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The Interface Between Secularism And Religious Pluralism In Nigerian National Development

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Abstract

Nigeria is a heterogeneous society comprising people of different religious and cultural affiliations. It is the most populous black nation with a constitution which portrays it as a secular state. Ideally, secularism depicts the separation of politics from religion for effective governance. Ironically, the three principal religious groups in Nigeria: African Traditional Religion (ATR), Christianity, and Islam tend to meddle with the political affairs of the country due to their dogged nature. Obviously, as a faith based process, religion has the capacity to influence its adherents, but that precludes violation of stipulated regulation. This article therefore explores how religious pluralism constitutes an impediment to effective operation of secularism in Nigeria, which in consequence impedes the development of the nation. The significance of the study is to enhance unity in diversity through religious tolerance, for economic, political and all round development in the country. The research adopted historical and descriptive method. It discovered that the collaboration between state and religious groups have often resulted in the domination of state affairs by religious sycophants.Consequently, there has been the emergence of religious fundamentalist groupsfermenting religious crises and indiscriminate destruction of lives and properties. The study advocates the amendment of the constitution and the removal of the ambiguities that obstruct the full implementation of secularism in Nigeria. Also, effort should be made to dissociate religion from politics for effective governance, peaceful coexistence and growth of the nation.

Keywords: Nigeria, Secularism, Religious Pluralism, Constitution, National Development

Introduction

Secularism in Nigeria has been under threat from inception. Nigeria is a heterogeneous society which comprises indigenous ethnic nationalities ranging in scale from smallest autonomous rural communities to the largest kingdoms and empires of pre-colonial Africa. There are varieties of religious sects within the country namely, African Traditional Religion (ATR), Christianity, and Islam. The British colonial master proclaimed Nigeria as her Protectorate in 1900, amalgamated her into a political unit in 1914, and subsequently introduced a secularist approach as the country's system of government without reference to state religion (Akpanika, 2017). However, the 1979 constitution went beyond silence on religion, and unequivocally asserted, that "there would not be any State Religion", which automatically declared Nigeria a secular state (Atanda, 1989). Correspondingly, Nigeria's secularism further drew its root and strength from section 10 of the currently operative 1999 constitution which stipulates that "The Government of the Federation or of a State shall not adopt any religion as State Religion" (Ikogho, 2006). Obviously, in a religiously pluralistic nation, such as Nigeria, with three major religious groups, there seems to be no better alternative than state secularism, which prohibits integration of religion with politics. Inadvertently, this excludes politicization of religion and forestalls conflicts.

As a faith based process, religion has the capacity to influence its adherents, but that precludes violation of stipulated regulation. Ironically, the three principal religions in the country tend to meddle with the political affairs of the country due to their dogged nature of intolerance. The current climate of religious interference in the political activities of the nation should be checkmated to avertreligious sectionalism, rivalry, favouritism, and crises which undermine secularism and national development. Sadly, some scholars' miss-interpret the policy of state secularism as an anti-religious policy, rather than consider it as that which is capable of upholding justice, peace, unity, and social progress. Ideally, secularism depicts the separation of politics from religion for effective governance. It does not in any way insinuate the absence of religion in a state. Rather, it implies that human actions and resolutions, especially on political basis should be unprejudiced by religious manipulation (Ogoloma, 2012). Invariably, the state does not sponsor any particular religion, but permits its citizens to adopt a religion of their choice. Thus, people are at liberty to practice any religious tenet that appeals to them, without any iota of fear, intimidation, victimization or favour.

Although, three major religions exist in the country, but the adherents of the imported religions, Christianity and Islam seem to undermine thetraditional religion which is more tolerant and less politically active, and have often engaged in recurrent competition for control of political power pitched between the Northern and the Southern Region of the Federation. Meanwhile, the minority groups are not left out of the fight based on the fear of being dominated and marginalized by the majority group, The resultant effect of these pathetic situations have been segregation, sectarian violence, corruption, fierce parochialism, sectionalism, tribalism and other negative tendencies. This selfish and overambitious attitude was the bane of numerous coups and the long tenure of the military regime which encroached into the democratic dispensation of the nation (Ogoloma, 2013). These observed problems which have ushered Nigeria into a war zone and a state of dilemma are imbued with religious undertone. There is therefore the necessity to strengthen the secular character of the nation which has been weakened by these incidents. The emergence of Boko Haram, an Islamic sect, (which means Western education is forbidden),aided by the Al-Qaeda with the sole agenda of Islamizing the nation is questionable. Theirdetermination to abolish the secular system of government and establish Sharia Law has been attributed tothedominance of Islamic religion over other religions that exist in the country. Besides, it reflects the political rivalry between the North and the South towards controlling the nation's political power.

However, in recent times this hydra headed monster has reflected its myriad hidden scheme ranging from killing innocent people including Youth Corpers on national assignment, burning of Churches and a host of others. The unimaginable atrocities perpetrated by this Islamic sect in an acclaimed secular state sound unbelievable. Besides, it has negatively affected the political, economic, social and environmental situation of the region and by extension Nigerian economy. Many lives and properties have been wasted and in consequence, businessmen, companies both local and foreign have left those 'worst hit' states depriving government millions of tax revenue that would have been collected for upward development of the society (Ajayi & Oluwafemi 2014).The past president of Nigeria, Obasanjo (2006) emphatically declared that "Nigerians must develop a supra-national consciousness and shift their loyalties from their ethnic and regional cum religious groups to a new Nigerian nation. This does not in any way imply a strategy that denies the socio-cultural or ethnic roots of Nigerians, but taking advantage of our multiculturalism, multi-religiosity and multiple identities, all Nigerians must contribute to create one nation which all nationalities (majorities, minorities and sub-minorities alike), can identify with and collectively develop".This paper intends to investigate whether ideal secularism is practiced as enshrined in the Nigerian constitution. It also seeks to ascertain how religious pluralism constitutes an impediment to the effective operation of secularism for national development. The methodology of the research is historical and descriptive approach.

An Overview of Secularism, Religious Pluralism and National Development

The perception of separating religion from politics is a splendidinitiative, particularly in Nigeria where there are conflicts between tradition and modernity, as well as heterogeneity and pluralism which defines social relations. It is imperative to clarify the key concepts ― Secularism, Religious Pluralism and National Development conceptually, and in relation to politics and society.

Secularism—Secularism is rooted in various historical contexts that make it highly controversial (Lyon, 1998).The reason could either be lack of knowledge of its actual history by several scholars, insincerity or religious prejudice. The inability to describe the concept adequately has been an impediment to an objective assessment of what secularism entails.Secularism can be traced to Greek and Roman philosophers such as Marcus Airelius and Epicurus, Medieval Muslim polymaths such as Ibn Rushd, enlightenment thinkers like Denis Diderot, Voltaire, Benedict Spinoza, John Locke, James Madison, Thomas Jefferson, and Thomas Paine, and modern freethinkers, agnostics and atheists such as Bertrand Russell and Robert Ingersolli (Ogbu, 2014). In Nigeria, secularism was adopted and entrenched from chapter one and article 10 of the 1999 constitution which states that, "The Government of the Federation or of a State shall not adopt any Religion as State Religion" (FRCN,2004). Be that as it may, the term secular was from a Latin word *secularis*and this signifies 'an age of time, non-involvement in religious or spiritual matters' and segregation of religions from public domain.Etymologically, the term "secularism" comes from the Latin word *saeculum*, which refers to "this world, as different from the other world". Thus, secularism depicts interest in worldly affairs (Onaiyekan 2013).

In effect, it does not rule out the awareness of other world; but simply accentuate the present world. Politically, it presupposes the notion of the state ruled without reference to religious ideas, and rulers (Onaiyekan 2013). In 1851, secularism was invented by the British writer George Holyoake and was centred on free thought which had long existed in history. In Holyoake's view, secularism depicts an idea of endorsing a social order separate from religion, without deliberately undermining religious belief. He contended that, *secularis* is not opposed to Christianity or any other religion, but independent of it. Secularism emphasizes enlightenment in secular truth, whose circumstances and approval exists separately, and operates ceaselessly (Ogoloma, 2012).Generally, secularism relates to politics and religion with respect to nationalism and rationalism, but people's perception and experiences concerning it differ. For instance, French secularism, or *laïcité*, refers to the separation of politics from religion through the French Revolution which abolished the monarchical character of the Church. Secularism was thus, a political measure with the Law of 1905 that enshrined the separation of Church and State. A new government was established hence, "the Republican State, emerged the democratic ideal, and automatically replaced the Catholic Church and assumed her function on a temporal capacity" (Bencheikh 2005). Basically, religion, was not ejected from the State, but separated from the official activities of the State.

Dickson and Chujor (2017) remark that secularism is the process by which religious elements and dimensions are isolated from the political affairs of the State. Thus, a secular state is a state in which the constitution surpasses every person, group and other institutions. It is mostly adopted among pluralistic and heterogeneous societies to enable various groups have a sense of belonging, self-expression, freedom and unity. In a secular State, citizens are permitted to practice the religion of their choice.The constitutional emblem of secularism conferred on the Nigerian state over other institutions is constantly rendered ineffective, due to cultural and religious diversity and interference. Aside justice and equity which are major features of secularism. It also creates a sense of harmony and stability among diverse groups (Gofwen, 2010). The place and position of religion has continued to compete with secularism in Nigeria and the aftermath of their clash is violent conflict, corruption and sectionalism (Igwara, 2007). This pathetic situation forced Adeoye (2018) to exclaim that Nigeria is a secular country on paper, but multi religious in practice.

Chaturvedi (2006) defines secularism as the suppression of religious feeling and thought in the normal day to day interaction in the society. This implies that an individual may be an adherent of a particular religious sect, but those beliefs do not reflect in his communication, or influence his social behaviour with others. In this case, religion remains subjective, not objective. It guarantees individuals corporate freedom of religion, and deals with the individual as a citizen, irrespective of his creed or faith. Secularisation has also been linked to the modernisation of societies. Essentially, secularism refers to the neutrality of religion in the management of the country and its politics. Secularism stands for the right to be free from religious rule and teachings, and the right to freedom from governmental imposition of religion upon the people within a State.

Religious Pluralism refers to the existence of different religious persuasions within a given societal structure. Invariably, a religious pluralistic society is a multi**—**religious society, where the different religious groups have diverse principles of salvation and worldviews which ultimately dictates the mode of life, values and eventual goal of each group (Beneke, 2006). Religious Pluralism can be said to be supervised by the secular State, which ensures the equality of these religions under the law, whether they have a handful or multitude of devotees. The State also guarantees the freedom of those who choose not to belong to any religion (Hutchison, 2003). The founding fathers of religious freedom and equality associated with religious pluralism are protestant and free thinking philosophers like John Locke and Thomas Paine. They were very influential and advocated for tolerance and moderation in religion. The modern religious freedom and equality underlying religious pluralism in the United States are guaranteed by First Amendment to the United States constitution, which states; "Congress shall make no laws respecting an establishment of religion, or prohibiting the free exercise thereof... in the united states (Ogbole and Ogunrinade, 2013).This assertion clearly depicts that various religious affiliations within a society, are subject to state secularism, yet, the state should not encroach in the affairs of these religious groups as long as their operation is in accordance with the stipulated regulations. Moreover, the freedom of expression of these religious groups is not a license for interference in political matters of the State. Ostien and Gamaliel (2004) accentuate that this America's model is not different from Section 10 of Nigeria's Constitution which proclaims that the Government of the Federation or of a State shall not adopt any Religion as State Religion. Freedom of Religion encompasses all religions acting within the law in a particular region, whether or not an individual religion accepts that other religions are legitimate or that freedom of religious choice and religious plurality in general are good things.

Development: The term development is multi-dimensional in nature. Generally, it involves economic and social change that is rooted on multifaceted cultural and environmental relationships. This means that development deals with re-arrangement and re- orientation of the entire economic and social structure for the advancement of individuals or a society. Seer (1979) regards development as the absence of poverty, unemployment and inequality in a society. It follows therefore that for a country to be classified as developed, there are parameters to be considered such as: the level of poverty, unemployment and disparity among the citizens. Rodney (2005) defines development as the procedure which embraces physical growth such as material goods manufactured through technological means; cultural development which comprises values, norms and traditions of a society; and personal advancement which includes psychological directions of individuals. Ekwunife (2007) also defines development as that natural improvement within societal cultural experiences through which resilient traditional values of the people are brought to bear on the present environmental experiences through the processes of continuities and discontinuities for coping with the realities of existential living. On his part, Okoli (2012) asserts that development encompasses greater human dignity, security, justice, equity, transparency and accountability on the part of the government to accomplish the desirable economic, social and political growth and development.

National Development therefore refers to a regular and sustainable growth of the nation in all spheres namely, economic, social, political and the overall wellbeing of the people which makes the nation stronger and progressive. Okechukwu (2012) avers that the development of a nation reflects through portable water, medical care, transportation, infrastructural facilities, social amenities, employment, quality education, provision of security and a host of others.

Secularism and Religious Pluralism in Nigeria

Nigeria is a secular state bedevilled with the problem of ethnicity and multi-religiosity.The only symbol that empowers the state over the various groups and institutions is the secular outlook as enshrined in the constitution. The effect of pluralism on our contemporary society is alarming, especially with the interference of religion on politics. Despite the problems posed to mankind by the modern pluralistic society, the revival of political radicalism motivated by religion and expressed in religious terms in the last couple of decades has broadened a fresh consciousness and experience of destructive inter-religious relations among peoples in all continents of the world, particularly in Nigeria. Ideally, secularism creates a platform for freedom of worship and expression for religious groups in its sphere of influence. Thus, there can be no religious pluralism where there is no freedom of religion. This presupposes that different religious organizations must then acknowledge the interdependence of one another for effective operation of secularism in Nigeria. In this regard, tolerance, dialogue and harmony are very crucial in a religiously pluralistic society. Essentially, the three prominent religious groups in the nation should deliberately desist from interfering in state administration. For us to reach a situation where we can respect ourselves and the standards highly honoured by others; without having to surrender our unique values which we esteem in a religiously pluralistic society, secularism is inevitable (Ogoloma, 2012). There is no gainsaying that the birth of extreme practice of African traditional Religion, Islam and Christianity ushered in a severe challenge to the act of governance. There has always been the concern of who represents the majority group and the preference of their interest has continually generated controversy in the country. Ethnicity and religion are closely related in Nigeria but religion is more of a unifier of groups than ethnicity. It generates sympathy, mass participation and also transcends ethnicity but tends to compete with the State in its act of governance (Cinjel and Joseph, 2015). This can be seen in the violent conflicts in the country that showcase religiouspolitics and the discrimination among citizens on the ground of religion. This explains the reason religion dominates the political spectrum in Nigeria. The Nigerian constitution solely adopted secularism for the purpose of neutrality and to foster unity, balances and the superiority of the state over all other institutions in the state (Bello, 2013). The mutual operation of governance and religious practices constitute a great danger to the Nigerian State and its constitution. The incursion and intense exercise of religion in Nigerian politics created avenues for societal perils which include ethno-religious conflicts and discriminations among citizens, religious sentiments and a host of others (Dickson& Chujor,2017).

The challenge from different angles like the movement and the establishment of Sharia Law among Northern States during the second tenure and reign of Olusegun Obasanjo is anarchetypical example, the clash of the Islamic movement of Nigeria with the Nigerian military in recent times, the homage of the country's leaders to religious leaders and the incorporation of the place ofChristian Association of Nigeria (C.A.N) and Islamic Association of Nigeria (I. A.N) in Nigeria is a visible feature of the confusion. What seems sympathetic is that plethora of the country's population are wallowing in abject poverty while government is busy channelling funds to support religious institutions which have constantly become a threat to State cohesion and peaceful co-existence of the country. Espousing a similar view, Igwara (2010) asserted: Nigeria is a confused and a fail state with a constitution that is loose and only applicable to the poor. Secularism is merely in a written form than in practice and if care is not taken, religious apparatus would one day dominate the State.

In his research titled "The Controversy on the Constitutionality of Nigeria's Secularity". Adegbite (Internet, 2012) contends that Nigeria is a Secular State based on the Section 10 of the Constitution which states thus: "The Government of the Federation or of a State shall not adopt any Religion as State Religion". Although, there was no specific reference to the phrase, "Secular State", yet the margin note to the section reads "*Prohibition of State Religion* " which implies that the drafters of the constitution deliberately purposed to separate State from Religion. The essence was to guarantee that religion as a private matter does not stray into public affairs. On no account should the state approve any religion to influence its official decisions or be sponsored with state funds. Secularism does not insinuate denial of God or religion. Fundamentally, secularism seeks to preserve the neutrality of government for effective and unalloyed service to the citizens. Certainly, imperialistically-minded politico-religious leaders often capitalize on religious sentiments to resist State Secularism under the guise of being serious Christians or Muslims. They consciously and persistently endorse religious bigotry, rivalry, and attendant violence to keep them afloat. This abnormality propelled France to eliminate the involvement of politico-religious leaders through revolution, before she could institute and benefit from her secularity status.

According to Ake (2003) the French Revolution was an exceptional struggle for emancipation which marked the inauguration of the modern polity and world respectively. That unparallel process overwhelmingly transformed the universe and heralded remarkable innovation such as universal citizenship and the notion of incontrovertible rights of humans and citizens. It is high time the Nigerian leaders take a decisive step as France did several years ago to redeem the nation's secularism from religious encroachment and dominance. He argues that there is no ambiguity in the constitution to warrant baseless arguments on State Secularism. Rather, disgruntled elements distort the constitution to serve their selfish interest and to deny Nigerians the dividends of State Secularism such as equity, justice, and peace which heralds development. Beyond that, the wrong picture of State Secularism as atheism should be discountenanced, since there is no such allusion in Nigeria's Constitution. Furthermore, Wikipedia (2012) reveals that not all legally Secular States are completely secular in practice. The example given is that of France, where "many Christian holy days are official holy days for public administration, and teachers in Catholic schools are salaried by the State". Probably, they are not profit-making schools, compared to the schools owned by religious bodies in Nigeria. However, the indiscriminate use of religion as a means of divide and rule, which is generating violence and bloodshed in Nigeria, is very rare in serious secular states. Abioje (2013) observes that in India, airfare subsidy is given for Muslims going on Hajj, but the government considers it a great financial burden, and has resolved to restructure the system. Henceforth, it will become the responsibility of the richer Hajjis to be paying "a premium for the poor pilgrims."

Most Nigerian government, both military and civilian usually maintain and enunciate secularism whereas, it is only applicable in writing and not in practice. They often incorporate this policy, but with some adjustments (Adeoye, 2018). Beyond that, General Babangida's administration, registered the country as a member of the Organization of Islamic Countries (OICs).That is tantamount to preferring a religious sect over the others. Such position creates fear among other religious groups who live in fear and in a state of marginalization (Huntington, 1999). Incidentally, the Nigeria government at all levels sponsor some Christians and Muslims on pilgrimage annually. The billions of naira that is often disbursed by the government for pilgrimage to Saudi Arabia, Israel and Italy, indicate misplacement of priority since Hajj and Christian pilgrimage is only an obligation for those who can afford it (Jibril, 2009). Besides, it is a principal means of violating State Secularism. Political leaders adopt such strategy and many others as different forms of "gratification" to entice many prominent religious leaders. Moreover, public funds are spent on religious festivals of various kinds; some public officers even erect places of worship for some religious denominations or communities. This act of sectionalism and misappropriation of public fund portrays a vivid politicization of religion which impedes development. For secularism to succeed in Nigeria there should be removal of the ambiguities in the constitution through its amendment. Undoubtedly, State Secularism devoid of religious interference is faultless, and the best alternative measure for the development of Nigeria if properly applied.

Implication of the Interface between Religion and Politics on National Development

The collaboration between the State and religious groups has often resulted in the domination of State affairs by the religious leaders in some African states, particularly Nigeria. This is the basis for the acceptance of secularism by its proponents. Secularism has been portrayed as a path to modernity in the West, but can Africans affirm that Westernisation is the exclusivecorrid or to modernisation (Igwe, L.

2017)? The opponents of secularism tag it Western/Christian imposition on a multi religious nation. Nigerians are said to be notoriously religious, but their actions reflect “profane spirituality” (Basedau and de Juan, 2008).It is public knowledge that religion serves as a channel for social cohesion in a social environment. Religion has positively influenced the social and economic lives of Nigerians through its teachings and manifestations. People are educated to believe in their capability to create wealth and have a fulfilled destiny. Jobs have been created both directly or indirectly by religious organizations, thereby reducing unemployment level and crime rate. Taxes from investments are paid to the government and this helps to boost the economy of the country, thus, improving the standard of living of the people collectively. Sadly, due to intolerance, the practice of the similar teachings of love, peace, unity and brotherhood that the three principal religions in the country profess becomes a dirge and mirage.

The economy of a nation can be positively and negatively influenced by religion. When positively affected it results in the transformation and development of all the structures within the system and the effect will be felt by an upward increase in the standard of living of the majority of the people. This was confirmed by Max Weber’s work on the protestant ethics and the spirit of capitalism. Besides, the negative effect of religion can be noticed in the fundamentalist’s assault on the state. The Boko Haram insurgence in Northern Nigeria today which has completely devastated the nation economically is a typical example. Over the years in Nigeria; religion has severely generated persecution, torture, wanton bloodbath and destruction of social and economic materials (Ajayi and Oluwafemi (2014). This inconsistency has propelled Basedau and de Juan (2008) to allude that despite the significance of religion, it has become the “maker and/or breaker” of the African continent”.

The Nigerian political elites exploit the powerful tools of religion, ethnicity and other sectarian differences to accomplish their political ambitions, and to vindicate themselves for their failure to create development. Lamenting on this anomaly, Toyin Falola, a historian, avers that nobody can aspire to, or hold political office in Nigeria without pretending to be religious (Kukah,1993). This hypocritical religious attitude of Nigerian politicians was tagged “tribalism of the Nigerian bourgeoisies” (Kukah, 1980). They scrupulously manipulate religion in the bid to remain in power to control the nation’s economy, while the confused masses wallow in abject poverty. They mastermind religious violence through the gullible youths and the Almajiris, yet their biological children are secured abroad studying in air conditioned schools. There is no gainsaying that some of the crises across the nation from the Boko Haram outfit, Niger Delta militant group and others are exhibitions of poverty induced frustration experienced by the populace. These underprivileged citizens observe with dismay, the discrepancies between dwindling social and material conditions of the poor, and the dishonest and conspicuous expenditure of the Nigeria political bourgeoisies. For example, employment, or key appointment to armed forces, police, judiciary and various political offices are usually justified on the basis of religious or ethnic composition. Such exercises usually end with wails of marginalization from different sections of the country (Tar & Shetima 2010). Equally, admissions into institutions of learning, particularly Federal Universities, Polytechnics and colleges of education are strictly based on quota system. This usually involves special admission from applicants from “catchment’s areas” of the institution, coupled with “educationally less privileged states. The latter admission requirements are usually set below the merit quota, which is open to all applicants, irrespective of state of origin.

Generally, marginalization and discrimination are replete in all spheres across the country. This dichotomy, even reflect in situations where some operate a regime of discriminatory, higher school fees, for none “indigenes” studying in such institutions of learning. The indigene bias replicates in employment, paying of taxes and others. This discriminatory practice reflects in virtually all States of the Federation. Thus, the Nigerian Federation is highly contested, and the contours of the dispute are often pinched along religious and ethnic divides. It is an indisputable fact that the romance between religion and politics in Nigeria is a demonstration of religious terrorism where hypocritical religious leaders/ members mingle political and religious issues for their selfish interest. These imperialists skilfully strategize to attract the sympathy of gullible and uninformed individuals especially the youths, whom they have indoctrinated and rendered futureless. Consequently, they breed religious fanatics who focus their accusation on the politicians in their own country, but later transfer their aggression on foreign influence, such as secularism or modernization. They deliberately dwell on blame game to perpetrate their nefarious act thereby bastardizing the essence of religion.

Lamenting on this contradiction,Ajayi1 & Oluwafemi (2014) posit that "Religious terrorism in Nigeria poses a significant threat to national development as it is evident in Northern Nigeria where economic and social activities in some of the highly volatile States (Jos, Kaduna, Kano, Bauchi, Yobe and Borno) have almost been grounded by Boko Haram upsurge. The stream of killings, destruction of basic means of livelihood of the people and truncating of foreign and local investments; living people stranded, jobless, homeless and as refugees in their homeland thereby becoming a cog on the wheel of development of the States and Nigeria at large. It is generally accepted that development is critical and essential to the sustenance and growth of any nation. Thus according to Lawal and Oluwatoyin (2012) in an online Journal article, a country is classified as developed when it is able to provide qualitative life for her citizenry. They further noted that the pride of any government is the attainment of higher value level of development in such a way that its citizens would derive natural attachment to governance. However, according to them, Nigeria in the last fifty years has been battling with the problems of development in spite of huge human, material and natural resources in her possession. There had been series of development plans in Nigeria and the country is permanently hunted by the spectre of development. Citing Aremu (2003), the duo referenced above noted that the myth of growth and development is so entrenched that the country's history passes for the history of development strategies and growth models from colonial times to date. Thus no term has been in constant flux as development and this seems the only country where virtually all notions and models of development have been experimented.

Religiously instigated violence fostered by religious fanaticism in the guise for politics and intolerance, has inflicted grave damage on the nation and continues to retard the pace of development of the Nigeria in all ramifications. The implication on the economic development of the nation is that the instruments which ought to be used for sustainable development are now being wrongly used for destruction of lives and properties. Unfortunately, the nation's scarce and hard earned resources which would have been judiciously utilized for developmental projects, are redirected both to fight the wars and to replace the numerous facilities which were destroyed in the course of the incursion. In most cases virile young men of the nation are maimed or killed; many internally displaced persons (IDPs) are created and government expends huge resources in taking care of such displaced persons; government compensate victims of these crises and this gulp millions of naira, which could have been used to develop the economy. This implies that foreign investors would not invest in the country for fear of molestation or being kidnapped (Ebony, 2009:17). Obviously, no meaningful development, whether economical, social, infrastructural, educational, political or otherwise can thrive in an atmosphere of fear, anarchy and insecurity.

Conclusion

From the above, we have deduced that secularism is one of the basic elements in the process of modernization and it is the spirit which informs the constitution of Nigeria. Secularism will promote effective governance, justice and equity, stability of the nation, and the integration of the people of various religious and ethnic groups. For rapid and sustainable development in Nigeria, state secularism should be respected by the prominent religions in Nigeria, while the adherents of different religious groups should imbibe the culture of tolerance. It appears that Nigeria's political class – including the religious aristocracy – employ religious discourses and dogmas often to its advantage to mobilise and divide the people, and legitimise its hegemony over the society. Thus, the use and abuse of religion and politics is responsible for religious crises, emergence of various insurgent groups, such as the Boko Haram in the guise of religion, and instability in the nation. In a multi religious society, such as Nigeria, state secularism is seemingly essential to forestall conflicts and maintain social cohesion and growth in various sectors of the federation for speedy and sustainable national development.

Recommendations

The paper proffers the following recommendations:

i. Nigerian constitution should be amended for the removal of the ambiguities that obstruct the full implementation of secularism in the country, without the interference of any religious group. This will go a long way to strengthen the secular character of the nation and reflect the potency of secularism in the act of governance.

ii. State machinery should also desist from incorporating religious activities in the act of governance, or interfering in religious affairs, such as expending to fund pilgrimages, or building of places of worship for various religious groups in Nigeria.

iii. Neutrality and non-involvement of government in religious matters should be the dictate of every State, machinery of government and political parties in Nigeria. While the government should allow the dictates and provisions of the constitution to prevail.

iv. Government should desist from imposing a particular religion on the nation. This is because Nigeria is a heterogeneous society with diverse religious groups, attempting to apply or flow with a particular side would mean igniting animosity with the other sects.

v. Nigerians should endeavour to put the interest of the country first before their parochial, tribal, ethnic or religious interests because the country is for all of us. Moreover, all religions should be regarded as equal before the eyes of the government.

vi. No religion in Nigeria preaches violence. Therefore, any religious sect that is found resorting to violence in resolving of issues should be dealt with decisively.

vii. Any political outfit or organization in the country no matter how sacrosanct they may be, trying to use religion to garner votes during election time should be proscribed for ten years as a deterrent to others.

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Issues In National Development In Nigeria: The Secularism Contradiction(s)

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Abstract

Self-evident national development has remained elusive in Nigeria. A myriad of factors are contributory to this continuing negative development. Pseudo secularism is perceived in this paper as a component of the relevant issues, as this contribution calls such surrounding matters secularism contradictions. The general objective of the study therefore is to interrogate the issues in national development in Nigeria and their secularism contradiction(s). The theoretical framework of the paper is the elite theory. The methodology of the contribution is logical argumentation. The work concludesthat in the Nigerian state, national development would remain comparable to an optical illusion, if the current secularism paradoxes in the country are not convincingly subdued.

