidence votes on ministers and commissioners etc, the role of the courts and tribunals in the settlements of electoral/constitutional matters, the conditions/circumstances warranting the issuances of certain orders by one arm of government against the other and the appropriate political and constitutional interpretations of these conditions and circumstances; among others, ever remain the focus of the institutional approach. The behavioural on the other hand, set against certain hypothetical premises and constructions investigates the reasons for violence, for example, in the body politics of Nigeria. Violence is rooted in the political culture of Nigeria since her colonization by the British. The Aba Women Riot of 1922, the Western Region Crisis of 1965, the Tiv Violence and the post election disruptions following the 2011 General Elections and lately the terrorist activities of Boko Haram in the north of the country, provided sound bases for the application and utilization of the behavioural approach.

The ethnic group theory examines the ethnic basis of politics in Nigeria as politicians are ever faced with how to strike the delicate and important nationalistic balance between civic and primordial considerations. While he maintains the national identity of being a Nigerian, the Nigerian national politician has his roots in his family house, town, ward, local government area, and state of origin, significant political socialization processes within the federal framework of resource mobilization, allocation and distribution. Even though the ethnic group theory is linked to the federal approach/theory, the focus on the latter however involves investigations into how resources are distributed especially between the centre and the states, between the centre and resource producing areas etc, to the detriment of who handles what and how well it is being handled within the established federal parameters. Finally, the political economy approach focuses on the processes of the integration of Nigerian political economy into the global economy of capitalism and implications arising from such integration.

The General Premises Of Modern Government and Politics

Simply put, what is government, and what is politics as well? How have governmental and political processes in Nigeria deviated from the general understanding of government and politics? Let us consider politics first. Politics is an activity revolving around the production, distribution and consumption of resources. By this, we mean that the production, distribution and consumption of resources are characteristically scarce and limited in all political systems. The conflicts can be in the forms of physical combat, contest of ideas, in particular ideas relating to “who gets what when, and how” among others. Government, on the other hand, is one of the characteristics of a State. Others are population, sovereignty, and geographical size. Government is the legitimate use of the instrument of coercion by the State. It has three principal organs: legislature, executive and judiciary. Government serves the interest of the people, the larger society. The premises of modern government and politics derive their sources from the overriding question/issue in political philosophy, that is, the purpose of government, or the need/justification of government? The state of nature that was in existence before the emergence of the modern notion of government was generally criticized as might meant power then. There was general disorder and political instability, since only the powerful survived. Government therefore came into being as a way of maintaining peace, tranquility and order. Government, it is then taken, fundamentally exists for the purpose of peace and order, and for the welfare of citizens as well. This is the cornerstone with which the contemporary premises of government and politics are now based, and the parameters of governmental assessments all over the world.

The Specific Premises of Nigerian Government and Politics

First, being both multicultural and multilingual a society, the system of government and politics in Nigeria is premised on the principle of federalism. The founding fathers of modern Nigeria even though accepted the geographical division of Nigeria into North and South, East and West, and by so doing fought for independence along regional loyalties, they however, clinched to Wheare’s principle of federalism. The likes of Chief Obafemi Awolowo, Alhaji Ahmadu Bello, and Dr. Nnamdi Azikiwe, who were wrongly reported as regional leaders, were, in spirits, federalists as they believed in the indivisibility of Nigeria and the growth and development of Nigeria along the federal path. This further explains why the then regions attained their independence at different dates. The various colonial Constitutions were also regional until

Nigeria became a federal State in 1954. Though the federal principle had been bastardized. (and still continues to be) especially during the periods of military rule, however, the recent open expression and support for it in the proposed amendment of the 1999 Constitution further attests to the weight of the premise. Today, every Nigeria politician is a committed federalist, differences only exist in the degree of the federal spirit.

Second, as a multi-religions society, Nigerian government and politics is premised on the principle of secularity, that is, the non-adoption of any religion as State religion. The various Constitution, in particular the post independence Constitutions, such as the 1979 Constitution, the 1989 Constitution (that was never put to use), and the 1999 Constitution (as amended) have codified in them the principle of secularity. This has informed (and still informs) the pattern of politicking and also serves as a strategy for winning elections. Where a gubernatorial candidate is a muslim, his/her deputy is usually either a christian or a believer of other faith. The only possible exception was perhaps the June 12, 1993 Presidential Election, where the most likely winners of the election, the candidates of the Social Democratic Party (PDP), Chief M.K.O.Abiola, and Alhaji Babagana Kingibe, were both muslims. The effect of this on the existing political culture was however, truncated by the military as the Election was annulled. However, in recent times, especially following the controversial introduction of Sharia in Zamfara State and the possibility of its extension to Kaduna, Niger, and Yobe States, the secularity of the Nigerian State has come under severe attack. The enforcement of the secularity principle, if not properly managed, can lead to the disintegration of Nigeria. Some actors and observers for example, saw the Zamfara experience under the first term of President Olusegun Obasanjo (a christian and Yoruba) administration as a political strategy intended to bring down his government before the expiration of his tenure in 2003. It is however, interesting to note that he won a re-election in the same year, 2003 for reasons not unconnected with his ability to adequately manage the Zamfara State experience with no any other option but to retain his Vice, Alhaji Atiku Abubakar, who is a muslim from the North.

A third premise is that the Nigerian government has come in place to ensure the security of lives of its citizens. Consequently, governmental existence in Nigeria is premised on the need to provide peace and maintain order. Government in Nigeria, the premise can be extended further, exists to provide for the welfare of its citizens. Administrations, military and civilian alike, have responded by providing social amenities and security outfits for the purpose of citizens welfare and enjoyment. The above have become specially incorporated into post-independence Constitutions and captioned: "The Directive Principles of State Policy". However, the extent to which the Nigerian government has been able to respond to the welfare and security needs of her citizens is debatable. Cases abound where citizens' lives have been threatened, either by the State acting independently, or by co-citizens, or by external forces especially those Nigerian citizens that reside in the border towns. Amenities have not reached all the nooks and crannies of Nigeria. More disturbing, they function epileptically.

Fourth, every Nigerian is equal before the law. Every citizens, be he Hausa, Ibo, Yoruba, etc is equal before the law. Every citizen has equal fundamental rights, and therefore every Nigerian has equal vote and equal right to stand for elections having satisfied the necessary constitutional provisions. Among others, such provisions relate to the fact that no Nigerian should be discriminated against on the ground of place of birth, state of origin or ethnicity, etc. However, and in practical terms, to what extent are Nigerians equal before the law? The reality is

that some categories of people are more equal than the others. Accusations and counter-accusations, bothering on marginalization (the extent to which one is separated from power), by those considered to be displaced or dispossessed of power, continued to be levied.

The Problematic Issue in the Analysis of Nigerian Government and Politics

Simply put, what is the analytical or research relationship/function between the elaborate explanations and analyses of the premises of Nigerian government and politics (as presented above), and that of cultural pluralism as an independent form of analysis, the central concern of the article? The research relationship reveals itself when we ask some other specific and critical questions. How can the whole process of the Nigerian political structure and governmental arrangement be analyzed within the claims and postulations of cultural pluralism? In other words, can the content, character and structure of Nigerian government and politics be analyzed with one broad, analytical arrangement as culture pluralism seems to present itself? If yes, how can this be done convincingly? What must be contained (by the rule of logic) in the broad framework of analysis? How can the presentation arising from such a formulation be made explicit and concise? The question are no doubt important under the present circumstance. However, a re-reading of the question only reveals the intellectual crises enveloping the study and analysis of Nigerian/African government and politics. The specific nature of the practice of government and politics in Nigeria, the competing modes of analyses that are contained in the social sciences at large, and the orientation and sensibility of the scholar and or social science analyst will no doubt make this difficult. The possibility of developing a board analytical category or classificatory scheme in itself is a major epistemological issue or problem. Whether approached from the angles of institutions or processes of politics (behavioural analysis), there is ever the problem of developing a neat classification of the properties and variables, in particular how they relate and correlate. This has the implication of limiting our generalization and theory building that will in turn capture the whole of the events, the series of processes, the negotiations and outcomes that uniquely describe the practice of politics in Nigeria. The above identified and imposed limitations suggest out-rightly the need for either a reinvention or reformulation of the existing frameworks of analyses so far used in the study of Nigerian government and politics.

The problematic issue however, still remains: How can the existing frameworks of analyses be reformulated to be able to address the peculiar features of government and politics in Nigeria? This is no doubt a difficult task. The choice or alternative that is here chosen is therefore a limited one. What is here focused on, to be reminded, is cultural pluralism. It is however, important to clarify some points by raising some other questions. First, what is the implication of the interchangeable use of “approach”, “theory”, “model”. “framework”.etc , to describe the series of intellectual processes through which Nigerian government and politics can be adequately studied? It is observed that this one of the difficult epistemological problems in social science analysis. Social science analysis, contemporary social science analysis in particular, has the problem of clear-cut conceptual formulation and specification. This, without much argument, has to do with the level of its theoretical sophistication, comparatively speaking. Accepted that the article is not a distinct work on contemporary issues and problems of social science research methodology, the confusion in literature needs be clarified. “Approach”, “theory”, “frameworks”, etc, no doubt is intellectual exploits aimed at capturing what is of

interest to the scholar and or researcher; they however, possess distinct properties which disallow their interchangeable use.

Approach, technically speaking, addresses the question of how to describe and not necessarily, what is being described and or explained. It is therefore lacking in the power and ability to predict. Theory perhaps takes up from the intellectual inadequacy of approach to include what is being described, how it is being described and the consequences arising there from. Model, on the other hand, attempts to both describe and explain, in a manner that allows for quick comprehension. It might be lacking in the power to predict, the hallmark of a theory. Lastly, framework, in contemporary social science discourse, can either be based on an existing theory or be anchored in the process of conceptualization. It is important to therefore note that “approaches to the study of Nigerian government and politics”, “theories of Nigerian government and politics”, “models of Nigerian government and politics”, etc, as found in literature, apart from being confusing, need not give us the same results in terms of richness of analytical prowess as they differ in their explanatory powers.

Cultural Pluralism: Defining Characteristics as an Analytical Framework

Cultural pluralism, it is here reasoned, requires elaboration for it to be properly understood. First, there is the need to explore further what Crawford Young (1976) calls “types of cultural differentiation”. The reason for the choice here adopted is rooted in the way and manner in which the social sciences in broad terms have invaded the discipline of political science. While one is not trying to discourage multi-disciplinary pre-occupations and analyses, the point simply is that a poorly applied multi- disciplinary approach will only succeed in complicating what is being explained. What the point of emphasis directs our minds to is that a proper understanding of the application of cultural pluralism especially to the understanding of Nigerian/African politics requires that the application be carefully done or else we might run into a problem of great magnitude. It is also to be reminded that as a framework of analysis, cultural pluralism has its variants which serve different intellectual purposes. Cultural pluralism, it should be further admitted to, as an analytical framework, runs through the distinct disciplines of anthropology, sociology and political science which make its understanding and application much more complex. At face value, it presents a matrix of culture competing for positions and relevance in the political schemes of things. Pluralism, as opposed to plurality, in political science, defines the existence of political power in diverse sources. In other words, it defines specifically the phenomenon of multiple competitions for political power. In this sense it can be distinguished from, or contrasted with monism. Before an elaboration of “types of cultural differentiation” will be accomplished in the article, first to be preoccupied with is perhaps what makes or accounts for cultural pluralism as a framework of analysis in political science and in particular, in analyzing Nigerian government and politics,

Crawford Young (1976: 23-24) puts it directly. “Cultural pluralism is a quintessentially modern phenomenon”. He continues: “It is part and parcel of the process by which, in post-Renaissance Europe, kingdoms gradually became nations, with England and France the most important precursors”. Cultural pluralism, it is being implied, is a consequence of social transformation and or social change especially given the rapid urbanization following the increasing population that marked the turn of the twentieth century. In his words: “The polyglot urban center thrown cultural groupings in much more intensive interaction with each other,... the

city often spawns new or significantly transformed identity groups". (Ibid: 27) He continues further: "In the countryside, the small-holder lives on what he can grow by his efforts in the soil. In the city, the individual must survive on what he can earn from employment or trade, in direct and often desperate competition with others". (Ibid: 47) We thus have a kind of explanatory framework through which the conflicts of politics can be better explained and appreciated, especially following the rising expectations that accompanied the attainment of independence in 1960 and beyond. But the question remains: do the explanations provide above give cultural pluralism its defining characteristics in an attempt to explain the extreme conflicts and violence that characterize politics in Nigeria? In its present form, the explanations are no doubt inadequate until the "types of cultural differentiation" as proposed and or formulated by Crawford Young (1976) are fully explored and examined in the article. The assumption here is that such examination will help to reveal the understanding of cultural pluralism, in particular its innate properties and capability in serving the full purpose of framework of analysis especially of the social science categorization.

According to Crawford Young (1976: 48), the main types of cultural differentiation include: "ethnic, race, religion, caste and region" The question can then be asked: What does each term mean, and to what extent do they help to facilitate the understanding of cultural pluralism as a framework of analysis? While Young accepts "language, common cultural value or symbols" as defining characteristics of ethnic groups, he however, argues on the other hand, that: "territory or political unit", even though are "frequent correlates", "but not as universally valid criteria". Race, in the opinion of Crawford Young, "remains potent factor as a subjective basis for social differentiation and collective consciousness", since, he argues further, it is hinged and centered on colour (Ibid: 60). For religion, as an element of cultural pluralism, Crawford Young argues that: "is limited to the great world religions Islam, Buddhism, Hinduism, Judaism and Christianity" (Ibid: 60). According to him, "religion offers not only a comprehensive world view, but also an all-embracing social identity (Ibid: 64). Caste, in the opinion of Crawford Young, is a: "rigid, ranked system of social strata, endogamous and ascriptive" (Ibid: 64). He continues: "The ranked categories are often occupationally specialized. Ranked is constantly expressed and validated in interaction among the caste. In Wolof society, in Senegal, where the caste pattern is particularly clear, there is separation into royal and noble higher castes, and artisanal, praise-singer, (griot), and slave lower castes. Normatively these castes are endogamous. A clear correlation is discernible between upper caste origin and representation in the modern elite". (Ibid: 64). The final formulation of Young's types of cultural differentiation" is what he calls "regionalism". According to him, "In many states, sub-national loyalties adhere to portions of the country with a special history, a particular ecological configuration, or an established tradition as an administrative entity" (Ibid: 64-65).

It is proper to now ask: To what extents have the formulations of "ethnic", "caste", "regionalism", etc, made cultural pluralism a framework of analysis in which Nigerian politics can be distinguishably analyzed? In other words, to what extent do the formulations give cultural pluralism a distinct position within the competing frameworks of analyzing Nigerian politics and government? The questions reveal the inadequacies that are contained in the equally influential and provocative piece of Yolamu Barongo (1983) titled: "Alternative Approaches to African Politics". Barongo's discussion and analysis of cultural pluralism was rather too shallow and inexhaustive. To provide answer to the question raised requires that the entire frame work be

extensively critiqued. However, before then, there is still the need to give cultural pluralism its defining characteristics and properties. The defining characteristics and properties would in turn tell us how the framework either operates, or is to be applied.

The kernel or point of emphasis of cultural pluralism is the reason for conflicts in the practice of politics in extremely plural society of the Third World of which Nigeria is already a part of. While the framework recognizes the differences in the levels of development and political attainment of the Third World as a whole, it nevertheless captures how the desires to make ends meet especially in the cities throws-up cultural identity which in turn provides the framework and platform in which political competition is advanced. Its variant of ethnicity in particular seeks to describe and explain the keen competition for places and positions in the civil service, schools and institutions of higher learning and public arenas of decision-making, among others, competitions which in turn produce violence and possible break-down of law and order. The competitions historically have led to coups and counter-coups, and as well retarded political development and growth. In terms of contained conceptual formulations, concepts such as “social stratification,” “Social classes”, “communication,” social mobility,” etc, are central to it, since what is essentially explained is the clash of interest engendered by cultural identity.

Cultural pluralism cannot be said to be the entire creation and invention of Crawford Young as himself acknowledged the fact that analysis of cultural diversity and plurality is as old as the history of scholarship, in particular as social scientists of different persuasions tried to look at the basis upon which human interactions lead to perennial conflicts of catastrophic magnitude. Is cultural pluralism a sufficient explanatory framework of analysis of the specific nature of Nigerian government and politics? While it is here recognized that the article is specially designed to critically examine and evaluate cultural pluralism, the fact remains that a critique of it will be inadequate unless placed in the whole of the body of thoughts and frameworks in which Nigerian/African politics are being analyzed.

Cultural pluralism, it is here submitted, is both static and a-historical. Cultural pluralism, one restates, is therefore not appropriate for the study of the contradictions, the “you chop, I chop” mentality that ever remains the hallmark of Nigerian government and politics. By focusing on the outward appearance of the average Nigerian (specifically average Nigerian politician) without caring to look at the inner motives and thoughts that drive him, cultural pluralism remains a superficial theoretical framework with which the content, character and the body politics of Nigeria can be scientifically studied, analyzed and presented. The inner thoughts which drive an average Nigerian politician (professional and non-professional), are key to the understanding of the character of the Nigerian State, public policies and dealings with the outside world. Notwithstanding, cultural pluralism is unique in the sense that it provides an average body of thoughts in which the practice of politics of politics can be viewed. The ethnic framework of analysis of which the book of O. Nnoli (1978) ever remains a standard presentation derives much inspirations and insights from cultural pluralism.

Cultural Pluralism and Globalization

The encapsulating global developments in the areas of trade and investments liberalization, information science and technology, and popular empowerment in the decision making processes, have, without argument, questioned the utility and continued application of cultural pluralism to the study and understanding of contemporary Nigerian political structure and

processes. Beginning from the mid- 1980s, especially following the introduction of structural adjustment by the Babangida administration which he implemented alongside a Transition to Civil Rule Programme, there emerged the sudden upsurge in the activities of groups and individuals, especially civil society groups and individuals concerned primarily with the entrenchment of fundamental core values of democracy without regard to the politics of fractionalization of Nigeria along the pre-colonial social formations that make it up. Nigerians, as attested to by the annulled June 12, 1993 Presidential Election, and perhaps influenced by the global waves of democratization of the 1990s and the driven ethos of contemporary public administration and management such as transparency and accountability, have come to recognize the indivisibility of the country and the rejection of the bifurcation of the processes of allocation of values along primordial considerations and criteria. E-mail practices in the banking, insurance and financial sectors of the contemporary Nigerian economy and society have jointly facilitated a renewal process of national integration and development to the extent that primordial attachments and ties are fastly being discouraged. Through internet services, Nigerians, for example, want to know happenings around and beyond their cultural confinements on daily basis, and this, they remain committed to.