Keywords: National development, Development in Nigeria, Secularism, Secularity

Introduction

Why nations fail (Acemoglu & Robinson, 2012) remains a topical subject matter in the social and allied sciences. Issues in national development (as research focus) also share similitudes with the question about failure of nations. And in the Nigeria state, self-evident national development has remained a mirage to objective observers, and to very many scholars, it has become a source of concern, demanding continuing research attention. The general objective of the study therefore is to interrogate theissues in national development in Nigeria and their component of secularism contradiction(s). The specific objectives are as follows: (i) identify some of the issues in national development in Nigeria (ii) examine the secularism aspects of the issues in national development in Nigeria and their contradictions and (iii) make recommendation(s) on how to credibly subdue the contradictions in secularism and national development in Nigeria. The theoretical framework of the contribution is the elite theory. The methodology of the presentation is logical argumentation.

National Development In Nigeria: A Literature Review

The subject matter of national development in Nigeria has undoubtedly generated some gargantuan volume of literature. Among the salient issues in this level of existing studies (for instance) is the nexus between urbanization and national development in the country. The works of Mabogunje (1968) and Idowu (2013) are notable contributions in these regards. A synthesis of their studies provides evidence of negative linkages between cacophonously unbridled urbanization and national development. Besides the issue of urbanization and national development disarticulations there is also the question of national security and national development. Hence, the Nigerian society continues to get more and more insecure as already demonstrated in the following works: Adebakin & Raimi (2012), Otto & Ukpere (2012), Ewetan & Urhie (2014), Okonkwo, Ndubuisi-Okolo & Anagbogu (2015), Adamu & Rasheed (2016), Nkwatoh & Nathaniel (2018), Nwapi (2018). These contributions are all in agreement that insecurity is impacting national development in the Nigerian nation negatively. Very many scholars also have researched the linkages (orlack of linkages) between education and national development in Nigeria.

Specifically on the ethnicization of university education and national development in the country, Duruji, Joshua, Olanrewaju, Ajayi & Loromeke (2014, p.0011) would argue that at the base of national development is an advancement in education; specifically university education but the Nigerian case reveals that the system of education is at the mercy of the state's internal intricacies. Hence, the destructive effects of ethnicity in the country have trickled down to education, and national development remains at the receiving end. This they argue, (Duruji et al) reflects in the county's public university admission processes, appointment of university dons, and even in the location of university facilities. It furthermore, culminates in the denial of university education to qualified applicants, breeding of frustrated students and migration of brilliant academics abroad, and the eventual loss of those educators that could assist in national development to more inclusive societies of the world. Other studies that have critiqued tertiary education in Nigeria and its incapacities to boost national development include Famade, Omiyale, & Adebola (2015), Omopupa& Abdulraheem (2016), Ogungbenle & Edogiawerie (2016), Famade, Egbebi & Akinkuowo (2016), Igbineweka & Enowoghomwenma (2017), and Uche& Owotutu (2020). Findings of these studies all indicate immense disarticulations between tertiary education in Nigeria and desired national development.

The paper also identifies the issue of gender and national development in Nigeria, as a subject worthy of continuing research attention. From the perspectives of gender and agriculture in national development in the country, Ogunlela & Mukhtar (2009, p.19) highlight that most farmers in Nigeria operate at the subsistence, smallholder level in an extensive agricultural system; hence in their hands lays the country's food security and agricultural development. These authors then continued:

> Particularly striking, however, is the fact that rural women, more than their male counterparts, take the lead in agricultural activities, making up to 60-80 percent of labour force. It is ironical that their contributions to agriculture and rural development are seldom noticed. Furthermore, they have either no or minimal part in the decision-making process regarding agricultural development. Gender inequality is therefore dominant in the sector and this constitutes a bottleneck to development, calling for a review of government policies on agriculture to all the elements that place rural women farmers at a disadvantage.

It does not appear as if such lopsided gender issues in development as it pertains to the agricultural sector are being adequately addressed in the country. Nigerian scholars as in Asaju & Adagba (2013) have thus suggested that education is imperative in ensuring that women participation is adequately factored into all the national developmental templates in the country. Boyi (2014) and Akinbi & Akinbi (2015) have also made contributions to the discourses on gender, education and national development in Nigeria. According to Boyi (2014, p.68) gender disparity is a well-known feature of Nigerian educational landscape, as the educational policies and practices in Nigeria are to say the least gender insensitive and thus not fashioned to achieve gender balance in schools. Such gender insensitivities as demonstrated by Boyi cannot of course be recommended for national developmental strides. Akinbi & Akinbi (2015, p.11) then underline that research studies have pointed to inequality in access to formal education in Nigeria in favour of the male, despite the nation's commitment to equality of all, irrespective of race, sex or gender as buttressed by section 18, of the 1999 Nigerian constitution. Akinbi & Akinbi warn that this situation has grave implications for national development in Nigeria.

The elite factor in national development is of particular import to this study. Studies that have attempted to project the elite factor in the country's development/under development include:Omodia (2007), Omodia (2009a), Idike (2014), Okeke (2014) and Akpomera (2015). There is also what Omodia (2009b, p.116) aptly described as the liberal nature of most government policies in Nigeria which tend to snowball into elitist benefit in terms of policy outcome. In summary, these works point towards negative linkages between the elite factor and national development in the country. But there is still a research gap in framing the secularism issue in national development in Nigeria on the elite theory. The current study is an attempt at filling this gap. But what is national development? In this paper, national development refers to self-evident and generic progress in the different strata of a nation state.

Elucidating Secularism

Is secularism the mere absence of religion in state affairs or other things bigger than mere absences? According to Calhoun (2010, p.35), secularism is often treated as a sort of absence, as what is left if religion fades or the exclusion of religion from the public sphere but somehow in itself neutral, but this is misleading. Calhoun (2010, p.35) then continues:

> We need to see secularism as a presence, as something, and therefore in need of elaboration and understanding. Whether we see it as an ideology, a worldview, a stance toward religion, a constitutional approach, or simply an aspect of some other project—of science or a philosophical system—secularism is something we need to think through, rather than merely the absence of religion.

Secularism, adds Jakelić (2010, p.49) has origins in the West but has long ceased to be its property. It has become a global phenomenon with an equally global crisis. And while secularism has been a source of marginalization and sometimes even a hostile negation of religions, it cannot be reduced to antireligiousness. It is also a moral orientation toward the world and in the world, often guided by a vision of a just society for all or developed as a strategy that should mitigate the challenges of religious pluralism (Jakelić, 2010, p.49).Hence, the pluralism of society requires that there be some kind of neutrality or principled distance (Taylor, 2010, p. 23; Bhargava, 2010). Secularism has accordingly been seen also as a critical ethical and moral perspective not against religion but against religious homogenization and institutionalized (inter- and intrareligious) domination (Bhargava, 2010).

But the truth is that religion must be found at the center of every definition of secularism, as it either implies the absence of religion or the control over it. Secularism may furthermore mean the equal treatment of the various forms of religion or the substitution of religion with social values akin to secular ways of life. It is also possible to understand secularism as that notion that needs to be unfettered by tendencies that confer privileges on particular moral creeds and groups. It can equally mean a framework for religious pluralism. Secularism in a nutshell is describable as a framework of nonreligious viewpoints that is explicitly contrasted with religion (Calhoun, Juergensmeyer & VanAntwerpen, 2011). Essentially, discourses on secularism in the social sciences concentrate principally on the interdictions between religion and politics. Some scholars such as Bhargava (2010) even call their research focus, political secularism.

Theoretical Framework

The theoretical framework of the paper is the elite theory. The origins of this theory lie most clearly in the writings of Gaetano Mosca (1858-1941), Vilfredo Pareto (1848-1923), and Robert Michels (1876-1936). It has also been suggested that perhaps, the classic expression of the elite theory can be found in C. Wright Mills's *The Power Elite*. The concept of the elites derives from a fundamental and universal fact of social life, namely, the absence in any large collectivity of a robust common interest (Henry, 2001; Higley, 2010; Okeke, 2014). The elites are the privileged members of these collectivities.

Viewed from positive dimensions, the elites constitute the very best in a community. Increasingly however, the elite concept elicits pejorative connotations, as the members of this group tend to dictate and even manipulate the pace and tastes of all the others in the society. Hence, in the economy, politics, social life, religion and other spheres of human activities, the elite tendencies of dominance and manipulation attract immense attention. Thus, in framing this work on this theory, the paper explores how elite manipulation of secularism has negatively impacted national development in Nigeria.

The Secularism Contradictions

The President's Religion at the National Level or the Governor's Religion / Faith at the State Level Begins to Appear like the Official Tendency.

A secular state, submits Geddes (2010) is (ideally) one that enforces no one religion; treats people of all religions with equal respect; and preserves a public space for the free exercise and expression of religions. Secularism thus becomes construed as the friend of all religions, and the foe or champion of none. But the truth is that under the Nigerian system, the religious group to which the President of the country or the Governor of a state belongs easily begins to seem like the official tendency. All political appointees would either want to be identified with this religion or in the least always behave in such manner that the adherents of the faith in vogue would not find antagonistic. Public sector contractors and sundry businessmen and women who feed from the political system also ensure that they are always found on the right side of the worldviews of the religion in power. The nation's business and political elites have continued to appear incapable of detaching themselves from such facades. Under these scenarios, national developmental brainstorming is the ultimate casualty.

Secularism and Funding Discrimination against the Effectively Managed Faith-Based Educational Institutions

It is almost settled in the existing literature that education has a positive and significant impact on development (Bloom, Canning & Chan, 2006; Gyimah-Brempong, 2011; Kruss, McGrath, Petersen & Gastrow, 2015;Yaro, 2018;Oke & Kefas, 2019). Secularism should therefore not obstruct education. Products of the effectively managed faith-based educational institutions are expected to contribute to national development in Nigeria on graduation, alongside their counterparts from the publicly funded schools. Consequently, government can evenly and fairly fund infrastructure projects in such institutions. Ololube (2016) has studied education funds misappropriation (and mismanagement), as they affect provisionof quality higher education in Nigeria, and found that funds misappropriation and mismanagement in public educational institutions are major reasons for the deteriorating quality of Nigerian higher education.Faith-based institutions may also experience misuse of funds but the degree of sleaze probable in such locations are likely to be less than what is obtainable in the Nigerian public educational sector. Government can extend educational grants to such faith-based institutions, in attempting to catalyze development. But the Nigerian political elite fail to think along such lines because they can afford to send their own children to all the other schools of choice, not because secularism demands such discrimination. What secularism implies under such interventionist scenarios are even distribution and impartiality, not inaction.

Ambivalent and Contradictory Relationship between the Political and Church Elites on Matters of Religious Crises

Commit murder with the spirits and join the living mortals in mourning the dead, is the aphorism suitable in describing the other secularism contradiction in the country. The Nigerian state has been the theater of very many religious crises in recent history. For selfish political gains, bordering on intimidating their opponents, the political and religious elites would work together at one end to precipitate some of these crises, and the same political elite would (wearing the political garb of secularism) set up a committee of another set of political and religious elites, to determine the "immediate and remote causes" of such crises. Secularism would usually be set aside as the allowances and other benefits of such committee members are jointly possessed. If it was for such religious and political leaders (across all divides) to come together and discuss other issues of importance such as the national educational crises, the elite would plead secularism. The nation's political and religious elite are indeed squarely to blame for the religious animosities in the secular Nigerian state. Some of the national crises (ostensibly religious) are functions of their power struggles and internal strife in the secular state.

Continuing Interest of the State in Religious Pilgrimage

In the Nigerian state, pilgrimages to the Holy Lands of the religious groups in the country (principally Christianity and Islam) are not perceived by many citizens as personal acts of devotion by the adherents of the religions. Different generations of the nation's political elite have accordingly seen the pilgrimages as government's business. Where government is not at the forefront of the planning of the pilgrimages, it is sponsoring large contingents of such pilgrims financially. And so, it becomes the duty of the Christian and Muslim Pilgrims Boards in the country to superintend over the wellbeing and welfare of pilgrims. Idumange (2011) adds that in Nigeria, there is nothing to show that the pilgrimages have had any positive impact on the wellbeing of society. Yet the practice had been that the same group of corrupt power holders would compileyearly, a list of their political disciples and others to embark on such pilgrimages (Idumange, 2011).

Consequently, public funds which run into several billions of Nigeria's naira have over the yearsbeen expended by the Federal and state governments in sponsoring Nigerian Islamic and Christian faithful on pilgrimages. But pilgrimages to the holy places, Idumange (2011) highlights do not translate to economic growth. The effect of such expenditure on national development remains dubious. The current trend whereby some state governments have started withdrawing from such profligacies needs to be emulated by many others. For stopping the sponsorship of religious pilgrimages, the Lagos State Government alone saved N4.5 billion between 2016 and 2018. Kano State in 2016 spent N3billion on Hajj (Muslim pilgrimage) that year alone, while Niger State spent a staggering N5.1 billion on such schemes in the five years to 2013. (Punch, 2018). The Federal government of Nigeria also needs to move from rhetoric to decisive action in ceasing to engage in the attendant wastefulness of the government-sponsored pilgrimages.

Religious Organizations as Overt Electioneering Campaign Platforms

Electioneering campaigns are increasingly taken to the churches and mosques in Nigeria. There are even some recommendations that such increasing tendencies should be encouraged (Wakili, 2009; Ntamu, Abia, Edinyang & Eneji, 2014; BBC News, 2015; Eleagu, 2018).Nigerian political conflicts are accordingly progressively rooted in religion under the secular state. And the political elite are still comfortable with such drifts as long as they are in their political businesses. But Buruma (2020) highlights that once political conflicts become clashes of faith, compromise becomes impossible.Invariably, without such political compromises national development remains difficult to catalyze.

Contradictions between the Election-Period and Post-Election Time Concepts of a Secular State

The political elite in Nigeria do not make reference(s) to secularism at election periods. Whatever that is done at such times is done in the name of God. Sitting Presidents contesting for reelection at such times use the apparatus of government to reach out to the religious denominations. Then the other politicians contesting at different levels go to the different places of worship to deliver fake promises. In churches that the present researchers are familiar with, such contestants of diverse persuasions turn Sunday worships into political razzmatazz. In the viewpoints of the errant political elites(now victorious in the elections), once the elections are over the state returns to the status of secularism. Their dubious election time promises remain unfulfilled because everything will now be done only in the name of the state. National development is not engendered by such subterfuges.

A Thesis in Better Secularism

There is actually (notone secularism but rather) a range of secularisms - French, American, Indian, and others (Geddes, 2010). Secularism therefore should be thought of in the plural rather than in the singular (Jakelić, 2010, p.49). There can therefore be Nigerian secularism. But it needs not be (negatively) elite-tainted. Hence, this paper is not fundamentally an antisecularism contribution. It is on the other hand, a thesis in better secularism. As Bhargava (2010) had earlier opined, of all the available alternatives, secularism remains the best bet to help us deal with the ever deepening religious diversities and the problems endemic to them. Secularism can accordingly be an instrument of national development.

Conclusion

It is concluded in this paper, that national development can only become feasible in Nigeria when members of the two dominant religions (Christianity and Islam) see the country as their joint enterprise. And this can only happen when the nation's political and religious elite dismantle the pseudo secularism structures they have hoisted on the country. What is currently obtainablein this nation is a type of mock secularism, which is neither separatism nor neutrality in matters of religion. This makes the non-elite adherents of the two dominant religions in the country to see themselves as members of different publics. The divergent tendencies are detrimental to national development. Such obstructionist inclinations have been studied as secularism contradictions in this submission. The political elite are called upon in the paper to make Nigerian secularism an instrument of national development.

Recommendation(S)

- **Privatization of the Responsibilities, Assets and Liabilities of the Pilgrims Welfare Boards in the Country**

In seeking solution to some of the issues embedded in the secularism contradictions in Nigeria, this paper recommends privatization. The federal government of Nigeria is urged to privatize the responsibilities, assets and liabilities of the two Pilgrims Welfare Boards (for Christians and Muslims) in the country. Funds realized from the sale of such outfits are expected to be used in building the infrastructure for national development. Citizens who wish to visit other lands to worship God would begin to use the services-provision channels of the private sector managers of the new bodies. Consequently, such (intending) pilgrims would either remain self-sponsored or they become linked with religious philanthropists for sponsorship by such new investors. It truly appears developmentally backward to continue to utilize state funds in the 21st century for the occasioned international fetes in the pilgrimages.

- **Convocation of a National Dialogue on Secularism in the Nigerian State**

The paper also recommends the convocation of a national dialogue on secularism in the Nigerian state. Implicit in this proposal is the reality of a difference between a religious and secularism dialogue. A religious dialogue would discuss harmony among the religions and peaceful cooperation, and a secularism dialogue would discuss the attitude of the state towards religion. Some of the issues already discussed in this paper are subjects of the proposed secularism dialogue, which objective will be to arrive at the pattern of Nigerian secularism. It will no longer be based substantially on assumptions or on the whims and caprices of the elite across religious divides.

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The Church As A Panacea To Poverty Among The Nigerian Youth

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Abstract

Nigeria is currently entangled in the web of economic hardship and this has enthroned high rate of joblessness and poverty especially among her youths. This paper interrogated the impact of poverty among the Nigerian youth, hence examined the role of the church in minimizing this social malaise. The main thrust of this paper, however, is to challenge the church as a model and vital social institution to use its gifts, resources and experiences to help young people become useful citizens. Using historical and descriptive method of analysis, it was discovered that a larger number of the Nigerian youth lack almost all the basic things needed for standard of living such as meaningful employment, clothing, formal education etc., despite numerous poverty eradication and alleviation programmes established by successive governments in the country. Based on the above findings, the paper, therefore, contends that government alone cannot alleviate poverty among the youth in Nigeria, hence the inability of the government to alleviate poverty in the country calls for all the social and religious actors to be involved in handling the issue. The paper recommends, among others, that to alleviate poverty among the youth in Nigeria, the church should set up skill acquisition programmes and also network with both the government and private sectors to make funds available to budding and existing entrepreneurs.

Keywords: Church, poverty, panacea, youth, Nigeria

Introduction

One of the greatest global issues that are threatening the lives and properties of people especially those in the developing countries such as Nigeria is poverty. Poverty is seen as one of the root cause of social evils in the society. Therefore, poverty is an elusive word which is applicable to individuals as the situation demands and according to individuals' opinion. Poverty has been defined in a variety of ways. Adedokun and Adeyemo (2008) define poverty as a situation where one or more persons fall short of the minimum level of economic welfare and lack the essential means of satisfying their fundamental needs. Illiyasu, Hamidu and Awals (2006) pointed out the basic needs in life namely clothing, food, shelter, health, education and recreation. The authors however argued that if an individual fall short of the basic need such individuals is living in poverty.

Adedokun and Adeyemo (2008) also describes poverty in terms of per-capital income by stressing that people living on less than one dollar per day are said to be in absolute poverty. In Nigeria, one does not have to labour hard to discover that poverty has been biting high on life of average citizens despite its abundance in human and mineral resources. According to Ituma and Ukeachusim (2013),Nigeria is one of the few nations in Africa that had all potentials of combating poverty, yet she is still wallowing in poverty. It is observed that many people in the country cannot afford three meals per day. Many Nigerians could not boast of where to sleep as many of them live in a hopeless condition. Most of the university graduates could not get job, and some of those that have employment are not fully employed, (Ogundele, et'al 2014).

It is noteworthy that observing the high level of both human resource and natural resource in this great nation, and the level of poverty, one would only wonder at the irony of the situation: Nigeria a greatly blessed nation, and highly endowed with energetic people, yet a poor and underdeveloped. Poverty has deeply penetrated the masses in Nigeria, especially her youth, who are the most vulnerable group in the society. Most of the youth lack almost all the basic things needed for a better standard of living such as meaningful employment, good balanced diet, good health care services, clothing, formal education etc. and when these youths pass through such difficulties they easily experience low self esteem, depression, and mental health issue.

To fight poverty especially among the youth, the Nigerian government has over the years established programmes and policies for poverty eradication and/or reduction. Some of such programmes are Operation Feed the Nation (OFN), Green Revolution, National Directorate of Employment (NDE), Better Life Programme (BLP), the Peoples' Bank of Nigeria (PBN), National Economic Empowerment and Development Strategy (NEEDs), the National Poverty Eradication Programme (NAPEP), Youth Empowerment Scheme (YES), Rural Infrastructure Development Scheme (RIDS), Social Welfare Service Scheme (SOWESS) and many more (Ogundele, et'al 2014).

Considering the above establishments, one would ask why is poverty which is consistently fought against by many bodies resiliently gripping every nook and cranny of Nigeria? Why is poverty among the youth recurring in Nigeria not minding the measures put in place by the successive governments? Are there effective and efficient roles which other social actors in the society such as the church can play in combating poverty among the youth that would yield lasting solution?

These questions observed above, trouble the minds of the concerned citizens of Nigeria and therefore calls for the need for putting in place religious measures that would effectively alleviate poverty among the youth and establish effective ways of managing human and natural resources in Nigeria. This is the fundamental problem this research intends to solve. The research also seeks to establish how poverty among the youth has affected the holistic development of Nigeria as a nation, as well as to mention and analyze ways through which poverty can be reduced in Nigeria with the help of the church.

Conceptual Explications

Among the key concepts of this research work are church, poverty and youth. These key concepts can be subjected to a variety of usages and as such, their meanings deserve to be clarified.

Church

Church is the English translation of a Greek word *ekklesia*. New International Encyclopaedia of Bible Words provides that *ekklesia* is God's people viewed together as a new and whole community (Richards, 1985). According to Ngele, et al (2011) the word 'church' is tantamount to the Hebrew word '*qahal'* meaning congregation of the people of Yahweh that share a similar faith in the teachings of the Bible.Collaboratively, Ituma (2009) argued that the scripture reflects a dynamic, active organism called the church. Hence, the church being referred to in this paper is a community of believers in the Lord Jesus and not just a building where born again believers in Christ go to worship God.

Poverty

The definition of poverty varies from society to society, but the meaning it conveys remains the same. According to Hornby (2015), poverty is the condition of being poor; lack of something. In the context of this research, poverty means a denial of choices and opportunities, a violation of human dignity, and lack of basic capacity to participate effectively in society.

Youth

The term "youth" has been a subject of intense polemics in academic writing. At least four major definitional interpretations of the term are identifiable in extant literature namely; youth as an age category, as transitional stage between childhood and adulthood, a social construct, and as "social shifter" (Onuoha 2010). Without prejudice to other definitions by member states, the united Nation defines "youth" as those persons between 15 and 24 years of age. Essentially for policy purposes, most African countries adopt the age category definition. For instance, Kenya and Malawi define "youth" as 15-39 years; Sierra Leone, Ghana, Madagascar and Senegal as 15-35 years, and South Africa 14-35 years (Richter and Panday 2007). In Nigeria, the youth is defined as "all young persons of age 18-35 who are the citizens of the federal republic of Nigeria" (National Youth Policy 2001:3). Based on this benchmark, this paper shall adopt the definition of "youth" offered by the National Youth Policy.

Concept of Poverty

Poverty is not a simple concept to define. Therefore, any study of poverty must begin with a conceptualization of poverty. A search of the relevant literature shows that there is no general consensus on any meaningful definition of poverty, because poverty affects many aspects of the human condition, including physical, moral and psychological. According to Odusola (1997), a concise and universally accepted definition of poverty is elusive. Different criteria have been used to conceptualize poverty. As Odusola rightly observed, most analyses follow the conventional view of poverty as a result of insufficient income for securing basic goods and services. The concern here is with the individual's ability to subsist and to reproduce himself as well as the individual's ability to command resources to achieve this. Many other scholars have conceptualized the poor as that portion of the population that is unable to meet basic nutritional needs (Sanda, et al 2006). Others view poverty, in part, as a function of education, health, life expectancy, child mortality, etc.

According to Aber (1997), poverty can be seen from two different perspectives: (i) "moneylessness" which means both an insufficiency of cash and chronic inadequacy of resources of all types to satisfy basic human needs, such as, nutrition, rest, warmth and body care; and (ii) "powerlessness" meaning those who lack the opportunities and choices open to them and whose lives seem to them to be governed by forces and persons outside their control.

Similarly, Akanji, (2008) almost towed this line by classifying poverty into the narrow economic perspective and the expansive cultural perspective. The economic perspective defined poverty in terms of the external circumstances that influence a person's behaviour, especially with respect to economic discussions and transactions like the purchase of consumer goods, the acquisition of skills and the provision of productive services. In this regard, poverty is defined as a state of deprivation in terms of both economic and social indicators such as income, education, health care, portable water, access to food, social status, self-esteem and self-actualization (Umar 2008). Put more succinctly, poverty is said to exist when income or disposable resources are inadequate to support a minimum standard of decent living.

Poverty is a plague that afflicts not only the youth but all people across the World, and it touches on many aspects of human condition, ranging from the economic and social to the environmental, political and cultural. Okojie, (1997) defines poverty as a condition of having insufficient resources or income. In its extreme form, it is characterized by lack of basic human needs such as adequate and nutritious foods, clothing, clean water and health services. Ewetan (2005) see poverty as a condition where there is lack of command over basic needs, that is, a situation of inadequate level of consumption, giving rise to insufficient food, clothing and shelter. This means that poverty is viewed with a particular reference to basic human needs which the individual must have in order to survive. Thus, a family may be said to live in poverty when it is unable to satisfy its basic needs. Similarly, Okunmadewa (1997) describes poverty as the lack of basic needs for normal living standard. Poverty here is seen as the inability to attain to minimal standard of living measured in terms of basic consumption needs or income required to satisfy them.

Poverty can either be absolute or relative or both. Poverty is said to be absolute when people fall below the level of income that is necessary for bare subsistence, while relative poverty relates to the living standards that prevail elsewhere in the community in which they live (Egwin, 1989). Daramola (2003) on the other hand, saw poverty from five dimensions of deprivation: (i) personal and physical deprivation experienced from health, nutritional, literacy, educational disability and lack of self-confidence; (ii) economic deprivation drawn from lack of access to property, income, assets, factors of production and finance; (iii) social deprivation as a result of denial from full participation in social, political and economic activities; (iv) cultural deprivation in terms of lack of access to values, beliefs, knowledge, information and attitudes which deprives the people the control of their own destinies; and (v) political deprivation in term of lack of political voice to partake in decision making that affects their lives.

2.1 Poverty in among the Youth in Nigeria

In Nigeria, poverty is widespread and pronounced even though the country is blessed with abundant human and natural resources. A report in the *Vanguard Newspaper* of 6th May 2018 by Adekunle has it that Nigeria is currently the world poverty capital. According to Adekunle, Nigeria has now taken over from India as the world poverty capital with over 87 million of her population living in extreme poverty, (https://www.vanguardngr.com/2018/06/nigeria-overtakes-india-as-worlds-poverty-capital-report/html).

Paradoxically, Nigeria is named as one of the most blessed countries of the world because of the abundance of natural and human resources. According to Chukwu (2011) the country has been perceived for many decades as one of the richest countries in Africa because of her great petroleum reserves and large population. Chukwu argued further that just as the 8th century ushered in a period of unprecedented wealth in Israel, the discovery of oil in the Niger Delta placed Nigeria among the richest nations of the world. However, just as the wealth was monopolized by the upper class in Israel, Nigeria has been stratified into upper and lower classes with the upper class controlling the resources and forcing other into destitution. Hence its attendant corrupt practices were inevitable because most politicians and their cronies who view the Oil Money as a National Cake stash the Commonwealth of the country in their foreign bank accounts in Europe and America. Its attendant curse was joblessness and poverty. Unemployment alone has contributed in no small way to aggravate the scene of religious crises and tribal uproars in Nigeria; members of ethno-religious crises in the country have been teeming unemployed youth, an incident which provides ready soldiers for such wars, and has plunged Nigeria into a bedlam of problems and challenges which have dire consequences for the country (Chukwu 2011).

Presently, poverty among the youth in Nigeria is complicated by the lack of provision of social amenities - stable electricity, good roads, potable water, health facilities, and so on. To make matter worse, the ever-rising cases of militancy, herdsmen crises, kidnapping and terrorism do not help matters in this context. The consequence has slowed down development and productivity and there is no growth but retrogression, if not destruction. It is unfortunate that between 1995 and 1998, Transparency International declared Nigeria as one of the most corrupt nations in the world (Oladeji, 2011).

Poverty among the youth in Nigeria is very severe in rural areas, where social services and infrastructure are limited or non-existent. The great majority of those who live in rural areas are poor and depend on agriculture for food and income. About 90 per cent of the country's food is produced by small-scale farmers cultivating tiny plots of land who depend on rainfall rather than irrigation systems.

Causes of poverty among the youth in Nigeria

There are several factors responsible for high level of poverty among the youth in Nigeria that include neglect of rural populace, civil unrest, quest for wealth, corrupt political process, high population, growth rate, sectionalism and winner takes it all syndrome and lack of comprehensive education. Others include laziness and lack of ethical values on work, lack of transparency and mismanagement of nation's wealth, (Anasi, 2010).

The neglect of the rural populace in rural infrastructure in Nigeria has long standing history; while investments in health, education and water supply have largely been focused on the cities. The youth flood the cities in the numbers to search for jobs that are scarcely available. The rural population has extremely limited access to services such as schools and health centers, and about half of the population lacks access to safe drinking water. Limited education

Civil unrest aggravates poverty among the youth. Poverty and violence are often closely interconnected. Both religious and ethnic tensions continue to brew in different parts of Nigeria and the youth are usually the main actors due to unemployment. This usually erupt into outbreaks of violence and leading in turn to a situation of escalating poverty and malnutrition. Thousands of youths have died over the past years in clashes between different ethnic and religious groups and separatist bids for independence. In the Niger Delta, where the oil industry is based, a vigorous trade in stolen oil has led to a serious breakdown of law and order in that area. A number of acts of sabotage have been carried out against the multinational oil companies by groups seeking a greater share of the oil resources for the Niger Delta population, (Alabi, 2014).

The quest for wealth at all cost among the youth is a contributing factor for the increase of poverty in Nigeria, (Kolawole, & Omobitan, 2015). Therefore, instead of more and more young people getting better economically, they are becoming worse off every day without any indication or hope of better future.

Another major cause of poverty among the youth in Nigeria is the corrupt political process in Nigeria. The nature and state of politics, and attitudes towards it by the populace is a matter of do-or-die affair and of winner takes-it-all kind of game, where only the strongest in terms of wealth, position of power and the number of god-fathers in high places get elected or appointed into positions of power, (Alabi, 2014).

The ruling party takes the advantage of the poverty of the masses, to buy over the voters and bribe the electoral officers. This makes politics in Nigeria to be the monopoly of the rich and privileged. So it is difficult for any poor person to change status or his state of poverty.

Effects of poverty among the Nigerian youth

Poverty among the youth is a recurrent and incessant problem that is hindering the sustainable development of Nigeria. Generally, poverty has serious negative effects on the quality of people's life, on the opportunities open to them, and on their ability to participate fully in the society. Unfortunately, it appears to be difficult to break out of the cycle of poverty, as poor children are more likely to become poor youth and adults. Children who grow up in poor families are more likely to leave school early and without qualifications, and to end up unemployed or in low-paid jobs.

According to Anugwom (2002), lack of income among the youth which equates to poverty leads to insufficient resources to ensure sustainable livelihoods. The result is that there is hunger, malnutrition, ill-health, limited or lack of access to education, homelessness or inadequate housing and other basic services. Onah (2010) notes that most Nigerian youths lack the basic necessities of life. The poor economic situation in the country has exposed many Nigerian youth to vulnerable conditions in the bid to survive. Some opt to migrate to other countries to look for greener pastures. Such people sometimes fall prey to human traffickers. In some cases, poor parents from rural areas send their children to live as house helps in cities in Nigeria or across shores with the hope that their children would receive better education and improved condition of living. But in most cases, these children are abused and exploited.

Another striking effect of poverty among the youth include death, terrorism, war, less opportunities of employment, high rate of felony, increasing illiteracy and increased favouritism (Agundu 2012). For instance, a youth who is unable to eat nutritious meals is evidently a victim of poverty, hence the effect of poverty here is malnutrition. Those youths living in poverty are at greater risk of living in sub-standard accommodation and of becoming homeless. The poor lack the things which the rich have, they are unable to meet the basic necessities of life or may barely meet some, whether one looks at it from the basic needs approach, or from that which constitutes necessity in a particular socio-cultural milieu. This shows that poverty is both socially humiliating and physically debilitating. Poverty is an enemy of mankind, a curse, not only for the individual who is poor, but for remainder of the community, nation and global society at large (Blackbum, 1991).

Also, youths who live in poverty are at greater risk of poor mental and physical health, (Brown 2007). They get sick more often and die younger than those who are better-off. Factors such as an inadequate diet, a higher rate of chronic illness, a lower level of participation in sport and leisure activities, and a generally lower quality of life all contribute to lower levels of health and well-being among youth who experience poverty.

Furthermore, poverty robs people of their humanity and disrobes them of their sense of self. Poverty makes a person inferior; it degrades a person and reduces self-confidence. Poverty according to Ilo (2008:174) "closes the door to life." It makes life a tale of pain and sorrow and a journey into the uncertain land of want and frustration. Poverty also makes people powerless and voiceless; it denies them the opportunity to actualize themselves and invest in themselves for the enrichment of our common humanity. Poverty no longer concerns only exterior or inferior goods or possessions but strikes at the very being, essence and dignity of the human person. Nze (2009) stressed that poverty is a social and global problem which dehumanizes and isolates the youth and retards development both at individual and communal levels. The social exclusion that accompanies poverty constitutes both a violation of human dignity and a threat to life itself. Poverty can prevent the youth from participating as equals in society, from feeling part of their community and from developing their skills and talents.

Ononogbu (2010:134) observes that the effects of poverty among youths is that "they hang on for some time, just whiling away the time but when they get tired of merely sitting on the wall; they tend to implode and fall into all sorts of anti-social behaviours and habits that the society may never be able to help them again". Most of the youths that engage in socially unacceptable behaviours are victims of poverty. This is how many youths end up as career miscreants and a menace to the society for the rest of their lives.

Poverty among the youth also leads to increases in crime, child labour, child abandonment, high maternal mortality rates, and reduction in life expectancy of most youths. Soludo (2012) laments that poverty results in the breakdown of the social ladder, values, and networks which people traditionally used in our society to climb out of poverty. Growing up in poverty can affect people's future.

The Role of the Church in Poverty Reduction among Nigerian Youth

The Nigerian government seems to have failed in its contractual obligation with the people to provide employment and an enabling environment that will better the lives of its citizenry.It is heart breaking to note that majority of Nigerians especially the youths are living in abject poverty. The failure of the government to alleviate or eradicate poverty in Nigeria calls for all the social and religious actors to be involved in handling the issue. In this regard, the role of the Church becomes relevant. The Church is a very formidable social actor with an enormous responsibility in charting a new course for Nigeria. Kalu (2004) and Ononogbu (2008) have pointed out the relevance of the church in the context of bringing about social change in the society.

With particular reference to the youth, Okwueze (1998) observes that the first form of wisdom literature consists of practical advice to young people on how they may obtain a successful and good life. Hence, the church has a basis for working with young people and impacting them positively. This includes the challenge to build a Nigeria where poverty and despair for the majority of our population are overcome with the resources we have because an entrepreneur as a person is a gift of God's grace in the society (Olubitan, 2014). He/she uses God's resources (ideas and wealth) to produce utility and satisfy human want. The creation of utility necessitates profit to accumulate capital and to make a business productive enough to provide jobs. Thus, the entrepreneur engages in the vocation of creating utility with God's resources using the ethical insights of the Christian faith and church to be a more faithful disciple as an entrepreneur. In view of this, there is a compelling need for the church to develop this model of problem-solving and critical analysis of the contemporary reality facing the youth because it is not biblical to remain complacent in the face of the reality of a typical Nigerian youth who is faced with the challenge of how to feed, clothe and have adequate accommodation.

The Bible encourages Christians to work hard and not to be slothful in their businesses. Thus, there is the need to be diligent and conscientious in one's chosen field of endeavour (Prov. 10: 4; 22: 29; Rom. 12: 11; I Thess. 4: 11). On this note, the ministry of the church is vital in modelling a holistic pattern of entrepreneurial skill acquisition because the socio-economic challenges facing the Nigerian youth and indeed Nigeria as a nation are growing. This presupposes the need to mobilize and develop a unified voice to question the idea of business as usual and challenge the status quo (Onwuliri, 2008). Hence, as the church educates and equips young people to forage into entrepreneurship, some of the advantages include that the enterprises will also create linkages between young entrepreneurs and other economic actors. In addition, youth entrepreneurship promotes innovation and resilience as it encourages young people to find new solutions, ideas and ways of doing things through experience-based learning. Another factor is that youth entrepreneurs tend to be responsive to new economic opportunities and trends because it is increasingly accepted that they can present alternatives to the organization of work, the transfer of technology, and a new perspective to the market economy. In view of this, the Church is expected to model grace by sharing its vital gifts and experiences with the youth in order to weave them into a tapestry of utility in the society.

More so, the church brings the gift of good management and administration coupled with efficiency of operation, space utilization, relationship, money and effective decision-making. These are salient virtues that are learned and practised to support the work of the Kingdom of God as expressed first in the local church and in the many causes of Christ in the world (Ani, Chukwuelobe, & Nwankwo, 2015). The church also needs to play the following roles in a bid to alleviate poverty among the youth in Nigeria.

(a) Motivation

It is clear that most youths in Nigeria are not motivated to start and manage businesses because of the supposed harsh environment that affect business growth in Nigeria. Hence, the church needs to play a vital role here by organising seminars, workshops and as well, including motivational talks, and enlightenments in their teachings. The church need to teach the youth that failing in a particular venture or endeavour does not infer that the person is an all-round failure. Failure is part of growth and young people should see it from the positive angle. It is not a crime to fail in an endeavour but many people fail to learn vital lessons from their past mistakes. This will contribute in alleviating poverty among the youth in Nigeria.

b) Entrepreneurship and innovative education

Even when there is some motivation; most young people in Nigeria are often frustrated by the lack of funds or inability to access start-up capital or seed grants to start up a business. So there is no doubt that capital is one of the crucial factors that causes poverty among the youths in Nigeria. Therefore, the church should network with both the government and the organized private sector (OPS) to make funds available to budding and existing entrepreneurs. Accessing support from the OPS as a form of Corporate Social Responsibility (CSR) will go a long way in helping young people achieve more, rather than being idle. However, in the absence of these forms of support, the church should encourage the youth to explore alternative sources of funds like loans from friends and family amongst others. These will enable the youth to start up something that will sustain them financially, thus alleviating poverty among them in Nigeria.

c) Basic management skills

Most youth do not have the basic skills to manage even small businesses. There are a good number of young Nigerian graduates who desire to own and manage their businesses but in some cases the choice of business is usually different from their area of academic specialization. Hence, since the skills for being a successful entrepreneur differ, the church needs to set up a platform where the youth can learn more techniques of managing a business in other to achieve set goals. Adding to this, the church also need to teach the youth that there is more to handling or managing a business than just personal interest. Thus, viable business management techniques should be adaptable in the real business world and young people who want to start businesses should be aware of what a business plan is and its importance to success. This will definitely minimise the rate of poverty among the youth in Nigeria.

d) Mentoring/Coaching

Recent studies have revealed the importance of having someone more experienced than one, to look up to, in whatever endeavour one is involved in. Hence this calls for the church to set up a mentoring/coaching program in a bid to discipling and coaching her youths who have interest in going into business. The outcome of mentoring and coaching programs in most developed countries have been tremendous because it provides the protégée with the opportunity to share one's problems and challenges with a more experienced person who can guide and offer necessary assistance when needed. So the church need set up mentoring and coaching programs, so as to properly prepare the young worlds in the world of business. Thereby minimizing poverty rates in Nigeria.

Recommendations

1) Since the access to finance is key to the success of any entrepreneurial venture, the church should prod the on-going reforms in the banking sector. This includes the recapitalization of commercial banks and the formation of micro-credit finance banks that are run by individuals and private organizations to replace community banks that were not functional. This should be done with the aim of reducing the bottlenecks involved in obtaining soft loans for young entrepreneurs who do not generally have the required collateral to be credit worthy to banks who only want to make profits from their investments.
2) Encouraging acquisition of skills will go a long way in solving Nigeria’s unemployment challenge. Government, Non-Governmental Organizations (NGOs), Faith Based Organization which the Church is one and individuals should work hand in hand to reduce unemployment. Another alternative to solving unemployment in Nigeria is through self-discovery.
3) The church should also encourage her youths to embrace the opportunities offered by the internet as a welcome idea in solving Nigeria’s unemployment challenge. Among them include Bogging, e-lancing, web development, application design and online publication. For instance, online publication helps in discovering how to write. Those who are interested can sign up and the site management will train them on how to use the platform and make money through advertisement placed by merchants. This forum does not require any money to start-up and the management directs the writers on how to get paid.

Conclusion

This work examined the church as a panacea to poverty among Nigerian youth, but its thrust was on how the church can help in poverty reduction in Nigeria. The increasing wave of poverty among the youth in Nigeria has assumed a worrisome state such that it is no longer news to anyone as its effects are both ubiquitous and conspicuous in both rural and urban areas and at both individual and collective levels. This high level of poverty in Nigeria is also evidenced by the way numerous scholars have committed themselves to research on what could be its causes and solutions.

Some of the causes of poverty identified in this work are unemployment, illiteracy, ignorance, laziness, natural disasters, violence, and indiscipline. However, among these causes, poverty is frequently attributed to unemployment; and unfortunately, the rate of unemployment is on the increase in Nigeria. Both the young and old can be victims of unemployment but in recent times it has taken its toll on youths and this has assumed a worrisome state. Equally, unemployment among youths is one of the factors responsible for the high rate of crime in Nigeria. Rather than remain in poverty, many unemployed youths resort to robbery, kidnapping and other illegal activities; female youths often resort to prostitution in order to survive.

Little wonder, numerous researches have been carried out on the possible solution of youth unemployment in Nigeria and all agree that both the church and other non governmental bodies have to preach the spirit of hard work and entrepreneurship as panaceas to this problem. So, if youths turn to small scale businesses and entrepreneurship, poverty must have been reduced by some extent in Nigeria.

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The Role of Institutions in the FDI-Growth Relationship in Nigeria

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Abstract

Following the dearth of studies on the role of institutions in the foreign direct investment-economic growth relationship in Nigeria, this study investigated whether institutional quality enhances this relationship over the period 1981 – 2018 or otherwise. The study used institutional data from Freedom House, and the autoregressive distributed lag (ARDL) modeling framework. The results show that the role of institutions in enhancing the FDI-growth relationship in Nigeria is significant, both in the long-run and in the short-run. The results also show that trade is an important driver of growth in Nigeria. Among others, the study recommends the evolution of strong institutional framework that can create the enabling environment for inflow of investments into the Nigerian economy. Such institutional framework should entrench respect for the rule of law, property rights, civil liberties, transparency and accountability in governance.

Keywords: Institutional Quality; Foreign Direct Investment; Economic Growth; ARDL Model
JEL Codes: N20; F21; F43; C22

1. Introduction

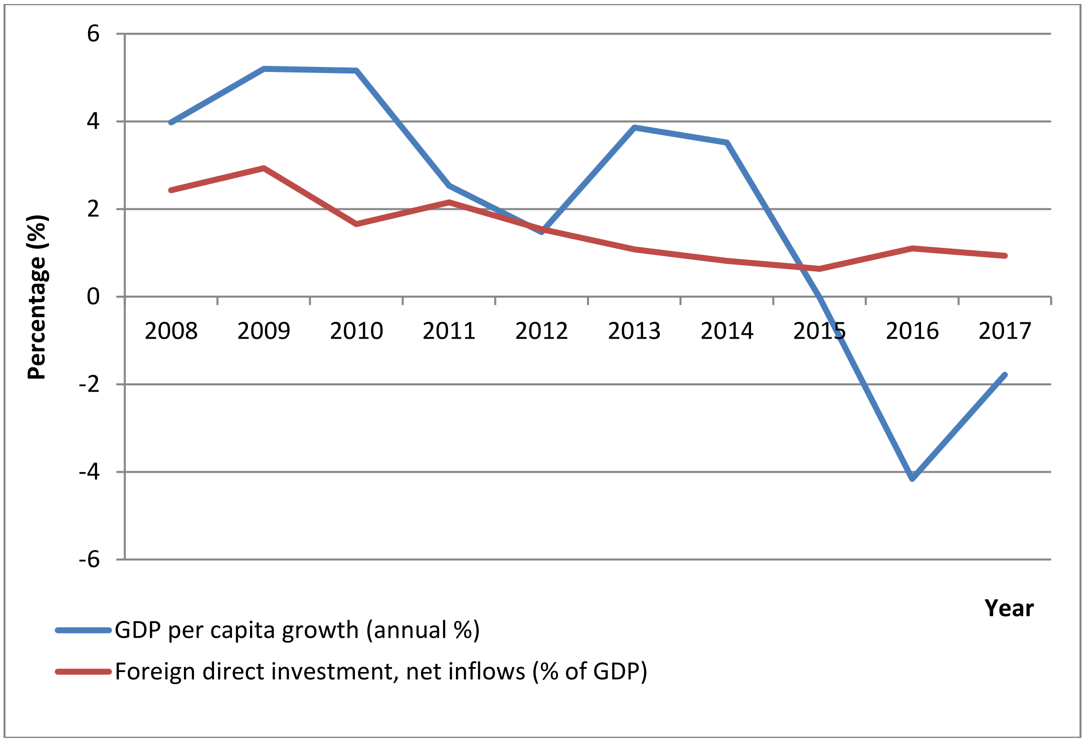
One incontrovertible fact in economic literature is that economic growth is one of the fundamental objectives of every economy. In other words, every economy seeks to grow. But economies do not just grow; they require effective policies and appropriate institutional frameworks to grow. According to Kazeem (2014), attempts at explaining the drivers of growth in various economies have generated an avalanche of reasons such as economic, social, cultural, political and institutional factors. However, this study is particularly interested in the contribution of foreign direct investment (FDI) in Nigeria's growth process. This is consistent with some aspects of the extant literature, such as Peres, Ameer and Xu (2018), which have highlighted FDI not only as a key factor of globalization but also as an important stimulator of productivity enhancement, technological advancement, and job creation. Here, FDI is conceptualized as a direct investment in production or business in a country by an individual or company of another country, either by buying a company in the target country or by expanding operations of an existing business in that country (Adeleke, Olowe & Fasesin, 2014).

Given the existence of numerous empirical studies on the FDI-growth relationship in Nigeria, one may then wonder if this study is still necessary. Our response to such concern is that this study is very relevant at this time for several reasons. First, the underdeveloped nature of the Nigerian economy means that every effort aimed at increasing the pace and volume of FDI into the economy should be explored. This empirical evidence is one of such efforts which will provide evidence-based policy recommendations to drive the inflow of FDI into the Nigerian economy. Ugwuegbe, Okore and Onoh (2013) share this view. Second, the volume of FDI inflow into the Nigerian economy in recent years leaves so much to be desired when compared to other African economies. For instance, the inflow of FDI into Nigeria declined sharply to an 8-year low of $981.7 million in 2017, while African countries like Egypt and Ghana recorded FDI inflow of $7.4 billion and $3 billion in 2017, respectively. In the same 2017, South Africa, which is the second largest economy in Africa after Nigeria, recorded $150 billion FDI inflow. This shows that a lot of work needs to be done to enhance FDI inflow into Nigeria. According to Tokunbo (2018), Nigeria needs at least $14 billion FDI inflow, but it has only obtained 7% of that requirement. This study contributes to the efforts towards driving FDI inflow to Nigeria.

Third, the decline in FDI inflow in Nigeria raises the important question about the role of institutions in the FDI-growth relationship in the country. Ozekhome (2017) pointed out that countries that have experienced rapid and sustained economic growth are those with sound institutional frameworks that sufficiently attract investment, technological innovation, and invariably make the business environment friendly for foreign investors. The quality of institutions in a country will go a long way in determining the willingness of foreigners to invest in the country. Countries with good institutional qualities are expected to attract more investors than others with poor institutions. Arshad (2016) noted that institutions and different institutional quality variables like corruption, rule of law, political rights, and civil liberties are consistently found to be significantly affecting economic growth. This view is supported by Rodrik (2007), which explained that good institutions are those institutions supporting economic growth in the best possible way. These institutions should be able to protect property rights, uphold the rule of law and rein in corruption, provide appropriate regulation and control market failure, support macroeconomic stability, and promote cohesion of social life of the society. Thus, the concept of institutional quality is of paramount importance in the FDI-growth nexus in Nigeria. Unfortunately, the extant literature has hardly paid any attention to the role of institutions in this relationship. This study fills this gap.

The history of Nigeria's FDI inflow can be traced back to the colonial era, when the colonial masters sought to exploit Nigeria's abundant natural resources for the development of their economy (Adeleke, Olowe & Fasesin, 2014). The discovery of oil and coal in Nigeria among other natural resources attracted many investors from the globe, such as, the Shell Oil Company, Mobil, and Chevron. Following the Washington Consensus, the Nigerian government then privatized most of the government owned industries and corporation, thereby attracting more foreign investors into the country. Statistics from the World Development Indicators (WDI) published annually by the World Bank indicate that Nigeria recorded an average of 1.58% FDI net inflow to GDP from 1970-1979, and from 1980-1989, it declined to 0.73%. Even though this index rose to 5.79% in 1994, it has witnessed a continuous decline since then. Figure 1 plots these statistics for the decade ending 2017. Figure 1 also shows the poor performance of GDP per capita over the last decade. Inadequate infrastructural facility, poor business environment, and poor institutional quality, among others, may have contributed significantly to the fall in FDI inflow into the country, and this in turn may have fueled the poor output growth performance of the Nigerian economy in recent years. This paper therefore investigates the role of institutions in the FDI-growth relationship in Nigeria in order to provide evidence-based policies options that can drive FDI inflow and economic growth in the country. Specifically, the paper will: examine how FDI impacts on economic growth in Nigeria; examine how institutional quality impacts on economic growth in Nigeria; how institutional quality influences the impact of FDI on economic growth in Nigeria; and determine the direction of causality between FDI and economic growth in Nigeria.

Figure 1: FDI Inflow and GDP Per Capita Performance in Nigeria (2008 – 2017)



Source: Authors, with data from WDI (2018)

2. An Overview of the Literature

Several theories of FDI abound in the literature, such as the internalization theory and the eclectic theory, among others. According to Dunning (2008), the internalization theory explains FDI as an organizational hierarchy, which internalizes the market for cross-border intermediate products. The theory is essentially directed to explaining why cross-border transactions of intermediate products are organized by hierarchies rather than determined by market forces, and why there is a strong presence of high-technology industries among multinational corporations. The notion of internalization implies that firms aspire to enhance their internal markets as soon as the cost of business activities within the firm becomes minimal. Thus, foreign firms are prompted to engage in FDI whenever they perceive that the net benefits of their common ownership of domestic and foreign activities, and the transactions arising from them, are likely to exceed those offered by external trading relationships. Thus when these foreign firms perceive the chances of higher profitability from affiliate firms, they become eager to make their investment decisions. Asogwa (2014) amplified this theory by pointing out that FDI takes place only if the benefits of exploiting firm-specific advantages outweigh the relative costs of the operations abroad.

The eclectic theory of Dunning (2008) encompasses various explanations of the activities of enterprises engaged in cross-border value-adding activities. The theorist emphasizes on the extent to which the parent firm possesses unique and sustainable ownership-specific advantages than firms of other nationalities in the production of a particular product or service for particular markets or groups of markets. The theory can be expressed in terms of ownership, location and internalization advantages. Ownership advantages refer to intangible assets possessed by the parent firm and may be transferred within transnational companies at low costs to bring about higher incomes or reduced costs. Such ownership advantages may be in the form of monopoly, technology and economies of scale. Location advantage refers to the business environment and business characteristics of the location in countries where the parent firms would operate or site their affiliate firms and it plays a major role in determining who will become host country for the activities of this parent enterprise (Hanson, 2001).

Theories of institutional quality can be classified into the old institutional theory, the methodological individualism, and the new institutional theory. According to Hodgson (1993), the 'old' institutionalism established the importance of institutions and proclaimed the need for a genuinely evolutionary economics. However, it proceeded in a more and more descriptive direction, leaving many of the core theoretical questions unanswered. Proponents of this theory believe that the neoclassical idea of the rational utility maximizing agent is inadequate and erroneous. Thus, this institutional theory does not take the individual as a constant variable; instead, individuals are shaped by institutional and cultural arrangements.

The theory of methodological individualism takes the individual, along with his or her assumed behavioural characteristics, as the elemental building block in the social or economic system (Hodgson, 1993). The theory emphasizes that in trying to understand the institutional features of a society, it is necessary to study the individual characteristics since the individual characteristics make up the society or institution. According to Agassi (1960), methodological individualism views the national interest, public policy, and similar expressions either as empty or as mere expressions that represent a fragment of many individuals' interests and policies. Thus, methodological individualism holds that subjective individuals' preferences explain the nature of institutions and social phenomena. The new institutional theory holds that informal and immaterial institutions (such as norms, beliefs, and routines) can better explain the relation between individual actors and organizations. Institutions must be seen as structuring forces that need to be maintained over time to preserve relevance. Institutions can reproduce action as actors fall back on previous experiences and react similarly or identically in similar situations. In this way, routines can lead to similar action despite conditions having changed. In addition, norms as moral elements have to be seen both as constraining or obligating and as enabling or awarding (Lang, 2018).

A large chunk of empirical studies have recently emerged in the literature dealing with the FDI-growth relationship in Nigeria and in other economies. However, the fact remains that the role of institutions in this relationship is yet to be comprehensively understood in Nigeria. This is the gap that this study seeks to fill. In what follows, we present the findings of some of these recent studies. Ozekhome (2017) investigated the impact of democratic institutions and foreign direct investment on economic growth in Nigeria, and found that democratic institutions and foreign direct investment have significant impact on the economic growth in Nigeria. The results also show that weak institutions have a destabilizing effect on economic growth, while the impact of FDI on the other hand was found to be positive and significant. Emmanuel (2016) also found that FDI impacts positively and significantly on economic growth in Nigeria. In a study of institutional quality and FDI in Nigeria, Esew and Yaroson (2014) established that political stability and corruption are major determinants of FDI inflows to Nigeria, while human capital and trade openness are also significant determinants of FDI inflow to Nigeria. Okonkwo, Egbunike and Udeh (2018) found that FDI increased Nigeria's exports in the period 1990 to 212; while Akanegbu and Chizea (2017) established a positive relationship between FDI and output growth in the Nigerian economy. Izilien and Mohammed (2017) found that democratic institutions and FDI are significant variables for driving rapid economic growth in Nigeria. Both Aguda and Oladuja (2017) and Adeleke, Olowe and Fasesin (2014) found that FDI largely promotes economic growth, while Onakayo (2012) found that even though FDI has a significant impact on output of the Nigerian economy, the growth effects of FDI differ across sectors. Other studies for Nigeria are Akinlabi, Hamed, and Awoniyi (2011) and Umoh, Jacob and Chuku (2012).

In other economies across the globe, the FDI-growth relationship has also been investigated. Some recent findings are presented here. Ochara, Onono and Meah (2016) found that in Kenya, FDI affects economic growth positively and institutional quality has a growth-enhancing effect on FDI. Hidayet, Emmanuel, and Abidin (2017) studied two groups of economies: a group of five rich natural resources and underdeveloped countries (DR Congo Ghana, Liberia, Zimbabwe, and Nigeria) and a group of five poor natural resources but developed countries (Denmark, Germany, Ireland, Finland and Switzerland). The findings show that institutional quality matter in the group of underdeveloped countries, whereas the group of developed countries was more concerned about political instability and government effectiveness. The findings show that all the indicators of institutional quality are averagely positive in the developed countries while the same indicators are negative in the underdeveloped group of countries. Najabat and Hamid (2017) found that FDI has a positive impact on the economic growth of Pakistan. Arshad (2016) explored the role of institutional quality on economic growth and more specifically the role it plays through foreign direct investment in a group of 106 countries. The results show that besides a strong direct positive effect on economic growth the aggregate institutional quality variable as well as all individual variables except for the rule of law have a small but significant indirect impact on economic that takes place through boosting FDI.

Tun, Azman-Saini and Law (2014) studied the importance of institutions for the growth-enhancing effect of FDI in a panel of 78 countries. The study used interaction term between FDI and institutional quality to capture this mediation effect. The findings revealed that the coefficient on FDI is statistically insignificant which implies that the impact of FDI on growth is transmitted through institutional quality and it has no direct impact on growth. Furthermore, the coefficient on institution was found to be positive and statistically significant at the 1% level. Thus, the study highlighted the complementary relationship between FDI and institutional quality, whereby the impact of FDI on growth actually depends on the quality of institutions in the host countries. Nguyen, Su, and Nguyen (2018) studied the impact of institutional quality on economic growth for 29 emerging economies using the System GMM estimators. The study found that the coefficient of the interaction between institutions and FDI was negative, while trade openness and FDI have the expected positive impacts on economic growth. Furthermore, the interactions between institutional quality and trade openness also have significant negative coefficients. Brahim and Rachdi (2014) studied the role which institutions play as regards the relationship that exists between FDI and economic growth in the MENA region. The major contribution of the study centered on the analysis of how institutional quality affects the FDI-economic growth nexus. The results show that the effect of FDI on economic growth was largely dependent on development of institutions in MENA countries such that only countries with good institutions can exploit the advantages of FDI on growth.

Overall, we find that the role of institutions in the FDI-growth nexus in Nigeria has largely remained unexamined. This study therefore contributes to the extant literature by investigating whether institutions have been enhancing or impeding the FDI-growth relationship in Nigeria.

3. Methodology

3.1. Theoretical Framework: The new growth theory indicates that growth of labour supply and growth of labour productivity are important factors in the economic growth process. Growth in labour productivity generally emanates from growth in human capital (i.e. accumulation of skills and knowledge), growth in investment (i.e. accumulation of physical capital), and technical progress (i.e. use of new and better production techniques). Following Tumwebaze and Ijjo (2015), we assume a Cobb-Douglas production function combining capital and labour with constant returns to scale so that aggregate output can be expressed as follows:

$$Y = AK^{\alpha}L^{1-\alpha} \quad (1)$$

where: Y = real economic output measured as real per capita GDP, A = technical progress, K = capital (measured in this study by gross fixed capital formation in constant US$), and L = labour (measured by total adult population aged 15 – 64 years). The annual real per capita GDP growth is obtained from equation (1) as:

$$y = a + \alpha k + (1-\alpha)l \quad (2)$$

where: a, y, k and l denote the growth rates of A, Y, K and L, respectively. By assuming non-diminishing returns to the accumulation of both human capital and physical capital, the new growth theory is able to predict the long-term growth effects of FDI. Indeed, the extant literature has identified FDI as an important driver of growth in various economies.