Conclusion

The article is concerned primarily with a critique and application of cultural pluralism as a framework of analysis in which Nigerian government and politics can be studied and analyzed. The approach that is adopted in the piece is first, a critical examination of the role of premises in intellectual discourse and in the study and analysis of the broad bases of Nigerian government and politics. The chosen approach is no doubt unique to the article. The other intention is to help us understand the practical application of cultural pluralism as an intellectual formulation. Though useful in helping us to understand the process of politics in Nigeria, cultural pluralism, as presently formulated, is a-historical and therefore less useful in bringing about a scientific and concrete understanding of the practice of politics in Nigeria, especially giving the increasing waves and dynamism of contemporary forces and factors of globalization.

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Impact of Time Management and Decision Making Processes on Effective Management of a Multi-Campus Tertiary Institution in Ogun State, Nigeria.

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Abstract

This study investigated the impact of time management factors(planning, priority setting, goal setting, time allocation and scheduling) and decision making processes (task identification, goal identification, finding alternatives, identifying implications, selection of decision path and monitoring outcomes) on effective operation of a multi-campus tertiary institution in Ogun State, Nigeria. The survey research design of ex-post facto type was adopted. Stratified and purposive sampling techniques were used to select 200 respondents (students, 100; academic staff, 50; and non-academic staff, 50). Data were collected using Time Management and Decision Making Processes Scale ($r=0.86$) Two research questions were answered tested at 0.05 level of significance. Data were analyzed using multiple regressions. Time Management factors variables made significant prediction in the following order: planning ($\beta=0.27$, $p<0.05$); priority setting ($\beta=0.14$, $p<0.05$); goal setting ($\beta=0.12$, $p<0.05$); scheduling ($\beta=0.12$, $p<0.05$), and time allocation ($\beta=0.06$, $p<0.05$). The relative predictions of the decision making process factors variables were as follows: selecting decision path ($\beta=0.22$, $p<0.05$); tasks identification ($\beta=0.16$, $p<0.05$); finding alternatives ($\beta=0.11$, $p<0.05$); goal identification ($\beta=0.11$, $p<0.05$); identifying implications($\beta=0.10$, $p<0.05$); and monitoring outcomes ($\beta=0.03$, $p<0.05$).Time management and decision making process factors effectively enhanced the operation of a multi-campus tertiary institution. Therefore, managers and all stakeholders in multi-campus institutions should employ appropriate time management and decision making skills for the achievement of institutional goals.

Key words: Time management, Decision making processes, Multi-campus tertiary institution, Operational effectiveness.

Introduction

Organizational management denotes the judicious utilization of available resources towards achieving the set goals. In essence, effective management of goal – oriented organizations in changing educational system requires adequate application of one or more forms of managerial skills and styles which tend to involve the managerial skills time management and workers' participation in the determination (decision-making) of how organizational resources could be maximally mobilized and utilized towards achieving organizational goals. Meanwhile, the efficiency and effectiveness of the manager in leading organization towards achieving its goals has been attributed to supportiveness of the working environment (Baridam, 2000; Armstrong, 2002; Oribabor 2002).

The multi-campus university system in Nigeria owes its evolution to the impact of astronomical increase in candidate's base or student enrolment. Previous facilities no longer capable of sustaining the system as education witnessed a sharp increase in staff needs, students' needs, instructional structures and equipment. The limitation of land space available for expansion of the existing and conventional single campus system compounds the situation.

Olabisi Onabanjo University was made a multi-campus institution in order to bring university education to the door-steps of all the people of Ogun State. It was also as a reaction to the low admission quota of Ogun State indigenes into few Federal Universities in the country compared to the numbers that wrote and passed University Matriculation Examination every year. As a result, the establishment of a State University that would cater for all indigenes of the state became inevitable (Adedoyin and Dare, 2007).

Affecting the programmes diversification will be identification of areas or regions providing the most efficient and benevolent modus operandi of implementation. Hence, the need, *mutatis mutandis*, to locate programmes in areas or regions with optimum resources (like the case of Olabisi Onabanjo University locating its college of agricultural science in Ayetoro where there is very large fertile land space) that will assure easy operationalisation and promote fulfillment of aspiration – both of government or sponsors, the public(s) and the direct beneficiaries (the students).

Ewers (2000), while working on multi-campus universities in Australia confirms that there had not been enough of studies of multi-campus universities before year 2000, although universities work in ever more locations. He contends that analysis of geographically dispersed organizations will help identify mechanisms required to assure quality in more than one location and associated issues.

Nevertheless, the use of management techniques or approaches predicated the issues of time management and decision making processes in managing organizational resources; especially in Nigerian higher institutions of learning. Any organization, whatever its aims, mission statement or vision, objectives and expectations depends on management with certain degree of emphasis on time management and decision making processes. Thus, a multi-campus university is established with a vision and a mission to fulfill certain objectives under which management becomes very relevant. To achieve this laudable goal, it must have efficient time management

strategies and sound decision making processes in addition to effective co-ordination, constant evaluation and adjustment to environmental pressures and demands.

In carrying out their respective managerial functions, management of Olabisi Onabanjo University needs to undergo the vital process of decision-making and time management. Therefore, the management approaches or styles to be employed at a point in time are a matter of decision. The decision of course must be based on the situation, since the institution is running a multi campus system. In a more specific term, some of the crucial elements in the multi campus system factor has been traced to the environmental and managerial factors and its effects on the system as a whole. Some of the elements of quality of relationship in any school system according to Adigun (1995) and Olagoke (1986) are accessibility of staff and students to school authority, mode of communication, and the involvement of all groups in the affairs that affect their health, extracurricular activities, disciplinary problems, decision-making, planning process, staff welfare, students' welfare, curriculum and supervision.

Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompass a wide scope of activities, and these include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Initially time management referred to just business or work activities, but eventually the term broadened to include personal activities also. A time management system is a designed combination of processes, tools and techniques.

Covey (1994) offered a categorization scheme for the hundreds of time management approaches that they reviewed

- First generation: reminders based on clocks and watches, but with computer implementation possible can be used to alert of the time when a task is to be done.
- Second generation: planning and preparation based on calendar and appointment books includes setting goals.
- Third generation: planning, prioritizing, controlling (using a personal organizer, other paper-based objects, or computer or PDA-based systems activities on a daily basis. This approach implies spending some time in clarifying values and priorities.
- Fourth generation: being efficient and proactive using any of the above tools places goals and roles as the controlling element of the system and favors importance over urgency.

Some of the recent general arguments related to "time" and "management" point out that the term "time management" is misleading and that the concept should actually imply that it is "the management of our own activities, to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource", Fiore (2006).

Time management literature paraphrased: "Get Organized" - paperwork and task triage "Protect Your Time" - insulate, isolate, delegate "set gravitational goals" - that attract actions automatically "Achieve through Goal management Goal Focus" - motivational emphasis

- "Work in Priority Order" - set goals and prioritize
- "Use Magical Tools to Get More Out of Your Time" - depends on when written
- "Master the Skills of Time Management"
- "Go with the Flow" - natural rhythms, Eastern philosophy

Most scholars often quote Lakein (1991) when defining time management. According to Lakein (1991) time management involves determining needs, setting goals to achieve the needs, prioritizing the task required, and matching tasks to time and resources by planning, scheduling and making lists. It is instructive to note that aside from the above definition, many other definitions have been put forward. (Macan, 1994; Jex & Elacqua, 1999) see time management as a set of techniques for managing time while Varlamova (2008) refer to time management as self regulating strategies aimed at discussing plans, and their efficiency.

It is also instructive that time is an important element in human organizations and because of its limited nature, it must be used judiciously. Time management has been connected with organizational efficiency and profitability (Britton & Tesser, 1991) while poor time management has been associated with poor academic performance and low productivity.

This brings about the concept of personal time management. According to Morgenstern (2004), time management strategies are often associated with the recommendation to set goals. These goals are recorded and may be broken down into a project, an action plan, or a simple task list. For individual tasks or for goals, an importance rating may be established, deadlines may be set, and priorities assigned. This process results in a plan with a task list or a schedule or calendar of activities. Authors may recommend a daily, weekly, monthly or other planning periods, usually fixed, but sometimes variable. Different planning periods may be associated with different scope of planning or review. Authors may or may not emphasize reviews of performance against plan. Routine and recurring tasks may or may not be integrated into the time management plan and, if integrated, the integration can be accomplished in various ways.

A decision making process is a phased approach, or step-by-step decision method of making a decision. There are many decision making models that can be applied to test the decision making steps along the way, but most decision making processes involve a set number of steps and many decision factors. The most simple of decision approaches may have only three steps, and these will be very high level or generic, such as define problem, gather data and list alternatives. More sophisticated decision frameworks will include more decision making process steps, and the most sophisticated will include how-to-guides for setting up the parameters, decision factors, or boundaries of the area in which the decision is to be made, describe decision making models and decision making tools to be used to analyze the data and choices, and loop back procedures to test to alternatives. We often think that we use the best decision making method every time. It turns out that even great decision makers often use different decision making models to make actual decisions than they think they do.

Since we may base the criteria for decision making on our most recently used theory, rather than our planned or intended theory, we are not consistent with what we think we should be doing. Each time you make a decision, you might weigh the criteria's importance differently, which makes for ineffective decision making or decision making mistakes. This also complicates learning from our decisions, as the basis for judging the outcomes changes each time.

According to Varlamova (2008) the activities of an organization can be a sequence of successful and unsuccessful decisions. Based on this, decision making process have become central to the overall organizational functioning and an unavoidable aspect of employment in many jobs. Researches on decision making processes has typically attempted to offer suggestions for improving decision making processes and various researchers in the decision making field have attempted to clarify the distinctions between choice, decision and problem solving. Varlamova (2008) quoting Etzioni (1988) posited that the term choice should be used to encompass the sorting out of options, whether conscious or non-conscious and as such deliberate choices are referred to as decisions.

Wise Decisions may or may not follow external influences and expectations. Sound decisions are right for you, based on what you know at a given point in time about your options as well as yourself. What we have observed, is that Good Decision making is not an accident. It is a repeatable process. Good decision makers take a systematic approach to their decision making. They know or understand what situation they need to resolve and why they need to resolve it. They eliminate distractions, anxiety, subjectivity, and individual bias from the process. They generally create multiple potential solution options from which to choose. They make their choices based upon relevant facts and information, not on partial or conflicting data.

Statement of the Problem

A multi-campus university is a formal organization with complex tasks and certain goals orientation. As an institution, it operates a definite structure and has specialized, delimited objectives often emanating from outside the structure. Also, the degree of effectiveness with which its tasks are carried out and its goals would largely be dependent on time management skills and decision making capabilities of the managers.

Besides, the university is facing sets of multi-dimensional problems as each of the campuses is generating into the whole system certain peculiar problems which arise from differences in their geographical locations, ethnic orientation, environmental influences and differences in the personality of management and the style adopted in managing the institution.

In spite of the attention given to time management, little research has been given to what time management and decision making process can contribute to the efficiency of operation of a multi-campus tertiary institution. Of particular importance is the impact of time management and decision making process on the effective operation and management of multi-campus tertiary institution such as Olabisi Onabanjo University, Ago-Iwoye, Nigeria.

Against the foregoing, the study sought to examine the impact of time management and decision making processes on effective operation of multi-campus tertiary institution for educational service delivery in Ogun State, Nigeria.

Objectives of the Study

The objectives of the study were to;

- i) Ascertain the relative impacts of decision making processes on effective operation of a multi-campus tertiary institution in Ogun State;
- ii) Determine if time management have any impact on the effective operation of a multi-campus tertiary institution in Ogun State;

Research Questions for the Study

This study was guided by two main research questions. These were designed to measure the specific impact of the factors of the independent variables on the dependent variables.

RQ 1 What are the relative impacts of time management factors (planning, priority setting, goal setting, time allocation and scheduling) on effective operation of a multi-campus tertiary institution in Ogun State?

RQ2 What are the relative impacts of decision making process factors (identifying goals, identifying tasks, finding alternatives, identifying implications, selecting decision path and monitoring outcomes) on effective operation of a multi-campus tertiary institution in Ogun State?

Methodology

The descriptive survey research design was adopted for the study. The population for the study consisted of the workers and students in Olabisi Onabanjo University, Ago-Iwoye and its three other campuses. Members of academic staff, non-academic staff and students of the University participated in the study.

The multi-stage sampling technique was adopted for the study. This was on account of the different categories of participants that constituted the population of this study. The stratified and purposive sampling techniques were finally adopted to select 100 staff and 100 students. The main instruments used for data collection were set of questionnaires tagged "Time Management and Decision Making Processes Scale" (TMDMPS). The data collected were analyzed, using Multiple Regression Analysis at 0.05 alpha level.

Results of Analysis

Research Question One: What are the relative impacts of time management factors (planning, priority setting, goal setting, time allocation and scheduling) on effective operation of a multi-campus tertiary institution in Ogun State?

Table 1: Relative Contribution of Time Management Factors on Effective Management of Multi Campus Tertiary Institution.

Factors	B	Std. Error	Beta	T	Sig.
(Constant)	78.275	10.148	-	7.713	.001
*Planning	6.309	.510	.271	12.364	.000

*Priority Setting	3.562	.593	.142	6.010	.000
*Goal Setting	2.985	.549	.116	5.438	.000
*Time Allocation	1.628	.576	.060	2.826	.005
*Scheduling	3.092	.576	.119	5.366	.000

*Significant at $P < 0.05$

Interpretation

Table 1 is explained below by writing the regression equation.

$$Y = 78.27 + 6.3X_1 + 3.5X_2 + 2.9X_3 + 1.6X_4 + 3.0X_5$$

Where Y = Effective management of multi-campus tertiary institution.
(dependent variable)

X_1 = Planning.

X_2 = Priority Setting.

X_3 = Goal Setting.

X_4 = Time Allocation.

X_5 = Scheduling.

It is obvious that all the five independent variables have significant t-values. Moreover, from table 1, it is also obvious that time management factors contributed significantly to the effective operation of multi-campus tertiary institution. All the other five time management factors contributed significantly to the achievement of the dependent variable (effective management of multi-campus university system).

Given the order of hierarchical relative impact, it is evident from table 1 that: planning (Beta= .271; $P < 0.05$); priority setting (Beta= .142; $P < 0.05$); scheduling (Beta= .119; $P < 0.05$); goal setting (Beta= .116; $P < 0.05$); and time allocation (Beta= .060; $P < 0.05$) all contributed significantly to the effective management of multi-campus university system.

Research Question 2: What are the relative impacts of decision making process factors (identifying goals, identifying tasks, finding alternatives, identifying implications, selecting decision path and monitoring outcomes) on effective operation of a multi-campus tertiary institution in Ogun State?

Table 2: Relative Impacts of Decision Making Process Factors on Effective Operation of a Multi-Campus Tertiary Institution

Factors	B	Std. Error	Beta	T	Sig.
(Constant)	78.275	10.148	-	7.713	.001
Identifying goals	2.114	.996	.108	4.567	.002
Identifying tasks	3.537	.435	.163	8.135	.000

Finding alternatives	2.985	.549	.116	5.438	.001
Identifying implications	2.566	.473	.100	5.426	.000
Selecting decision path	5.978	.509	.220	11.756	.000
Monitoring outcomes	1.104	.661	.038	1.670	.005

*Significant at $P < 0.05$

Interpretation

Table 2 is also explained by writing the regression equation as shown below.

$$Y = 78.27 + 2.1X_1 + 3.5X_2 + 2.9X_3 + 2.5X_4 + 5.9X_5 + 1.1X_6$$

Where Y = Effective management of multi-campus tertiary institution. (dependent variable)

X_1 = Identifying goals.

X_2 = Identifying tasks

X_3 = Finding alternatives.

X_4 = Identifying implications.

X_5 = Selecting decision path.

X_6 = Monitoring outcome.

Table 2 shows the impact of six independent variables of decision making processes to sustain effective operation of a multi-campus tertiary institution. The six factors were significant in their contribution to the effective operation of multi-campus university system. In order of hierarchy, the analysis shows that, selecting decision path (Beta = .220 $P < 0.05$), identifying tasks (Beta = .163; $P < 0.05$), finding alternatives (Beta = .116; $P < 0.05$), identifying goals (Beta = .108; $P < 0.05$), identifying implications (Beta = .100, $P < 0.05$) and monitoring outcomes (Beta = .38; $P < 0.05$) had significant relative impact on effective operation of multi-campus tertiary institution in Ogun State.

Discussions

From the result presented in tables 1 and 2 above it is obvious that the impact of decision making process and time management on effective operation of multi-campus tertiary institution was significant. The result is supported by the submission of Fiore (2006) who submitted that it is the management of our own activities, to make sure that organizational objectives are accomplished within the available or allocated time, which is an unmanageable resource. Time management for multi-campus tertiary institution is a tool that cannot be over emphasized; the mere fact of different location of the campuses which sometimes may involve hundreds of kilometers is very potent.

Multi-campus tertiary institution managers must also take into consideration the importance of personal time management which is a sub-set of time management. This finding is supported by Morgenstern (2004) who submitted that personal time management are often associated with the recommendation to set goals. These goals are recorded and may be broken down into projects, an

action plan, or a simple task list. For individual task or for goals, an importance rating may be established, deadlines may be set and priorities assigned.

The finding also implied that time management has a way of affecting decision making process. Decisions should not be delayed unnecessarily in the operation of a multi-campus university system. The Vice-Chancellor, who is the head of the institution, does not run the system like a typical chief executive officer of other organizations who may give directives outside the recommendations of committees within the organization. He runs the university system using committee system as a veritable tool for the smooth operation of the institution because university systems all over the world run on committee system.

According to Fiore (2006) there are many decision pitfalls that we can experience when taking decisions. We have developed techniques and a decision making process to help enhance our ability to make decisions. These are decision making tools, templates and guides to enhance what we do well, which is to connect concepts we know, to new ideas.

Summary and Conclusion

From the above results, it becomes obvious that time management and decision making processes were found to have predicted significantly on effective management of Olabisi Onabanjo University, Ago-Iwoye, Nigeria..

In conclusion, management as it has been variously conceptualized and contextualized is a dynamic process. Very essential to the functioning of the process are people and the degree of discretion they have in the running of such institution. However, the extent to which effectiveness is achieved in management is also a function of the managerial skills and ability of the managers. It is against this backdrop that management depicts the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish predetermined goals and objectives. Thus, different individual must work in groups by designing methods or techniques which align with environment so maintained for the achievement of the selected aims or goals. (Wierhich& Koontz, 2005)

Recommendations

Arising from the above, it is therefore recommended that leadership of the University and its campuses should be equipped with adequate time management and decision making skills and techniques in order to create room for effectiveness and thus ensure commitment to the realization of the objectives of the University, leadership must be balanced and all embracing.

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Risk Factor Analysis for Injuries among Male Professional Footballers in South West States of Nigeria.

By

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Abstract

This study assessed the influence of age, previous injuries as well as body size on the occurrence and severity of football injuries. The prospective outline of the study was as follows: after a baseline examination and measurements were performed to ascertain possible predictors of injury, all players were followed up weekly for 1 year to register subsequent injuries and complaints. Seventy (70) out of eighty (80) players (90%) completed the weekly follow-ups over 1 year. Multiple regression analysis was employed to analyse the data collected. Results showed that, the predictive variables of age, and body size were risk factors for injuries among these professional footballers while previous injuries were found not risk factors for injuries among them. Scouting for young players, giving adequate education on sports activity and injury prevention as well as passing information on the importance of disciplined play, and the need to scout for players of average body built were strategies postulated for preventing injuries among these professionals.

Keywords: Risk factor, injury, professional footballers.

Introduction

Injury among football players is inevitable, due to the nature of the game. According to Kujala and Kannus (2001); Murphy, Connolly and Beynnon (2003); and Bahr (2005), risk factors for football injuries are typically divided into intrinsic and extrinsic ones. Intrinsic risk factors are understood to be the individual biological or psychological characteristics of a person, such as age, gender, body composition, joint flexibility (including pathologic ligament laxity and muscle tightness), functional instability, previous injuries and inadequate rehabilitation.

Extrinsic risk factors include the amount of training and number of games played, climatic factors, pitch surface, playing field conditions (for example, dry, wet, uneven), equipment (for example, shin guards, taping, shoes) and also the rules of the game and foul play.

A summary of the effect of risk factors on football injuries would necessarily include the relevant intrinsic risk factors of age (Backous, Friedl & Smith, 1990; Chomiak, Junge & Peterson, 2000; Ostenberg & Ross, 2000; Bahr & Holme, 2003); previous injury and inadequate rehabilitation (Taimela, Kujala & Osterman, 1990; McKay, Goldie & Payne, 2001; <http://bjsm.bmj.com/content/37/1/13.full.html>, 2011); and body size (Beynon, Renstrom & Alosa, 2001; Hopper, Hopper & Elliott, 2001; Knapik, Sharp & Canham-Chervak, 2003).

Age has been shown to be a risk factor for many diseases, for example osteoarthritis (Jorring, 1990; Danielson, Lindbert & Nilsson, 1994). It seems reasonable that age would be a risk factor for injuries in football, as older athletes typically have increased exposure over time within their at risk activity, whereas younger athletes have less exposure.

Increased injury incidence has been reported with increased age among soccer players (Chomiak, Jung & Peterson, 2000; Bahr & Holme, 2003). In a study of risk factors for lower extremity muscle strains among Australian football players, Orchard (2001), found that athletes older than 23 years were more likely to incur hamstring strains ($OR = 1.34$, $95\% CI = 1.14$ to 1.57), and calf strains ($OR = 2.15$, $95\% CI = 1.75$ to 3.83), but age was not associated with quadriceps strains. An injury, in that study was defined as an event that occurred during a game and caused the player to miss the following competition. Also, in a detailed study of recreational sports injuries among subjects aged 9-56 years, Stevenson, Hamer and Finch (2000), found that athletes aged 26-30 were at 55% increased risk of injury compared with athletes younger than 26 and older than 30 years.

An athlete with histories of previous injuries has been considered to have a higher injury recurrence rate than athletes with no prior injury (Taimela, Kujala & Osterman, 1990; <http://bjsm.bmj.com/content/37/1/13.full.html>, 2011). Injury to the lower extremity, for instance, does not only compromise important static and dynamic stabilizers of the lower extremity, but may also be associated with differentiation of a joint. For example, disruption of the ACL not only creates an increase in anterior knee laxity, and may be associated with repeated episodes of giving way, but also compromises a portion of neuroreceptors that innervate the joint and may result in worsened proprioception (Beynon, Ryder & Konradsen, 2000).

Orchard (2001), investigated the association between injury history and lower extremity muscle strains among Australian football players and found that an injury sustained within the last eight weeks increased the risk of sustaining a muscle strain to the same location for hamstrings ($RR = 6.33$), quadriceps ($RR = 15.61$), and calf muscles ($RR = 8.94$). Likewise, injuries sustained outside of an eight week time interval resulted in an increased risk of sustaining muscle strains at the same location for the hamstrings ($RR = 2.42$), quadriceps ($RR = 3.67$) and calf ($RR = 4.28$).

Body size has been analyzed in risk factor studies in a number of ways including height and weight, lean muscle mass, body fat content, body mass index (BMI), Quetelet index and mass moment of inertia (Hopper, Hopper & Elliott, 2001; Ostenberg & Ross, 2000; Knapik, Sharp & Canham-Chervak, 2003). These variables have been considered risk factors for injury

because an increase in anyone produces a proportional increase in the forces that articulate ligament and muscular structures must resist.

Statement of the Problem

Sports injuries, according to Van Mechelen (2001), result from a complex interaction of multiple risk factors and events. The rapid deceleration, acceleration, single-stance ballistic movements and acrobatic manoeuvres nature of football explain why overall level of injury to a professional footballer is higher than in other sports (www.back2normal.co.uk, 2011). In Nigeria, the standard of professional football has been observed by the researcher to be suffering a great setback due to injuries, particularly hamstrings strains or patella tendinopathy, constituting a threat to the health and career of these professionals. Unfortunately, most researchers have concerned themselves more with incidence of football injuries than their factors. In consequence, as popular as football is with vigorous league season, large followers and participants, and the high degree of the players' proneness to injuries, the risk factors and mechanisms of injuries in this sport are yet to be fully identified with any appreciable degree of certainty in Nigeria. On the strength of these observations, it becomes necessary to embark on a study that can seek for ways of enhancing injury prevention in the sport, with particular references to their factors, such as age, body size and previous injuries so that health, career and performance of these professionals can be improved and sustained.

Purpose of the Study

The purpose of the study is to analyse the influence of age, previous injuries and body size on the occurrence of football injuries, and to design a prevention program capable of reducing the rate of injuries among these professional footballers.

Research Questions

The following research questions were raised:

1. Will age be a significant risk factor for injuries among male professional footballers in South West States of Nigeria?
2. Will previous injuries be significant risk factors for injuries among male professional footballers in South West States of Nigeria?
3. Will body size be a significant risk factor for injuries among male professional footballers in South West States of Nigeria?

Hypotheses

1. Age will not be a significant risk factor for injuries among male professional footballers in South West States of Nigeria.
2. Previous injuries will not be significant risk factors for injuries among male professional footballers in South West States of Nigeria.
3. Body size will not be a significant risk factor for injuries among male professional footballers in South West States of Nigeria.

Methodology

The research design for the study is a cross-sectional survey (also known as cross-sectional analysis) was adopted for the study because it forms a class of research method that involves observation of all of a population or a representative subset at a defined time, involving special data collection, including questions about the past, but often rely on data originally collected for other purposes (America Statistical Association, 2000).

The population for this study consisted of all the one hundred (100) registered professional male footballers in Oyo and Ondo States of Nigeria.

The sample for the study comprised seventy (70) registered male professional footballers in Oyo (3SC F.C., Ibadan and Crown F.C., Ogbomoso), and Ondo (Sunshine F.C., Akure) States of Nigeria.

Twenty-three (23) male professional footballers were drawn from Crown F.C and 3SC F.C. respectively, while twenty-four (24) male professional footballers were drawn from Sunshine F.C. using Systematic Random Sampling Techniques from registration list provided by the three football clubs. The three clubs were selected out of five male professional football clubs in the states, using random sampling techniques.

The instrument for data collection was a data collection form developed by the researchers to find out the subjects age, previous injuries and standardized instruments such as weighing scale and height meter to determine their body size. The context criterion validation was done by experts in Health Education, Medicine, Exercise Physiology and Physical Therapy, while the reliability of standardized instruments used for the measurement of body size was done by the researchers to ensure their capabilities in measuring what they were supposed to measure. The reliability coefficients for the instruments were determined by using a test-re-test method. A reliability coefficient of 0.92 was obtained for standardized instruments while 0.79 was obtained for the data collection form. These were considered high enough for the instruments.

The outline of this prospective study was as follows: after performing a baseline examination of age, previous injuries and body size as possible predictive variables, all players were followed up weekly for 1 year to register subsequent injuries and complaints.

During the 1 year follow-up, all teams' physical therapists documented all injuries and complaints, and the amount of time spent in training and games using a special documentation sheet for each player. An injury was defined as an incident that caused a player to leave a game, required a stoppage in play by the referee, or player, or resulted in the player requesting medical attention. Injuries were classified as severe if the subject was hospitalized.

The full co-operation and assistance of football coaches, the medical team, welfare officers, the subjects in each of the professional football clubs and involvement of one physiotherapist, five registered nurses and two doctoral students from the Department of Human Kinetics and Health Education, University of Ilorin as research assistants enhanced prompt and effective measurements of the relevant anthropometric characteristics of the subjects and administration of the data collection forms. Multiple Regression Analysis was employed to analyse the data collected, using SPSS version 16.0.

Results and Discussion of Findings

Table I: Regression analysis for Age and Injury among Male Professional Footballers in South West States of Nigeria.

	Unstandardized Coefficient		Standardized Coefficient			
Variable	B	Std. Error	Beta	t	Sig.	Decision
(Constant)	9.761	1.510		6.466	.000	Ho ₁
Age	-.446	.654	.824	.682	.050	Rejected

- (a) **Dependent Variable:** Injuries among male professional footballers in South West States of Nigeria

From the table above, the Beta value .824 is statistically greater than the table value .682 at the alpha level of significance 0.05, which shows that age was a significant risk factor for injuries among Male Professional Footballers in South West States of Nigeria.

The equation of the table above is:

$$Y = 9.761 - .446 X_1 \text{ where } X_1 = \text{Age}$$

Table 2: Regression analysis for previous Injuries and Recurrent Injuries among male professional footballers in South West States of Nigeria

	Unstandardized Coefficient		Standardized Coefficient			
Variable	B	Std. Error	Beta	t	Sig.	Decision
(Constant)	9.994	1.093		9.142	.000	Ho ₂
Re-current Injury	-.314	.256	-.148	- 1.231	.042	Not Rejected

- (a) **Dependent Variable:** Injuries among male professional footballers in South West States of Nigeria. From the table above, the Beta value -.148 is statistically less than the table value -1.231, at the alpha level of significance .042, which indicates that previous injuries were not significant risk factors for re-current injuries among male professional footballers in South West States of Nigeria.

The equation of the table above is:

$$Y = 9.994 - .3154 X_1 \text{ where } X_1 = \text{Re-current injuries.}$$

Table 3: Regression analysis for Body Size and Injury Among Male Professional Footballers in South West States of Nigeria.

	Unstandardized Coefficient		Standardized Coefficient			
Variable	B	Std. Error	Beta	t	Sig.	Decision
(Constant)	9.695	2.366	.576	4.097	.000	Ho ₃
Body Size	-.082	.209		.393	.000	Rejected

- (a) **Dependent Variable:** Injuries among male professional footballers in South West States of Nigeria.

From the table above, the Beta value .576 is statistically higher than the table value .393 at alpha level of significance .000, which reveals that body size was a significant risk factor for injuries among male professional footballers in South West States of Nigeria.

The equation of the table above is:

$$Y = 9.695 - .082 X_1 \text{ where } X_1 = \text{Body Size}$$

Discussion

The study was carried out to investigate Risk Factor Analysis for Injuries Among Male Professional Footballers in South West States of Nigeria, with specific reference to analyzing the influence of age, previous injuries and body size on the occurrence and severity of football injuries.

An injury, in this study, was any incident that caused a player to leave a game, required a stoppage in play by the referee, or player, or resulted in the player requesting medical attention.

Seventy (70) registered professional footballers from three (3) registered professional football clubs in South West of Nigeria participated in the study. The results showed that age, previous injuries and body size were predictive risk factors for football injuries among male professional footballers in South West States of Nigeria while previous injuries were found not risk factors of injuries among them.

Table 1 indicates that age is a predictive risk factor for injuries among male professional footballers in South West States of Nigeria with a Beta value .824, which is higher than the table value .682 at 0.050 level of significance. Therefore, the null hypothesis 1 stating that age will not be a risk factor for injuries among male professional footballers in South West States of Nigeria is rejected. This finding supports those of Jorring (1990), Danielson, Lindberg and Nelsson (1994), Finch (2000), Chomiak, Jung and Peterson (2000), Orchard (2001) and Bahr and Holme (2003), who reported that older athletes typically have increased exposure over time within their at risk activity whereas younger athletes have less exposure. Also, they found that older athletes were more likely to incur hamstring strains and calf strains.

Table 2 indicates that histories of previous injuries are not predictive risk factors for recurrent injuries among male professional footballers in South West States of Nigeria with Beta value -0.148 found statistically less than table value -1.231 at $.042$ alpha level. Therefore, the null hypothesis 2 stating that previous injuries will not be significant risk factors for injuries among male professional footballers in South West States of Nigeria is not rejected. This finding is in contrast with those of Taimela, Kujala and Osterman (1990), Beynnon, Ryder and Kounadsen (2000), and Orchard (2002), who all reported in their findings that previous injuries predispose athletes to recurrent injuries.

Table 3 indicates that body size is a predictive risk factor for injuries among male professional footballers in South West States of Nigeria, with the Beta value $.576$, statistically higher than table value $.393$ at $.000$ alpha level. The null hypothesis 3 stating that body size will not be a significant risk factor for injuries among male professional footballers in South West States of Nigeria is rejected. This finding supports those of Ostenberg and Ross (2000), Hopper, Hopper and Elliott (2001), and Knapick, Sharp and Canham-Cherrak (2003), who all considered body size including height and weight, lean muscle mass, and other variables as risk factors for injury because an increase in anyone was found to produce a proportional increase in the forces that articulate ligament and muscular structures must resist.

Conclusions and Recommendations

Based on the finding, it is therefore concluded that age, and body size are significant predictive factors for injuries among professional football players while history of previous injuries are not.

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

1. Chronological age be taken into consideration when scouting for and fielding players, as old age predisposes a player to injuries.
2. Considering the prominent place of football in the occurrence of injuries, health professionals, coaches, team managers and all stakeholders in football should include in a systematic way a discussion on importance of disciplined play and as well as information on sports activity and injury prevention in order to avoid incurring injuries.
3. Footballers of average body built should be considered when scouting for football players.

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Management of Growth in Entrepreneurial Ventures in Nigeria: A review

By

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Abstract

The work examined entrepreneurial ventures and specifically appraised the subject matter of the differences between an entrepreneur and a Manager. The paper further explained the measurement and appreciation of growth of enterprise with regards to Government financial policy as it affects small and medium scale enterprises.

Introduction and background to the study

The entrepreneurial growth literature is extensive, but research focusing on questions such as how to manage growth in entrepreneurial ventures, the relationship between organizational development and returns on capital employed by entrepreneurs has been neglected. Research focusing on questions such as how firms grow, why some perform poorly according to different patterns, how the decisions about whether to grow or not are made by entrepreneurs, and the dimensions of management and sustainability of the growth have been neglected (Clarysee, et al, 2011); Laocobucci and Rosa, 2010). In short, there is a greater need to understand the processes that underlie the sustainability of entrepreneurial growth. Such an emphasis may help contribute to building theoretical and empirical insights that may reconcile some of the differences arising from the diverse methods of growth and sustainability adopted. Also, it may help to contribute to closing the gap between the meanings attached to management of growth by practitioners and how they are operationalised in academic researches.

However, the literature on small and medium enterprises (SMEs) is replete with suggestions that all SMEs go through different stages of growth, also commonly called life cycles. Though, the terms used by different authors, may vary, the events through which each enterprise passes remain more or less the same. Most of the researchers suggest that each enterprise has to start, then grow while facing various challenges and crises, and finally mature and may decline if not well managed or may be confronted by overwhelming circumstances of competition and hostile operating environments. There are many factors which always contribute to an enterprise's success one of which is the management of growth in entrepreneurial ventures. There are many precursors also, which will allow an enterprise to move from one stage to another. The history of the enterprise, the entrepreneur's capability to manage a business, and the roles of different agencies (market, government, etc.) are some of the factors influencing an enterprise's growth. There are two sets of thoughts prevailing among researchers concerning growth; some suggest

that the growth path followed by the enterprise may be linear or predictable while others suggest that the growth may be fairly opportunistic or unpredictable.

More importantly, it is critical to study how an enterprise manages its growth transitions and what pattern it follows. Most widely used framework for studying the growth of an enterprise has been the life-cycle analysis (Gupta et al 2013). In the life cycle model, an enterprise's growth is considered as organic, and there is the assumption here that growth happens over a period of time in a linear phase.

However, there are researchers who suggest that it may not be the case with every enterprise. Many firms do not take the linear path growth because it is not possible for each of them to progress through each stage. What they are thus postulating is that some ventures can grow, stagnate, and decline in any order. Also, these stages can reoccur more than once and there are possibilities of reversal of the growth stages. (Gupta, Guha, and Krishnaswami, 2013).

Aims and objectives of the study

The broad aim of this study is to examine Management of growth in Entrepreneurial Ventures. The specific objectives of this research work are as follows:

1. To examine factors that contribute to an enterprise's success and precursors which allow an enterprise to move from one stage of growth to another?
2. To evaluate how an enterprise manages its growth transitions and what pattern they follow.
3. To analyse the relationship between organisational development and returns on capital employed by entrepreneur.
4. To evaluate the effects financial indiscipline of some entrepreneurs may have on the growth and survival of their ventures.
5. To ascertain the problems associated with family/one-man businesses and succession plans.
6. To offer palliatives to the above mentioned problems.

Conceptual Framework

What is Entrepreneurship?

Entrepreneurship is the process of taking risks to try to create a new enterprise. There are two types of entrepreneurship.

1. The Entrepreneur

An entrepreneur is someone who sees a new opportunity for a product or service and launches a business to try to fulfill its promise. Most entrepreneurs run small businesses with less than a 100 employees.

2. The Intrapreneur

An intrapreneur is someone who works inside an existing organisation, who sees an opportunity for a product or service and mobilises the organisation's resources to try to realise it. This person might be a researcher or a scientist but could also be a manager who sees an opportunity to create a new venture that can be profitable.

Management of growth in entrepreneurial venture

Gupta et al, (2013) wrote that entrepreneurial venture is successful if it is growing. Thus, growth has various connotations. It can be defined in terms of revenue generation, value addition, and expansion in terms of volume of the business. It can also be measured in the form of qualitative features like market position, quality of products, and goodwill of the customers (Kruger 2004).