3.2. Model Specification: To model the growth effect of FDI in Nigeria, we extend the economic growth function in (2) by including the FDI variable and other standard variables in growth regressions that are specific to the Nigerian economy on the right hand side of the equation. Thus, we include the following explanatory variables: foreign direct investment inflow (FDI_t), trade openness measured as ($Exports +$

$Imports)/GDP$ (% of GDP) ($TRADE_t$), nominal official exchange rate of local currency per U.S. dollar ($EXCH_t$), and institutional quality ($INST_t$). Even though these selected regressors are specific to the Nigerian economy, they are nonetheless consistent with some established studies in the literature such as Mankiw et al. (1992), Alexiou et al. (2014), and Tumwebaze and Ijjo (2015). The institutional quality variable used in this study is as defined in terms of political rights and civil liberties, which reflects perceptions of freedom to participate in the political process and rights to free expression, to organize or demonstrate, and to freedom of religion, education, travel, and other individual rights. The institutional quality data was taken from Freedom House, which monitors political freedom across the globe on an annual basis. The Freedom House institutional quality dummy variable takes the value of 2 for the classification free, 1 for partly free, and 0 for not free. Studies like Alexiou et al. (2014) and Ogbuabor et al. (2019) have used the Freedom House institutional quality data with great success. The period covered by this study is 1981 to 2018, based on data availability for the variables in the study. The entire data for this study is taken from the World Development Indicators published by the World Bank, except for the institutional quality variable, which was taken from Freedom House.

For the econometric analysis, we express the model for this study in its implicit form as follows:

$$PGDP_t = f(PGDP_{t-1}, K_t, L_t, FDI_t, TRADE_t, EXCH_t, INST_t) \qquad (3)$$

where: $PGDP_t$ is real per capita GDP growth; $PGDP_{t-1}$ is the one lag of real per capita GDP growth; and t represents the time index. Furthermore, equation (3) is expressed as an ARDL model in its unrestricted ECM form as follows:

$$\begin{aligned}\Delta PGDP_t &= \beta_0 + \beta_1 PGDP_{t-1} + \beta_2 K_{t-1} + \beta_3 L_{t-1} + \beta_4 FDI_{t-1} + \beta_5 TRADE_{t-1} + \beta_6 EXCH_{t-1} \\ &\quad + \beta_7 INST_{t-1} + \sum_{i=1}^{p} \lambda_i \Delta PGDP_{t-i} + \sum_{i=0}^{q} \alpha_i \Delta K_{t-i} + \sum_{i=0}^{q} \gamma_i \Delta L_{t-i} + \sum_{i=0}^{q} m_i \Delta FDI_{t-i} \\ &\quad + \sum_{i=0}^{q} \psi_i \Delta TRADE_{t-i} + \sum_{i=0}^{q} \delta_i \Delta EXCH_{t-i} + \sum_{i=0}^{q} \phi_i \Delta INST_{t-i} + \varepsilon_t \quad \ldots\ldots\ldots\ldots \quad (4)\end{aligned}$$

where: β_0 is the constant term; ε_t is the stochastic error term; and all the variables are logged prior to estimation. In what follows, we provide some explanations on how each variable in equation (4) is expected to influence real per capita GDP growth.

In line with economic theory, the parameters of labour, capital, FDI and trade are expected to have positive signs since these variables are expected to engender growth, though some studies have established that FDI may not enhance growth sometimes (Iheonu, 2016). Some studies provide empirical support for expansionary effects of devaluations, but the contractionary effects have became more prominent in recent large number of studies, though mixed results and insignificant effect have also been reported by few studies (Razzaque et al., 2017). Thus, the parameter of exchange rate may be positive or negative. Some recent empirical studies in the literature have provided evidence suggesting a positive relationship between institutions that promote economic freedom and economic performance (Iheonu et al., 2017; Wanjuu and Le Roux, 2017); while other recent empirical studies have also documented that weak and poor institutional quality are growth retarding (Diop *et al*., 2010; Ajide and Raheem, 2016). Hence, the coefficient of institutional quality is expected to be either positive or negative.

4. Results

The descriptive statistics of the variables in this study are shown in Table 1. The statistics indicate that all the variables show considerable levels of variation. All the variables follow the normal distribution, except for capital and FDI. More importantly, the variables do not show any case of outlier based on the mean, minimum and maximum values.

Table 1: Descriptive statistics of the variables

	CAPITAL	EXCH	FDI	INST	LABOR	PGDP	TRADE
Mean	**56,500,000,000.00**	**88.54**	**1.76**	**0.84**	**66,796,959.00**	**1,758.61**	**32.26**
Median	**54,000,000,000.00**	**97.02**	**1.63**	**1.00**	**64,607,846.00**	**1,548.29**	**33.95**

Maximum	**105,000,000,000.00**	**306.08**	**5.79**	**2.00**	**105,000,000.00**	**2,563.90**	**53.28**
Minimum	**37,700,000,000.00**	**0.62**	**0.26**	**0.00**	**39,845,097.00**	**1,324.30**	**9.14**
Std. Dev.	**13,200,000,000.00**	**87.14**	**1.25**	**0.49**	**19,383,381.00**	**439.88**	**12.56**
Skewness	**1.49**	**0.80**	**1.32**	**(0.35)**	**0.33**	**0.66**	**(0.35)**
Kurtosis	**6.33**	**2.97**	**4.88**	**3.54**	**1.92**	**1.83**	**2.19**
Jarque-Bera	**31.74**	**4.08**	**16.64**	**1.25**	**2.53**	**4.89**	**1.83**
Probability	**-**	**0.13**	**0.00**	**0.53**	**0.28**	**0.09**	**0.40**
Observations	**38**	**38**	**38**	**38**	**38**	**38**	**38**

Source: Authors, with data from WDI and Freedom House.

Table 2 reports the unit root test results for all the variables based on the Augmented Dickey-Fuller (ADF) test procedure. The results indicate that the variables are overwhelmingly integrated of order one. Interestingly, none of the variables is integrated of order two, which means that they have all satisfied the condition for inclusion in the ARDL model. The results however suggest that the variables may be cointegrated. This study therefore conducted ARDL bounds cointegration test, and the results are shown in Table 3.

Table 2: ADF Unit Root Test Results

Variables	**ADF Stat at level**	**5% critical values**	**ADF stat at 1st Diff**	**5% critical values**	**Order of Integration**
pgdp	-1.510514	-3.544284	-3.74212	-3.540328	I(1)
capital	-6.639963	-3.544284	-	-	I(0)
labor	-0.707503	-3.562882	-3.82059	-3.562882	I(1)
fdi	-2.304648	-3.536601	-10.9743	-3.540328	I(1)
trade	-1.984335	-3.536601	-7.26054	-3.540328	I(1)
exch	-1.282763	-3.536601	-5.52571	-3.540328	I(1)
inst	-4.002047	-3.536601	-	-	I(0)

Source: Author

The results in Table 3 indicate that the value of the test statistic is greater than all the upper bounds, even at the 1% level. This shows that the variables are cointegrated, that is, they have a stable long-run relationship. This study therefore proceeded to investigate the long-run relationship between the variables. The results are shown in Table 4.

Table 3: ARDL Bounds Cointegration Test

Test statistic	Value	K	Level of Significance	Critical Value Bounds	
				I(0)	I(1)
F-statistic	9.379184	7	10%	2.72	3.77
	9.379184	7	5%	3.23	4.35
	9.379184	7	1%	4.29	5.61

Source: Authors

Table 4: Long-run regression results, ARDL (1,1,0,1,0,0,0,0)

	Dependent Variable = PGDP			
Variable	**Coefficient**	**Std. Error**	**t-Statistic**	**P-value**
C	6.7969	1.9123	3.5543	***0.0017
PGDP(-1)	0.9623	0.0599	16.0732	***0.0000
CAPITAL(-1)	-0.1834	0.0467	-3.9266	***0.0007
LABOR	0.1270	0.1153	1.1012	0.2822
TRADE(-1)	0.0717	0.0200	3.5827	***0.0016
INST	-0.0782	0.0248	-3.1547	***0.0044
FDI	-0.0817	0.0175	-4.6752	***0.0001
INST*FDI	0.0853	0.0193	4.4246	***0.0002
EXCH	0.0195	0.0147	1.3277	0.1973
R-squared	0.9934			
Adj. R-squared	0.9900			
F-statistic	290.5642			
Prob(F-stat)	0.0000			
DW stat	2.2072			

Source: Authors. **Note:** *** denotes significant at 1% level

The results in Table 4 are quite interesting. We find that both FDI and institutional quality impact negatively and significantly on economic growth in Nigeria. But when the two regressors are interacted in the model, we find that institutional quality plays positive and significant role in enhancing the influence of FDI on economic growth in Nigeria. This shows that institutional quality is important in explaining the role of FDI as a driver of growth in Nigeria. These findings are contrary Nguyen, Su, and Nguyen (2018), which found that the interaction between institutions and FDI was negative among 29 emerging economies. The results are however consistent with Tun, Azman-Saini and Law (2014), which found that the impact of FDI on growth is transmitted through institutional quality, suggesting the existence of complementary relationship between FDI and institutional quality. The results of this study are also consistent with Brahim and Rachdi (2014), which showed that the effect of FDI on economic growth was largely dependent on development of institutions so that only countries with good institutions can exploit the advantages of FDI on growth.

The results further show that trade is an important driver of growth in Nigeria, while the roles of labour and exchange rate remained muted. This is consistent with the trade-led growth hypothesis, which emphasized the role of trade in the economic growth process. The impact of capital is negative, suggesting that more efforts are needed in mobilizing capital for the real sectors of the economy. However, the immediate past level of growth was found to be an important contributor to economic growth in Nigeria. Thus, efforts should be intensified towards achieving sustainable economic growth in Nigeria. The above results are consistent with the short-run estimates shown in Table 5. The results show that the coefficient of interacting institutional quality and FDI is positive and significant, even at the 1% level. This reaffirms the long-run results, which showed that the positive impact of FDI on economic growth in Nigeria is transmitted through developments in institutions.

The diagnostic checks on the results are reported in Table 6. These checks indicate that the problems of autocorrelation and heteroskedasticity are absent from the model. The checks also indicate that the residual is normally distributed as expected, while the cumulative sum (CUSUM) test and cumulative sum (CUSUM) of squares test indicate that the model is stable. Overall, we find that the model for this study meets the criteria for policy formulation.

Table 5: ARDL-ECM result - ARDL (1,1,1,0,1,0,1,0,0,1)

	Dependent Variable = D(PGDP)			
Variable	**Coefficient**	**Std. Error**	**t-Statistic**	**P-value**
C	0.1626	0.0743	2.1894	**0.0400
D(PGDP(-1))	0.9245	0.1534	6.0267	***0.0000
D(CAPITAL)	-0.1338	0.0368	-3.6404	***0.0015
D(LABOR)	-0.0462	3.4321	-0.0135	0.9894
D(TRADE)	0.0590	0.0146	4.0344	***0.0006
D(INST)	-0.0494	0.0143	-3.4602	***0.0023
D(FDI)	-0.0592	0.0137	-4.3263	***0.0003
D(INST*FDI)	0.0564	0.0164	3.4480	***0.0024
D(EXCH)	-0.0042	0.0136	-0.3113	0.7586
ECM(-1)	-1.1054	0.2511	-4.4026	***0.0002
R-squared	0.8057			
Adj. R-squared	0.6855			
F-statistic	6.7003			
Prob(F-stat)	0.0001			
DW stat	1.5870			

Source: Authors. Notes: *** and ** denote significance at 1% and 5% levels, respectively.

Table 6: Diagnostic Checks on the Long-Run Results

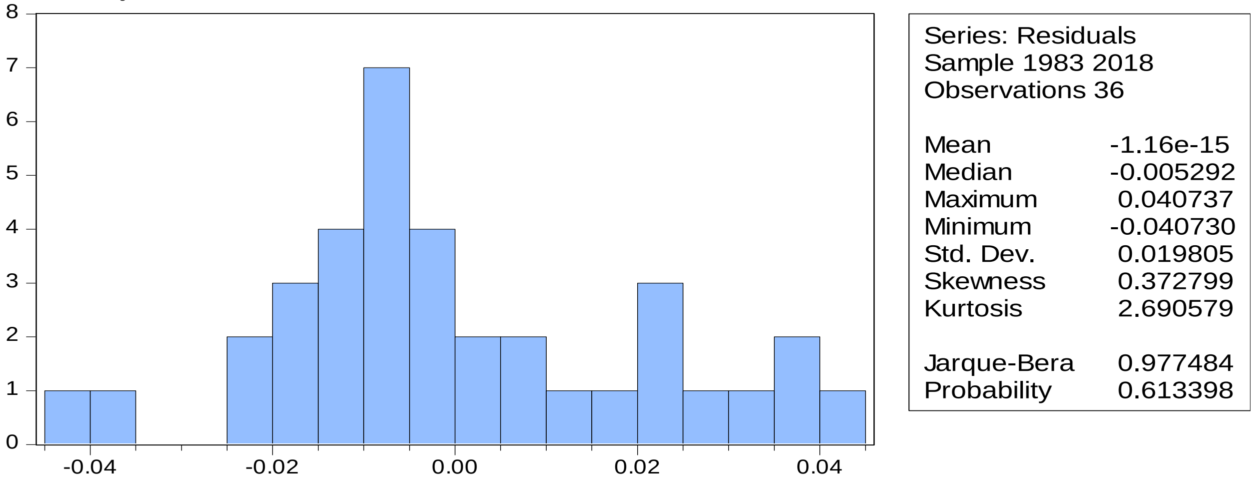
Breusch-Godfrey Serial Correlation LM Test:

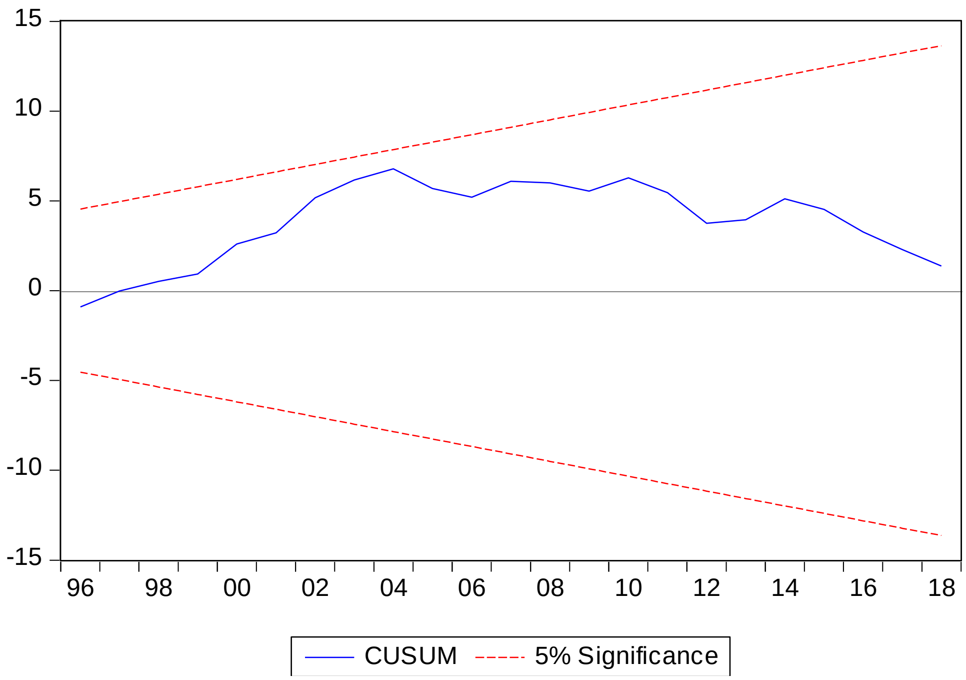
F-statistic	0.707821	Prob. F(2,21)	0.5041
Obs*R-squared	2.273550	Prob. Chi-Square(2)	0.3209

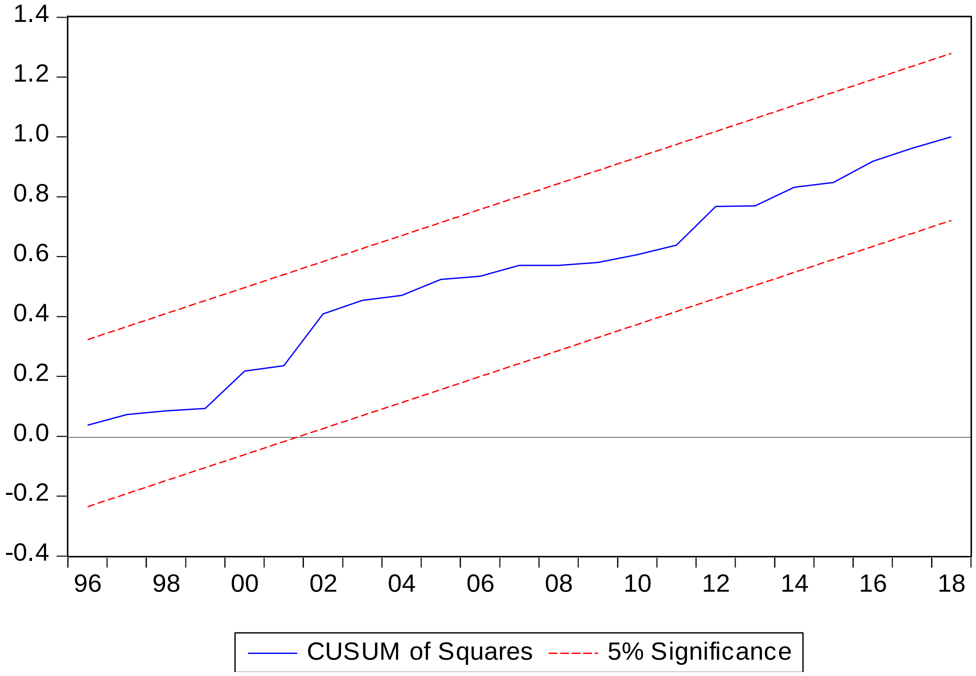
Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	0.453352	Prob. F(12,23)	0.9219
Obs*R-squared	6.886311	Prob. Chi-Square(12)	0.8650
Scaled explained SS	2.375980	Prob. Chi-Square(12)	0.9986

Normality Test:







Source: Authors

5. Some Concluding Remarks and Policy Implications

Following the dearth of studies on the role of institutions in the FDI-growth nexus in Nigeria, this study investigated whether institutional quality enhances this relationship or otherwise. The results show that the role of institutions in enhancing the FDI-growth relationship in Nigeria is significant, both in the long-run and in the short-run. The results also show that trade is an important driver of growth in Nigeria; however, the roles of labour and exchange rate remained muted all through. An important policy implication of these findings is the need for government to evolve strong institutions that can create the enabling environment for investment, which will then drive growth in the economy. This means that policymakers and governments across the country should lead the way in entrenching sound institutional framework in terms respect for the rule of law, property rights, civil liberties, transparency and accountability in governance. These will in turn ensure that the domestic environment is devoid of corruption and lack of accountability in governance. Thus, the drive for more FDI inflow into the Nigerian economy will largely remain a pipe dream if the efforts of the government in this regard are not supported by strong institutional framework. Another policy implication of this study comes from the significant role of trade as a driver of growth in the economy. This means that policymakers and governments should work towards export diversification in order to take advantage of trade to grow the economy. Lastly, the negative roles of labour (in the short-term) and capital (in both the short- and long-term) calls for increased investment in human capital development and in domestic resource mobilization.

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An Econometric Study of the Response of Domestic Investment to Changes in Selected Monetary Variables in Nigeria

By

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Abstract

Following the controversy in the extant literature regarding the response of domestic investment to changes in monetary variables in Nigeria, this study investigated the impacts of changes in interest rate and exchange rate on domestic investment over the period 1981 – 2018 using the ARDL framework. The findings indicate that both in the long-run and short-run, changes in interest rate and exchange rate did not impact significantly on domestic investment. Interestingly, however, the study established that income level, infrastructure and level of security for lives and property are important in explaining variations in domestic investment in Nigeria. The study therefore concludes that addressing the challenges of poor infrastructure and insecurity bedeviling the Nigerian investment environment will enhance the growth of domestic investment as well as the growth and development of the overall Nigerian economy.

Key words: Domestic Investment; Interest Rate; Exchange Rate; Monetary Authority; ARDL Model
JEL Codes: E20; E40; F31; E50; C32

1. Introduction

Domestic investment is an important factor that triggers and drives economic growth and development in an economy (Ofori & Asumadu, 2018). Most economies depend on investment to resolve several economic problems and/or crises. Economists hold the view that adequate investment is needed for economic growth and development in a nation and advise that every economy needs to accumulate high level of capital for investors to borrow. This is because, borrowing from other countries may not be an appropriate way for growth and development since such external borrowing does not have auspicious effect on the balance of payment as these loans will be serviced in the future with the use of their domestic resources. Hence, capital formation is not just paramount, but serves as prerequisite for the geometric acceleration of growth and development of every economy as it provides domestic resources that can be used to fund investment efforts of the economy (Uremadu,2006; Adegbite & Owulabi; 2007).
In Nigeria for example, domestic investment is quite low due to the fact that per capita income and savings are low. As a result, the marginal or average propensity to save is low while the marginal or average propensity to consume is high. This makes it difficult to attain economic development. For economic development to be achieved in Nigeria, then there should be expansion of market, increased domestic savings, reduction in foreign debt servicing obligations, moderate interest rate and exchange rate, control of inflation and development of infrastructure. The levels of domestic investment and public investment have reduced drastically in recent times due to challenges arising from macroeconomic variables such as inflation rate, exchange rate fluctuations, balance of payment problems, high external debts ratio, increase in population and corruption. Economic factors such as interest rate, inflation,

unemployment, exchange rates and gross domestic product (GDP) are known to affect the level of domestic investment.

Private domestic investment is an investment made within an economy. It is an important component of GDP which is used for future productivity of private individuals and firms in an economy. It includes both replacement purchases plus net additions to capital asset and investment in inventories. It involves creation of goods or capital capable of producing other goods. The gross private domestic investment includes non-residential investment, residential investment and change in inventories. Interest rate is an important monetary variable that can boost the level of investment. As a result, interest rate is a major determinant of investment. Interest rate is the price paid for the use of money. Investment plays a very important role in economic growth in a country. Countries rely on investments to solve certain economic problems such as unemployment and poverty .Banks as intermediaries move funds from surplus units of the economy to deficit units by accepting deposits and channeling them into appropriate sectors. The extent to which this could be done depends on the rate of interest and level of development of financial sectors as well as the saving and investment habit of the people. Hence, the availability of investible fund is therefore necessary for investment in the economy which eventually translates to economic growth and development (Uremadu, 2006; Ovikuomagbe, 2013).

Interest rate policy is among the emerging issues in view. It is expected to play a role in the deregulated economy by inducing savings which can be channeled to investment and thereby increasing employment, output, and efficient financial resource utilization (Uchendu, 1993). Also, interest rate can have a substantial influence on the rate and pattern of investment in the economy by influencing the volume and disposition of savings as well as volume and productivity of investment. The behavior of interest rate aids to determine the investment activities and hence economic growth of a country. Investment depends upon the rate of interest involved in getting funds from the market investors, while economic growth to a large extent depends on the level of investment. Therefore, the need to promote an interest rate that will ensure increase in investment and consequently enhance economic growth cannot be overemphasized.

Another monetary variable that could affect the level of domestic investment in Nigeria is exchange rate, which is the price of a country's currency to another country's currency. Specifically, it is the unit of naira per US dollar. It determines the relative price of domestic and foreign goods as well as the strength of external sector participation in international trade. For Ngerebo and Ibe (2013), exchange rate is the ratio between a unit of one currency and the amount of another currency for which that unit can be exchanged at a particular time. Exchange rate is the link between domestic and foreign prices of goods and services. Also, exchange rate can either depreciate or appreciate. Appreciation in exchange rate occurs if less unit of a domestic currency exchanges for a unit of foreign currency, while depreciation in exchange rate occurs if more units of domestic currency exchanges for a unit of foreign currency. Exchange rate is one of the indicators which directly affect investments. Thus, its role in the overall economic objectives of a country cannot be underestimated. This gives confidence to why the public sectors, foreign investors and private individuals pay a lot of attention to the exchange rate variation. Since September 1986, when the market determined exchange rate system was introduced in Nigeria through the second tier foreign exchange market, the naira exchange rate has exhibited the features of continuous depreciation and instability. A good number of small and medium scale-enterprises (SMEs) have been "died untimely" as a result of fluctuations in exchange rate (Adelowokan, Adesoye & Balogun, 2015). The frequent appreciation of the dollar against the naira may have led to the sharp drop in domestic investment in Nigeria.

At this point, it is clear that understanding of interest rate behavior and exchange rate variation are critical in designing policies to promote domestic investment in Nigeria. Therefore, this study investigates the response of domestic investment to changes in interest rate and variations in exchange rate in Nigeria. This study is important because achieving sustainable development and growth in Nigeria will remain a "pipe dream" without appreciable level of domestic investment. Unfortunately, there has been a low level of saving and investment in Nigeria as well as high level of interest rate and exchange rate volatility. Other macroeconomic challenges facing the Nigerian economy are high level of unemployment, falling crude oil price in the international market and poor infrastructural base, among others. The instability and/or uncertainty occasioned by the high level of interest rate and exchange rate fluctuation in the economy may have resulted in the declines in the level of domestic investment in the economy over the years, thereby engendering low standard of living among the populace and increasing the cost of production which in turn leads to cost push inflation. This instability and/or uncertainty undermine the international competitiveness of the economy and make planning difficult at both macro and micro levels of the economy.

Central Bank of Nigeria (CBN) database indicates that private domestic investment declined from 38% of GDP in 1981 to 10% of GDP in 1988. It further declined to 7% of GDP between 1995 and 1996 and hovered around 8% to 10% of GDP from 1997 to 2003 before dropping to an all-time low of 5% of GDP in 2005. Private domestic investment witnessed an increase to 17% of GDP in 2010, and thereafter fluctuated around 16% and 15% of GDP between 2011 and 2019. The overall poor performance in private domestic investment in Nigeria may be partly due to instability in exchange rate and high interest rate in the economy. To address this poor performance, the Nigerian government adopted the Structural Adjustment Programme (SAP) in 1986 with a view to restructuring the productive and consumption patterns of the economy through the elimination of price distortions and reduction in the dependency on crude oil export and import of raw material and consumer goods. Prior to the liberalization of the interest rate and exchange rate determination following the introduction of SAP, the monetary authority determined interest rate within a specific range between deposit and lending rates. Banks were required to channel specific percentage of their credits to priority sectors of the economy and exchange rate was fixed by the monetary authority. Despite these efforts, achieving a sustained growth in private domestic investment has remained almost impossible. Thus, there is need to specifically investigate the response of domestic investment to interest rate and exchange rate changes in Nigeria.

2. An Overview of the Literature

Several economic theories are relevant for this study. The marginal efficiency theory of investment propounded by Keynes (1936) defines the marginal efficiency of investment as the rate of return expected from a given investment on a capital asset after covering all its costs. The theory stipulates the discount rate which equates the present value of net expected revenue from an investment of capital to its cost. The optimum or equilibrium amount of investment is then determined when the interest rate equals the current rate of interest (Ekine, 2011). In other words, profit from investment is measured by return on investment which is known as marginal efficiency of investment (MEI), which depends on market rate of interest. MEI relates the amount invested to changes in the rate of interest, ceteris paribus. According to Keynes, investment is made until the net present value is equal to zero. In other words, investment is made until the present value of expected future revenues, at the margin, is equal to the opportunity cost of capital. The level of investment is determined by the marginal efficiency of capital relative to the rate of interest. If the rate of interest is high, investment will be at low level, and a low rate of interest leads to an increase in investment. Thus, the MEI relates investment to the rate of interest.

The neoclassical theory of investment propounded by Jorgenson (1963) focuses on how much capital stock a firm desires to achieve and assumes that the rate of investment is determined by the speed with which firms adjust their capital stocks towards the desired level. This means that investment is determined by an optimal capital stock. According to this theory, investment, which is addition to the stock of capital in an economy, is determined by marginal product of capital. The main weakness of this theory is that it failed to recognize other factors that promote investment. The accelerator theory of investments, which was first suggested by Clark (1917), stipulates that as demand or income increase in an economy, so does the investment made by firms. The theory suggests that when demand levels result in an excess in demand, firms have two choices of how to meet the excess demand, namely; they either raise prices to cause demand to drop; or they increase investment to match demand. According to Ekine (2011), the theory assumes that there is a desired capital stock for a given level of output and interest rate. A rise in output or a fall in interest rate may prompt increased levels of investment as firms adjust to reach the new optimal capital stock level.