As stated earlier, growth is a vital indicator of a flourishing enterprise. There are many factors like attitude of the entrepreneur, access to resources like finance and man power, which affect the growth of the enterprise and differentiate it from a non-growing one. Gilbert et al, (2006) suggested how and why questions are important in the context of the growth of the enterprise. It has been highlighted that growth is a function of the decision an entrepreneur makes, like how to grow internally or externally and where to grow in domestic market or international market. More importantly, there are many different theories on identifying the main factors underlying the growth of the enterprise. One set of theory addresses the influence of enterprise size and age on growth (Evans 1987; Heshmah 2001; Morone and Testa 2008), and the second set deals with the influence of variables such as strategy, organisation, and the attributes of the enterprises' owners (Fazzazi et al, 1988; Lumpkin and Dess 1996; Freel and Robson 2004) on growth of the enterprise. Akingunola (2011) also observed the factors responsible for small and medium enterprise failures in Nigeria which include: corruption, lack of financial support, management inexperience, inadequate infrastructure, deficiency in training, and lack of adequate books and records keeping. Other factors reported were low demand for products or services, allocating too much money for personal use by the entrepreneur and neglecting the use of market research techniques. Animashaun and Oduola (2013) posited that poor governance characterised by policy inconsistency, unwieldy scope of programmes, lack of managerial ability of entrepreneurs and oppressive tax regime are the bane of entrepreneurial system development in Nigeria.

Government financing policy and its implications on small and medium scale business profitability in Nigeria

It is obvious as read in the management literature that multinational enterprises and the transitional corporations all over the world started as small and medium scale enterprises. Thus, contributions of small and medium scale enterprises (SMEs) have been recognised as the main sustenance of the economies of all nations because of their capacity in enhancing the economic output.

Aremu and Adeyemi (2011) based on research, stated that 55% small and medium scale enterprises particularly in Nigeria die within the first five years of their existence. They also came up with the finding that 30% goes into extinction between the sixth and the tenth year, while only about 15% of young companies survive, thrive and grow to maturity.

More importantly, the sources of finance available to small and medium enterprises (SMES) owners are personal savings, loans and grants from relatives and friends (Osamwonyi, 1988, Nwoye, 1994). Institutional sources of funds for small and medium enterprises (SMES) according to Roger (2002) include banks, small scale industries credit scheme (SSICS), small

and medium industry equity investment scheme, the bank of industry and the capital market. From the above it seems clear that the problem with funding SMEs is not so much the sources of funds but the accessibility. Factors identified as inhibiting funds accessibility by SMEs are stringent conditions set by financial institutions, the lack of adequate collateral, inadequate credit information, and the cost of accessing funds (Oladele, 1985; Adepoju 2003; Osamwonyi, 2009).

Measurement of growth in entrepreneurial ventures

Entrepreneurial ventures creation has been statistically linked to both job creation and regional development. The relative scarcity of entrepreneurial growth combined with its importance for job creation and development has generated a large literature seeking to explain why some entrepreneurial ventures grow more than others.

A distinct literature focusing specifically on entrepreneurial venture growth has emerged for several reasons; first, attaining growth has different implications for entrepreneurial ventures than for their counterpart that did not sufficiently evolve into large firms (Buederal, Preisendoerfer, and Ziegler, 1992).

The entrepreneurial venture growth literature that has emerged to date primarily addresses the question implied by the high variance of growth rates; why do some entrepreneurial ventures grow more than others? Yet, this question largely disregards the manner by which growth has been attained. This literature review seeks to address this gap. This paper has attempted to first do a review of existing literature by explaining how the articles used were selected for analysis, and then present a small body of literature that addresses the fundamental question of how the individual entrepreneurial attitude can influence the desired level of growth. An attempt has also been made to portray the various ways the concept of growth has been operationalised in prior entrepreneurship research.

In particular, the three main measures of growth that are suggested by the literature to be the most salient for scholars to consider in evaluating entrepreneurial ventures' growth are identified and explained. The compelling predictors of growth have been identified in previous entrepreneurial venture growth studies. This paper also addresses the essential elements that are largely missing in the existing literature in order to provide a rich overview of what growth may truly mean to entrepreneurial ventures- which may not be necessarily linear or cyclic, but that each enterprise may have its peculiar growth pattern.

What should be considered as substantial growth?

The entrepreneurship literature is replete with examples of entrepreneurs who realised little or no growth in their ventures (e.g., Gimen, Folta, Cooper and Woo 1997; Wiklund, Davidson and Delmar, 2003).

Contrary to what some may think, limited growth is not always associated with an inability to grow but may actually be reflective of a limited desire of the entrepreneur to grow the firm (Cliff, 1998). For example, Wiklund et al, (2003) found that entrepreneur's attitudes toward growth are influenced by their beliefs regarding the extent to which a firm's larger size may compromise the well – being of employees, the independence of the firm relative to key stakeholders, the owner's ability to control the growth, and the ability to ensure that the firm

would survive any crisis. The entrepreneur's belief that he or she could manage growth is very important for the growth the firm is to achieve (Box et al; 1993). Baum and Locke (2004) similarly found that the goals the entrepreneurs set for growing the firm, the vision they communicated to their employees, and their belief in themselves to effectively execute the growth were significant factors influencing the growth of new firms. Even growth that is achieved has been found to be directed sometimes by intentional actions of the entrepreneurs to influence additional growth that occurs (Cliff, 1988; Orser, Hoggirth- Scott and Riging, 200). These findings have led many to conclude that the decision to grow the firm is first and foremost one for all entrepreneurs to make (Chandler and Hanks, 1994; Cliff, 1998).

Understanding why entrepreneurial ventures grow

Our review of the literature revealed several key factors influencing why some entrepreneurial ventures experience higher growth rates than others.

However, growth can occur in many different aspects of a firm's operations, such as cash flow, net income, customer base, sales, employment, and market share (Murphy, Jailer and Hill, 1996). Although there is no single overriding metric of entrepreneurial growth, this literature review suggests that the most important measures of entrepreneurial growth are in terms of sales, employment, and market share. Empirical evidence confirms that strong correlations exist among these three different size-based measures of growth (Baysinger, Meiners, and Zeithaml, 1982). Even so, there are distinct considerations that delineate each measures of growth from the others.

Growth in terms of sales provides evidence of how revenues of a venture changes over time. It indicates the extent to which customers are increasingly accepting the products or services offered by the firm (Robinson, 1982). Employment growth indicates that a change has occurred in the organisational composition or strategy of the firm (Hanks, Watson, Jansen and chandler, 1993), which warrants an increase in the number of individuals working for the firm.

In the sections below, we consider factors and manner in which each influences whether the venture will be capable of realising growth through outcomes that have been discussed.

Entrepreneurial characteristics as growth determinant

A plethora of personality traits have been considered, most of which are now believed to have indirect rather than direct effects on the growth of the firms (Baum et al; 2001; Baum and Locke, 2004). The belief that the entrepreneurial venture is an extension of the entrepreneur has led many researchers to examine the character traits of the entrepreneur that are most likely to influence the growth of the firm. Some of such characteristics are the educational background (Scapienza and Grimon, 1997), prior related industry experience of the entrepreneurs (Baum; et al; 2001), and previous entrepreneurial or start-up experiences (Box, et al ; 1993 Baum et al ; 2001), which have all been established as having direct effects on the sales and employment growth of ventures. Prior experience is important because the knowledge relevant for making business decision often requires time spent observing and studying a specific activity before tacit knowledge of the activity is developed (Cooper, et al; 1994).

Resources

Many different types of resources enable firms to efficiently and effectively grow objectives through their quality (Chandler and Hanks, 1994b), strength (Brush and Changantti, 1998), and the competencies they generate for the firm (Chandler and Hanks, 1994a, 1994b); the two resources examined most often and found to be most clearly related to new venture growth are the financial (Bamford, Dean, and Mc Dongall, 2000 a; Cooper et al; 1994; Lee, and Pennings, 2001) and human capital (Birley, 1987; Cooper et al; 1994) resources the firms employ.

Organisational Structure and Management

To sustain the growth that occurs, it is necessary for the entrepreneur to adapt the internal structure of the firm to accommodate the growth it is experiencing. One of the few entrepreneurial ventures' growth studies to investigate the relationship with organisational structure and Management focuses on the impact of functional specialisation and decision making on sales growth outcomes (Razanjian and Drazin, 1990). Functional specialisation is important because it enables individuals occupying functional positions to gain expertise in those areas. When a venture is small, the operations may be insufficient to sustain functional specialisation to any great extent. As the venture grows and faces new challenges, specific functional expertise is needed to manage new roles for the firm (Kazanjian and Drazin, 1990). Functional specialisation also enables the ventures to engage in higher levels of environmental scanning. Individuals occupying functional positions can monitor the environment in their perspective to identify opportunities through which sales growth can occur (Box et al.; 1993). Clearly, ventures must appropriately compensate their employees for helping the firm successfully manage the past, current and future growth.

Conclusion

This article has identified a rich array of factors, ranging from characteristics of the entrepreneur, access to resources such as human capital and finance that have now consistently emerged as explanatory variables in the factors affecting ventures growth and competitiveness. However, this article has identified two aspects of entrepreneurial strategy influencing ventures growth that have been largely overlooked in the literature - how and where ventures grow. By focusing on two growth decisions that entrepreneurs make – how to grow (internally or externally) and where to grow (domestically or internationally), this article enhances the field's conceptualisation of venture growth as something more than what occurs when certain correlations are in place.

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Anthropometry and Motor Performance Variables among Male University Champion-Handballers in West Africa

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ABSTRACT

This study focused on Anthropometry and motor performance variables among University male champion-handballers in West Africa. The objective of the study is to analyse the anthropometric and motor performances variables of male university champion-handballers in West Africa. The ex-post facto research design was adopted for the study. All the male handball players from the three Universities that participated in the university games constituted the population. A purposive sampling technique was used to select all the thirty-seven players that are available during the competition for the study. Descriptive and inferential statistics of a t-test and ANOVA. Scheffe post hoc multiple comparison test was used to indicate significance difference that existed between the groups. The findings of the study revealed that the Male players had significant differences in anthropometric measurements. It was therefore recommends that coaches and players should use these variables in their selection and coaching processes.

Keywords: *Anthropometry, Motor Performance, Champion-handballer*

Introduction

Handball is a sport where players are encouraged to be athletic, be flamboyant and inventive, and above all work together as a team. Handball combines the skills of running, jumping, catching, and throwing into a fast-moving, exciting game. Handball most closely resembles basketball, having roughly the same number of players, utilizing dribbling, passing, pick and rolls, and fast breaks (Hassan, Rahaman, Cable&Reilly, 2007).

Handball is a very complex sport where successful performance depends on a number of basic abilities in particular anthropometric and motor variables. Handball has become one of the most interesting topics for researchers, due to various movements' patterns and different level of abilities required to achieve top level results (Goran, Dinko, Dinko and Dragon, 2010). Handball is consist of two team and a team is played by six court players(three backcourt, two wingers', and one line player or circle runner) and a goalkeeper on each team, with two 30minutes halves, on a court measuring 20x40m. The game is unique, with a rapid and physical yet simultaneously skilful and strategic style of play.

As an handballer one has always observed a lot of studies exist as to the variables essential for excellence in handball Vila, Rodriquez, Vazques and Fernandez(2011) ,Michelson, Madsen and Aagaard (2011).But not much have been known or done in particular on the University handball athletes especially in the West Africa since many factors can contribute to dominance in some aspects of life over others, this study therefore intends to look into the aspect of physique and motor performance variables of West Africa University champions as it contributes to handball playing ability within the West Africa.

This study seeks to investigate and analysis each University handballer anthropometric characteristics among the male handballers in the West Africa. Again to assess the influence of motor variables , To examine the anthropometric variables and Finally, to compare and analysis male university champion-handballer in motor variables among the West Africa.

The significance of the study will provide data on the anthropometry and motor performances variables among male university champion handballers in the West Africa for the coaches and players.

Again, it will also provide data on comparism and analysis of university handballer variables among the male universities in West Africa.

Research Questions

1. What are the Anthropometric variables of University male handball players in West Africa?
2. Is there any differences in the motor performances variables among male handball players in West Africa sub-region?
3. What is the influence of Anthropometric and motor variables among male handball players in West Africa?

Hypotheses

1. There are no significant differences in the Anthropometric variables (Weight, Finger span, Wrist girth, Forearm length of male university champion-handballers among West Africa.
2. There is no significant difference in the motor performance variables (Agility and leg power) of male university champion-handballers among West Africa.
3. There are no significant influences in the anthropometry and motor variables of male university champion-handballers among West Africa.

Methods and materials

The research design for this study is ex-post facto research, all the handballers representing their Universities at the 13th West Africa University Games (WAUG) were volunteered for this study and a consent form was signed because of the ethical consideration. A total of 37 players were sampled through stratified and purposively sampling techniques for the study. These handballers include all male which were involved in the competition? Three Universities that have handball team consisting of twelve players each were also sampled. Three teams of thirty six male players were sampled for the study. (University of Ilorin, University of Ghana and UACBenin) All the players had official medical clearance according to WAUG accreditations committee. The tools used for the study are standardized instruments and facilities which include: measuring tape, stop watch, weighing scale, plain sheet and a standard handball courts. Reliability of the instrument was done by carrying out a pilot study by using the instruments on university of Ilorin second team players .Data collection was done by taking the measurements of the subjects and recording the performances in the appropriate columns. Researchers and 4 trained research assistants did these according to the guidelines stated for the conduct of the research.

Day 1: Weight, Forearm length. **Day 2. :** Finger span and Wrist girth.

Day 3. : Leg power (Vertical jumps). **Day 4. :** Agility (T-shuttle run),

Anthropometrics

Weight: was measured in Kilogram, Stand erect on the weighing machine with bare foot and their hands perfectly by the sides. Bathroom weighing machine.

Wrist girth (cm):

Anatomical: The subject assumes a relaxed standing position with the left arm hanging by the side. The subject's right arm was slightly flexed at the shoulder, the elbow is extended, the forearm supinated and the hand relaxed. This girth measurement was taken distal to the styloid processes. It is the minimum girth in this region. Manipulation of the tape measure is required to make sure the minimal girth is obtained.

Forearm length (radiale-stylian)

A tape rule was used in this test, which is indicated by the distance between the radiale and stylian landmarks. The subjects assumed the anatomical position. Measurement was taken when tape was held against the radiale and the other placed on the stylian landmark. The right arm of the subject was measured and two measurements were taken, to the nearest 0.1cm.

Finger span As Adopted by Visnapauu (2009) the subjects were seated comfortably spread stretched dominant hand: the subject assumes a relaxed standing position with the left arm hanging by the side. The subject's right arm is slightly flexed at the shoulder and the elbow is extended. The subject holds the palm up (i.e. Forearm supinated) while relaxing the muscles of the forearm. Using the cross-hand technique, the outline of the hand was drawn on the paper for all subjects. The outline was drawn with a thin marker that was placed perpendicularly onto the paper. The contour of the hand was drawn with maximal active voluntary adduction of thumb

and other fingers. The outlines of the dominant of the subjects were used for measuring specific hand anthropometrical parameters. The dimension of the hand was measured with an accuracy of 0.1cm. The following parameters of fingers span was measured (fl) from the tip of the thumb to the thumb of the index finger (finger span 1- FS1); from the tip of the thumb to the tip of the middle finger (finger span 2 – FS2); from the tip of the thumb to the tip of the ring finger (finger span 3 – FS3) from the tip of the thumb to the tip of the little finger (finger span 4 – FS4); from the tip of the thumb to the tips of all fingers (fingers span 5 – FS5). The addition of the finger span were used as the measurement into the nearest 0.1cm and its used for the statistic.

Motor performance variables

Agility Test: T-shuttle runs

Equipment: Three lines were marked on the floor with a distance of five meters between them, and labelled as “A”, “B”, “C” and “D” respectively. The subject started from point “A” (a timer start), then moved fast to point “B”, touched the ball at “B” with a single hand, returned to point “A, followed by run from point “A” to point “C”, after touching the ball at “C” with a single hand then run back to Point “A”, and finally, moved from point “A” to point “D”. The total time spent was recorded in the nearest second. Each participant attempted the test twice with an interval of 2- 3 minutes and the better time of the two trials was used.

Leg power (m): Vertical jump on contact platform (squat jump)

Procedure: The subject put hands on the hip from a standing position, legs in semi-squat position; arms placed on the hips subjects performed three jumps with recovery time between each jump of 2 minutes. The participants were informed to try to jump as high as possible. The jumps were recorded in metres and the highest was used in data analyses.

Results of the findings:

Table 1: Summary of descriptive statistics of Anthropometric and motor variables for male Champion-handballers among the West Africa.

Variables	Gender	N	Mean	Standard Deviation	Range Min. Max
Forearm length(cm)	Male	37	26.92	4.04	21-33.7
Weight(kg)	Male	37	71.79	1.03	53-95.7
Finger span(cm)	Male	37	58.95	5.55	43.5-69.3
Wrist girth (cm)	Male	37	4.624	.99	16-20.7
Leg power(m)	Male	37	2.73	.120	2.38-3.11
Agility(sec)	Male	37	13.90	4.33	15.8-18.00

Table 1, presents the means and standard deviations results of the Anthropometric performance variables for the champion handballers among the Male. There are wider variations in the range values among the University champion male handballers in weight, forearm length, finger span, and Wrist girth. This suggests that there could be significant influences on these variables.

There are also wider variations in leg power and Agility. This could also suggest the suitability of handball game to wide variations of motor performance variables.

Table 2: Summary of ANOVA statistic on Anthropometric Variables for the champion male handballers among the West Africa.

Variable	Source of variation	Sum square	Df	Mean square	Fratio	Fcal.v al	Decision
Weight	Between Groups	798.529	2	399.264	4.462	3.32	R
	Within Groups	3042.681	34	89.491			
	Total	3841.210	36				
Forearm length(cm)	Between Groups	441.409	2	220.705	51.261	3.32	R
	Within Groups	146.388	34	4.306			
	Total	587.797	36				
Finger span	Between Groups	387.787	2	193.893	9.131	3.32	R
	Within Groups	721.986	34	21.235			
	Total	1109.772	36				
Wrist girth	Between groups	7.568	2	3.784	4.624	3.32	R
	Within Groups	27.824	34	.818			
	Total	35.392	36				

$F(0.05) = 3.32$

The 2, is the analysis of variance (ANOVA) resulting for the anthropometric variables of male university champion-handballers in West Africa. The table confirmed that there were significant differences in the anthropometric variables among the university players in weight, forearm length, finger span and Wrist girth.

Table 3: Summary of ANOVA statistics on Motor Variables and performance among University Male champion -handballer in West African.

Variables	Source	Sum square	D F	Mean Square	F.cal.ratio	Ftable	decision
Leg power(m)	Between Groups	.092	2	.046	3.659	3.32	R
	Within Group	.429	34	.013			
	Total		36				
Agility(sec)	Between Groups	662.552	2	331.276	839.225	3.32	R
	Within Groups	13.421	34	.395			
	Total		36				

Table value @0.05 F2, 34 = 3.32

The results of the Analysis of variance (ANOVA) computed to test for significant differences of Motor performances variables of university male champion- handballers was confirmed that there were significant differences in the following motor variables among the university players in Agility, leg power.

Table 4: Scheffes Post Hoc Tests Results on the Anthropometric and motor variables and performance of University- Champion Handballer among Male of West Africa.