The Tobin Q-theory of investment explains that investment is made until the market value of assets is equal to the replacement cost of the assets (Brainard & Tobin, 1968; Tobin, 1969). The theory is a basic tool used in financial market analysis. It is a positive function of 'Q', which is defined as the ratio of the market value of the existing capital to the replacement cost of capital. Thus, Q = stock value of firm/replacement cost of investment. Hence, 'Q' is a barometer used by investors to assess the prospects of a firm. When Q is greater than one, the firm would make additional investment because the profits generated would be greater than the cost of the firm's assets; but if Q is less than one, the firm would be better off selling its assets instead of trying to put them to use as the firm's value is less than what it cost to reproduce their capital. The marginal 'Q' model of investment was advanced by Abel (1980) and Hayashi (1982). The theorists assume that capital markets are perfect such that investment is undertake until the marginal value of an additional unit of investment has decreased to the exact value of the riskless interest rate. Abel (1980) stated that an increase in any factors that affect price can cause an increase, a decrease or even do not affect investment rate.

On the empirical aspect of the extant literature, several studies have examined the impact of changes in exchange rate and interest rate on domestic investment. While some studies have that exchange rate and interest rate variations impact significantly on domestic investment, others established that these monetary variables do not impact significantly on domestic investment. Using vector error correction model and impulse response functions, Adelowokan, Adesoye and Balogun (2015) studied the impact of exchange rate volatility on investment and growth in Nigeria over the post-SAP period 1986-2014. The study found that exchange rate volatility has a negative effect on investment and growth in Nigeria. Bakare (2011) examined how exchange rate reforms in Nigeria impacted on the performance of domestic investment from 1978 to 2008. Using the ordinary least squares (OLS) technique, the study established a significant but negative relationship between floating foreign exchange rate variation and domestic investment. Bosco and Emerence (2016) also found that in Rwanda, changes in interest rate impact significantly on private investment.

Using an error correction model (ECM), Jonathan, Eyang and Kenneth (2016) studied the impact of exchange rate fluctuations on private domestic investment in Nigeria over the period 1981-2014, and found that changes in exchange rate and interest rate do not stimulate private domestic investment in Nigeria. Surprisingly, the study also found that inflation impacts positively on domestic investment in Nigeria. Ovikuomagbe (2013) examined the exchange rate and private investment relationship in Nigeria from 1980 to 2010 using co-integration test and an error correction model. The study found a negative relationship between these variables. Osundina and Osundina (2014) also investigated the interest rate as a link to investment decision making in Nigeria using time series data from 1980 to 2010. The results from a multiple linear regression model showed that there is no strong empirical link between interest rate and investment decision making in Nigeria.

Anokwuru (2017) examined the impact of interest rate and domestic private investment in Nigeria from 1980 to 2015 using OLS technique and found that real and prime lending rates are significantly but negatively related to private domestic investment. Bernard and Sin-Yuho (2017) studied exchange rate uncertainty and domestic investment in Ghana from 1980 to 2015 using ARDL model, and found that exchange rate uncertainty has a positive impact on domestic investment in the long run and a negative impact on domestic investment on the short run. Harley (2018) investigated the impact of exchange rate fluctuation on firm's return of investment in Nigeria from 2010 to 2012, and found that there is a positive and significant relationship between return on investment and exchange rate fluctuation.

Atuma, Odo and Nweze (2017) examined the relationship between domestic investment and capital formation in Nigeria from 1980 to 2014 and established that there is a significant long-run relationship between them. Adofu and Alhassan (2015) studied impact of interest rate deregulation on gross domestic investment in Nigeria from 1970 to 2015 and found that interest rate is inversely but insignificantly related to domestic investment. At this point, it can be easily seen that there is no consensus in the extant empirical literature in respect of the response of domestic investment to changes in interest rate and exchange rate in Nigeria. However, our review at this time shows that most of the studies conducted for Nigeria covered the period prior to the 2016 economic recession in Nigeria. Let us consider more empirical evidence.

Bilge and Gozde (2018) investigated the impact of exchange rate uncertainty on domestic investment from 2004 to 2014 and found that exchange rate impacts positively and significantly on domestic investment. Moshen, Ferda and Neumann (2018) examined the response of domestic investment to changes in real exchange rate in African economies from 1980 to 2014, and found that in the short run, real exchange rate has a significant effect on domestic investment, but in the long-run, real exchange rate has no significant effect on domestic investment. Ofori and Asumadu (2018) investigated the real interest rate and investment nexus from 1990 to 2014, and found that interest rate has a negative and highly significant impact on investment. Soleymani and Akbari (2011) examined the relationship between exchange rate uncertainty and investment in selected Sub-Saharan African countries from 1975 to 2006, and found that exchange rate has a negative and highly significant impact on investment. Li-Suyuan and Khurshid (2015) studied the effect of interest rate on investment in China from 2003 to 2012 using vector error correction (VECM) method, and found that in the long-run, interest rate impacts negatively on investment but in the short-run, it impacts positively on investment. Edet, Abang and Itoro (2018) examined the interest rate and domestic private investment relationship in Nigeria from 1980 to 2015 using autoregressive distributed lag (ARDL) model and found that interest rate has a negative and significant impact on domestic private investment.

Lawrence and Funso (2018) investigated the sensitivity of domestic private investment to macroeconomic indicators in Nigeria from 1986 to 2015, and found that exchange rate has positive impact on domestic private investment and interest rate has a negative but significant impact on domestic private investment. Magdeline (2016) studied the effect of exchange rate volatility on investment in South Africa from 1970 to 2014 using Vector Autoregressive model (VAR), a multivariate Johansen co-integration approach and Granger causality test. Magdeline found that exchange rate has a negative but insignificant impact on investment. Emerenini and Ojima (2015) also investigated the impact of interest rate on investment in Nigeria from 1986 to 2012 using multiple regression model, and found that interest rate affects investment negatively. Overall, we find that the more we dig into the extant literature, the more the controversy regarding the response of domestic investment to changes in interest rate and exchange rate become obvious. This controversy calls for additional evidence so that policymakers may be properly guided, especially in the aftermath of the 2016 economic recession. This study will fill this gap in the literature.

3. Methodology

3.1. Theoretical Framework: This study is anchored on the marginal efficiency theory of investment, which stipulates the discount rate which equates present value of net expected revenue from an investment of capital to its cost. The optimum or equilibrium amount of investment is then determined when the interest rate equals the current rate of interest (Ekine, 2011). In other words, profit from investment is measured by return on investment which is known as marginal efficiency of investment (MEI), which depends on market rate of interest. The theory therefore relates the amount invested to changes in the rate of interest, *ceteris paribus*. In other words, investment is made until the present value of expected future revenues, at the margin, is equal to the opportunity cost of capital. The level of investment is thus determined by the marginal efficiency of capital relative to the rate of interest. Overall, the theory posits that if the rate of interest is high, investment will be low, but if the rate of interest is low, there will be an increase in investment. This study will provide evidence on this theory.

3.2. Model Specification: To model the response of domestic investment to selected monetary variables in Nigeria, we express the model in its implicit form as follows:

$$INV_t = f(INV_{t-1}, EXCH_t, INT_t, INFL_t, INFR_t, MIL_t, MSS_t, PGDP_t) \quad (1)$$

where:

INV_t = domestic investment, measured as gross fixed capital formation
$EXCH_t$ = nominal naira to dollar exchange rate
INT_t = lending interest rate (%)
$INFL_t$ = inflation rate (annual %)
$INFR_t$ = infrastructure, measured as electric power consumption (kWh per capita)
MIL_t = military expenditure (% of GDP), used to capture the level of security of lives and property
MSS_t = broad money (% of GDP)
$PGDP_t$ = real per capita GDP growth used to capture the level of income in the economy
t = the time index.

Here, domestic investment, exchange rate and interest rate are the core variables in this study while the other variables are control variables used to ensure a robust estimation. For the econometric analysis, we follow Pesaran, Shin and Smith (2001) to exress equation (1) as an ARDL model in its unrestricted ECM form as follows:

$$\Delta INV_t = \beta_0 + \beta_1 INV_{t-1} + \beta_2 EXCH_{t-1} + \beta_3 INT_{t-1} + \beta_4 INFL_{t-1} + \beta_5 INFR_{t-1} + \beta_6 MIL_{t-1} + \beta_7 MSS_{t-1} + \beta_8 PGDP_{t-1} + \sum_{i=1}^{p} \lambda_i \Delta INV_{t-i} + \sum_{i=0}^{q} \alpha_i \Delta EXCH_{t-i} + \sum_{i=0}^{q} \gamma_i \Delta INT_{t-i} + \sum_{i=0}^{q} m_i \Delta INFL_{t-i} + \sum_{i=0}^{q} \psi_i \Delta INFR_{t-i} + \sum_{i=0}^{q} \delta_i \Delta MIL_{t-i} + \sum_{i=0}^{q} \phi_i \Delta MSS_{t-i} + \sum_{i=0}^{q} m_i \Delta PGDP_{t-i} + \varepsilon_t \quad \ldots\ldots\ldots\ldots \quad (2)$$

where: β_0 is the constant term; ε_t is the stochastic error term; and all the variables are logged prior to estimation, except interest rate, inflation rate, military expenditure, and broad money which are measured in percentage. The entire dataset for this study was taken from the World Development Indicators over the period 1981 – 2018. In line with economic theory, the previous level of investment, per capita GDP, infrastructure, military spending, and broad money supply are expected to influence domestic investment positively, while the other variables in equation (2) are expected to impact negatively on investment.

4. Results and Discussions

Table 1 reports the descriptive statistics of the variables in this study. The statistics indicate that all the variables show considerable levels of variation as seen in the standard deviation. All the variables follow the normal distribution, except for military expenditure and inflation rate. More importantly, the variables do not show any case of outlier based on the mean, minimum and maximum values. There are 38 observations in all cases, indicating that there is no case of missing value(s).

Table 1: Descriptive statistics of the variables

	EXCH	INFL	INFR	INT	INV	MIL	PGDP	MSS
Mean	3.4175	19.3238	4.6230	17.7575	24.7350	0.7936	7.4437	15.7241
Median	4.5737	12.5472	4.5676	17.5692	24.7116	0.5562	7.3447	13.2132
Maximum	5.7239	72.8355	5.0550	31.6500	25.3778	2.7701	7.8493	25.4481
Minimum	-0.4817	5.3822	3.9299	8.9167	24.3534	0.3484	7.1886	9.0633
Std. Dev.	1.9764	17.2552	0.2782	4.8427	0.2135	0.5650	0.2383	5.3703
Skewness	-0.7633	1.7423	-0.1755	0.2094	0.6642	2.1055	0.5170	0.6784
Kurtosis	2.2704	4.8372	2.3450	3.6903	3.8166	6.8051	1.6570	1.8589
Jarque-Bera	4.5332	24.5687	0.8745	1.0321	3.8497	51.0018	4.5488	4.9761
Probability	0.1037	0.0000	0.6458	0.5969	0.1459	0.0000	0.1029	0.0831
Observations	38	38	38	38	38	38	38	38

Source: Authors. **Note:** EXCH, INV, PGDP and INFR are in their log forms while the other variables are in percent (%). **Notation:** EXCH: Exchange rate; INFL: Inflation rate; INFR: Infrastructure; INT: Interest rate; INV: Domestic investment; MIL: Military expenditure; PGDP: Per capita GDP; MSS: Broad money supply.

Table 2 reports the unit root test results for all the variables based on the Augmented Dickey-Fuller (ADF) test procedure. The results indicate that the variables are overwhelmingly integrated of order one. Interestingly, none of the variables is integrated of order two, which means that they have all satisfied the condition for inclusion in the ARDL model. The results however suggest that the variables may be cointegrated. This study therefore conducted ARDL bounds cointegration test as shown in Table 3 and the Johansen cointegration test as shown in Table 4.

Table 2: ADF Unit Root Tests Results

Variable	ADF Stat at level	5% critical values	ADF stat at 1st Diff	5% critical values	Order of Integration
inv	-6.6400	-3.5443			I(0)
pgdp	-1.5105	-3.5443	-3.7421	-3.5403	I(1)
exch	-1.2828	-3.5366	-5.5257	-3.5403	I(1)
int	-2.2944	-3.5366	-5.5362	-3.5443	I(1)
infl	-3.9625	-3.5403			I(0)
mil	-3.3018	-3.5485	-4.3718	-3.5443	I(1)
mss	-2.9348	-3.5403	-4.5437	-3.5403	I(1)
infr	-3.6043	-3.5366			I(0)

Source: Authors. The notations in Table 1 apply.

Table 3: Cointegration Test Results

Panel A: ARDL Bounds Cointegration Test

Test statistic	Value	K	Level of Significance	Critical Value Bounds I(0)	I(1)
F-statistic	3.528392	7	10%	2.03	3.13
	3.528392	7	5%	2.32	3.5
	3.528392	7	1%	2.96	4.26

Panel B: Johansen Cointegration Test

Trace Test				
Hypothesized No. of CE(s)	**Eigenvalue**	**Trace Statistic**	**5% Critical Value**	**P-value**
None *	0.8350	289.3826	187.4701	0.0000
At most 1 *	0.8224	224.5131	150.5585	0.0000
At most 2 *	0.7636	162.2924	117.7082	0.0000
At most 3 *	0.6495	110.3696	88.8038	0.0006
At most 4 *	0.5532	72.6231	63.8761	0.0077
At most 5 *	0.4474	43.6188	42.9153	0.0424
At most 6	0.3226	22.2661	25.8721	0.1318
At most 7	0.2047	8.2439	12.5180	0.2324

Max-Eigen Test

Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	5% Critical Value	P-value
None *	0.8350	64.8695	56.7052	0.0063
At most 1 *	0.8224	62.2207	50.5999	0.0021
At most 2 *	0.7636	51.9228	44.4972	0.0066
At most 3	0.6495	37.7465	38.3310	0.0582
At most 4	0.5532	29.0043	32.1183	0.1146
At most 5	0.4474	21.3527	25.8232	0.1746
At most 6	0.3226	14.0222	19.3870	0.2527
At most 7	0.2047	8.2439	12.5180	0.2324

Source: Authors

The results in Table 3 indicate that at the 5% level, the variables are cointegrated. In the case of the bounds test in Panel A, the value of the test statistic is greater than the upper bound at the 5% level. In the case of the trace test in Panel B, we find at least six cointegrating equations; while in the case of the Max-Eigen test, we find at least three cointegrating equations. All in all, the variables are found to have a stable long-run relationship. This study therefore proceeded to investigate the long-run relationship between the variables. The results are shown in Table 4.

Table 4: Long-run regression results, ARDL (1, 1, 1, 0, 0, 0, 0, 0)

	Dependent Variable = INV			
Variable	**Coefficient**	**Std. Error**	**t-Statistic**	**P-value**
INV(-1)	0.0445	0.1535	0.2899	0.7742
PGDP	-0.7760	0.5524	-1.4047	0.1720
PGDP(-1)	2.0861	0.5557	3.7539	***0.0009
EXCH	-0.0406	0.0586	-0.6919	0.4951
EXCH(-1)	0.0925	0.0591	1.5635	0.1300
INFR	-0.5885	0.1903	-3.0918	***0.0047
INT	0.0089	0.0049	1.8089	*0.0821
MIL	0.1431	0.0738	1.9393	*0.0634
MSS	-0.0204	0.0057	-3.5714	***0.0014
INFL	-0.0013	0.0012	-1.0460	0.3052
C	16.5314	3.4062	4.8533	***0.0000
R-squared	0.8601			
Adj. R-squared	0.8062			
F-statistic	15.9787			
Prob(F-stat)	0.0000			
DW stat	1.9831			

Source: Authors. Note: *** and * denote significance at 1% and 10% levels, respectively.

The results in Table 4 indicate that at the 5% level, monetary variables such as interest rate and exchange rate are not significant in explaining the variations in domestic investment in Nigeria. This is consistent with some of the studies in the extant literature, such as Osundina and Osundina (2014), Adofu and Alhassan (2015), Jonathan, Eyang and Kenneth (2016). Interestingly, the results indicate that the level of income, infrastructure and the level of security are important drivers of domestic investment in Nigeria. In the case of income as measured by per capita income, we find a positive and significant relationship with domestic investment at the 5% level. In the case of infrastructure, its impact on domestic investment is statistically significant at the 5% level but negative, which aptly captures the poor state of infrastructure in Nigeria. The level of security as measured by military expenditure impacts positively and significantly on domestic investment, at least at the 10% level. These findings indicate that the trio of level of income, infrastructure and the level of security are important in explaining the level of domestic investment in Nigeria.

The above results are largely consistent with the short-run estimates shown in Table 5, which shows that monetary variables are not significant in explaining the variations in domestic investment. Nonetheless, infrastructure and the level of security remain important in explaining the level of domestic investment in Nigeria in the short-run. While the impact of security is positive and significant, that of infrastructure remained negative and significant. The impact of income level is positive but not significant even at the 10% level. The roles of inflation rate and money supply are seen to be negative but insignificant at the 5% level. The error correction term is well behaved, that is, it has the expected negative sign and it is statistically significant at 5% level.

The diagnostic checks on the results are reported in Table 6. These checks indicate that the problems of autocorrelation and heteroskedasticity are absent from the model. The checks also indicate that the residual is normally distributed as expected, while the cumulative sum (CUSUM) test and cumulative sum (CUSUM) of squares test indicate that the model is stable. Overall, we find that the model for this study meets the criteria for policy formulation.

Table 5: ARDL-ECM result – ARDL (1, 1, 0, 0, 0, 0, 0, 1)

	Dependent Variable = D(INV)			
Variable	**Coefficient**	**Std. Error**	**t-Statistic**	**P-value**
C	-0.00071	0.02632	-0.02704	0.97860
D(EXCH)	0.04902	0.07858	0.62385	0.53800
D(INFL)	-0.00050	0.00139	-0.36002	0.72160
D(INFR)	-0.48406	0.19724	-2.45417	**0.02090
D(INT)	-0.00158	0.00740	-0.21332	0.83270
D(MIL)	0.21364	0.10413	2.05172	**0.05000
D(MSS)	-0.01563	0.00945	-1.65392	0.10970
D(PGDP)	0.87303	0.53226	1.64024	0.11260
ECM(-1)	-0.66511	0.31138	-2.13601	**0.04190
R-squared	0.41340			
Adj. R-squared	0.23960			
F-statistic	2.37853			
Prob(F-stat)	0.04403			
DW stat	2.28603			

Source: Authors. **Notes:** ** denotes significance at 5% level.

Table 6: Diagnostic Checks on the Long-Run Results

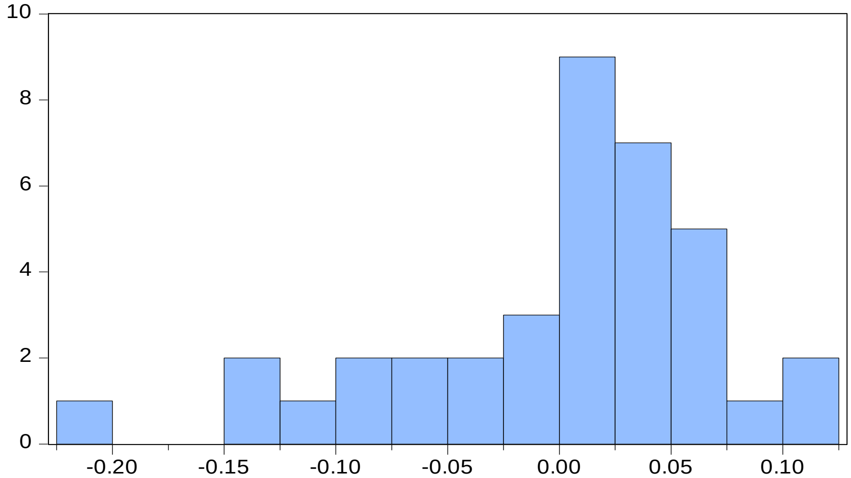
Breusch-Godfrey Serial Correlation LM Test:

F-statistic	1.603182	Prob. F(2,24)	0.2221
Obs*R-squared	4.360578	Prob. Chi-Square(2)	0.1130

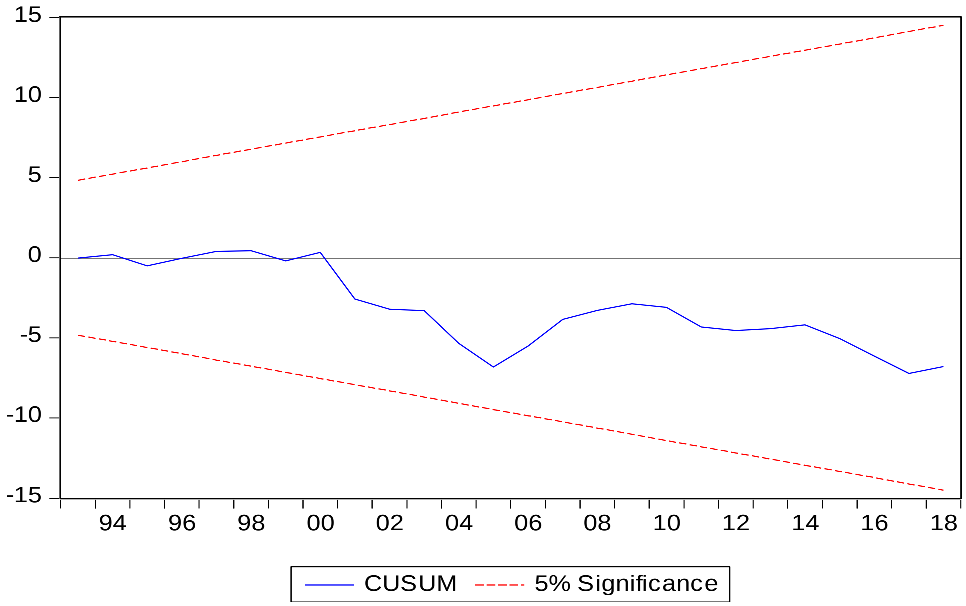
Heteroskedasticity Test: Breusch-Pagan-Godfrey

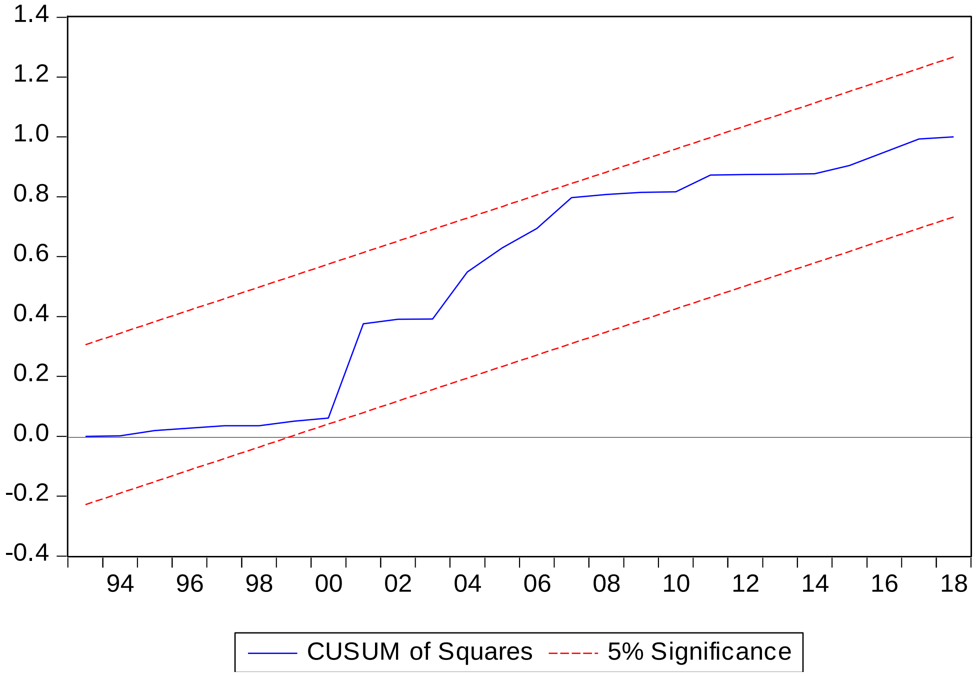
F-statistic	1.402763	Prob. F(10,26)	0.2337
Obs*R-squared	12.96660	Prob. Chi-Square(10)	0.2255
Scaled explained SS	8.277572	Prob. Chi-Square(10)	0.6017

Normality test



Series: Residuals	
Sample 1982 2018	
Observations 37	
Mean	-2.69e-15
Median	0.012842
Maximum	0.113515
Minimum	-0.202873
Std. Dev.	0.070050
Skewness	-0.921144
Kurtosis	3.585613
Jarque-Bera	5.761155
Probability	0.056102





Source: Authors

5. Conclusion and Policy Implications

Following the controversy in the extant literature regarding the response of domestic investment to changes in monetary variables in Nigeria, this study investigated the impacts of changes in interest rate and exchange rate on domestic investment over the period 1981 – 2018 using the ARDL framework. With this framework, the study accounted for both long-run relationships and short-run dynamics. The findings indicate that both in the long-run and short-run, changes in interest rate and exchange rate did not impact significantly on domestic investment. Interestingly, however, the study established that income level, infrastructure and level of security for lives and property are important in explaining variations in domestic investment in Nigeria. In terms of policy, these findings indicate that policymakers and governments across the country should pay particular attention towards addressing the challenges of poor infrastructure and insecurity bedeviling the Nigerian investment environment. The findings suggest that addressing these challenges will enhance the growth of domestic investment as well as the growth and development of the overall Nigerian economy. Lastly, our results indicate that inflation and money supply have been retarding the growth of domestic investment. The monetary authority is therefore encouraged to revisit its policies relating to inflation and money supply management with a view to ensuring that these variables do not inhibit the growth of domestic investment in Nigeria.

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Joint Accounts System And Development In Nigeria Local Governments

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Abstract

This study focused on joint accounts system and development in Nigeria local governments. The study was carried out to determine how state-local government joint account has helped or mar the development of Nigeria local governments. The researcher used system theory to analyze the subject matter. Expos facto research design was used, and the researcher employed only secondary sources of data through textbooks, journal publications, and other documents. The data were discussed qualitatively; hence it was discovered that the operation of joint account system has not encouraged the development of Nigeria local governments. Joint account system in this direction serves as hindrance to the development of local governments. Based on that, the researcher recommends that Section 7 of the 1999 constitution of the Federal Republic of Nigeria be amended to relieve the Local Government Councils from the apron of the State Governments; hence the Joint State / Local Government Account be abolished and allow local Government to receive their allocation directly from Federal Account. We conclude that the objective of the joint account system was made to make the local government very effective and functional in financial management and development functions, but the objectives have been abused by the state governments; hence the joint account system has made the local government handicap in getting the required allocation and performing their development functions.

Key words: Development, Local Government, Financial Autonomy, Joint Accounts System,

Introduction

The objective of establishing the local government system is to enhance development in the rural communities. That is why (Njoku, 2009, p.21) stated that the local government is the third tier of government established to make enhance infrastructural and human capital development at the rural community levels. In this case, development as it concerns rural community focused on road maintenance, improve power supply, improve health care and other aspect of human capital and infrastructural improvement. The local government in this case is expected to perform the above functions; and such development efforts of local government cannot be achieve without adequate revenue; hence the need for internal revenue and federal allocation to the local government.

But it is unfortunate that the state – local government joint account system has negatively affected revenue resources (especially federal allocation) available to the local government for its development functions. In Nigeria, there have been calls from the academics, concerned citizens, media and political leaders for an amendment of section 162 (6) of the 1999 constitution. This is because this special joint account has been grossly abused by the state government and sometimes by greedy Local Government Chairmen or Executive who divert monies from the joint account for private benefits at the expense of service delivery to people in rural/local areas. The malefic use of these powers has been generally identified as the principal retarding factor in the development of local government (Tonwe, 2014, p.12). He further reveals that: The states feel that they own local government, if they are of the same party. It is worse if they are not. This is a very serious constitutional problem and unless there is absolute clarity and transparency, the relationship will continue to be exploited against the interest of the ordinary people of the country (Ojo, D, 2008).

The creation of this special account by the constitution was borne out of the need to enhance rapid grassroots development through prompt provision of adequate social services by ensuring effective supervision of the distribution and allocation of revenue to local government from the federation account (Agunyai and Etembo, 2017, p.2). The constitution stipulated the establishment of the special state-local joint account in a bid to entrust the state with powers to distribute revenue due to local governments from federation account and their own (state's) 10% internally generated revenue so as to ensure effective supervision of the spending of the funds towards rural development. The intention of this account was to ensure that the statutory allocation to the local government from the federation account is rightly expended on the implementation of the statutory duties (social services) of the local government.

The state is to only act in the capacity of distributing and supervising the use of the funds by the local governments and not hijacking or diverting the funds for the state's purpose. Section 162 (6), (7) and (8) of the 1999 constitution establishes the special joint account, instructs the state to pay its 10% internally generated revenue into this account and distributes the amount standing to the credit of local governments in the state on such terms and in such manner as may be prescribed by the State House of Assembly. From the foregoing, the constitution is very clear and straightforward on how the state-local joint special account should be operated. The Constitution clearly states that all monies standing to the credit of the local governments should be distributed to them on terms and prescription of the state's legislature. But this law has always been violated by the state government. In fact, they have repeatedly refused to remit 10% of revenue generated internally to local governments (Agunyai and Etembo, 2017, p.4).