Variables	Indep (J)	Dep	Mean Differences	Standard Error	Sig
Weight	UAC Benin	Uni-Ghana	6.45	3.54	0.0206
	Uni-Ilorin		11.07*	3.54	0.014
Forearm length	UAC Benin	Uni-Ilorin	1.36*	0.29	0.000
	Uni-Ghana		0.25	0.29	0.690
Finger span	UAC Benin	Uni-Ilorin	4.17	1.81	0.084
	Uni-Ghana		5.37*	1.81	0.019
Wrist girth	UAC Benin	Uni-Ghana	.534	.362	.348
	Uni-Ilorin		1.10	.362	.017
Leg power	Uni-Ilorin	Uni-Ghana	.29*	0.54	.000
	UAC Benin		.101	.053	.172
Agility	UAC Benin	Uni-Ghana	-8.87	.251	.000
	Uni-Ilorin		-8.85	.251	.000

From Scheffe post analysis on the anthropometric and motor performance variables among the universities results which clearly showed were the significant differences exists among the players from participating universities. The scheffe post hoc analysis clearly showed that the universities of Ilorin male handballers were significantly different from the other universities handballers in weight, forearm length. Noteworthy also is the fact that UACBenin and Uni-Ghana were significantly similar in weight. It is clear from this table that handball players from UACBenin were significantly different from player of other participating universities in wrist girth, leg power while Uni-Ilorin and Uni-Ghana players were significantly similar in wrist girth and leg power.

Table5: Summary of Item by Item Analysis on Anthropometric and motor variables of University Male Champion-handballer among West Africa.

Variable	Position 1 st UACBenin X	Position 2 nd Uni-Ghana X	Position 3 rd Uni-Ilorin X
Weight(Kg)	76.81	72.60	65.58
Forearm Length(cm)	30.74	22.36	27.35
Finger span(cm)	62.85	54.98	58.68
Wrist girth(cm)	18.88	18.35	17.78
Agility(sec)	8.15	17.02	17.01
Leg power(m)	2.66	2.77	2.76

From the above table the weight with the highest means from UACBenin 76.81kg and 72.60kg for Uni-Ghana while 65.58kg goes to Uni-Ilorin respectively. The forearm length mean of UACBenin is the highest of 30.74cm and 22.36cm for Uni-Ghana and 22.36cm for Uni-Ilorin. The finger span mean of 62.85cm for UACBenin and 58.68cm for Uni-Ilorin and the least from Uni-Ghana with 54.98cm. The leg power mean of the Uni-Ghana is 2.77, Uni-Ilorin with 2.76 and UACBenin with 2.66. The wrist girth with UACBenin 18.88 and 18.35 for Uni-Ghana while 17.78 goes to Uni-Ilorin respectively. Agility with 8.15sec for UACBenin with 17.02 for Uni-Ghana and 17.01 from Uni-Ghana.

Discussions of findings

Weight: The range body weight for male champion handballers is between 53-95.7kg. With a mean score 71.79kg and standard deviations of 1.03. The ANOVA statistic calculated F value is 4.462 while its critical F (0.05) is 3.32. Thus, the null hypothesis is rejected since the calculated F ratio is greater than the critical F-ratio ($4.462 > 3.32$). that is, the alternate hypothesis is upheld indicating that, there is significant differences in the Weight variables among the male champion university in West Africa.

The Scheffes post hoc analysis (table 3) also confirms that there are no significant differences in the Weight of the players. However, it revealed that these are greater similarities among UACBenin and Uni-Ghana players than Uni-Ilorin handball players who are slightly different in Weight.

The mean Weight 71.79kg for this study is similar to the weight of University Judokas(71.3kg)Chizoba(1988),70.7kg for Gaelic football(Florida-James & Reilly(1995). 71-73kg for of the top six women volleyball teams(Gao,2006, IVF,2008 ,Zhang ,1998) this is supported by Carter (1985) that there is overwhelming evidence showing differences in body Weight between athletes in different sports, between sports ,between sports or within sports by even. He posited further that when absolute Weight is related to success in a sport, one would expect individuals with the appropriate body Weight to be more successful than others without the trait.

Forearm length: The mean Forearm for the Male champion- handballer is 26.92 ± 4.04 cm and a range of 21-33.7cm. The F-ratio of 51.261(table 1) is statistically significant at 0.05($F-0.05=3.32$). The null hypothesis that Forearm length of the Male Handball players is significantly different is rejected. That is the handballers in this study were very different from each other in the forearm length.

The Scheffe post hoc test analysis (table 3) also confirms that there were significant differences between the players. The test confirmed that there are greater similarities among UACBenin and Uni-Ghana team players than Uni-Ilorin handball players who are slightly different in Forearm length.

The forearm length of 10.27cm for this group is different to the male grip athletes of 26.86 ± 1.84 (Fallahi and Jadidian, (2011) and 15.85cm (Eunice, (2008)) and 41.61cm and 42.73cm by (Bakinde, Olaitan, Ajayi – Vincent and Ibraheem, (2013))

All the above corresponding values are higher than the present study but the fact still remain that hand anthropometrics is related to the learning of grip-related sports and without proper gripping of the ball it's going to be difficult for any athletes in ball games to be able to excel.

Wrist girth (cm): The mean wrist girth for the Male handballer is $18.35 \pm .99$ and a range of 16-20.7cm. The F-ratio of 4.624(table 2) is statistically significant at 0.05($F-0.05=3.32$). The null hypothesis that wrist girth of the male handball players is significantly different is rejected. That is the handballers in this study have very different wrist girth.

The Scheffe post hoc result test analysis (table 3) also confirmed that there is significant differences and that there were are greater similarities among UACBenin and Uni-Ghana team players than Uni-Ilorin handball players who are slightly different and have lowest values of 6.63cm in wrist girth.

The wrist girth of 18.35 cm for this group is similar from wrist girth of male Grip athletes (18.02 ± 0.86)(Fallahi and Jadidian (2011)), 17.7 ± 0.9 from anthropometry and throwing velocity in elite water polo by specific playing positions by Ferragut, Abrales, Vila, Rodriguez, Argudo and Fernandes (2011). A robust wrist girth will definitely be an advantage in shooting, passing and catching in handball.

Finger Span: The mean finger span for the Male handballers is 58.95 ± 5.55 cm and a range of 43.5-69.3cm. The F-ratio of 9.131 (table 2) is statistically significantly at 0.05(F-

0.05=3.32). The null hypothesis that finger span of the Male handball players is significantly different is rejected. That is the handballers in this study have very similar finger span.

The Scheffe post hoc test analysis (table 3) also confirms that there is a significant difference and that there are greater similarities among UACBenin and Uni-Ilorin team players than Uni-Ghana handball players who are significantly different in finger span and have the lowest mean value of 54.98cm while UACBenin had the highest value of 62.85cm.

The finger span of 58.95cm for this group is similar to the finger span for the elite creation handball players (23.5 ± 1.0 , 22.8 ± 0.8 , 22.9 ± 1.8 , 24.0 ± 1.2) by Sporis, Veleta, Vuleta Jr and Milanovic (2010). Delamarche and Bideau(2011).In handball the hand and Arm characteristics are correlated to throwing velocities. It has been reported that prayers who throw the ball at a higher velocity also have a wider arm span related to their body height (Skoufas et al.2003) and <http://www.topend sports.com.2012>).

Again Vispanuu (2010) said that in sport activities such as handball, hands are used as took (Quaine et al.2003, Leyk et. al. 2006), this is because many external forces affect the finger (Hore et al. 2004, Hughes et al. 2004), and sports equipment or performance requires maximal grip strength or optimal grip span. Grip strength is measured in several sports disciplines (Margonato et al. 1994, Pugh et al. 2003) and it is important for success in handball (Leyk et al. 2006).

Hypothesis 2: There is no significant difference in motor variables and performance in handball among University Male handballer in West Africa sub-region.

Agility (sec): the mean Agility for the male handballers is 13.90 ± 4.33 sec and a range of 15.8-18.00sec. The F-ratio of 839.225 (Table 2) is not significant at 0.05($F-0.05=3.32$). The null hypothesis that Agility of the male handballer players is not significantly different among this group of players is upheld. That is the handballer in this study had very similar Agility values. That all the university players, from the West Africa sub-region have relatively the same Agility of 13.90sec. With the range from 15.8-18sec, one can therefore assume that any Agility value from 15.8-18sec could be good enough to make an elite handballer, since all players are champions from their respective Universities.

The mean Agility of 13.90sec for this study is similar to the Agility of a study of 30male handball players aged between 15 to 25years who are selected from University level, state and National level of 16.8sec (Waghmare, 2012). Agility is a crucial factor of an athlete in making a fast, precise and accurate decision which is necessary in the game of Handball and that quick start, stops and changes in direction which are all attributes of Agility are fundamental to good performance in all court and ball games. (Olaitan, Bakinde, Ajayi-Vincent and Adeshina (2012)), (Ajayi-Vincent, (2005)) the scheffe post hoc test also confirms that there were no significant differences in the agility values among the universities.

Leg power (m): The mean leg power for the Male handballers is 2.73 ± 0.120 and a range of 2.38-3.11cm. The F-ratio of 3.659 (table 5) is significant at 0.05($F-0.05=3.32$). The null hypothesis that strength of the Male handball players is not significantly different is rejected. That is the handballers in this study were significantly different in leg power.

The Scheffes post hoc analysis (table 3) also confirms that there is a significant difference and that there are greater similarities among Uni-Ilorin and Uni-Ghana team players

than UAC Benin handball players who are significantly different in leg power value and had the lowest mean value of 2.66m.

Various researchers Talabi (1992), Ajayi-Vincent (2005), www.hub.hku (2013) and Duthie (2006) reported that strength contribute to muscle endurance and have a high correlations 75%-97)with each other Ajayi-Vincent (2005), www.elitesportsperformance.com (2013) also said that the need for muscle strength varies for each sport hence performance in some sports is expected to posse's higher strength value than others. That even though strength is a major factor in physical activities, it is not a major factor by itself to be of predictive value for success in many sports.

In a game of Handball like any other ball games it require a combination of strength and speed (i.e. strength in action) for successful performance and that the product of strength and speed is muscle power, sometimes called anaerobic or explosive power. So athletes in power events like Handball have been found to have significantly higher leg force (strength) than not only non-athletes but also than endurance trained athletes (www.physicalactivityline.com (2013), www.coachr.org (2013), www.elitesportsperformance.com (2013) and Ajayi-Vincent (2005). In conclusion; there is no doubt that lack of sufficient power/strength would be a serious handicap to many good athletes and would also limit the excellence level of many elite athletes.

Hypothesis 3: There is no significant influence of Anthropometric and motor variables on performance among male university champion-handballers in West Africa.

Table 1, deal with the summary descriptive statistics on anthropometric and motor variables among various universities, while table 2 deals with the ANOVA statistics on the anthropometric variables used in this study. Table 3 deals with the ANOVA statistics on the motor variables used in this study. Table 4 discuss the Scheffe post hoc analysis which identified where there were significant differences among the universities. Table 5 address the item-by item analysis of the anthropometric and motor variables used in this study and performance of each handball team that participated in this study.

At the end of a round –robin championship during the games, the male team performance rating was as follows:

1st ---UACBenin, 2nd --Uni-Ghana, 3rd -----Uni-Ilorin

From the analysis on table 2, UACBenin had the highest values in weight, forearm length, finger span and wrist girth also had the highest in motor variables in agility.

In all UACBenin had the highest values in the variables (motor and Anthropometric) measured in this study. On the other hand Uni-Ghana had the highest motor variable score in only the leg power. Table Five (5) also showed that Uni-Ilorin only had the highest value in speed.Uni-Ilorin infact came last in other variables measure in this study which justified there position at the competition.

The Scheffe post hoc analyses table also confirmed that UACBenin and Uni-Ghana are have some significant variables and that both UACBenin and Uni-Ghana are significantly different from the other two (2) teams in such variables like weight and wrist girth and agility.

Therefore the hypothesis that there is no significant influence of anthropometric and motor variables on performance among male university champion-handballers in West Africa is thereby rejected. The team with the highest significant scores in both anthropometric and motor variables came first position while the team with the lowest anthropometric and motor variables scores came last.

Conclusions

1. There are significant differences in the weight of the male university champion – handballer
2. There were significant differences in the forearm length of the male university champion –handballer.
3. There were significant differences in the finger span of the university male champion-handballers.
4. There were significant differences in the leg power of the university male champion-handballers.
5. There were significant differences in the wrist girth of the university male champion-handballers. .
6. There were significant differences in the Agility of the university male champion-handballers.

Recommendations

Based on a careful review of the procedures and findings of this study, the following recommendations were made:-

1. All these Anthropometric variables would have an impact on their physical performance. Therefore a greater attention should be paid to the Anthropometric variables of elite athletes and the relationship between the Anthropometry variables and performances indicators. These may be helpful in identifying potential players with promising future, and making the training more effective. The profiling may be useful in player's selection and the development of sport specific programs.
2. Coaches should be able to use this information to determine which type of profile is needed for specific position in Handballer.
3. Experienced coaches can use this information in the process of designing training program to maximize fitness development of handball players.

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Fruits and Vegetables Intervention for the Achievement of Millenium Development Goal 5 Among Pregnant Women

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Abstract

In spite of continuous education on the health importance of adequate fruit and vegetable consumption in reducing or preventing several non-communicable diseases, it has been copiously established that fruits and vegetables consumption among Nigerians is still at its lowest ebb. Two research questions were answered in the intervention study which include issues on; knowledge of the importance of fruits and vegetable in pregnancy and preference for varieties of existing fruits and vegetable within the locality. The research adopted qualitative and quantitative mixed method which involved the use of focus group discussion (FGDs), in-depth interview and questionnaire instrument to test research hypotheses; pretest and post test administration of instrument was done to collect data for qualitative analysis. The findings revealed that the participants were relatively aware of the importance of fruit and vegetables consumption in pregnancy after the intervention but could not take satisfactory quantity for several reasons which include: cost, poor storage facilities, periodic unavailability and insatiability among others.

Key words: *Fruits, vegetables, intervention, millennium, women*

Introduction

Nutritional attention is an essential component of antenatal care. Food must be supplied in the right quantity and quality to support the growth and development of the foetus and to improve the health of the mother by making up for the required physiological needs in pregnancy. Drug supplements are not always advisable in pregnancy because some of the women may abuse and misuse drug that may lead to teratogenic predisposition and other health challenges in pregnancy especially among the rural, poor and illiterate ones. Food, when taken, is not prone to the aforementioned abuse and are not dangerous to the growing foetus because

the physiological processes in the body has a natural way of removing any nutrients in excess of body need.

Health education intervention programme will only be propitious when the appropriate facilities are harnessed to achieve the predetermined goals of behavioural change which is primordial to health education enterprise. Nutrition education is a component of health education that helps to create awareness on how to source, prepare, combine and use food resources for promoting good health among all groups of human being. The focus of this research intervention was the physical application of fruits and vegetables consumption education with backup provision of readily available and financially accessible fruits and vegetables among pregnant women to improve their knowledge and motivate their positive behavioural change towards consumption.

Several researches have copiously established the fact that among many aetiological variables in illness and diseases, nutritional factors contribute almost preponderantly to the burden of preventable non-communicable diseases and premature death all over the world. The aforementioned assertion has been reported by (WHO, 2003; Beaglehole and Yach, 2003). Having adequate diet which contains essential nutrients at its right proportion is said to be indispensable for the promotion of good health and wellbeing at every state and stage of life including in pregnancy. It has been sufficiently reported that dietary regimen that is high in fruits and vegetables are associated with preventing and treating metabolic syndrome (Feldeisen and Tucker, 2007).

Fruits and vegetables consumption has been significantly reported to have led to reduced incidence of many non-communicable diseases such as cardiovascular conditions, some cancer, overweight and obesity with all its attendant ill health conditions like arteriosclerosis and other cardiovascular health issues, musculoskeletal conditions, and so on. It is then obvious that failure to consume adequate quantity of fruits and vegetables may increase individual's susceptibility to the aforementioned non-communicable diseases. Researchers in the field of health promotion and education have embarked on concerted effort to increase fruits and vegetables intake all over the world (WHO, 2003).

Studies have suggested that women have low dietary intake of fruits and vegetables (Kimberly, Joanna, Jill, Marcia and Jesse, 2012) and several reasons have been said to bedevil fruits and vegetables consumption such as: high cost of purchase, environmental availability, lack of knowledge and socio-economic status while a handful of such studies have focused on barrier and enabling factors to fruits and vegetables intake among pregnant women in Nigeria. Many studies have reported that Nigerians have not satisfactorily imbibed the culture of fruits and vegetables consumption especially among the urban and suburban dwellers.

Though, the rural agrarian dwellers may take more of local vegetables which are rich in vitamins and minerals if properly prepared due to accessibility, but there is no relevant data to determine whether the recommended quantity is been consumed by the local community members of Nigeria. In U.S. where several intervention programmes have been embarked upon by researchers to improve fruits and vegetables consumption, it is still being reported that no satisfactory significant increase has been recorded among adult between the year 1988 – 1994 and 1999 – 2002 and that, there is a mean daily decreases in consumption among adolescents (Larsen, Harris, Ward and Popkin, 2007).

Several counseling programmes have been adopted by community obstetrics and gynecologists, community midwives and community extension workers during antenatal clinic at both the hospitals and health centres to boost fruits and vegetables intake among pregnant women in Nigeria but not much of a success has been recorded in this direction. So far, a handful are said to comply. Fruits and vegetables are rich sources of vitamins, minerals, fibres and they also contain antioxidative properties (Elbagermi, Edwards and Alajtah, 2012). The benefits and importance of fruits and vegetables in pregnancy are great and enormous. They include prevention of allergies in children such as wheezy babies and Eczema (Kristie – Leong, 2010) and prevention of some teratogenic ill health conditions such as spinal bifida and Neural Tube Defect (NTD). Fruits and vegetables contain high cellulose and fibres which provide benefit such as good bowel movement. They serve as natural laxatives that prevent constipation which may eventually cause haemorrhoid and anal fistula post-nataly, if not adequately prevented in pregnancy.

Fruits and vegetables contain beta-carotene, needed for baby's cells and tissues development, vision and immune system while vitamin C is crucial for baby's bone and teeth, and collagen in baby's connective tissue. Folic acid helps to prevent neural tube defect and promote a healthy birth weight which makes delivery easier and prevents complications associated with second stage of labour such as laceration. The mineral and vitamin components in fruits and vegetables may prevent disease associated with toxemia in pregnancy such as high blood pressure (P.I.H), proteinuria, pedal oedema and associated complications.

The word vegetable embraces a preponderance of plant foods. According to Olusanya (2008) vegetables can be broadly classified into root vegetables such as carrots, parsnips and turnips, tubers vegetables e.g. potatoes, yams and coco yams, green leafy vegetables, e.g. spinach, cabbage, lettuce, water-leaf, bitter leaf, pumpkin, amaranthus etc., fruits vegetables such as tomatoes, cucumber, okra, water melon etc and seed vegetables e.g. peas, lentils, soya-beans etc. for the purpose of this intervention, the main focus is on the green leafy vegetables because of its richness in minerals and vitamin components coupled with their accessibility and affordability.

They are said to be very rich in calcium, iodine, phosphorus, iron and sulphur. It is however reported that the presence of phytic and oxalic acids in them, tend to bind calcium and iron in the vegetables and distort the bioavailability of these minerals from the vegetables. Vitamins A, B – complex, C and K are also present in varying amount and the carotene pigments present in some vegetables such as carrot, serve as a good precursor for vitamin A (Olusanya, 2008).

While encouraging consumption of vegetables, it is important to educate on the preparation and consumption of these vegetables because the rich component of vitamins and minerals may be lost during preparation for example, a great percentage of the mineral elements and water soluble vitamins (B – complex and C) leak out into the boiling water during preparation which our vegetables are exposed to before cooking. Also, the process of re-warming our vegetable soups is a remarkable process of reducing its nutrients.

In the case of fruits, they are primarily rich in vitamin C and cellulose, because they are commonly eaten raw, the greater amount of the vitamins are retained when consumed since they

are not exposed to heat and other process that could lead to the loss of their essential nutritive components.

Fruits are made up of appreciable quantity of carbohydrate in varying forms. The main carbohydrate found in unripe fruits is in form of polysaccharides (starch), but when they are ripe, the polysaccharide is converted to monosaccharides (Fructose and Glucose). Many of the available fruits also contain some minute quantity of carotene and the vitamin B groups. Except for pears which are rich in fat, fruits are poor source of fat and contain an insignificant quantity of protein i.e. poor source of protein.

Fruits are said to contain different kinds of organic acids such as citric acid commonly found in pineapples, tomatoes and other citrous fruits, tartaric acid found in grapes, oxalic acid found in unripe tomatoes and strawberries, linoleum acid found in avocados pear.

To increase the palatability of fruits and make it more acceptable, it can be prepared in various dishes or form such as fruits salad where different fruits are used like the combination of banana, water melon, cucumber, pawpaw, pineapples, and other fruits according to the taste of the individual. Also, banana fritters, pawpaw fool, mango fool, pineapple drink and grape fruits and drink are forms in which fruits can be prepared for consumption.

The Millennium Development Goals are a framework globally agreed for measuring development, progress, and poverty reduction through focusing efforts on achieving significant measureable improvement in people's lives. (WHO, 2005, World Bank, 2005).

Goal 5 which is the target of this intervention research is to improve maternal health indices which include good motherhood, ante-natal care including nutrition in pregnancy (The focal point of the study), good environment for child delivery and comprehensive post natal care. The aforementioned situations have not improved yet in Nigeria because the maternal mortality rate of 704 (2003), 840(2008), 630 (2010), 560 (2013) per 100,000 live birth (NPC, 2003, 2008,2010, 2013) and NDHS, 2003,2005) is alarming and unacceptable. Nigeria account for about 13% of the global maternal death with an estimated 36,000 women dying in pregnancy or at child birth each year. Nigeria also has about 260,000 neonatal deaths annually, 13% of which can be prevented with live saving interventions such as provision of required maternal health medicines and supplies.

Methodology

Research Design

The study employed mixed method. It has a direct analysis of the behavior of the participants (pregnant women) and their behavioural change after the intervention, on the increased fruits and vegetables consumption for improved antenatal and post natal health. It is a quasi-experiental study for quantitative method adopting pre-and post test control experimental analysis. The research questions and hypotheses answered and tested respectively are stated below.

Research Questions

1. Will participants have satisfactory knowledge on the importance of fruits and vegetables consumption in pregnancy?

2. Will the study participants have varied preference for different fruits and vegetables offered for the intervention?

Hypotheses

1. There will be no significant differences in the effect of intervention programme on knowledge of experimental and control group of pregnant women on the importance of fruits and vegetables consumption in pregnancy.
2. There will be no significant differences in the effect of the intervention programme on the attitude of experimental and control group towards fruits and vegetables consumption.

Population

The study population covered all the registered pregnant women in the twenty two (22) antenatal clinics centres of Odogbolu Local Government Area of Ogun State, Nigeria.

Sample

This study used 194 participants; purposive sampling technique was used to select 10 clinics based on the number of registered pregnant women in each. The selected ten clinics had the highest registered cases, hence the selection. The study has a purpose of accessing pregnant women to educate them and provide physical intervention materials to elicit the subsequent behavioural change that encourages fruits and vegetables consumption for an improved ante natal health. The use of purposive sampling in this study is in line with the opinion of many researchers (Adeleke, 2010; Duda, 2010).

Total sampling technique was subsequently used to involve all the pregnant women that attended the clinic except those that declined participation. All in all, 194 participated in the research. There was no rigid sampling technique because as some participants were dropping after delivery, new ones were registering and all of them were involved in the intervention hence the nine months duration.

Research Instrument

Three main instruments were used in the study:

1. Focus group discussion guide on
 - a. Comprehensive health issues interview guide (CHIIG)
 - b. Common conditions in pregnancy inventory (CCPI) (i) Constipation (ii) Anaemia
 - c. Nutrition Education
 - d. Intervention
- 2a. Related ill-health issues in pregnancy questionnaire (RIIPQ)
- b. Questionnaire on the importance of fruits and vegetables in pregnancy and health seeking behaviour.

Reliability of the Instrument

All the instruments used were tested for internal consistency with the following; value using Cronbach alpha reliability method: Comprehensive health issues interview guide (CHIIG) (0.8),

common conditions in pregnancy inventory (CCPI) (0.76); Related ill-health issues in pregnancy questionnaire (RIIPQ) (0.90). All others were administered as qualitative data gathering instruments such as Health Education Inventory, follow-up interview guide and intervention guide.

Result

Data were analyzed and interpreted with descriptive statistics of frequency counts, percentages and pie charts with inferential statistics of analysis of co-variance were used to test the hypotheses at 0.05 level of significance.

Fig. 1: Distribution of participants by health centres

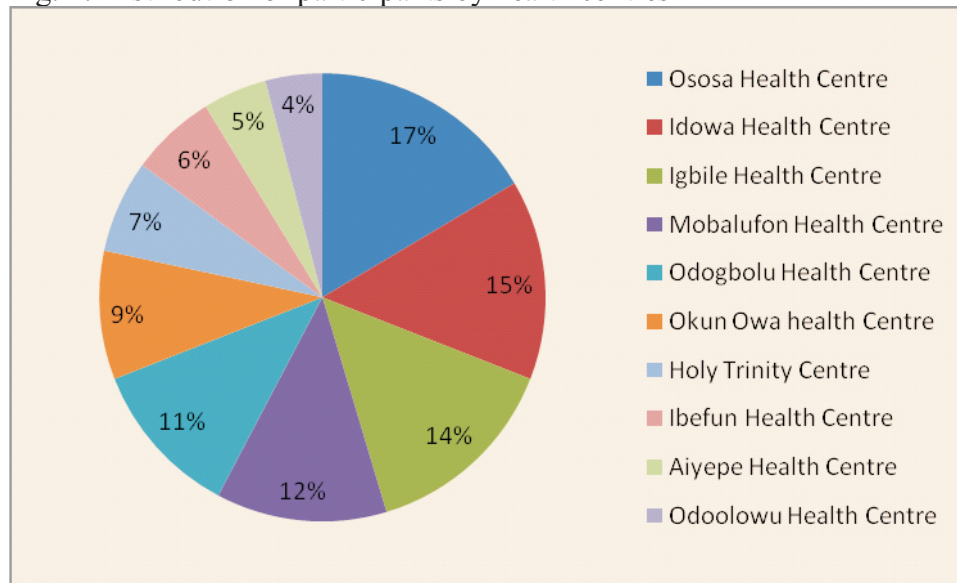


Figure 1: above, represented the pregnant women in each of the ten selected health centres meaning that Ososa, Idowa and Igbile health centres have the highest number of pregnant women (16.49%, 14.43% and 14.43% respectively) during the intervention period.

It is worthy of note that this data is on the average as the intervention spanned nine months, as some of the women were dropping from ante natal to delivery and joining the child welfare clinic, new members were registered to continue in the programme and that was why purposive sampling technique was adopted for the research intervention, Odolowu health centre (n = 08, 4.12%), Aiyepe Health Centre (9, 4.64%), Ibefun Health Centre (n = 12, 6.19%) and Holy Trinity Health Centre Ikoto (n = 13, 6.70%) were the health centres with the least number of participants in the study.

Research question1: will the participants be knowledgeable on the importance of fruits and vegetables consumption in pregnancy?

Table 1: Knowledge of participants on the importance of fruits and vegetables consumption in pregnancy.

S/N	Importance of F & V Consumption	No	Yes	Total
1.	Consuming fruit and vegetables in pregnancy improves health.	13 (6.7%)	181 (93.30%)	194
2.	Fruit and vegetables intake in pregnancy helps in bowel movement.	29 (14.95%)	165 (85.05%)	194
3.	Fruits and vegetables provide for blood need in pregnancy.	45 (23.20%)	149 (76.80%)	194
4.	Fruits and vegetables consumption prevent constipation.	51 (26.29%)	143 (73.71%)	194
5.	Fruits and vegetables consumption will prevent anaemia in pregnancy.	62 (31.96%)	132 (63.04%)	194
6.	Fruits and vegetables will provide essential nutrients in pregnancy	42 (21.65%)	152 (78.35%)	194
7.	Fruits and vegetables will make the baby well after delivery	56 (28.87%)	138 (71.13%)	194
8.	Fruits and vegetables is better than Drug supplements.	96 (49.18%)	98 (50.52%)	194
9.	Fruits and vegetables will prevent high blood pressure	68 (35.05%)	126 (64.95%)	194
10.	Fruits and vegetables will prevent some non communicable diseases both in pregnancy and after delivery	72 (37.11%)	122 (62.87%)	194

In the table above, it is revealed that: 13(6.70%) of the participants agreed, while 181 (93.30%) disagreed that the consumption of fruit and vegetable in pregnancy improves health. 29 (14.95%) of the intervention participants answered No, while 165 (85.05%) of the 194 participants answered Yes that fruits and vegetable make in pregnancy helps in bowel movement. 45 (23.20%) of the participants answered No, while 149 (76.80%) answered Yes to the question that Fruit and vegetable consumption in pregnancy will provide for blood need in

pregnancy. 51 (26.29%) of the intervention participants answered No and 143 (73.71%) answered Yes to the statement that fruits and vegetable consumption in pregnancy will prevent constipation.

62(31.96%) of the participants answered No while 132 (63.04%) answered Yes to the statement that fruits and vegetable consumption will prevent anaemia in pregnancy. 42(21.65%) of the intervention participants answered No while, 152 (78.35%) of the respondents answered Yes to the statement that fruit and vegetable consumption will provide essential nutrients in pregnancy. 56(28.87%) of the study participants answered No while 138(71.13%) of the intervention participants answered Yes to the statement that fruits and vegetable consumption makes the body well after delivery.

96 (49.48%) of the participants answered No and 98(50.52%) answered Yes to the statement that Fruit and Vegetable consumption is better than drug supplements in pregnancy. 68(35.05%) answered No while 126 (64.95%) answered Yes of the intervention participants answered Yes to the statement that fruit and vegetable consumption in pregnancy will prevent Pregnancy induced Hypertension (P.I.H). 88 (45.36%) of the study participants answered No while, 106 (54.64%) of the intervention participants answered Yes to the statement that fruit and vegetables consumption in pregnancy will prevent congenital diseases and lastly, 72 (37.11%) of the participants answered No while 122 (62.87%) of the intervention participants answered Yes to the statement that fruit and vegetable consumption will prevent some non-communicable diseases at both during and after pregnancy.

From the above, for obvious reasons, it could be inferred from the table above that pregnant women in Odogbolu local government are not satisfactorily knowledgeable about the importance of fruit and vegetable consumption in pregnancy, during the commencement of the intervention.

Though, a good percentage of them are aware of the importance of fruits and vegetable consumption in pregnancy but there is obvious need to intensify effort on educating and intervening on the increase consumption of fruits and vegetables among the target group.

Research Question 2

Will the study participants have varied preference for different fruits and vegetables offered for the intervention?

Table 2: Fruits and Vegetable Preference.

S/N	Fruits and Vegetables Preferences	No	Yes	Total
1.	Pineapple	22 (13.41%)	172 (88.66%)	194 (100%)
2.	Pawpaw	96 (49.48%)	98 (50.52%)	194 (100%)
3.	Cucumber	12 (6.19%)	182(93.81%)	194 (100%)
4.	Water melon	83(42.78%)	111(57.22%)	194 (100%)
5.	Garden Egg (Igba) Egg Plant	71 (36.60%)	123(63.40%)	194 (100%)

6.	Orange	84 (43.30%)	110 (56.70%)	194 (100%)
7.	Guava	04 (2.06%)	190 (97.94%)	194 (100%)
8.	Lagos Spinach (Soko)	29 (14.95%)	165 (85.05%)	194 (100%)
9.	Amaranths (Tete)	18 (9.28%)	176 (89.18%)	194 (100%)
10.	Fluted Pumpkin (Ugwu)	21 (10.82%)	173 (89.18%)	194 (100%)
11.	Carrot (Dacus Carota)	95 (48.97%)	99 (51.03%)	194 (100%)

The table 2 above shows the responses of the intervention participants on fruits and vegetables preference: On pineapple, 22 (13.41%) of the participants ticked no, while 172 (88.66%) of the intervention participants ticked Yes. On preference for pawpaw, 96(49.48%) ticked No while 98 (50.52%) of the participants ticked Yes. On preference for cucumber, 12(6.19%) ticked No while 182 (93.81%) of the intervention participants ticked Yes.

On water melon, 83 (42.78%) ticked No, while 111 (57.22%) of the intervention participants ticked Yes. On Garden egg, 71(36.60%) ticked No. 123 (64.40%) of the study participants ticked Yes. On preference for orange, 84(43.30%) of the participant ticked No while 110 (56.70%) of the intervention participants ticked Yes. On Guava, 04 (2.06%) of the participants ticked No while 90 (97.94%) of the participants answered Yes to guava consumption meaning that almost all the participants has preference for guava fruit.

On the vegetable preferences, 29 (14.95%) of the participants ticked No while 165 (85.05%) of the participants ticked Lagos Spinach (soko) as their preferred vegetables. On Amaranths (Tete), 18 (9.28%) of the participants ticked No while 176 (90.72%) of the participants have preference for Amaranthus spp by ticking Yes. On fluted pumpkin (Ugwu), 21 (10.82%) of the study participant ticked No while, 173 (89.18%) of the intervention participants ticked yes that pumpkin is their vegetable of choice. On Carrot (Docus Carota), 95 (48.97%) ticked No, while 99 (51.03%) of the study participants ticked Yes revealing the structural preference to Carrot consumption as a vegetable.

It can be inferred from the responses of the intervention participants that some fruits especially pineapple and guava are most preferred. Responses for the vegetables show that the vegetables used in the intervention project are all favoured ones for the people of Odogbolu Local Government.

Hypothesis 1

There will be no significant difference in the effect of intervention programme on knowledge of experimental and control groups of pregnant women with respect to the importance of Fruits and vegetable consumption in pregnancy.

Table 3: Ancova on difference in the effect of Fruit and Vegetable intervention on knowledge of participants towards the importance of Fruit and Vegetables consumption in pregnancy.

Source	Sum of Square	Df	Mean square	F	Sig.
Corrected Model	4771.116	2	2321.548	82.713	.000
Pretest	2.174	1	2.174	0.79	.073
Main Effects: Treatment groups	4738.921	2	4738.921	1554.466	.000
Error (Residual)	4682.266	144	31.042		
Corrected Total	8644.291	148			

The above table shows that there is a significant difference in the knowledge of the participants towards fruits and vegetable consumption ($f(2,174) = 1554.466$, $P < .05$). This means, there was significant difference in the effects of fruits and vegetable intervention programme on knowledge of experimental and control participants towards fruit and vegetable consumption among pregnancy women in odogbolu local government area of Ogun State, Nigeria.

The multiple classification analysis was also carried out to show the direction of the difference. The mean scores of the two groups were: treatment group (grand mean) $(93.53 + 5.06) = 98.59$ and the control group (grand mean) $(93.54 - 6.74) = 86.08$. This shows that the mean score of the treatment group is greater than the control group. From the above result therefore, the group that was exposed to the fruits and vegetables intervention treatment (experimental group) has better knowledge towards the importance of fruits and vegetable consumption in pregnancy than the control group. Therefore it is obvious that the experimental group has greater knowledge than the control group on importance of fruit and vegetable consumption in pregnancy.

Hypothesis 2

There will be no significant difference in the effect of the intervention programme on the attitude of experimental and control group towards fruit and vegetable consumption.

Table 4: Ancova presentation on the effects of intervention programme on the attitude of participants towards fruits and vegetable consumption.

Source	Sum of Square	Df	Mean square	F	Sig.
Corrected Model	631.844	2	301.978	13.01	.000
Pretest	93.308	1	84.506	4.322	.065
Main Effects: Treatment groups	499	2	366.991	19.999	.000
Error (Residual)	3624.007	144	32.721		
Corrected Total	6117.76	148			

The table above shows the difference in attitude of participants towards fruit and vegetable consumption is significant ($F(2.134) = 19.866$, $P < .05$). The above data signify that there was significant difference in the effect of fruit and vegetable intervention programme on attitude of experimental and control groups of pregnant women towards fruit and vegetable consumption, hence the null hypothesis is rejected which means that there is obvious positive change of attitude among women sequel to the interventions programme. The mean score of the treatment group = 37.61 and the control group of 32.78. This means that the mean score of the treatment group is greater than of the control group; indicating better attitude by the treatment group when compared.

Discussion of findings

In this intervention, it was revealed that the problem of preservation has hindered the continuous consumption of fruit and vegetable. Some of the fruits can be preserved for consumption later if refrigeration facilities were available and vegetables are better eaten fresh. It was also found out that allergies to some fruits and vegetables also hinder consumption, though this is not an active factor for not consuming fruits and vegetables among the intervention group since only about 12% of the participants reported this as a hindering factor.

The intervention programme has tremendously improved the knowledge of the participants towards the importance of fruits and vegetables consumption in pregnancy. Also, the attitude of the participants have changed consequent upon the effect of the intervention programme.

There is a growing body of basic research suggesting that fruit and vegetable intake may reduce oxidation, inflammation, cell, proliferation and other important disease – related processes. (International Fruit and Vegetable Alliance (IFAVA, 2012).

Evidence from mechanistic experimental studies suggests that fruits and vegetable may have an even greater role to play in human health than the already positive results from observational studies.