Conceptual Issues

Local Government

Local Government is literarily seen as the government at the local level. Some scholars (Olowu 1988, Adeyeye, 2000) have distinguished local government depending on the political arrangement of the nation, i.e. unitary or federal system. Adeyeye (2000) defines local government in the unitary state as "non-sovereign community possessing the legal right but which are essentially administrative agents of the central government". On the other hand, the United Nations Office for Public Administration sees Local Government as:

> *A political subdivision of a nation (in a federal system), state, which is constituted by law and has substantial control of local affairs including the powers to impose taxes or to exact labour for prescribed purposes. The governing body of such an entity is elected.*

Similarly, the Guideline for Local Government Reform (FGN, 1976) defines local government as:

> *Government at local level exercised through representative councils established by law to exercise specific powers defined areas. These powers should give the council substantial control over local affairs as well as the staff and institutional and financial power to initiate and direct the provision of services and to determine and implement projects so as to complement the activities of the state and federal government in their areas, and to ensure, through devolution of functions to these councils and through the*

active participation of the people and their traditional institutes, that local initiative amid responses to local head and conditions are maximized.

According to Njoku (2009), local government, as a tier/ level of government is generally applied to the administrative unit of small local areas into which a country is usually split. It is because of its proximity to local people that local governments are usually given such functions/powers that are of special concern to these areas so as to make them realizable within the shortest possible time. Based on the foregoing, local government in Nigeria is not just government in name, but government in deed which ministers to the social and welfare need of the citizens at the grass roots level. A good number of the Nigeria people lived at this critical level of governance, one then realized the critical position of the local government in the lives of the ordinary Nigerian citizens. It was in full realization of this role that local government can pay in the socio-economic development of the country, especially at the grass root level, which made the Nigeria government to establish it, so as to bring development in both human and infrastructural facilities nearer to the people.

Development

Isong (2010) opined that true development must mean the development of man. He further said it is also clear that development does not start with goods and things, it starts with people and the development regards man as the beneficiary of development efforts. Akin (2008) conceived development as involving not only economic growth but also conditions in which people in a country have adequate food jobs, and the income inequality among them is greatly reduced. Ejike (2014) viewed development as 'a multi-dimensional process involving the re-organization and reorientation of the entire economic and social system. This involves in addition to improvement of income and output, radical changes in institutional, social and administrative structures as well as in popular attitudes, customs and beliefs'.

Asaju (2010) in his class lecture defined development according to the Nigerian Town Planning Law(1948) as any building or building operation and any use of land or any building there on for purpose which are different from their original purpose of for the purpose which they were being used as the last count shall be classified as development. By implication, one can see that the aim of development is ultimately to achieve an improvement on the original status of a place. Ajagbe (2009) defined community development as a social action process in which people of community organize themselves for planning and action. They identify their common and individual needs and problems make group and individual plans to meet these needs, execute these plans with a maximum reliance upon community resources. Batten (2005) aptly states that "there is no precise and generally accepted definition" of community development. He rather opines that community development is "any action taken by any agency and primarily designed to benefit the community".

State Local Government Joint Account System in Nigeria

The Joint Account System was reintroduced into the constitution of the Federal Republic of Nigeria in 1999. Section 162 (5) of the constitution provides inter-alia. "The amount standing to the credit of Local Government Councils in the Federal Account shall also be allocated to the State for the benefit of their Local Government councils on such terms and in such manner as may be prescribed by the National Assembly". Also, section 162(6) provides as follows. "Each state shall maintain a specific account to be called "State Joint Local Government Account" into which shall be paid all allocations to the Local Government Councils of the State from the Federation Account and from the Government of the State" (Ojugbeli and Ojoh, 2014: 294).

These sections of the constitution proscribed direct allocation to the councils and put it under the supervision of every State Government. Due from that, direct allocation to the councils was no longer possible as money allocated to the local authorities and now paid into the State Joint Account. It is, however, worthy to note that the issue of a Joint Account was given birth to in 1979 via the 1976 Local Government reforms. It is in this regard that Professor Bello-Imam (1996:43) asserted that "The first major attempt of comprehensively looking at the finances of Nigeria Local Governments took place in 1976, during the nation-wide Local Government reforms. The reform measures and the 1979 constitution identify reasonably adequate sources of revenue for the Local Government to Local Governments".

In the light of the above Oguona (2004:26) argued "due to the persisted problem of inadequate revenue to the Local Government System, the Federal Government have been reviewing the revue grant to this third tier of government from time to time. Hence, between 1973 and 1975 during the oil revolutions of the seventies, Local Governments received grants and loans from the Federal Government. Then from 1976, Local Government through a statute were being granted varying amount of loans. However, during the second republic, based on the Okigbo's report, a revenue allocation act of 10% of the Federation Account was guaranteed to Local Governments. This was later adjusted to 15% and 20%.

Earlier Omoruyi (1985:190 cited in Ladipo Adamolekun (Ed) 1985) informed us that "in an attempt to look for a better way of improving the finances to the Local councils, the then permanent secretary, Federal Ministry of Finance, Mr. Alison Ayida was asked if it would "be normal in a federal System for the Central Government to deal directly with the local authorities in revenue allocation. He said, he did not think that the Federal Government should relate directly to the Local Governments arguing that the essence of the 1976 reforms "was to make State Governments have statutory allocation relationship with their respective State Governments. He maintained further, that the State Government should administer the Local Government Account and warned that there would be need for statutory guarantee written into the constitution against possible manipulations by the State Governments. The foregoing depicts the genesis of the joint account. It is clear that the 1976 Local Government reforms were responsible for the introduction of the joint account system in Nigeria. Its introduction into the 1979 constitution may have occurred to assist in improving the sorry financial condition of the local councils and protect the allocation of the councils against possible manipulations by the State authorities (Ojugbeli and Ojoh, 2014: 295).

The issue of Joint Account was clearly mentioned first by the technical committee set up by the Federal Government on revenue allocation in 1976. The technical committee on revenue allocation was headed by Prof. Ojetunji Aboyade. During the first meeting of the technical committee Dr. Omoruyi was assigned the responsibility to look into the Local Government financing and relate this to the distribution of political powers and functional responsibilities within the three tier system… government should disburse funds directly to the Local Governments and the other was whether the Federal Government grants to Local Government should be made through the State Government. These two questions dominated the meeting of the technical committee. However, the committee observed two things as they embarked on the tour of the states in 1976.

1. That the Local Government was not adequately provided with funds.
2. That many State Governments were not providing fund for the Local Governments (Omoruyi (1985:196).

The articulation of all the financial problems of the Local Government precipitated the idea of having a Joint Account System for the Unified Local Government system in Nigeria under the supervision of the State Government. The major reason according to Omoruyi (1985) for the Joint Account System and its subsequent inclusion into the 1979 constitution was to forestall possible manipulation of the Local Government Finances by the various State Governments. It is worthy to note that contrary to the protection of Local Government allocation as envisaged by the constitution it was still embarrassingly subjected to various kinds of manipulation by the State Governments. The illegal deduction, diversions and delay in the release of council's allocation from the Joint Account System attest adequately to this. This deduction made its abolition in 1985 possible.

Agu (2007:82) writes "In 1985, General Badamosi Babangida took over power from Buhari Tunde Idiagbon. He funded Local Government directly. He gave allocation direct to the Chairmen and not through the State Joint Account". Agbayere (1997:116) given credence to the above information said "The financial relationship between all the levels of Government finds expression under section 160 of the 1989 Nigerian constitution. The constitution provides that share of Local Government be allocated directly to Local Governments whereas it has to pass through the state in the past. The Joint Account System was surely abrogated in 1989 due to its defectiveness. The various State Government over manipulated the Joint Account to the utter detriment of the Local Governments. The Joint Account finds its way again into the 1999 constitution. Agu (2007:83) observed "In 1999, Abdusalami Abubakar came into power and drafted the 1999 constitution. The process of direct funding to local government was changed and it was incorporated into state joint account. The statutory allocation of 20% goes to the state joint account".

We have to agree with the fact that the formulators of the state joint local government account system have good intention for its establishment. However, this financial policy played into the hands of hawks such that the objective of the joint account became defeated as the supervision of the account by the state governments provided a vent for manipulation of the account through deduction, delay in the release of allocation to councils and diversion of funds into private use.

The Problems of the Joint Account System which discourages development

The Joint Account System is a financial policy meant to check the manipulation and misappropriation of council fund by Hawks i.e. state government and their corrupt minded local government executives. The intention of the policy formulators was laudable but the implementation of the policy became parlous. The wrong implementation largely renders the Joint Account System problematic. Ojugbeli and Ojoh (2014:296) the problems associated with the joint account system includes but not restricted to the following:

- Illegal deduction from local government statutory allocation
- Delay in the release of local government statutory allocation
- Diversion of local government statutory allocation

1. **Deduction and misappropriation of local government allocation:** Bello-Imam (1996:50) while commenting on the anomalous deduction and misappropriation of council fund by the state government opined that "there is the fact that because the federal government was statutorily obliged to pass the allocation for the local government units to the supervising state government for distribution to them, most of the states often misappropriated the allocation for their respective local government unit".

Agu (2007:89) argued that... "Local government is well funded, but unfortunately these resources do not get to them. The problem is the issue of indirect funding and this confirms the extent of exploitation by the state government" Bello-Imam observed clearly that local government fund is often misappropriated by the supervising state government. Also, Agu submitted same unfortunate analysis as he rightly pointed out that local government resources do not get to them because of exploitation by the state government. The exploitation and misappropriation of councils fund is made easier due to its lack of financial autonomy. Local government has no real control over her resources as a result of the lack of autonomy.

This is probably why Agu (2007:94) argued that "This practical denial of autonomy to local government councils affected local government resources and therefore created problems in the local government system in Nigeria as much of the resources from the central authority are siphoned by the state governors". Deductions from the allocation of the local councils constitute major hindrance to performance. Acba (2009:7) while capturing the feelings of council executives in Imo State said "Analyst, however, contend that nothing seem to be working at the councils because they are either starved of funds or short changed by state governments through the joint Allocation committees. In Imo, while some council Chief Executive cries over illegal deductions from their allocation by the state government, others describe such an act as statutory".

The analysis of the above scholar's submission shows that the joint account system is absolutely problematic due to its unhindered vulnerability to deductions by the state government. This explains why the local council's performance has not been encouraging in Nigeria.

2. **Delay in the release of councils allocation:** The joint account leads to delay in the release of the statutory allocation of the local government by the state government. This indicates further that the joint account is wrongly implemented by the supervising body. The delay in the release of fund, therefore, has adverse effect on the productivity of the local councils in Nigeria. Agu (2007: 89) while reacting to this ugly trend maintained thus:

   "The 1999 constitution provides for t he state joint account into which state and local governments statutory allocations are to be paid. The state Joint account was established but It did not operate as it was supposed to; hence there is "delay" In the release of the statutory allocation by the state Government ……… we understood that most times, the statutory allocation is not released by the government"

Bello-Imam (1996:50) in a similar observation opined that "those that even managed to pay 10 percent of their internally generated revenue to their respective local governments units, most often, never paid as and when due". The delay in the release of allocation to the local governments affects planning and, so affects performance. Productivity of any organization most times had been retarded by lack of or inadequate finance at the coffer of that organization. Since effective planning cannot be carried out outside finance, delay, therefore, in the release of local government allocation affects planning and execution.

3. **Diversion of councils allocation:** The adverse effect of the diversion of local government monthly statutory allocation by state government is better captured by professor Aghayere (1997:90) when he said "…. state governments have compounded the financial problem of local governments by failing to pass on to local governments the federal allocation that has been passed through them as provided for by section 149(5) of the Nigerian constitution …." In addition to "diversion" of local government funds, state governments have also failed to contribute their own share to the local governments as required by section 149(6) of the same document. Agu (2007:89) in an earlier interview on funding and financial management in Imo State Local Governments opined thus "when interviewed about the other sources of revenue like value added tax, and crude oil, excess proceed, the principal officers of Ehime Mbano, local governments purported that these resources were hijacked by the state governments. They admit that they release a certain percentage but not the total figure. This therefore, make a negative impact on the performance of local governments, hence they also find it difficult to pay personal emoluments to their worker." Also, Ojo (2008:6) in a newspaper caption

   "ICPC summons commissioners, two others" informed us of how the Ondo state Commissioner for finance, the Accountant- General, Commissioner for Local Government and Chieftaincy Affairs Were invited by the ICPC in "connection with the alleged Diversion of N1.2billion belonging to the 18 local governments Councils in the state"

Ojo further maintained that the petition had alleged that statutory allocations to the 18 local government councils in the state for between six and nine months since 2005 were diverted to private pockets". It is clear therefore, from the above submission that the problems of the state joint local government account system to local government administration in Nigeria are caused by the state governments. This actually is a total negation and contradiction to the intention of the policy formulators which have the objective of preventing possible manipulation of the account by state governors. So far, we have seen that the major problems affecting the joint account system in Nigeria are:

1) Illegal deduction from the statutory allocation of the local government by the state government.

2) Delay in the release of the statutory allocation to local government by the state government, and
3) Diversion of the statutory of the local government.

These three problems are better regarded as problem three Ds. This means:

a. Deduction
b. Delay and
c. Diversion

These problem three DS have constituted enormous operational problems to the joint account system making it a defective financial policy in Nigerian local government (Ojugbeli and Ojoh, 2014: 298).

Theoretical Framework

Systems Theory

System theory was propounded by Ludwing Von Bartalanffy, a biologist and a mathematician in the 1940's but the theory was made popular especially in political science by David Eastern in 1965 Von Bertalanffy was reacting against both reductionism and attempting to revive the unity of sciences. He is considered to be the founder and principal author of general system theory. Von Bertalanffy (1968) wrote that a system is a complex of interacting elements and that they are open to, and interacts with their environments. In addition, they can acquire qualitative new properties through emergence, resulting through continual evolution rather than reducing an entity (e.g. the human body) to the property of its parts or elements (e.g. organs or cells) system theory focuses on the arrangement of and relations between the parts which connect them into a whole.

David Easton was regarded as the Father of System Theory; he is one of the most influential political scientists in the half of the last century. His system analysis approach was an effort to provide a coherent theory of political life. During the 1950's and 1960's the theory flourished as some of the leading figures tried to make political studies more systematic and scientific. Many of Easton's concepts was observed by the discipline and the very success of the work changed the vocabulary of political science. System theory makes it possible that the local government will provide the needed services at the community level to enhance development. These services include local roads, housing, water supply, primary health care services, education, markets, as well as agricultural services including agricultural extension services (Eminue, 2006, p.27).

The local governments require adequate funds to be able to deliver these services which they are established to discharge. They are strategically positioned to provide the services more efficiently than either the federal or state governments who are not as close as the local governments to the citizens. The usurpation of some local government functions as justification for tampering with the funds of local governments through the JAAC, apart from serving the selfish interest of the states, also undermines the interest of the people who are to be served by the local governments. This is as a result of the fact that the states cannot efficiently deliver the same services as the local governments would.

This underscores the need to reverse the current trend across the country where various states make illegal deductions from the JAAC under various spurious claims, of projects executed on behalf of the local governments by the state, even when such projects are not executed in consultation with the local governments. The current system of operation of the JAAC across the states, seem negate the principles of financial autonomy for the local governments in the country. Based on the foregoing and in view of the topic of this investigation, the local government is a system with many components and parts that work together to maintain the whole. Some of these parts include the local government elected authorities, staff, the people of the local government (the community members) and some non-governmental organizations within the local government like churches etc. All work independently but collectively to maintain the whole (local government). In order words, when there is problem in one aspect or organ of the system, other parts or organ are affected.

System theory was employed because of Nigeria is a system with many subsystems. The subsystems include the federal, state and local government. If the system must achieve its development needs, the local government should be allowed to operate as an independent system. This means that the state local government joint account should not be in place since such is discouraging the financial autonomy of the local government and has made it not to perform its functions well. The entire systems should be recognized, respected and encouraged to perform their functions well and if that be the case, there will be no need for state and local government joint account which has promoted underdevelopment in the system.

This means that the problem of revenue generation and infrastructural development in the rural areas (L.G) is a systemic problem. This is as a result of the fact that the problem in parts of the system has affected the entire system. In many local government areas in Nigeria, the executive chairman and councilors positions are not stable. There is always instability in the local government administration. The state governors normally run the local government as they want. A local government chairman for revenue generation and infrastructural development in the local government today might be removed tomorrow.

Conclusion

The operation of the state-Local government Joint Account makes financial autonomy granted to the Local Government is mere paper work. In operating the JAAC the state government has direct access to the local governments from the federal account, which it makes deduction from before disbursement to the local government. The local governments which are led by caretaker committees appointed by the state governor have no political will to oppose the position of the state, since they owe their mandate to the state governors that appointed them.

The deductions that are made from the JAAC before distribution to the local governments make it impossible for the local governments to have adequate funds to cater for the services they established to render to the people. The method of management of the JAAC is wish indirectly keeps the local governments at the mercy of the state, without their making any contributions is not justifiable. The JAAC should be democratic with the local governments making contributions on the distribution of the funds from the statutory account. The state joint local government account system has not lived up to expectation. From the way it has operated it has failed to achieve its objectives. It has been over manipulated, over-deducted and over diverted to the favor of the state government and to the detriment of the local government councils. It is no longer useful.

Recommendations

To this end, an alternative is needed. This, however, lead us to the following recommendations.

1) The state joint account system should be abolished. The abrogation is important as a result of the problem it has caused to local councils. These problems are deduction, diversion and delay in the statutory allocations of the local councils. Direct allocation from the federation account to the local government should be instituted. This plan will assist in no small measure to improving the sorry financial position of the councils. It will also emancipate the local councils from manipulation by the state. That Section 7 of the 1999 constitution of the Federal Republic of Nigeria be amended to relieve the Local Government Councils from the apron of the State Governments; hence the Joint State / Local Government Account be abolished and allow local Government to receive their allocation directly from Federal Account.

2) If joint account must be allow to exist, institutions like the Office of the Auditor General for Local Government, Bureau of Local Government Pensions and the Local Government Service Commission be subject to Joint Local Government Administration in terms of appointment of its officers and staffs. All should be recommended from the State Governor and membership should be drawn among serving and retire Local Government workers who knowledgeable and experienced in Local Government Administration. The forth schedule of the 1999 constitution of the Federal Republic of Nigeria Section 2 (a) states that Local Government is to participate in the provision and maintenance of primary, adult and vocational education and NOT be bear the total cost or burden. Therefore, the deduction of 100% salaries of primary school teachers and allowances from the Local Government Allocation should be stopped and proportional formula should be worked out between the State and Local Government Councils.

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Cash Reserve Ratio And Credit To Msmesin Nigeria: Analysis Of Transmission Channels

By

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Abstract

This study examined the channels of transmission through which Cash Reserve Ratio impacts on Credit to MSMEs. Vector Error Correction Modelwas used to capture the objective. Quarterly data ranging from 2001-2017 were also utilized in the analysis. The study found thatCash Reserve Ratio indirectly impacts Credit to MSMEs through Liquidity Ratio and Lending Interest rate as its channels of transmission. It is worthy to note that as Liquidity Ratio has a positive significant impact on Credit to MSMEs, Lending Interest Rate has a negative but significant impact on Credit to MSMEs. To boost economic productivity in Nigeria, the study therefore recommended that the banks shouldmonitor their liquidity ratios and alsoreduce lending interest rate so as to increase access to credit by the MSMEs.

Keywords: Cash Reserve Ratio; Credit; Channels of Transmission; Micro, Small and Medium Scale Enterprises
JEL Classification: E51; G21; L26

1. Introduction

Globally, there is a growing recognition of the important role that Micro, Small and Medium Enterprises (MSMEs) play in economic development. They play a crucial role through several dimensionsapart from creating employment opportunities. They not only contribute significantly to improve living standards of the larger population, but also create a platform for local capital formation, innovation and competition in third world countries.

According to the Nigeria Bureau of Statistics, the 2013 National MSME Survey which was conducted in all the 36 States of the Federation and the Federal Capital Territory, Abuja revealed that the total number of MSMEs as at 2013 was about 37,067,416 (Micro- 36,994,578, Small-68,168, and Medium-4,670). Also, the total number of persons employed by the MSME sector as at December, 2013 saw about 59,741,211, representing 84.02% of the total labour force in Nigeria, contributing 48.47% to the Nation's Gross Domestic Product in nominal terms.

However, amongst the six main challenges confronting the operations of MSMEs in Nigeria as revealed by the survey are access to finance and poor infrastructure, inconsistency in government policies, poor support (business development services), access to market, multiple taxation and obsolete technology. The most challenging of all is access to credit. Hence, this paper studies the channel of transmission of Cash Reserve Requirement in widening the access to credit for the MSMEs.

This study of Cash Reserve Ratio, its transmission channels and credit to MSMEs in Nigeria is an offshoot of the discourse on the impact credit in general has on the MSMEs. Over time, scholars have attempted studying the impact of credit and the extent of its impact, but this study takes an in-depth gaze at a major causative influence of the credit availability as contained in the monetary policies viz-a-viz cash reserve ratio of the monetary authorities. The study goes further to track and examine the transmission mechanism of the CRR adjustment impulses on lending to MSMEs through the interest rate and liquidity channels.

This study being performed in a different time span would allow for the coverage of more recent happenings in the financial and entrepreneurial environment of Nigeria.The study would make use of quarterly data for macroeconomic, financial and institutional indicators from 2001 to 2017 in Nigeria as extracted from the CBN and NBS.

The study would significantly inform decisions made by the monetary authorities on the influence of policies specifically with regards to the MSMEs.It would guide them in mapping out a monetary policy mix in other to achieve a target, specifically, increasing credit to the MSMEs. This study would also help entrepreneurs understand and evaluate the relationship between some monetary policy variables such as CRR, Interbank call rate, etc. and bank's lending behaviour as this has a way of impacting the availability and accessibility of loanable funds to the MSMEs in the economy. Entrepreneurs would also be beneficiaries of the findings of the study in that they would formulate informed decisions on accrual of working capital for their businesses.Commercial banks who are primary sources of funds would be better guided as to understanding the ripple effect MSMEs' activities have on macroeconomic gains. As part of financial intermediaries who transfer funds from areas of surplus to areas of deficit, commercial banks would understand the need why they should have their short-term liabilities fully covered by cash so as to avoid having a liquidity problem. Commercial banks would also be properly guided in terms of deciding their lending rates, deposit rates and interbank call rates.

This study would be beneficial to other non-bank financial institutions whose services provide soft funds for MSMEs, as the study would reveal the transmission mechanism of CRR impulses and their influences over funding of the MSMEs in Nigeria. More so, this study which would also highlight other economic fundamentals which might have a significant effect on credit to MSMEs. This would also be relevant to major stakeholders in the MSMEs environment and as well as other researchers who may wish to delve into this topic in the course of time. Actually, this work is going to be highly resourceful to researchers as it would be a reference point for many.

This paper is segmented into five different sections beginning with the introduction. The amount of credit to the MSMEs in Nigeria is reviewed in Section 2. While in Section 3, relevant studies are reviewed, both theoretical and empirical. In Section 4 presents the methodology and the empirical analysis. Section 5 contains the summary and conclusion.

2. An overview of credit to the MSMEs in Nigeria.

Table 2.1: Classification of MSMEs by Assets Based and Number of Employees

S/N	Industry	Asset based	Number of Employees.
1	Micro/cottage industries	0-1.5 million	1-10 workers
2	Small scale industries	1.5 – 50 million	11 – 100 workers
3	Medium scale industries	50- 200 million	101 – 300 workers
4	Large scale industries.	201 million and above	301 workers and above

Source: Adapted fromEgbide et al (2014)

The Central Bank of Nigeria Monetary Policy Circular No. 22 of 1996 defines a small or medium scale business enterprises as any manufacturing or service enterprise whose business turnover does not exceed N500,000 (including land and working capital) and or the annual turn-over did not exceed N5 million. In the 1990 budget, Federal government of Nigeria (CBN) also defined small/medium scale enterprises, for the purpose of commercial bank loans as those enterprises with annual turnover not exceeding ₦500,000 and for Merchant Bank loans, those enterprises with capital investments not exceeding ₦2m excluding cost of land, and between 11 and 100 people. Large Scale industries are those with investment of over ₦200m, excluding land but including working capital and a work force of over 300 people. According to Imoughele&Ismaila (2014), the definition and criteria for classification of an enterprise as small, medium or large varies from one country to another, depending on whether it is developed or developing country. What constitutes an SME is a matter each country decides individually as there is no universally accepted definition of what they are, as shown by the Central Bank of Nigeria (CBN)'s communiqué No 69 (2010) of the special monetary policy committee which acknowledged the existence of several definitions of MSMEs. What is termed a large-scale business in a developing country may be a small business to a developed one.

Nigerian government have put in place several measures to promote the growth and development of MSMEs in terms of funds availability. The government had also collaborated with bilateral and multilateral agencies and non- governmental organizations (NGOs) in supporting MSMEs in Nigeria. The Federal Government of Nigeria negotiated and obtained the World Bank SME I loan scheme to the tune of US$42 million in 1984. After the adoption of Structural Adjustment Program (SAP) in mid-1986, the government again obtained World Bank SME II loan scheme of US$270 million for the development of MSMEs. However, the loan was reduced to US$142 million in 1992. The scheme was said to have generated jobs for over 40,000 people, at the end of disbursement in 1996 (CBN, 2000).

The loan was managed by the Central Bank of Nigeria (CBN) and disbursed through a number of participating banks comprising of commercial, merchant and development banks. Despite the laudable schemes and institutions established like Small Scale Credit Scheme, Peoples Bank Scheme, Community Banks Scheme, Nigerian Industrial Development Bank (NIDB), Nigerian Agricultural and Cooperative Bank (NACB), National Economic Reconstruction Fund (NERFUND) among others by the Federal Government of Nigeria from the inception of SAP to provide resources for the development of MSMEs, there is still shortage of funds either to begin or expand existing MSMEs. Though some of the MSMEs are credit worthy to attract loans, the high risk associated with MSMEs sub-sector normally serve as an impediment. Most operators of MSMEs live in their own houses in rural communities or in rented properties in towns. Houses or estates in rural areas may not qualify for acceptance as collateral security (Iniodu and Udomesiet, 2004). Claims recovery and collateral realization are often very weak.

The barrier to credit protection is aggravated by the fact that the issuance of titles is extremely slow, due to the absence of appropriate procedures for registration of properties and inadequate resources of property registration offices. Credit recovery is hampered by the malfunctioning and cumbersome legal and judicial procedures (Sacerdoti, 2005). Agricultural Credit Guarantee Scheme Fund (ACGSF) was established to reposition the MSMEs by having access to funds and also government ensued a partnership with well-established financial institutions, to provide financial and technical services to MSMEs through a well-developed investment scheme known as Small and Medium Industries Equity Investment Scheme (SMIEIS) which was launched in 2001. The scheme requires all banks to set aside ten (10) percent of their Profit after Tax (PAT) for equity investment and promotion of MSMEs. The total amount set aside for the scheme as at December 2005 amounted to N40.7 billion (CBN, 2005).

3. Literature Review

3.1. Theoretical Issues

The theory underpinning this study is the Supply Leading theory credit. This theory postulates that the existence of financial institutions like deposit money bank and the supply of their financial assets, liabilities and related financial services in advance of demand for them would provide efficient allocation of resources from surplus units to deficit units, thereby leading the other economic sectors in their growth process (Uzonwanne, 2015). This theory is said to perform in a way of promoting and stimulating entrepreneurial response in the modern sector.

The proponents of this theory believe that the activities of the financial institutions serve as a useful tool for increasing the productive capacity of the MSMEs in the economy. They opine that countries with better developed financial system tend to grow faster in this aspect. This theory also provides a valid linkage between the banking sector liquidity which is most likely affected by monetary policy and MSMEs.

3.2. Empirical Literature Review

Ndugbu&Okere (2015) investigated the impact of monetary policy on the performance of deposit money banks in the Nigerian Economy (1993-2013). Ordinary Least Square was used to analyse the data. The findings revealed that bank deposit rate has significant relationship though inverse relationship with total deposit mobilized by all deposit money banks. These findings did not account for a verification of the long run possibility of the relationship, thus inferences might be subjected to criticisms.

Uzonwanne(2015), did a study on “deposit money banks and financing of Small and Medium Scale Enterprises in Nigeria” from 1995-2012.Data used were collected from the StatisticalBulletin of the Central Bank of Nigeria. The paper employed the descriptive method.The findings revealed that deposit money banks in Nigeria have been lacking in this aspect. The study’s non-use of empirical strategies creates oversight in the structural behaviour of the data, its stationarity and reliability of influence were not observed. These create limitations to the findings of the study by Uzonwanne (2015).

Anigbogu *et al* (2015), investigated the effect of financial intermediation on small and medium enterprises performance in Nigeria using an econometric model of the Ordinary Least Square (OLS). Findings reveal that with the exception of bank interest rate to SMEs, all other variables - financial intermediation, commercial bank loans and advances to SMEs, bank lending rate to SMEs, exchange rate and monetary policy - have a positive and significant influence on small and medium enterprises performance in Nigeria.

Ayeni-Agbaje&Osho (2015), examined the role of commercial banks in financing small scale enterprises in Ado Ekiti, Ekiti State. The primary purpose of their study is to examine how SMEs can be developed through the intervention of the banking sector. Questionnaires were used as an instrument of primary data collection. Purposive sampling technique was used to select the sample; correlation analysis was employed using chi-square. Findings revealed that there is a positive correlation between loans grants by banks and the growth and development of SMEs in Ekiti State. The authors though did not account for the significance of the correlation coefficient even as a positive correlation was found.