Behavioural approach research review suggests that statistically significant increase in fruits and vegetables intake are demonstrated when behaviour – based interventions are employed. Among the most supported are interventions applying motivational interviewing or stages of change at the individual level and socio – ecological or socio contextual theory at the group (e.g. worksite church), level. Achieving and sustaining fruits and vegetables intake at currently recommended levels across the population also will require stronger interventions that are strategically combined with other approaches, including efforts to address taste, convenience, availability and access and competitive foods, as well as enhancing the perceived value of habitually adopting this behavior. (Thomson, 2011).

Examination of the US government support for Fruits and vegetables to their level of importance, it was found out that the US government support for Fruits and Vegetables is low and this low priority status is inconsistent with the large fruit and vegetable consumption gap, the enormous economic costs and substantial health risk associated with that gap.

An intervention sent by e-mail targeting self-efficacy or self – efficacy and action plans resulted in an increase of fruits and vegetables consumption at 6 months after intervention (Luszczynska, Tryburcy and Schwarzer, 2007). The result findings is also in line with studies showing that

planning intervention may work because they encourage a person to engage in more frequent use of strategy planning. (Luszczynska, 2006).

Several cohort studies have examined the relation between fruit and vegetable intake and coronary heart disease and the results revealed an inverse association between high intake of fibre from fruit and vegetables and chronic coronary heart disease (CHD) risk. (Dauchet, Amouyed, Hercberg and Dallogeville, 2006).

On fruits and vegetables and Health Disease Prevention: Fruits and vegetables may reduce chronic diseases and more specifically, coronary heart diseases, (Pereira et al, 2004) reported that by means as potassium, folate, vitamins, fiber and other phenolic compounds (Van Duyn and Pivonka, 2000).

On consumption: Guenther et al, (2006), Bazzano, (2006), Serdula et al (2004), Guenther et al (2006); Casagrande et al (2007), Larsen et al 2007 and Vitolin et al, (2007) reported that most of the US population does not integrate a sufficient amount of fruit and vegetables (at least 5 day a day) into their daily diet.

On Barrier: The following researches have worked on Fruits and Vegetables consumption with its barriers among children. (Hill et al, 1998, Campbell et al 1999, Cullen et al 2003), and their findings is in support of this result like cost of purchase, family preference and preparation as limiting factors to vegetables consumption.

Hill et al, (1998), Campbell et al (1999) reported that the primary individual, impediment was a perceive lack of time due to long working hours and extensive preparation time required for cooking vegetables. Also, the high cost and high spoilage rates of fruits and vegetables deterred many participants from consuming fruits and vegetables on a daily basis (Dermon et al, 2002), Pollard et al 2002, Dibsdall et al 2002).

Kratt et al, 2000 and Campbell et al (2007) also found out that the home food environment impacted on what the family unit (parents, children or adolescents) ate.

Aside from the environmental variations, the previous researches have established the need for improved fruits and vegetable intake and have identified limitations that should be mitigated through education.

Recommendation

The following recommendations are consequently made:

1. More intervention should be conducted among the general population for improved fruits and vegetables consumption.
2. Fruits and vegetables education should be inculcated into nutrition education at all clinics and health centers.
3. Fruits and vegetables should be grown around the home for increased accessibility.
4. Government policy should support growth of fruits and vegetable for increased production.

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Influence of Abortion on Reproductive Health Status of Women in Ilorin Metropolis

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Abstract

This study was carried out on the influence of abortion on reproductive health status of women in Ilorin metropolis. The population of the study comprised of health workers, private workers, civil servants, business women and students of higher institutions. Four Hundred and Fifty (450) respondents were sampled using purposive random sampling technique for the study, based on the occupation mentioned above. Conclusions and recommendations were drawn based on the hypotheses tested.

Keywords: *Abortion, reproductive health status, child bearing age,*

Introduction

In this modern dispensation adolescents and youths are great exploiters, in the process of trying to discover certain things about themselves and their environment. This made them take some drastic steps which they are not conscious of or mindful of the repercussion in future. They enter into all forms of sexual immorality like lesbianism, homosexual, fornication, rape, and masturbation among others.

The most frequently abused is fornication which might eventually lead to unwanted pregnancies, resulting in abortions. Thus not taken into proper consideration of the disastrous effects on the reproductive organs of body. Abortion is the clinical termination of a pregnancy either spontaneous or induced before twenty (20) weeks gestation. Olaitan (2009) and Olaitan (2010), also says abortion may be spontaneous or induced, if induced may be legal or illegal. In its widest sense abortion refers to a deliberate or induced termination of a pregnancy.

According to World Health Organization (2009) reproductive health refers to capability to reproduce and the freedom to decide if, when and how often to do so, not merely absence of reproductive disease, having a responsible, satisfying and safer sex. Reproductive health deals

with the reproductive processes, functions and system at all stages of life (POPIN 2002, Olaitan, 2003). This implies that people have the ability to reproduce, to regulate their fertility and to practice and enjoy a wholesome sexual relationship. It also implies that women go safely through pregnancy and child birth, that fertility regulation can be achieved without health hazards and that people are safe in having sex. Finally, it implies that reproduction is carried to a successful outcome through infant survival, and lays the foundation for future health and development (Safe Motherhood Newsletter, 1994).

In summary, it is interesting to note that jet age has exposed adolescents into an uncontrollable freedom from the thorough supervision of the parents, sexual relationship not being an exception, thus the rampant cases of unwanted pregnancies and child abandonment. The reproductive health which is of universal concerned, is a crucial part of general health and a central feature of human development, especially among the women of child bearing age (from adolescent to menopausal). Reproductive health is a must for the continuity of human race. The rate of maternal mortality and infant mortality worldwide is alarming.

Research Questions

The following questions are raised to guide the study:

1. Is abortion the leading cause of infertility?
2. Can abortion lead to pelvic inflammatory disease?
3. Is abortion one of the leading causes of maternal/infant mortality?
4. Can abortion lead to ectopic pregnancy?
5. Can abortion lead to uterine abnormalities?

Hypotheses

- Ho₁ Abortion will not significantly be a cause of infertility among women of child bearing age in Ilorin metropolis
- Ho₂ Abortion will not significantly be a cause of pelvic inflammatory disease among women of child bearing age in Ilorin metropolis.
- Ho₃ Abortion will not significantly be a cause of maternal mortality among women of child bearing age in Ilorin metropolis.
- Ho₄ Abortion will not significantly be a cause of infant mortality in Ilorin metropolis.
- Ho₅ Abortion will not significantly be a cause of ectopic pregnancy among women of child bearing age in Ilorin metropolis.
- Ho₆ Abortion will not significantly be a cause of uterine abnormalities among women of child bearing age in Ilorin metropolis.

Purpose of the Study

The study assessed the influence of abortion on reproductive health status of women in Ilorin metropolis, with emphases on pelvic inflammatory disease, maternal mortality, infant mortality, ectopic pregnancy and uterine abnormalities.

Methods and materials

This study design is a descriptive survey design type. The population for this study comprised women in Ilorin metropolis. Purposive random sampling technique was used to select three Local Government Areas in Ilorin metropolis because of the vastness of the area. Based on gender (female only) and by age (the reproductive age group only). A sample of one hundred and fifty respondents from each Local Government Area, Based on the laid down rule for research that involve large target population; the sample population must not be less than 384 because, the total population is more than 10,000 (Fisher' et.al, 1998). The instrument used for this research was structured interviewer administered questionnaire, tagged the perception of women on the relationship between abortion and reproductive health status in Ilorin metropolis. The questionnaire items were generated from literature review and developed by the researchers. The draft questionnaire was subjected to both face and content validity.

In ensuring the reliability of this study, test – retest method was use. Sixty questionnaires was administered to female of reproductive age at Ganmo in Ifelodun Local Government Area using Pearson product moment correlation co-efficient was used for test of reliability and reliability correlation of 0.82 was obtained.

The researchers and 6 trained research assistants distributed the questionnaires to the respondents. The completed questionnaires were analyzed using both descriptive and inferential statistics. Descriptive statistics of frequencies and percentages were used to analyze the demographic information in Section A, while the inferential statistics of chi – square was used to analyze Section B in order to reject or not to reject the null hypotheses at $\alpha = 0.05$ level of significance through SPSS 16.0 version.

Data analysis

Results

Table 1: Frequency distribution and percentages of respondents according to religion, age and occupation.

S/N	Respondents	South	West	East	Total	Percentage
1.	Religion					
	Islam	115	75	113	303	67.6
	Christianity	35	75	35	145	32.4

2.	Age Range (years)					
	13-19yrs	3	13	4	20	4.5
	20-26-yrs	51	32	36	119	26.6
	27-33yrs	38	39	38	115	25.7
	34-40yrs	30	33	36	99	22.0
	41-47yrs	20	26	24	70	15.6
	48 and above	8	7	10	25	5.6
3.	Occupation					
	Health workers	30	30	28	88	19.6
	Private workers	30	30	30	90	20.1
	Civil Servants	30	30	30	90	20.1
	Business women	30	30	30	90	20.1
	Students	30	30	30	90	20.1
	Total	150	150	148	448	100.0

Religion: Table 1 show that majority of the respondents 303 (67.6%) were Muslims, while 145 (32.4%) were Christians. The age range in the table shows that, 20 (4.5%) of the respondents fall between the age bracket of 13-19 yrs while 119(26.6%) of the respondents fall between the age bracket of 20-26yrs, 115 (25.7%) respondents fall between the age bracket of 27-33yrs, 99(22.0%) respondents fall the between the age bracket of 34-40yrs, 70(15.6%) respondents fall between the age bracket of 41-47yrs and 25 (5.6%) respondents fall between the age bracket of 48 and above. From the above analysis of the respondents 333 (74.3%) fall within the reproductive age of 20-40years, as 40yrs of age is recognized as the onset of menopause for females generally. While 95 (21.2%) respondents fall within the full blown of menopause 41-48yrs and above.

However, on occupation, the table shows that a total of 90 respondents were sampled in each of the Local Government Areas (Ilorin South and Ilorin West), except in Ilorin East, where 2 respondents failed to return their questionnaires, for this therefore 88 (19.6%) of the respondents were Health Workers, 90 (20%) each, respectively were Private Workers, Civil Servants, Business Women and Students.

Testing of Hypotheses:**Table 2:Chi-square table showing influence of abortion on reproductive health status among women of child bearing age N= 448**

ITE M	SA	A	D	SD	ROW TOTA L	df	CALC. X ²	TABLE VALUE	DECISION ON H ₀
Abortion do not cause infertility									
1	148(33.0)	201(44.9)	55(12.3)	44(9.8)	448	9	58.11	16.92	REJECTED
2	37(8.3)	206(45.9)	147(32.8)	58(12.9)	448				
3	114(25.4)	201(44.9)	101(22.5)	32(7.1)	448				
4	67(15.0)	135(30.1)	160(35.7)	86(19.2)	448				
Abortion do not lead to pelvic inflammatory diseases									
5	179(40.0)	233(52.0)	23(5.1)	13(2.9)	448	9	158.93	16.92	REJECTED
6	163(36.4)	227(50.6)	44(9.8)	14(3.1)	448				
7	126(28.1)	239(53.3)	66(14.7)	17(3.8)	448				
8	73(16.3)	134(29.9)	194(43.3)	47(10.5)	448				
Abortion do not cause maternal mortality									
9	180(40.2)	191(42.6)	59(13.2)	18(4.0)	448	9	292.7	16.92	REJECTED
10	208(46.4)	191(42.6)	39(8.7)	10(2.2)	448				
11	178(39.7)	190(42.4)	56(12.5)	24(5.4)	448				
12	229(51.1)	192(42.9)	21(4.7)	6(1.3)	448				
Abortion do not cause infant mortality									
13	120(26.8)	153(34.1)	120(26.8)	55(12.3)	448	9	100.75	16.92	REJECTED
14	292(65.1)	123(27.5)	17(3.8)	16(3.6)	448				
15	231(51.5)	166(37.1)	39(8.7)	12(2.7)	448				
16	28(6.3)	22(5.0)	84(18.6)	314(70.0)	448				
Abortion do not cause ectopic pregnancy									
17	196(43.8)	201(44.8)	35(7.8)	16(3.6)	448	9	124.24	16.92	REJECTED

18	126(28.1)	257(57.4)	54(12.0)	11(2.5)	448	9	124.24	16.92	REJECTED
19	60(13.4)	249(55.6)	109(24.3)	30(6.7)	448				
20	82(18.3)	224(50.0)	118(26.3)	24(5.4)	448				
Abortion do not cause uterine abnormalities									
21	27(6.0)	95(21.2)	150(33.5)	176(39.3)	448	9	110.24	16.92	REJECTED
22	21(4.7)	102(22.8)	164(36.6)	161(35.9)	448				
23	78(17.4)	165(36.8)	123(27.5)	82(18.3)	448				
24	210(46.8)	196(43.8)	29(6.5)	13(2.9)	448				

$P \leq 0.05$

*For items 1 – 24 see appendix (Questionnaire)

From table 2, in the hypothesis testing, on the influence of abortion on causes of infertility among women of child bearing age in Ilorin metropolis. The calculated value (58.11) is greater than the critical value (16.92). Thus, the null hypothesis is rejected. That is, there is significant influence of abortion on the causes of infertility among women of child bearing age in Ilorin metropolis. Which means abortion can lead to temporary/permanent infertility, increasing infertility, increasing high rate of infertility and Sexually Transmitted Diseases been underlying causes of infertility among women.

In the hypothesis testing on the influence of abortion on pelvic inflammatory diseases among women of child bearing age in Ilorin metropolis, the calculated value is (158.93) is greater than the critical value (16.92). Thus, the null hypothesis is rejected. Thus, abortion significantly influenced pelvic inflammatory diseases among women of child bearing age in Ilorin metropolis. Which means abortion can lead to inflammation of the uterus, fallopian tubes and/or ovaries, being signs and symptoms of septic or criminal abortion.

The hypothesis testing on the influence of abortion on maternal mortality among women of child bearing age in Ilorin metropolis was analyzed. The calculated value (292.7) is greater than the critical value (16.92). Thus, the null hypothesis is rejected. That is there, is significant influence of abortion on maternal mortality among women of child bearing age in Ilorin metropolis. That is, abortion is one of the underlying causes of maternal mortality, especially among adolescents and young women (due to unsafe abortion).

Hypothesis testing on the influence of abortion on infant mortality in Ilorin metropolis was analyzed. The calculated value (100.75) is greater than the critical value (16.92). Thus, the null hypothesis is rejected. That is, there is significant influence of abortion on infant mortality in Ilorin metropolis. That is, abortion can be responsible for increase in the deaths of infants, the future of tomorrow, or their deformities.

Hypothesis testing on the influence of abortion on ectopic pregnancy among women of child bearing age in Ilorin metropolis was analyzed. The calculated value (124.24) is greater than the critical value (16.92). Thus, the null hypothesis is rejected. That is, there is significant influence of abortion on ectopic pregnancy among women of child bearing age in Ilorin metropolis. That is, abortion through criminality or unsafe procedure can lead to blockage of uterus and subsequent to occurrence of ectopic pregnancy in future.

Hypothesis testing on the influence of abortion on uterine abnormalities among women of child bearing age in Ilorin metropolis was analyzed. The calculated value (110.24) is greater than the critical value (16.92). Thus, the null hypothesis is rejected. That is, there is significant influence of abortion on uterine abnormalities among women of child bearing age in Ilorin metropolis. However it has been scientifically proof that therapeutic or repeated first trimester (3 months) spontaneous abortion has effect on uterine abnormalities. It leads to formation of fibroid in the womb.

Discussion of Findings

The data analyzed revealed that there is influence of abortion on reproductive health status of women. A total of four hundred and fifty women were sampled, based on their occupation earlier mentioned in summary of findings from three Local Government Areas (Ilorin South, Ilorin West and Ilorin East). One hundred and fifty respondents from each of these Local Government Area in Ilorin metropolis. Ninety-nine and half percent (99.5%) of the respondents (448) returned their completed questionnaires while half percent (0.5%) failed to return their questionnaires (2 respondents), that were health workers (Doctors) from University of Ilorin Teaching Hospital at Oke-Ose in Ilorin East LGA.

From the analysis, it was generally agreed, that there is significant influence of abortion on causes of infertility among women of child bearing age in Ilorin metropolis (table 2). This confirms the study of Olaitan (2010) that abortion is one of the causes of infertility, among women of child bearing age due to its effects on the reproductive health status of the women such as pelvic inflammatory diseases, which lead to infertility.

The study revealed that there is significant the influence of abortion on pelvic inflammatory diseases (table 2). This agrees with Olaitan (2010), pelvic inflammatory diseases are one of the effects of criminal abortion that may be caused, either by the spread of an unrecognized sexually transmitted diseases into uterus during the abortion or by micro-organism on the surgical instrument which are inserted into the uterus. Augusta (2007) claimed that pelvic inflammatory diseases are one of signs & symptoms of septic abortion.

It was also revealed that there is significant relationship between abortion and maternal mortality (table 2). This supports the study of Safe Motherhood (1994), WHO (2009), that over 500,000 women, who died during pregnancy and child birth Worldwide. 90 percent occur in Africa and Asia, some of which died due to consequences of unsafe abortions. Likewise Robertson (2010) claimed that a major cause of maternal deaths in Ghana 19 Feb. 2010 is caused by unsafe abortion, a neighbouring country. Therefore Nigeria is not an exception, Ilorin metropolis inclusive.

The study also revealed that majority of the females that died is adolescents and young women, for the fact, that they are poor contraceptive users, they engaged in abortion especially unsafe (criminal) abortion. This confirms the submission of Olaitan (2009).

The findings also proved that there is significant influence abortion on infant mortality in Ilorin metropolis (table 2). This supports Wikipedia (the free) encyclopedia (2009) that infant mortality (Perinatal infant mortality) is due to spontaneous abortion. Daiter (2007) claimed, that anatomic abnormalities (typically uterine), hormonal imbalance (typically in progesterone) and serious or life threatening diseases (chronic nephritis, untreated diabetes and others), lead to infant mortality.

The outcome of the study revealed, that there is significant influence of abortion on ectopic pregnancy among women of child bearing age in Ilorin metropolis (table 2). This support Lawlor (2009), due to damage of ovaries, there can be serious consequences to the reproductive health future of the women involved in abortion, which on lead to ectopic pregnancy.

The findings also proved that there is significant influence of abortion on uterine abnormalities (table 2). This agrees with Olaitan (2010), Adewole (1992) that one of the complications of abortion is perforation of uterus. Flemming, Ostor, Pickel and Fortune (1990), claimed that Uterine Arteriovenous Malformation is one of the complications of therapeutic abortion. Ibahim, Hero and James (2009) claimed that patients with Mullerian duct anomalies are known to have repeated first-trimester spontaneous abortions. Also, Olaitan (2009), asserted that structural abnormalities of the reproductive tract include the followings: congenital uterine defects (in particular uterine septum), fibroids, cervical incompetence, latogenic causes (Asherman syndrome).

Conclusions

Based on the facts collected from the respondents and the data analysis, the following conclusions were made that:

- a. Abortion is one of the causes of infertility among women of child bearing age in Ilorin metropolis. Despite this reality, some of the adolescents and young women, still indulge in it (Unsafe abortion), due to poverty, peer pressure and ignorance.
- b. Pelvic inflammatory diseases are one of the consequences of abortion among women of child bearing age in Ilorin metropolis.
- c. Abortion (Unsafe abortion), is one of the leading causes of maternal mortality, among women of child bearing age, Ilorin metropolis inclusive.
- d. Abortion is one of the causes of infant mortality (Perinatal mortality), in Ilorin metropolis.
- e. Ectopic pregnancy is one of the physiological effects of abortion in future of the women involved in Ilorin metropolis.
- f. Abortions lead to uterine abnormalities among women of child bearing age in Ilorin metropolis.

Recommendations

The following recommendations were made by the researcher based on the conclusion drawn from the findings of the study that:

1. Abortion workshops should be organized in secondary schools and tertiary institutions in Nigeria, Ilorin metropolis inclusive, on abortion and its effects/complications such as Pelvic Inflammatory diseases, ectopic pregnancy, infertility and others, on the reproductive health status of the women (females). Since adolescents and young women, are mostly the victims of abortion.
2. Sexuality Education Programmes should be a must for all the Nigerian citizens through courses offer in secondary schools and tertiary institutions. In addition, the involvement of mass media such as television, radio, daily and weekly newspapers write-ups, which will be directed towards the implication of early sexual intercourse, causes of unwanted pregnancy and abortion.
3. Regular medical examinations of the Reproductive organs (Uterus, ovaries, and fallopian tubes) among the adolescents and young women would lead to early detection of Sexually Transmitted Diseases, Pelvic Inflammatory Diseases, Fibroids among others.
4. Reproductive health specialists should try to organize workshops periodically to counsel people (clients) on the adverse consequences of abortion on their reproductive health life. This will curb the rate of involvement in abortion.

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Work Environmental Factors as Correlates of Non-Communicable Diseases among Bank Workers in Nigeria.

By

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Abstract

The main goal of this study was to assess the relationship between the work environmental factors and non-communicable ill-health conditions. A survey research of correlational type was adopted to evaluate the work-built environment as it relates to self reported ill-health conditions. Multistage sampling technique was employed to select 881 bank employees from different commercial banks in Ogun State Nigeria with similar operational model. (SRIHCQ) ($r = 0.8$), and (ARHBQ) ($r = 0.76$), were used for data collection. Mean score and standard deviation was adopted with multiple regression analysis used to determine the level of relationship. Our findings show a clear association between work environment and non communicable ill health conditions.

Key words: *Work environment, bank workers, non-communicable diseases, ill-health conditions*

Introduction

The banking sector is one of the sector that is perceived to offer job opportunity for the intelligent young Nigerians with perceived good work environment for several reason: the workers are housed in a clean air conditioned office, with relatively regular pay, well dressed with opportunity to access loan for personal use and are valued in the society as workers with white collar job.

The banking sector in Nigeria since 2005 has continuously undergone and still undergoing reviews and reorganization such as recapitalization and repositioning for improved service delivery. The aforementioned is not without its own challenges for the banks, the regulatory agencies and their employees (Ogunleye, 2005; Ojedokun, 2008). The consolidation of the banks among other issues has increased inter-bank competition, demand for high returns on investment, a need to return highly skilled employees and a bid to avoid the sanctions of the monitoring and regulatory agencies. For the employees, the effects of these incessant changes in policy, is as great as that of the banking industry itself.

The banking sectors adopted sales model strategy which put heavy pressures on the employees to perform better and to meet stringent work targets which are set to justify their pay (Okueso, Awesu, George, Moronkola, and Emeahara, 2009), for example, more than before, Nigerian banks hinge confirmation of appointment, promotion, recognition and remuneration of an employee on how well he / she meets the set stringent job targets. The job targets may increase demand on their time and bring psycho-emotional discomfort which may have negative implications on the health of such employees.

The consequences of the aforementioned structural reorganization on the health of the bank employees are numerous, ranging from physical and emotional stress with all its attendant ill-health predisposing indices like repetitive stress injuries (RSI) headache, anxiety, sleeplessness, high blood pressure, palpitation due to job insecurity and failure to meet job target to mention just a few. The work environment of bank workers in Nigeria is highly sedentary, no form of exercise is allowed because workers resume duty between 7am and 8am and closes at around 8pm daily. Also, the commonest available means of feeding is from fast food restaurants that are often located around the bank concentrated areas in the cities in Nigeria thereby leading to consumption of fast foods which is worsened with sedentary work predisposing to several non – communicable diseases.

It has been copiously reported that sedentary work, fast food consumption and all forms of inactivity predispose to overweight and obesity (which increases the risk of several diseases, among them are cardiovascular disease, hypertension, type 2 diabetes, and several forms of cancer which forms the bulk of several existing non-communicable diseases (Must, Spadano, Coakley et al, 1999; Babalola and Oyeniyi, 2005; Eric, Hong, Malavika, Justin, Trogon and Phaedra, 2007; Igbunugo, 2007; Akinwumi, 2007, Beaglehole and Yach, 2003, WHO 2010).

The health issues that concerns the bank workers originate from the work-built environment where the bankers work which are both: Obesogenic (Sedentary, Fast Food consumption, absence of exercise) and psychogenic, (exposed to stringent targets, Daily work of over 12 hours, job insecurity, incessant armed robbery attacks, and regular surcharge from account imbalance, fraud and failure to meet stringent work target among others) with all its attendant at-risk health behavior which is consequent upon the work environment.

According to Maslack and Jackson (1986), occupational burnout is a psychological syndrome that involves three conditions: emotional exhaustion, depersonalization and a feeling of diminished personal accomplishment in response to chronic and prolonged job stress. Emotional exhaustion is a condition in which an employee feels emotionally drained or spent as a result of being exposed to high work related risk for an extended period of time, as seen among bank employees in Nigeria, and the summation of the effects of these situations exposes

them to psychogenic health issues which has negative implications on their health (Burke and Mikkelsen, 2006; James, 2004; Morgan, Cho, Hazlett, Coric, and Morgan, 2002; Dileep, 2006; Udoh, 2001) which may culminate in low individual and organizational outcome (O' Driscoll and Brough, 2003, Fritz and Sonnentag, 2006).

Burke and Mikkelsen (2006), reported that exposure to psychogenic work-built environment predisposes to low job satisfaction, low meaningfulness of work, high work family conflict and domestic violence, low physical and psychological health conditions e.g. general malaise, increased use of unprescribed drugs, headache, alcohol use, sickness, sleeplessness, nocturnal sweating, agitation, increased number of sick day, palpitation and other ill-health conditions. In the last two decades, studies have linked work psychogenic issues to individual attributes (Beasley, Thompson and Davidson, 2003; Zellars, Perrewe and Hockwater, 2000). Work family conflict (Thompson, Brough and Schmidt, 2006) social support (Burke and Mikkelsen, 2006) or a combination of factors. (Kokkinos, 2007).

Psychogenic health conditions are likely to occur more among service employees who are responsible for helping protecting or taking care of others. (Brotheridge and Grandey, 2002; James, 2004).

Bank workers are an example of service employees charged with the duties of protecting the bank and its customer's funds and deposits. Unlike other service employees, bankers are more vulnerable to obesogenic and psychogenic health conditions in Nigeria due to long hours at work sitting (over 12 hours daily) in front of computer, absence of shifting duty, and dual obligation of protecting the bank and its customers' deposit, with stringent work target and high incidence of job insecurity.

The demographic characteristics of bank employees have direct influence on the individual incidence and prevalence of associated ill-health conditions. Literature has it that female workers suffer more from musculoskeletal stress injuries because of their anatomical structure (Akrouf, Crowford, All-Shatti, Kamel, 2010; Lacerda, Nacul, Augusto, Olinto, Rocha and Wanderley, 2005), also female bankers are regularly appointed as cashiers attending to customers which increases their psychological stress and making them more sedentary with continuous use of computer which implicate their predisposition to visual and musculoskeletal repetitive stress injuries (RSI) (Tella, Akodu and Fasuba, 2010).

Just a handful of studies have been devoted to physical and psychogenic occupational burnout and obesogenic health issues which causes and predisposes to non-communicable diseases among bankers in Nigeria. Hassan, (2009) occupational stress among bank workers in Lagos, Tella, Akodu and Fasuba, (2010) The prevalence of neck and upper extremity repetitive stress injury among bank workers in Lagos, Ojedokun, (2008), Job insecurity, satisfaction and intention to quit among employees of selected banks in Nigeria. Oluwafemi and Balogun (2008) Predicting commitment forms from psychological contract breach and violation, among survivors of merged banks in Nigeria. Oloyede (2006) Impact of work-induced stress on perceived workers productivity in Banking industry in Nigeria.

Purpose

The goal of this investigation was to use representative data collected from bank workers to assess the correlation between work-built environment and self reported non-communicable ill-

health conditions which may likely include: Repetitive stress injuries like joint pains, back aches, neck pain; obesogenic health issues: overweight and obesity with its attendant health issues like, palpitation, high blood pressure, diabetes mellitus and psychogenic health issues like: occupational burnout, headache, anxiety, fear of job loss, insomnia and so on.

The findings from this study will provide an insight and understanding into the impact of work built environment of bank employees and its predisposition to several hidden non – communicable diseases in Nigeria.

Methodology

Design

A survey research design of correlational type was used to assess the relationship between the work-built environment and self reported non-communicable ill health conditions among the representative samples. The self reported ill health conditions are conditions expressed to be suffered from incessantly or confirmed diagnosis by medical means, reported by participants.

Sample

Eight hundred and eighty one bank staff (881) was drawn from the four existing geopolitical zones of Ogun State. Multistage sampling technique was employed for the conduct of the study. In the first stage, total sampling technique was adopted to select the entire geopolitical zones of the state: Remo, Ijebu, Yewa and Egba. In the second stage, proportional sampling technique was adopted to select forty nine ($n = 49$) commercial bank branches from four main towns in each of the geopolitical zones. Remo ($n = 13$), Ijebu ($n = 11$), Yewa ($n = 12$) and Egba ($n = 13$). Representative sample of the population was selected because all the required elements for the study were taken care of when selecting the branches. In the third stage, proportional stratified random sampling technique was adopted to select eight hundred and eighty one ($n = 881$) staff using percentage representation (80%) male ($n = 523$) and female ($n = 358$). The sample distribution according to the geopolitical zones of the state proportionately is, Remo ($n = 220$), Ijebu ($n = 164$), Yewa ($n = 243$) and Egba ($n = 254$).

Data collection procedure

After the validation of the instrument with reliability testing: Self reporter ill-health condition questionnaire (SRIHCQ) ($r = 0.8$), and at-risk health behavior questionnaire (ARHBQ) ($r = 0.76$), a letter of introduction was collected from the Department of Human Kinetics and Health Education, University of Ibadan, Ibadan in Oyo state and several copies of the letter were produced and addressed to branch managers and bank heads of operations of the sampled bank branches to allow for participation of staff in the study. The branch managers and head of operations were informed and educated explicitly on the purpose and importance of the study. Twelve trained research assistants worked in collaboration with the head of operations for distribution and collection of questionnaire. In-depth interview was also conducted in the twenty four selected bank branches. Selected were ($n = 96$) staff purposively sampled from among the managers, head of operations and some teller staff. Interview guide with validated questions was used for the interview to elicit information on self reported ill-health issues.

Results

In all, 961 questionnaires were administered to eligible participants, while only 881 were well completed. Out of the 881, male are (n = 523) and female (n = 358). Out of the 961, some were not filled while some failed to follow the given instructions hence the removal of 80 poorly filled questionnaires. On the age distribution of the respondents, 19 (2.2%) were within the age range of 18 – 22 years, 301 (34.2%) were within the age range 23 – 27 years, 204 (22.2%) were within the age range of 28 – 32 years, 239 (27.1%) were within the age range of 33 – 37 years and 118 (13.3%) were within the age range of 38 and above. This result suggest that bank employers have only employed young people with the age range of 23 – 37 years of age most significantly. The remaining demographic characteristics of respondents are illustrated in table 1 below

Table 1: Demographic profile of the sampled participants, see annexure 1

Variables	Characteristics	Frequency	%
Age Group	18 – 22	19	2.2
	23 – 27	301	34.2
	28 – 32	204	23.2
	33 – 37	239	27.1
	38 – above	118	13.3
Sex	Male	523	59.4
	Female	358	40.6
Marital Status	Single	400	
	Married	375	
	Divorced	53	
	Separated	42	
	Widower	11	
Years of work – experience	1 – 5 years	438	
	6 – 10 years	279	
	11 – 15 years	106	
	16 – 20 years	53	
	21 yr – above	5	
Mode of Transportation	Chauffeured	100	
	Self drive	461	
	Commercial / walking	320	

Table 2: Work environmental factors that are perceived to predispose to ill-health conditions.

Option	N	No		Yes		Mean Response	Std Deviation
		Freq.	%	Freq.	%		
Fear due to many targets.	881	174	19.8	707	80.2	.80	.398
Fear of armed robbers	881	212	24.1	669	75.9	.76	.428
Stress of surcharge	881	592	67.2	289	32.8	.33	.470
Long term sitting	881	.232	26.3	649	73.3	.74	.441
Job Insecurity	881	401	45.5	480	54.5	.54	.498
Social Isolation	881	490	55.6	391	44.4	.44	.498
Fast Food consumption	881	260	29.5	621	70.5	.70	.456
Unhealthy Rivalry	881	606	68.8	275	31.2	.31	.464
Unhealthy nutritive environment	881	242	27.5	639	72.5	.73	.447
Swelling due to long sitting	881	420	47.7	461	52.3	.52	.500
Work pressure and smoking	881	.755	85.7	126	14.3	.14	.350
Work pressure and alcohol usage	881	781	88.6	100	11.4	.11	.317

Table 2 present the perceived relationship between the work environmental factors that predisposes to self reported ill-health condition. The mean number of reported fear due to inability to meet stringent work target was 80(SD = .398); fear due to exposure to armed robbery attacks, .76(SD = .428); stress of surcharge, .33(SD = .470); long term sitting, .74(SD = .441); Social isolation, .44(SD = .497); Fast food consumption, .70(SD = .456); unhealthy rivalry, .31(SD = .464); unhealthy nutritive environment, .73(SD = .447); swelling due to long sitting at work, .52 (SD = .500); work pressure and alcohol usage .11(SD = .317); work pressure and smoking, .14(SD = .350) and job insecurity, .54 (SD = .498).

Table 3:Prevalence of self reported non-communicable ill-health conditions of the participants.

	N	No		Yes		Mean Response	Std Deviation
		Freq.	%	Freq.	%		
Back Pain	881	102	11.6	779	88.4	.88	.320
Joint Pain	881	230	26.1	651	73.9	.74	.439
Regular Headache	881	542	61.5	339	38.5	.38	.487
Stomach Ulcer	881	689	78.2	192	21.8	.22	.413
Profuse sweating at night	881	569	64.9	312	35.4	.35	.479
Poor sleep	881	471	53.5	410	46.5	.47	.499
High blood pressure	881	742	84.2	139	15.8	.16	.365
Diabetes Mellitus	881	795	90.2	86	9.8	.10	.297

Poor Appetite	881	546	62.0	335	58.0	.38	.486
Unable to read without glasses	881	743	84.3	138	15.7	.16	.364
Excess weight gain	881	498	56.5	383	43.5	.43	.496
Crave for cigarette	881	799	90.7	82	9.3	.09	.291
Swelling in the legs	881	528	59.9	353	40.1	.40	.490

Table 3 presents the self reported ill-health conditions of participants. The mean number of Back pain; .88 (SD = .320) Joint pain, .74 (SD = .439); Regular headache, .38 (SD = .487); Stomach ulcer, .22 (SD = .413); Profuse sweating at night, .35(SD = .479); Poor sleep, .47 (SD = .499); High B/P, .16(SD = .365), Diabetes mellitus, .10(SD = .297); Poor appetite, .38(SD = .486); Inability to read without glasses, .16(SD = .364); Excess weight gain, .43(SD = .496); Crave for cigarette, .09(SD = .291) and swelling in the legs, .40(SD = .490)

Table 4:Coefficient indicating degree of influence of work-built environment variables (obesogenic and psychogenic) on reported ill-health conditions among bankers in Ogun State Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficient	T	sig.
	B	Std. Error	Beta		
(Constant)	9.366	.409		22.908	.000
Psychogenic work-built Environment V.	1.066	0.88	.378	12.063	.000
Obesogenic work-built Environment Var.	-.018	.097	-.006	-.182	.856

- Predictors; (constant) psychogenic at – risk – behavior, obesogenic at-risk health behavior.
- Dependent variable: ill – health conditions.

Table 4 revealed that, Among the work environment (psychogenic and obesogenic) factors, psychogenic work environmental factor as presented in table 4, contributed more significantly to Bankers ill-health conditions with B - .378; t = 12.063; P < 0.05, while obesogenic work built environment variables on the other hand did not contribute significantly to Bankers ill-health conditions with B = -.1006; t = -.182; P value of .856 is > 0.05. see annexure 4 for table 4.

Discussion

The influence of work-built environment on ill-health condition of bankers as found out in this study, support, Tella, et al (2010) that reported the prevalence of ill-health conditions among bankers in Nigeria as revealed through the high incidence of musculoskeletal conditions which is sequel to work posture and repetitiveness. They also found out in their study that the prevalence of repetitive injury among bankers is higher among the female bankers.

Their study also revealed that job distribution in the bank has a relationship with neck and upper extremity repetitive stress injuries.

Akingunola and Adigun (2010) in their study also affirmed that psychological stressors are prevalent among bankers, they further established that these stressors are more severe and prevalent among the executive than the non executives. They reported cases of exhaustion, fatigue which may eventually lead to burnout which they referred to as a state of physical, emotional and mental exhaustion, they referred to the bank work environment as unpleasant work climate which threaten individual worker's freedom, identity and autonomy.

The work of Kumari, Pandey, Member, Lacsit and Khanaki (2010) in India on workers using computer for several hours at work revealed that there are several health consequences associated with this practices, they suggested wide publicity / information in media about various problems generated from working on computer and employers must do something urgently for the better health of their employees. Also, it is corroborated by the submission of Hall et al (2006), Schaufeli et al (2008) and Taris et al (2005) they all reported in their studies that high felt obligation associated with target is associated with increased level of occupational burnout.

Ajala (2005) noted that the ultimate answer to the environmental health problem is prevention, and that the simple truth is that most of the illnesses, from environmental health hazards, which can kill and affect people, are considered preventable. The impact of environmental factors on human health is that, most death worldwide can be prevented through making the environment more wholesome.

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