Mbanasor*et al* (2015) examined the influence of monetary policy variables on banks’ credit supply to Small and Medium Scale Enterprises (SMEs) in Nigeria. Time series data which were collected on quarterly basis were elicited from the Central Bank of Nigeria (CBN) Statistical bulletin and financial statements for five deposit money banks. The data covered a period of 1995-2010 and were analysed using fully Modified Least Squares (FMOLS). The result of the FMOLS indicated that policies on interest rate and liquidity ratio were negatively and positively significant at 1 percent probability level respectively.

Raja&Ahata (2012) attempted deciphering the Credit Supply Decisions of Banks under the Small and Medium Enterprises Equity Investment Scheme in Nigeria. The study adopted Tobit model in the analysis of cross sectional data, collected from lending banks’ staff. The findings of this analysis may be misleading considering that credit supply to SMEs may not respond to short run interest rate changes based on cross sectional data but on long run changes and time series approach.

Ajayi&Atanda (2012) studied the effects of monetary policy instruments on banks’ lending disposition. The Engle-granger two step co-integration approach was adopted based on the regression model that regress banks total loan and advances on minimum policy rate, cash reserves ratio, liquidity ratio, inflation and exchange rate. The empirical estimates indicated that bank rate, inflation rate and exchange rate are total credit enhancing, while liquidity ratio and cash reserves ratio exert negative effect on banks total credit.

Imoughele&Ismaila (2014) employed Co-integration and Error Correction Modelling (ECM) techniques to investigate empirically the impact of commercial bank credit on Nigeria's Small and Medium Scale Enterprises (SMEs) between 1986 and 2012.The results revealed savings time deposit and exchange rate has a significant impact on SMEs output in Nigeria. Furthermore, commercial bank credit to SMEs, total government expenditure and bank density has direct but insignificant impact on the country's SMEs output. The study also showed that interest rate has adverse effect on SMEs output.

Omika (2014) examined the necessity and strategies of re-positioning commercial banks in order to enhance the productive capacities of Small and Medium-Scale Enterprises (SMEs). The Ordinary Least Square (OLS) was used. The results showed that there was co-integration between re-positioning of commercial banks and capacities of SMEs to deliver products/services and there was significant dispersion resulting from lending conditions and macroeconomic variables.

Olukoyo (2011) investigated the determinants of Commercial Banks' Lending behaviour in Nigeria employing multiple regression analysis. The study suggests that minimum cash reserve ratio has positive functional relationship with commercial banks loans and advances. This indicates that stipulated cash reserve requirement ratio of commercial banks may not necessarily translate into poor lending performance or lower proportion of commercial banks' funds available for lending respectively.

Safiriyu&Njogo (2012), employed primary data instruments to study the impact of Micro, Small and Medium Scale Enterprises on employment generation in Lagos state, Nigeria. The results of simple percentages and Chi-Square (χ^2) tests conducted show that Micro, Small and Medium Scale Enterprises and sustainable development of Nigerian economy are positively related, just as promotion of MSMEs and improvements in employment generation are positively related and significant. Availability of finance has been widely viewed as a constraint to the growth of MSMEs.

Glocker & Towin (2012), investigated the circumstances under which Cash Reserve Requirements are an appropriate policy tool for price or financial stability. The study assumed a small open economy model with sticky prices, financial frictions, and a banking sector that is subject to legal reserve requirement rules. It found that contrary to a conventional interest rate policy, CRR are more effective when there is foreign currency debt.

Employing commentary and inductive argument, Obokoh et al (2015) draws evidence to examine the various schemes implemented by the Nigerian government through the CBN to alleviate the challenges of access to finance by SMEs in Nigeria. Evidence suggested that most SMEs still struggle with access to finance as they face banks stringent conditions as obstacles to loans as well as high rate of interest by deposit money banks. The study also showed that the special institution set by the government as a result of the schemes to help finance the SMEs sector appears to have performed below expectation due to inadequate funding, misallocation of their limited resources, poor staffing and overlapping functions of the institutions.

Adedayo&Ayodeji (2015) examined the effect of Cash Reserve Requirement on banks' lending to MSMEs in Nigeria. Data for the study were obtained from the audited annual reports of the selected banks in Nigeria. The results of their regression analysis conducted reveal that there is no significant relationship between cash reserve requirement and volume of loans that DMIs lend to MSMEs.

A study by Lawless and McCann (2012) examined the evolution of loan performance throughout the period of economic and financial crisis employing unique Irish MSMEs loan-level data complete with quarterly loan ratings assigned by the lending institution over a period of three years, 2008-2010. Estimations with panel data reveals that changes in employment across sectors are shown to be leading indicator of loan performance which demonstrates the importance of the link between real economy demand and loan impairment. Results also revealed that the level of outstanding credit in a sector cannot explain current loan impairment.

Carbo-Valverde et al (2012) on his firm level panel data study on over 40000 Spanish SMEs from 1994 to 2008 in a disequilibrium model framework revealed that financial constrained firms are more dependent on trade credit to make their investment decisions; financial crisis was associated with a credit crunch that affected the SME sector by increasing the number of credit-constrained firms. The study concludes that trade creditors play a role in the SME sector as an alternative source of short-term financing and this role becomes more important during a credit crunch.

Agyapong *et al* (2011) empirically investigated the criteria for assessing Small and Medium Enterprises' Borrowers in Ghana. The study focused on developing insight into the decision making process which lenders employ in granting loans to SME borrowers. Questionnaires were employed to collect data from the selected bank branch managers of conventional banks, rural banks and savings and loans companies. The study revealed that when loan managers are deciding on whether to accept or reject an SME loan application, the intended purpose of loan, repayment of previous loan, repayment schedule, type of business activity, size of loan relative to size of business and availability of collateral, ranked highest on their criteria list. Also, the study established that Curriculum Vitae of clients, government guarantee of loans, charges on assets and gearing ranked lowest on the criteria list in terms of importance. The study revealed that lenders took particular interest in risk when dealing with MSMEs.

Nguyen (2014) explored the use of soft and hard information for bank lending decisions to small and medium enterprises (MSMEs) in the country of Vietnam. The study aimed at investigating to what extent different types of information were used for loan approval, whether the two types of information were used in a complementary manner, and what factors determined the banks' lending decisions. Descriptive statistics for was used for overall assessment, principal component analysis and confirmatory factor analysis to establish and test the scales, and logistic regression to examine determinants of lending decisions. The study findings indicated that although collateral based lending was the most widespread method and could substitute for other lending technologies, usually a combination of lending information types were utilized in the decision making process. This suggests that both complementarity and substitutability were found in the use of the various information types by Vietnamese banks for such decision-making.

Omondi (2014) investigated the 'Effects of Inflation on Commercial Banks' Lending: A Case of Kenya Commercial Bank Limited'. The study adopted both descriptive research design with target population comprising of 450 KCB employees from both management and non-management staff spread in all the 15 branches within Nairobi County and secondary data on inflation rates, new volume of lending to creditors, loan default volumes and bank lending rates. Primary data was analysed using descriptive statistics and secondary data was analysed using inferential statistics through SPSS. The findings indicate that a rise in inflation rate contributes to an increase in the banks' lending rate, as this may be attributed to the fact that a rise in inflation leads to a fall in the purchasing power of money, hence, the banks demand a higher lending rate to cover seemingly riskier credit.

Kwaning*et al* (2015) examined the difficulties MSMEs face in accessing loan, difficulties financial institutions face in lending to MSMEs and the impact of loan on the profitability of MSMEs. Questionnaires were administered to MSMEs and Credit officers in the selected banks were interviewed. The following major findings came to the fore; interest rate on loan to the MSMEs is extremely high, repayment periods on loans to MSMEs are too short making it very difficult to embark on any developmental or expansion projects, most MSMEs, do not understand terms and conditions, and also oblivious of the interpretation of the percentage charged on the loans. The study also found out that small business owners normally give false information when accessing loan from financial institutions. The study suggested that government should institute some form of tax incentives to financial institutions involved in SME lending and formulate regulatory laws to help loans recovery. SME associations must be established to unite them and serve as guarantors whenever loans are accessed.

Unlike previous studies reviewed (see for instance Ireland, 2005; Alper, et. al., 2014), this research seeks to track and estimate the channels through which CRR impulses impact lending to the SMEs in Nigeria. To achieve this, we adopt the VAR methodology as proposed by Sims (1980), and applied by studies on the effects of CRR on bank's lending in various countries (Nigeria for instance see Olokoyo, 2011; and for foreign studies see Glocker & Towbin, 2012; Noss & Toffano, 2014). This study differs from past attempts by modifying the typical reduced-form VAR model to link interest rate channel and liquidity channel as the two transmission channels through which the impulses from CRR adjustments affect lending to the SMEs.

4. Methodology and Empirical Analysis

4.1. Methodology

This model is specified to capture the objective which aims to empirically estimate the channels through which cash reserve ratio transmit to MSMEs' lending in Nigeria.
The VAR representation is specified as:

$Y_t = \Phi Y_{t-1} + \theta X_t + \mu_t$……………………………………………………………………1

Where Y_t is the vector of endogenous variables, X_t is the vector of exogenous variables
And μ_t is the residual vector. Furthermore, Φ is a matrix that includes all the coefficients describing the relationships among the endogenous variables, and θ is a matrix that includes all the coefficients describing the relationships among the endogenous and exogenous variables.
Equation 1 can further be transformed into a typical reduced-form VAR as proposed by Sims (1980) as follows:

$Y_t = A(L)Y_{t-1} + \varepsilon_t$……………………………………………………………………2

Where Yt is the column vector of observations at time (t) on all variables and is known as the vector of endogenous variables. (L) is the matrix of coefficients to be estimated and the symbol ε_t represents the column vector of random disturbances values called innovations that may be contemporaneously correlated with each other and assumed to be non-auto correlated over time. The above equation can be re-specified in the following form:

$Y_t = A_1Y_{t-1} + A_2Y_{t-2} + A_3Y_{t-3} + \cdots + A_kY_{t-p} + \varepsilon_t$ ……………………3

Here, each variable will be regressed on its own lags, and the lags of the other variables in the model. This will provide a better insight into the dynamics of the system which allows for a feedback among the endogenous variables in the model. We further modify equation 3 into the following two structural recursive forms to capture the two channels through which adjustments in CRR affect lending to the MSMEs:

$$\begin{bmatrix} 1 & 0 & 0 & 0 & 0 \\ a_{12} & 1 & 0 & 0 & 0 \\ a_{31} & a_{32} & 1 & 0 & 0 \\ a_{41} & a_{42} & a_{43} & 1 & 0 \\ a_{51} & a_{52} & a_{53} & a_{54} & 1 \end{bmatrix} \begin{bmatrix} \text{CRR} \\ \text{TBR} \\ \text{SR} \\ \text{LR} \\ \text{SMEs} \end{bmatrix} = V(L) \begin{bmatrix} \text{CRR} \\ \text{TBR} \\ \text{SR} \\ \text{LR} \\ \text{SMEs} \end{bmatrix} + \begin{bmatrix} \varepsilon_{CRR} \\ \varepsilon_{TBR} \\ \varepsilon_{SR} \\ \varepsilon_{LR} \\ \varepsilon_{SMEs} \end{bmatrix} \text{..............................(3.4.4)}$$

$$\begin{bmatrix} 1 & 0 & 0 & 0 & 0 \\ a_{12} & 1 & 0 & 0 & 0 \\ a_{31} & a_{32} & 1 & 0 & 0 \\ a_{41} & a_{42} & a_{43} & 1 & 0 \\ a_{51} & a_{52} & a_{53} & a_{54} & 1 \end{bmatrix} \begin{bmatrix} \text{CRR} \\ \text{LQR} \\ \text{SR} \\ \text{LR} \\ \text{SMEs} \end{bmatrix} = V(L) \begin{bmatrix} \text{CRR} \\ \text{LQR} \\ \text{SR} \\ \text{LR} \\ \text{SMEs} \end{bmatrix} + \begin{bmatrix} \varepsilon_{CRR} \\ \varepsilon_{TBR} \\ \varepsilon_{SR} \\ \varepsilon_{LR} \\ \varepsilon_{SMEs} \end{bmatrix} \text{.................................(3.4.5)}$$

Where:
CRR = Cash Reserve Ratio
TBR = Treasury Bill Rate
LQR = Liquidity Ratio
SR = Saving Rate
LR = Lending Rate
MSMEs= Credit to MSMEs

Equation 3.4.4 captures the interest rate channel, while equation 3.4.5 is the liquidity channel through which CRR adjustment can influence credit to the MSMEs. Each of the two channels is to track and examine the transmission mechanism of CRR adjustment impulses on credit to MSMEs. The interest rate channel assumes that CRR adjustment has implications on the opportunity cost of fund proxied by

Treasury bill rate, Savings/Deposit rate, Lending rate and credits to MSMEs. While the liquidity channel assumes that CRR adjustment affects the liquidity condition, Savings rate, Lending rate and Credit to the Private Sector. In other to evaluate the transmission channel and the impact of CRR adjustment on the selected monetary policy variables, after estimating the VAR model, Impulse Response Function (IPF) and variance decomposition will be derived as well. The impulse response function examines the response of the dependent variable in a VAR model to shocks in the error term, thus;

$$Y_t = a_1 + a_{12}X_t + \theta_{11}Y_{t-1} + \theta_{12}X_{t-1} + \mu_{yt} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots 6$$

$$X_t = a_2 + a_{21}Y_t + \theta_{21}Y_{t-1} + \theta_{22}X_{t-1} + \mu_{xt} \,.\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots.7$$

Where Y_t and X_t are stationary and μ_{yt} and μ_{xt} are uncorrelated error terms

Model justification

According to Sims (1980) if there is a true simultaneity among a set of variables, they should all be treated on an equal footing; there should not be any a priori distinction between endogenous and exogenous variables. The application of VAR in this study is to help forecast the impact of CRR adjustment on bank lending to MSMEs. The choice of this technique is based on the fact that VAR model helps to sought out the contemporaneous effects of a policy change on other variables and also good for forecasting. The VAR methodology remains the major workhorse for estimating the effects of monetary and macro prudential policy transmission mechanism on macroeconomic and financial variables (Bernanke and Blinder, 1988).

4.2. Empirical Analysis

4.2.1. Descriptive Statistics

The descriptive statistics of the variables of study are analysed below:

Table 4.2.1: Statistical Analysis of Study Variables

	SME	**CRR**	**LQR**	**LR**	**SR**	**TBR**
MEAN	17.25395	0.756802	46.03359	17.96579	3.171797	10.37133
MEDIAN	14.13688	0.755719	47.72500	16.92506	3.358750	10.60250
MAXIMUM	38.38656	1.200000	63.20000	24.77083	5.155000	18.88000
MINIMUM	11.80391	0.233675	30.40000	15.47983	1.410000	3.710000
SKEWNESS	1.748924	0.062861	-0.374392	1.816282	-0.289677	0.282786
KURTOSIS	4.630666	2.421554	2.487218	5.287243	2.335110	2.539360
JARQUE-BERA	39.71738	0.934414	2.196324	49.13869	2.073949	1.418827
PROBABILITY	0.000000	0.626750	0.333483	0.000000	0.354526	0.491933
OBSERVATIONS	**64**	**64**	**64**	**64**	**64**	**64**

Source: Researchers' Computation Using Eviews 9.0

As shown by the table above**,** the data set for this study comprises of 64quarterly observations ranging from 2001Q1-2017Q4. The table also shows that the average amount of Credit to MSMEs in Nigeria quarterly is #17.25b. The average for Cash Reserve Requirement is 0.756802. The average Liquidity Ratiois 46%. The average of Lending Interest Rate is 17.9% whilethe average for Saving Interest Rate is

3.17%. It is worthy to note here that commercial banks obviously charge higher interest rate on their debtors but pay little or nothing to their creditors. The average rate of Treasury bill is 10.37% in 91 days (i.e. 3 months/a quarter of the year).

Furthermore, all the variables are right skewed except LQR and SR which are negatively skewed. Kurtosis statistic of the variables shows CRR, LQR, SR and TBR areplatykurtic (short tailed or lower peak) while SME and LR are leptokurtic (long tailed or higher peak). Also, the probability of Jarque-Bera test shows that the residuals of SME and LR are not normally distributed while all other variables are normally distributed.

4.2.2. Unit Root Test

Null hypothesis: The series has a unit root

Decision is made about the test result and conclusion to be drawn would be to reject the null hypothesis if the ADF t-statistic > the critical value in absolute terms, otherwise, we do not reject.

Table 4.2.2. ADF Unit Root Test (Result)

VARIABLE	ADF TEST IN LEVEL	5% CRITICAL VALUE IN LEVEL	ADF TEST AT 1st D	5% CRITICAL VALUE AT 1st D	INTEGRTON ORDER
SME	-2.997887	-2.909206	-2.731331	-2.909206	I(0)
SR	-1.977469	-2.908420	-2.988941	-2.908420	I(1)
TBR	-2.789098	-2.908420	-5.215970	-2.910860	I(1)
LR	-3.312492	-2.908420	-2.287740	-2.911730	I(0)
LQR	-3.199417	-2.909206	-2.400423	-2.912631	I(0)
CRR	-2.102905	-2.909206	-4.629544	-2.911730	I(1)

Source: Researchers' computation using Eviews 9.0

Table 4.2.2. above shows the stationarity of the time series. SME, LR and LQR are stationary in level while SR, TBR and CRR are made stationary at first difference. Having confirmed the stationarity of the series, we proceed to optimal lag length selection of the model using Akaike Information Criterion.

Table 4.2.3. Optimal Lag Length Criterion

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-205.4584	NA	57.05834	22.79426	6.916854	6.895602
1	-120.1349	164.9589	3.432572	4.071162	4.140974	4.098469
2	-88.40193	60.29258*	1.232368*	3.046731*	3.151448*	3.087692*
3	-88.40164	0.000532	1.274273	3.080055	3.219678	3.134669
4	-88.37314	0.052257	1.316463	3.112438	3.286967	3.180706

*indicates lag order selected by the criterion

Table 4.2.3. above shows the optimal lag length selection criteria. According to the results, LR, FPE, AIC, SC and HQ are all in favour of lag two (2) but this study will adopt AIC as its optimal lag length selection criterion.

4.3. JOHANSEN VAR COINTEGRATION TEST

Cointegration occurs in time series variables when there is a long run relationship that exist amongst the variables or when there is stationarity in the error term in a regression model. The test involves finding the number of cointegrated vectors. In this step the Trace and Maximum eigenvalue tests are seen in table 4.3.1. and 4.3.2. According to the cointegration test tables below, there are seven cointegration relationships between the time series. Table 4.3.3. shows the normalised cointegration vector on SME.

Table 4.3.1. Trace Cointegrated Rank Test

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 Critical Value	Prob.**
None *	0.441724	125.3614	95.75366	0.0001
At most 1 *	0.356816	89.80433	69.81889	0.0006
At most 2 *	0.335997	62.88352	47.85613	0.0011
At most 3 *	0.290514	37.90598	29.79707	0.0047
At most 4 *	0.193485	16.96991	15.49471	0.0298
At most 5 *	0.061209	3.852876	3.841466	0.0497

Table 4.3.2 Maximum Eigenvalue Cointegration Rank Test

Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	0.05 Critical Value	Prob**
None	0.441724	35.55703	40.07757	0.1481
At most 1	0.356816	26.92081	33.87687	0.2676
At most 2	0.335997	24.97754	27.58434	0.1040
At most 3	0.290514	20.93607	21.13162	0.0532
At most 4	0.193485	13.11703	14.26460	0.0753
At most 5 *	0.061209	3.852876	3.841466	0.0497

Trace and Max-eigenvalue tests indicate 6 and one cointegrating equations at the 0.05 level, while * denotes rejection of the hypothesis at the 0.05 level.

Table 4.3.3: The Johansen Normalised Cointegrating Equation

Variable	SME	CRR	LQR	SR	TBR	LR
Coefficient	1.000000	-11.56915	0.223372	4.953052	4.136745	-7.159831
Stand. Error		6.49490	0.19989	1.77200	0.64713	1.08547
t-stat		-1.7812668	1.1174746	2.7951761	6.3924482	-6.5960653

The long run equilibrium equation showing the cointegration relationship between the variables is shown below SME = 11.56915crr - 0.223372lqr - 4.953052sr - 4.136745tbr + 7.159831r. The normalised equation indicates that there is a positive long term relationship between CRR, LR and SME, while there is a negative long term relationship between LQR, SR, TBR and SME at 95% level of confidence, on the average, *ceteris paribus*.

Conclusion: The null hypothesis of no cointegration is rejected against the alternative of a cointegrating relationship in the model. Hence, we proceed to the estimation of the Vector Error Correction Model.

Table 4.4. The Vector Error Correction Model (Result)

Error Correction:	D(SME)	D(CRR)	D(LQR)	D(SR)	D(TBR)	D(LR)
CointEq1	-0.025797	-0.002426	-0.025993	0.002478	-0.048290	0.018096
D(SME(-1))	0.740998	0.003487	-0.058461	-0.005245	0.079530	-0.040187
D(CRR(-1))	2.612145	0.693003	-3.961098	0.400651	0.158402	1.259808
D(LQR(-1))	0.037565	0.001300	0.732362	0.004663	0.028165	-0.005964
D(SR(-1))	-0.154174	0.050428	0.714442	0.773975	0.881846	-0.204712
D(TBR(-1))	0.078575	-0.003548	0.259457	-0.002715	0.642368	-0.037135
D(LR(-1))	-0.449269	0.002400	-0.092310	0.014728	0.023032	0.767855
C	-0.044648	0.002727	0.028641	-0.003445	-0.015621	-0.041791
R-squared	0.645925	0.567673	0.555848	0.679799	0.620321	0.604613

The Error Correction Term indicates that the previous period's deviation from the long run equilibrium is corrected in the current period at an adjustment speed of 2.57%. For the CRR, a percentage increase in CRR is associated with 2.6% increase in SME on the average, *ceteris paribus*, in the short run. Also, a percentage positive change in LQR leads to 3.7% increase in SME on average *ceteris paribus*, in the short run. On the contrary, 1% increase in SR is associated with 15.4% decline in SME on the average, *ceteris paribus*, in the short run. But a percentage increase in TBR, would lead to 7.8% increase in SME on the average, *ceteris paribus*, on the short run. While 1% increase in LR is associated with 44.9% decrease in SME on the average, ceteris paribus, in the short run.

4.5. DIAGNOSTIC TESTS

In order to check for the efficiency of the VECM model, and also ensure they are in line with the white noise assumption, residual based tests such as Serial Correlation LM Test for autocorrelation, Jarqui-Berra test for normality and Breusch-Pegan Godfrey test for Heteroskedasticity were conducted.

4.5.1. Test for Serial Correlation

Table 4.5.1. VEC Residual Serial Correlation LM Tests

Lags	LM-Stat	Prob.
1	14.01535	0.9996
2	3.623348	1.0000

Given that VECM remains a system model, the Serial Correlation LM Test was employed to test for residual autocorrelation among the variables of the study, as shownin Table 4.5.1. above. To reject the null hypothesis, the probability of the observed LM-statistics must be greater than 5%. The result depicts a rejection of the null hypothesis for both lags, implying the inexistence of serial correlation among all the variables in the VAR model.

4.5.2. Normality Test

Table 4.5.2. Multivariate Normality Test

Component	Jarque-Bera	df	Prob.
1	414.9456	2	0.3996
2	279.7213	2	0.1825
3	777.0545	2	0.0977
4	131.1373	2	0.2718
5	45.43303	2	0.3521
6	0.736979	2	0.5710
Joint	1649.029	12	0.3664

Table 4.5.2. shows the multivariate normality test result for the VECM model depicting the Jarque-Bera. It is often seen as pointless reporting the results of Skewness and Kurtosis in VECM since Jarque-Bera is the summary of both results, hence only Jarque-Bera is reported in this study. To reject the null hypothesis that the residuals in the VECM are normally distributed, the probability of the joint Jarque-Bera statistics must be greater than 5%. The result shows that all the 6 equations in the model are normally distributed and more importantly the overall model are jointly normally distributed given a Jarque-Bera statistic of 36.6% which is clearly greater than 5%.

4.5.3. Heteroskedasticity Test

Table 4.9.3 VEC Residual Heteroskedasticity Tests: No Cross Terms (only levels and squares)

Joint test:		
Chi-sq	df	Prob.
438.0907	294	0.0947

The result in Table 4.9.3 above shows that the residuals are not heteroscedastic, hence, they are homoscedastic given a probability value of 9.47% which is greater than 5% level. Thus we proceed to VECM Impulse Response.

4.6. VECM Variance Decomposition

Objective: To determine the channels through which cash reserve ratio transmit to MSMEs lending in Nigeria. Put differently, amongst channels of transmission such as LR, LQR, and TBR, which has the strongest impact on SME?

Table 4.6. : Variance Decomposition

Variance Decomposition of SME:

Period	S.E.	SME	CRR	LQR	TBR	SR	LR
1	1.138170	100.0000	0.000000	0.000000	0.000000	0.000000	0.000000
2	2.284083	98.94300	0.666765	0.054803	0.003914	0.004680	0.326836
3	3.522436	97.06510	1.717192	0.164994	0.008324	0.037612	1.006773
4	4.815319	95.11155	2.681129	0.316004	0.006850	0.111392	1.773072
5	6.122174	93.43787	3.405775	0.505394	0.004751	0.215766	2.430444

Variance Decomposition of CRR:

Period	S.E.	SME	CRR	LQR	TBR	SR	LR
1	0.036954	0.003602	99.99640	0.000000	0.000000	0.000000	0.000000
2	0.069460	0.177777	98.93533	0.026592	0.476085	0.080933	0.303281
3	0.100643	0.255147	96.30157	0.116680	1.772135	0.149252	1.405220
4	0.130655	0.168948	92.33150	0.250844	3.659708	0.147235	3.441769
5	0.160106	0.174132	87.48830	0.377201	5.688268	0.106556	6.165547

Variance Decomposition of LQR:

Period	S.E.	SME	CRR	LQR	TBR	SR	LR
1	1.636179	3.067454	8.412138	88.52041	0.000000	0.000000	0.000000
2	3.212409	4.160468	6.900439	88.87998	0.044324	0.012322	0.002464
3	4.795106	5.396314	5.573841	88.86352	0.107552	0.028995	0.029776
4	6.335450	6.831204	4.454268	88.39739	0.162381	0.037803	0.116950
5	7.819374	8.471180	3.547420	87.45271	0.205017	0.036267	0.287404

Variance Decomposition of TBR:

Period	S.E.	SME	CRR	LQR	TBR	SR	LR
1	0.544549	2.229488	20.07566	7.539185	70.15567	0.000000	0.000000
2	0.973353	1.155206	18.97679	7.677953	71.54906	0.110470	0.530524
3	1.333122	0.862564	17.97186	7.463787	70.65298	0.203201	2.845602
4	1.644727	1.155342	16.72880	6.979158	67.03037	0.184602	7.921726
5	1.948797	2.412232	15.05854	6.293647	60.58866	0.132841	15.51408

Variance Decomposition of SR:

Period	S.E.	SME	CRR	LQR	TBR	SR	LR
1	0.086449	4.859089	13.45841	23.28274	4.892075	53.50768	0.000000
2	0.167436	4.225869	8.863127	22.44791	4.721907	59.74094	0.000247
3	0.249854	3.892115	5.630747	21.15248	4.389406	64.93084	0.004404
4	0.332816	3.743125	3.526672	19.54911	4.033229	69.13500	0.012862
5	0.415982	3.689069	2.275987	17.81480	3.735070	72.46620	0.018875

Variance Decomposition of LR:

Period	S.E.	SME	CRR	LQR	TBR	SR	LR
1	0.250581	1.080189	4.784577	0.634282	20.43364	1.380977	71.68633
2	0.483784	0.360684	1.942860	0.723458	23.56726	1.733636	71.67210
3	0.711158	0.167261	0.919441	0.900368	27.37409	1.740682	68.89816
4	0.925233	0.108173	1.148337	1.115726	31.50701	1.493547	64.62721
5	1.125277	0.186647	2.188276	1.310598	35.46086	1.143977	59.70964

Cholesky Ordering: SME CRR LQR TBR SR LR

Table 4.6. above shows the variance decomposition of all the endogenous variables in the VECM models. Variance decomposition of the forecast error gives the percentage of unexpected variation in each variable which is produced by shocks from other variables. It also indicate the relative impact that a variable has on another variable. It explains the relative significance of each random shock of the variables in the model. This is used in this research to explain the magnitude of change that SR, LR, LQR, and TBR impact on SME as channels of transmission from CRR to SME in both short run and long run. In this study, short run is represented by first to second year periods while the long run is captured by third to fifth year periods.

In the variance decomposition of SME, own shock constitute the entire source of variation in the first period, it declined gradually and was at 93.4% in the fifth period. Beside own shocks, shocks in the CRR, LQR, TBR, SR and LR were seen to have impacted the SME mostly causing about 3.4%, 0.5%, 0.0%, 0.2% and 2.4% variation respectively in the fifth period. Hence, SME has strong influence on itself in both short run and long run. This is also in line with the result from VECM where SME accounts for about 74% change with 6.25 t-statistic in the model.

Another interesting discovery is the insignificant impact of CRR on variations in SME in the short run, though it increased from 0.3% in the first period to 17.4% in the fifth period. This impact is insignificant because its t-statistic is far less than two in the VECM. This result is in line with Adedayo & Ayodeji (2015), who estimated the effects of CRR on banks' lending to the MSMEs in Nigeria and their results show that there is no significant relationship between CRR and the volume of loans to MSMEs. However, CRR makes further significant impact on SME through LQR and LR. According to the variance decomposition of SME, in the first period, LQR accounts for only 5.4% variations in SME, but in the fifth period, this increased to 50.5%. While the LR also increased from 0.33% in the first period to 2.43% in the fifth period.This confirms that CRR impacts on SME through LQR and LR as its transmission channels.

5. Summary, Policy Recommendations and Conclusion,

For this study, VAR model was adopted to determine the channels through which cash reserve ratio transmit to MSMEs lending in Nigeria. The data used were quarterly data sourced from the CBN covering the period of 2001 to 2017. Johansen Cointegration test was used to confirm the presence of cointegration among the variables of study and the Augmented Dickey Fuller (ADF) was used to confirm their order of integration. The Error Correction Term indicates that the previous period's deviation from the long run equilibrium is corrected in the current period at an adjustment speed of 2.57%. For the CRR, a percentage increase in CRR is associated with 2.6% increase in SME on the average, *ceteris paribus*, in the short run. Also, a percentage positive change in LQR leads to 3.7% increase in SME on average *ceteris paribus*, in the short run. On the contrary, 1% increase in SR is associated with 15.4% decline in SME on the average, *ceteris paribus*, in the short run. But a percentage increase in TBR, would lead to 7.8% increase in SME on the average, *ceteris paribus*, on the short run. While 1% increase in LR is associated with 44.9% decrease in SME on the average, ceteris paribus, in the short run. According to the variance decomposition of SME, in the first period, LQR accounts for only 5.4% variations in SME, but in the fifth period, this increased to 50.5%. While the LR also increased from 0.33% in the first period to 2.43% in the fifth period.This confirms that CRR impacts on SME through LQR and LR as its transmission channels in the long run.

The residual diagnostic tests conducted such as Residual Serial Correlation LM Tests, Normality test, and Heteroscedasticity confirmed that the model specified is fine and reliable for forecasting.

5.2 Policy Recommendation

The study therefore recommends that banks and government should not concentrate on the use of Cash Reserve Ratio only in a bid to increase credit to SMEs in Nigeria. However, there is need to regulate the

commercial banks' asset base to increase their Liquidity Ratio so as to increase access to credit by the SMEs. Again, government as a matter of necessity should appropriate and monitor the judicious disbursement of interest-free loans/credit to the SMEs in Nigeria as these would boost productivity and the Nigerian economy in the long run.
Furthermore, to boost economic productivity in Nigeria, the study also recommends that the banks should monitor their liquidity ratios and also reduce lending interest rate so as to increase access to credit by the MSMEs.

5.2 Conclusion
The study discovered that Cash Reserve Ratio indirectly impacts Credit to MSMEs through Liquidity Ratio and Lending Interest rate as its channels of transmission. It is worthy to note that as Liquidity Ratio has a positive significant impact on Credit to MSMEs, Lending Interest Rate has a negative but significant impact on Credit to MSMEs.

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Capital Flight And Domestic Investment In Nigeria: An Empirical Investigation

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Abstract

This study investigated the impact of capital flight on domestic investment in Nigeria. The data for the study were mainly sourced from CBN statistical bulletins for the period 1981 to 2017. The Auto Regressive Distributed Lag (ARDL) bounds test approach was adopted for the study. The result showed that capital flight significantly decreases domestic investment in both short run and long run. Other variables found to have significant effect on domestic investment include money supply, capital to private sector and inflation rate. With these findings, the study therefore recommended that policy makers in Nigeria should consistently evolvepolicy measures that will curtail capital flight and make the economy competitive and more attractive for domestic investment. Others include, anti-inflationary policies, strengthening anti-graft agencies to improve their effort in tackling laundering of public fund and the maintenance of more stable macroeconomic indicatorswhich allow foreign capital inflow so as to boost private domestic investment.

Keyword: Capital flight, Domestic investment, Money supply.
JEL Classification: E22, F21, F41

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1. Introduction

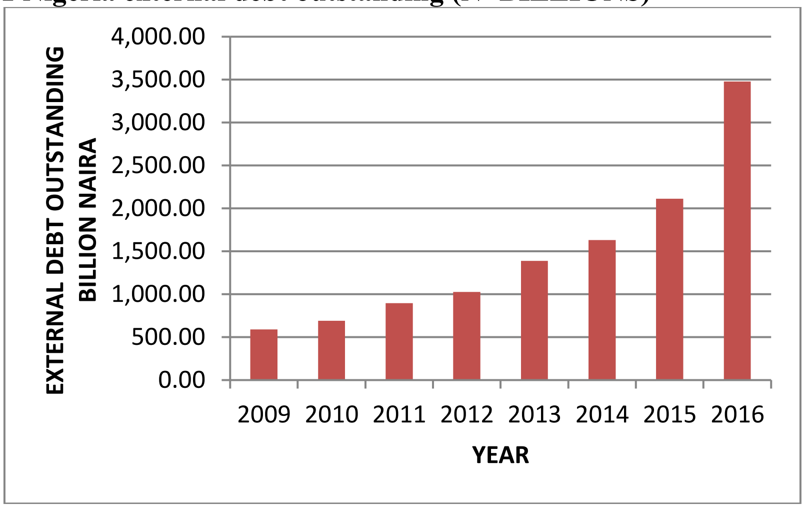
Capital flight has been a major challenge facing developing countries. Majority of these countries have struggled tremendously to be able to save-up adequate capital of their own to aid domestic investment and push economic growth, but not withstanding their efforts, these countries arestill faced with undesirable turnout as their effort has been severely tampered bylegal and illegal escape of domestic capital abroad (Oduh, 2006). For a developing country such as Nigeria, the inherent need for adequate capital formation cannot be over emphasized and the consequences of persistent outflow of local capital away from Nigeria is undeniable given a look at the sluggish progress in most of the economic sectors due to lack of adequate investment.

Oduh (2006) posited that the ultimate measure of economic success is its ability to sustain adequate production of goods and services for its citizens. In the Nigeria case, continuous short fall in investment has greatly affected sustainable production and as result limited the ability of the economy to reach its full economic potentials in terms of growth and development. However, for any developing economy to find itself in this undesirable state where the domestically generated capital consistently flow out of the economy to find solace abroad leaves much to be desired. Such an economy will face a huge drop in autonomous investment and output generation will suffer immensely as infrastructure

[2] Correspondence

deteriorates.Considering the state of infrastructural deficit facing Nigeria, the capital needed to establish, restore and renovate infrastructure is rarely available domestically and in most cases when sourcedfrom abroad at some expense, the fund will be siphoned thereby creating a wide gap in the nation's external debt.Fig 1: below illustrates the state of Nigerian external debtfrom 2000 to 2016 sourced from the central bank of Nigeria statistical bulletin.

Fig. 1 Nigeria external debt outstanding (N' BILLIONS)



Source:CBN statistical bulletin 2016

The Nigerian external debt hit $590.44 billion in 2009, increase to $689.84 billion and $896.85 billion in 2010 and 2011. As at 2014, the eternal debt had reached $1631.51billion and increased to $2111.53billion and $3478.92billion in 2015 and 2016 respectively. The sad part of the story is that the borrowed fund are not properly utilized as its effect on the gross domestic product is minimal thereby creating another problem of servicing this debt.Another pressing issue on domestic capital is its effect on per capita income.When domestic capital flees, it induces reduction in per capital income. The reduction in per capital income relatively decreases per capita income productivity. The scenario above creates macroeconomic puzzle for policymakers to solve as to how to contain domestic capital in the economy notwithstanding the level of competing real rates of return in developed and advanced financial markets.

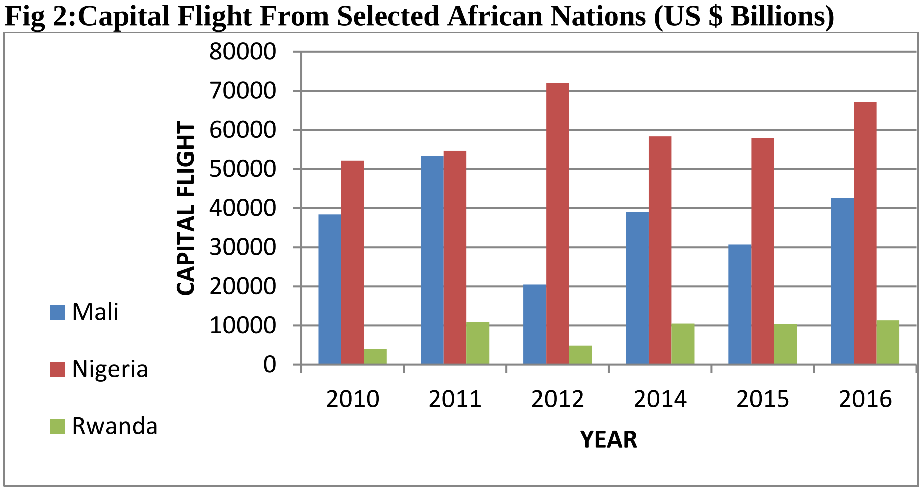
However, there is need to have better understanding and a vivid knowledge of this concept capital flight, with this fact, it is crucial to point the difference between capital flight and capital export.When investors from countries that are developed move their capital abroad, they are considered to be responding to investment opportunities which are regarded harmless to their domestic economy as those capital yield returns back to their home countries. On the other hand investors from developing countries are regarded to be escaping economic, social and political risk when they make investment abroad. The formal which is the legal movement of capital in search of investment opportunities abroad is regarded as capital outflow while the opposite can be attributed to be capital flight and its consequences are tremendous and unfavorable to any developing economy (Saheed, 2012).

Different scholars and researchers gave capital flight different attributions in line with the direction of their research taking into account the issues of capital flight measurement as will be discussed subsequently.Cuddington (1986) as sited by Adekule(2011) is of the view that capital flight is a short-term speculative outflow of capital from a country. This specifically means capital outflows used in the procurement of assets overseas plus net errors and omissions in the Balance of Payments of the country. This definition of Cuddington's can be regarded to be synonymous with the concept of "hot money flows." Schneider (2003) as sited by Olawale and Ifedayo (2015), the outflow of domestic capital to foreign countries as a result of economic and political uncertainties is referred to capital flight. This political unrest is associated with uncertainties involved with change of government regime or policies as designated by country's inconsistence, vulnerability and all aspect of small and significant alterations in the governmental circumstance of the country. Adekunle (2011) posited that capital flight is the outflow of money supposed to be invested in ones country to another in order to escape specific risk such as currency devaluation, anticipated depression, political crises, inflation etc.

Also Ajayi (2012) considers capital flight to be related to capital which is moved out of developing countries in search for better returns. Ndikumana and Boyce (2003) defined capital flight as domestic capital outflow excluding recorded investment abroad. Bakere (2006) defines capital flight as movement of capital from capital scare countries to higher wage areas. Considering the above definitions, it is paramount to identify that the major concept of capital flight surrounds unfavourable movement or outflow of capital that are supposed to be re-invested in the domestic economy abroad. In most cases especially the case of Nigeria, this capital find there route out of the domestic economy through illegal means thereby worsening the already existing scarcity of investible capital in the domestic economy (Taiwo, 2010). For the purpose of this research, capital flight will be defined as the outflow of domestic capital to foreign countries as a result of economic and political uncertainties. The predominance determinant of capital flight is mostly accredited to economic and non-economic factors. These factors are mostly drawn to impediments created primarily by deformities in macroeconomic policy of the domestic economy. These deformities reveal themselves mostly in fluctuating risk perception, financial sector restriction and suppression, exchange rate mismanagement, weak institutions, fiscal deficit, corruption, sluggish economic growth, rising taxes, etc(Hermes et al 2002;Ajayi, 2005).

Related empirical studies suggest that capital flight from Nigeria has a greater percentage when compared with other countries in Sub-Sahara African region. In other words capital flight from Nigeria is more severe than other countries in Africa. The study of Hermes and Lensik (1992) suggested that capital flight from Nigeria is about US$21 billion from 1976 to 1989; representing 60% of samples from six Sub-Sahara African countries. Also Ojo(1992) posited that the cumulating illegal outflow of capital from Nigeria within the period of 1975 to 1991 is about US$35.9 billion which from their sample of study is more than double the total of Cote devoir and Morocco. The figure below, is an indicator of the state of capital flight compared to Mali and Rewanda, from 2010 to 2016.

Fig 2:Capital Flight From Selected African Nations (US $ Billions)



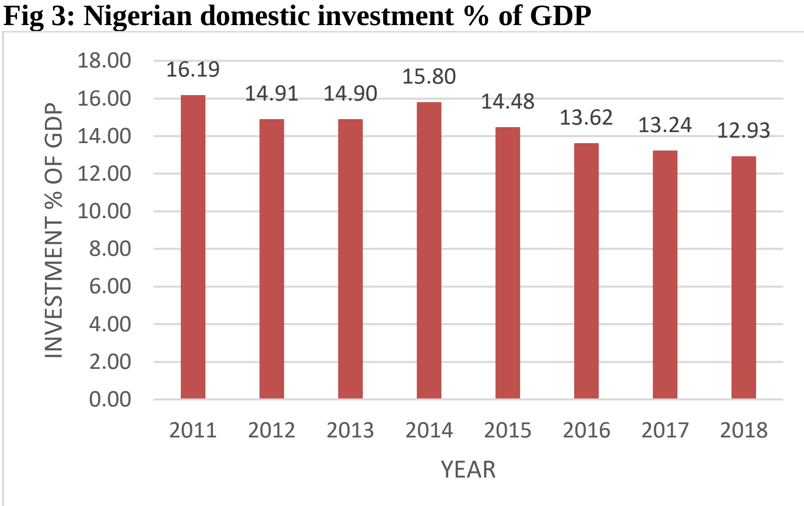
Source: World Bank Indicator (2016)

Fig 2; above illustrates the amount of capital flight from selected African countries, with Nigeria ranking highest with an average of about US$60,398 billion within 2010 to 2016. However, over the years, strategies have been employed to help ameliorate the issue of capital flight both locally and internationally. Some of the effort of United Nations on the fight against capital flight include; establishment of a Financial Action Task Force (FATF) which sets the standards for international actions against money laundering and terrorist financing, Global Forum On Transparency And Exchange of Information For Tax Purposes which works to establish clear standards for the sharing of tax-related information and the Extractive Industry Transparent Initiative (EITI) which works to enhance open and accountable management of natural resources, and other subsequent works of the world bank in many capital flight related areas (IMF, 2018).

In the Nigerian case, some of the efforts by Nigeria leaderships to curb capital flight and illicit financial flows over the decade include the establishment of the Economic and Financial Crime Commission by the Obasanjo regime. This effort was to dictate and prosecute finical crime offenders and help ensure sanity in financial related issues, introduction of a single windows trade platform in all of the country's ports of entry and ensuring company registration linking the Federal Inland Revenue Service (FIRS) to the Corporate Affairs Commission (CAC) website to be able to gain a proper monitory channel. Others include introduction of the Voluntary Assets and Income Declaration Scheme (VAIDS), a tax amnesty scheme for tax offenders; the Bank Verification Number (BVN) scheme; enactment of law granting independence to the National Financial Intelligence Unit against money laundering and related crimes. Also, the government in its bid to win the fight on capital flight went further to sign a multilateral convention treaty to implement measures in order to prevent base erosion and profit shifting as well as common reporting standard multilateral competent authority agreement to continue the convention on mutual assistance in tax and tax related matters. As part of the effort to check and recover illicit capital flow, the Nigerian government also hired a leading international asset tracking and investigation agency to trace illicit flows and assets from Nigeria to developed nations (Victor 2016).

However, despite the efforts of both international and local financial authorities in an attempt to eradicate capital flight from Nigeria, statistical outlook still indicates little or no success. CBN (2016) recorded a massive capital flight on an average of about US$32 billion within 2004 to 2007, US$47.4 billion from 2008 to 2010. It increased massively to an average of about $78.2 billion within 2011 and 2014. In 2015 and 2016, it recorded an illicit flow of about US$14.5 billion and US$ 9.3 billion respectively.The effect of these persistent escape of domestic capital on domestic investment can be highlighted in the figure below;

Fig 3: Nigerian domestic investment % of GDP



Source: World Bank Development Indicator (2016)

The figure above indicated that domestic investment as percentage of GDP was at 16.19% in 2011, declined to 14.91% and 14.90% in 2012 and 2013 respectively. It increased to 15.8% in 2014 and then decline to 14.48% and 13.62% in 2015 and 2016. The decline continued to 13.24% in 2017 and 12.93% in 2018.Though this poor performance can be attributed to so many factors, but inadequate domestic savings as a result of capital flight cannot be exonerated to have played a vital role. This pitiable performance of domestic investment and the persistent escape of capital from Nigeria despite numerous policy measures adopted by the federal government and financial authorities to ameliorate the situation is not desirable, and these facts dominated the motivation behind this study. On this premise, there is inherent need to do more empirical investigation by looking at some questionsnot yet investigated in the extant literature as related to the effect of capital flight to domestic investment. Specifically, this study will focus on estimating the impact of capital flight on domestic investment in Nigerian within the period of 1981 to 2017. Data for this analysis was sourced from the central bank of Nigeria statistical bulletin. The structural arrangement of the rest of the study is as follows; section 2 summarized the reviewed empirical literature while section 3 focused on the methodology. Section 4 will be dominated with result presentation and discussion of findings while section 5 focused on conclusion and policy recommendation.

2. Brief Review Of Empirical Literature

Although, empirical evidence showed that series of research works have been carried out on capital flight, but most of these studies focused on the determinants of capital flight, different measures of capital flight and also based on our knowledge, none of these studies have quantitatively investigated the impact capital flight could have on domestic investment.Cuddington (1986) used a portfolio adjustment model to study capital outflow for four countries namely; Uruguay, Venezuela, Mexico and Argentina which was considered to be among the major flight countries to ascertain the economic determinant of capital flight from the resident economy. The study suggested that factors such as foreign and domestic interest rate, inflation rate among others as key agents in determining capital flow. From the empirical result, Argentina and Uruguay lagged real exchange rate and lagged error of the model were correlated with capital flight, Mexico was found to have a highly correlation between lagged capital flight and overvaluation of the exchange rate joined with disbursement of public debt. Though, the result showed that the above findings are not statistically significant. The empirical result also showed that capital flight in Venezuela is mostly determined by overvaluation of exchange rate and foreign interest which are both statistically significant.

Another study that adopted the portfolio choice model is the study by Quan and zark (2001) that analyzed forty one (41) developing countries using a data that covers duration of 16 years. The study related capital flight and rate of return differential including risk aversion, financial risk, political risk and policy risk. The empirical result presented that above mentioned three risks have a significant impact on capital flight.Gachoki (2013) examined the impact of capital flight on private investment in Kenya. The study summarized the undermining effect of capital flight on private investment adopting ordinary least square method. It found out that capital flight has a negative effect on private investment while real interest rate, ratio of private credit to GDP, change in terms of trade and external debt have a significant effect private investment.Liew, Mansoramd& Puah (2016) carried out an empirical study on macroeconomic determinant of capital flight in Malaysia using ADF and ARDF approach. The findings of the study suggested that the variables FDI, external debt and stock market has a negative relationship with capital flight, whereas the findings indicated a positive relationship between capital flight and political risk.

Other literatures includes, Camara, and Williams (2017) that used autoregressive distributive lag (ARDL) techniques to carry out a study on the short run and long run determinants of capital flight in Ghana. The study showed a negative but significant relationship between capital flight and Ghana's real GDP growth whereas capital flight and lagged external debt is positively related. The study suggested that pro-growth policies and domestic borrowing should be encouraged. In the same accord, Lawal, Kazi, Adeoti, Osuma, Akinmulegun, Ilo,(2017) used the Autoregressive Distributed Lag (ARDL) model to examined the impact of capital flight and its determinants on the Nigerian economy. The study used capital flight, current account balance, foreign direct investments, foreign reserve, inflation rate, external debt, and the real gross domestic product as variables. In summary, the findings indicated that there is a negative relationship between capital flight and economic growth.

However, literatures on domestic investment focused primarily of the effect domestic investment has on economic growth and other macroeconomic variables effecting domestic investment without given a concise attention to the influence of capital flight on domestic investment.Oyedokun and Ajose (2018), investigated the impact of domestic investment on economic growth in Nigeria. The study used ARDL and ECM model after subjecting data source from CBN statistical bulletin to cointegrating test which indicated a long run relationship.. The study discovered a positive and statistically relationship between domestic investment and economic growth. Using granger causality test, the study suggested that domestic investment granger causes economic growth. Ajayi and Kolapo (2018) examined the sensitivity of domestic private investment to macroeconomic indicators in Nigeria from 1986 to 2015. The study used ARDL and Engle Granger Causality test to determine that private domestic investment is most sensitive to money supply, gross domestic product and exchange rate in Nigeria. The granger causality test revealed that money supply granger causes domestic investment.

From the literatures reviewed, it is evident that most literatures on capital flight focused more on its determinant and method of capital flight measurement while literatures on domestic investment focused on impact on economic growth. Thus this paper, therefore contributes to literature and filled this gap by investigating the impact of capital flight on domestic investment in Nigeria.

3. Methodology

The model of this research work shall be specified in a linear form and would range from general to specific modeling, in line with theory. This involves expressing the models in the mathematical form that will be used to ascertain the economic phenomenon empirically. In order to capture all our objectives, this study will employ the Auto Regressive Distributed Lag (ARDL) bounds testing approach with dynamic Error correction model (ECM).

This study seeks to determine the long run and short run effects of capital flight on domestic investment and economic growth in Nigeria from 1980-2017.

3.2 Model Specification

We start by expressing the functional form of the relationships amongst the variables, as follows:

INV= *f*(CAPF, EXTD, INF, CPS) - - - - - - - - - - - - - - e.3.1

Where;

INV is domestic investment;

CAPF is capital flight;

EXTD is external debt

INF is inflation rate

CPS is credit to private sector

Thus, we express e.3.1 in its mathematical form in e.3.2 then in econometric form by introducing an idiosyncratic error ε, and then take the natural log to linearize to e.3.3, such that:

$lnINV_t = \beta_1 lnCAPF_t + \beta_2 lnEXTD_t + \beta_3 lnINF_t + \beta_4 lnCPS_t$……………………………….e.3.2

$lnINV_t = \beta_1 lnCAPF_t + \beta_2 lnEXTD_t + \beta_3 lnINF_t + \beta_4 lnCPS_t + ln\varepsilon_t$………………………e.3.3

Therefore, the generalized form of the $ARDL(p, q)$ model for the objective is specified as follows:

$$lnINV_t = \psi_0 + \sum_{j=1}^{p} \beta_j lnINV_{t-j} + \sum_{i=0}^{q} \alpha_i lnCAPF_{t-i} + \sum_{k=0}^{q} \gamma_k lnEXTD_{t-k} + \sum_{m=0}^{q} \varphi_m lnINF_{t-m} + \sum_{n=0}^{q} \emptyset_n lnCPS_{t-n} + ln\varepsilon_t \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots.. e.3.4$$

As $j = 1,2, \dots, p and i, k, m, n = (0,1,2, \dots, q)$

Where ψ_0 is the constant and $\beta_j, \alpha_i, \gamma_k, \varphi_m, \emptyset_n$, are the parameters to be estimated and ε_t is the white noise error term.

To perform the bounds test for co-integration, the conditional $ARDL(p, q)$ model is specified thus:

We have the generalized form of the $ARDL(p, q)$ model specified as follows:

$$\Delta lnINV_t = \sigma lnINV_{t-1} + \delta lnCAPF_{t-1} + \theta lnEXTD_{t-1} + \Omega lnINF_{t-1} + \Psi lnCPS_{t-1} + \sum_{j=1}^{p} \beta_j ln\Delta INV_{t-j} + \sum_{i=0}^{q} \alpha_i ln\Delta CAPF_{t-i} + \sum_{k=0}^{q} \gamma_k ln\Delta EXTD_{t-k} + \sum_{m=0}^{q} \varphi_m ln\Delta INF_{t-m} + \sum_{n=0}^{q} \emptyset_n ln\Delta CPS_{t-n} + ln\varepsilon_t \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots . e.3.5$$

The hypotheses for the bounds-test are that the coefficients of the long-run equations are all equal to zero against the alternative that they are not, as stated below:

$$H_o: \beta_j = \alpha_i = \gamma_k = \varphi_m = \emptyset_n = 0$$
$$H_1: \beta_j \neq \alpha_i \neq \gamma_k \neq \varphi_m \neq \emptyset_n \neq 0$$

The shortrun model of $ARDL(p, q)$ is specified if and only if, we are unable to reject the null hypothesis (i.e. there is no cointegration), as stated below:

$$\Delta lnINV_t = \psi_0 + \sum_{j=1}^{p} \beta_j ln\Delta INV_{t-j} + \sum_{i=0}^{q} \alpha_i ln\Delta CAPF_{t-i} + \sum_{k=0}^{q} \gamma_k ln\Delta EXTD_{t-k} + \sum_{m=0}^{q} \varphi_m ln\Delta INF_{t-m} + \sum_{n=0}^{q} \emptyset_n ln\Delta CPS_{t-n} + ln\varepsilon_t \ldots\ldots\ldots\ldots\ldots\ldots\ldots . e.3.6$$

We can then specify both the short run and long run model which is the error correction model (ECM) if we are able to reject the null hypothesis (i.e., there is co-integration). The error correction model (ECM) representation is specified as:

$$\Delta lnINV_t = \Phi ECT_{t-1} + \sum_{j=1}^{p} \beta_j ln\Delta INV_{t-j} + \sum_{i=0}^{q} \alpha_i ln\Delta CAPF_{t-i} + \sum_{k=0}^{q} \gamma_k ln\Delta EXTD_{t-k} + \sum_{m=0}^{q} \varphi_m ln\Delta INF_{t-m} + \sum_{n=0}^{q} \emptyset_n ln\Delta CPS_{t-n} + ln\varepsilon_t \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots e.3.7$$

Where $\Delta$is the first difference operator; Φ is the speed of adjustment parameter with a negative sign, to show that there is a convergence in the long-run.

In general, the outcome of the bounds-test indicates whether or not there exist long run relationships among variables in the model. This dynamic error correction model (ECM) is derived from ARDL model through a simple linear transformation. That is, the ECM integrates the short-run dynamics represented by $\sigma, \delta, \theta, \Omega,$ and Ψ with the long-run equilibrium without losing the long-run information represented with; $\beta_j, \alpha_i, \gamma_k, \varphi_m, and \emptyset_n$. And p is the maximum lag order of the dependent variable while q is the maximum lag length of the explanatory variables.

3.4 Justification of the Model

This study employed autoregressive distributed lag (ARDL) model because of its dynamism, that is, ARDL model is a model containing the lagged value(s) of the dependent variable, the current and lagged values of regressors or explanatory variables unlike static models. ARDL model uses a combination of endogenous and exogenous variables, unlike a VAR model that's strictly designed for endogenous variables. And the study is interested on the behavior of our endogenous variables given the exogenous variables.

ARDL model is a good alternative when Engle and Granger or the two step procedure breaks down. That is, in time-series analysis, the error term usually suffers from the problem of autocorrelation because the series tends to co-move and there is a possibility of endogeneity. These problems of static model stated above will render the Engle and Granger or two-step procedure impotent or ineffective and by this, Auto Regressive Distributed Lag (ARDL) model will be employed to simultaneously account for long-run and short run relationship.

This model can also be applied when the variables are of a different order of integration (Pesaran and Shin 1998). In other words, independent variables could be integrated at order zero, order one, a combination of orders thereof or mutually cointegrated and avoid problems such as spurious relationship resulting from non-stationary of time series data. ARDL model is relatively more efficient in the case of small finite sample data sizes, by employing the ARDL technique; unbiased long-run estimates are obtained. In ARDL model, the lag length for $p, q,$ may not necessarily be the same, unlike VAR model which must be of equal lag length. With error correction model (ECM) there will not be problems of spurious regression because all the variables that enters the model are stationary and ECM captures both the short run and long run relationship.
This model is appropriate in capturing all the objectives of this study given the principle of parsimony which suggests that we would keep our regression model as simple as possible in as much as we can explain our dependent variable substantially. In general, employing other sophisticated model will negate the principle of parsimony which we have just stated.

3.5 PRE-Estimation Test

3.5.1 Unit Root Test

According to Gugarati (2009) a stochastic process or time series is said to be weakly stationary if its first and second moments (i.e. mean and variance) are constant over time and the value of the covariance between the two time periods depend only on the distance or gap or lag between the two time periods and not the actual time at which the covariance was computed thus;
$E(Yt) = \mu;$

$$Var(Y_t) = E(Y_t - \mu)^2 = \delta^2;$$

$$Covariance: Y_k = Cov[(Y_k)(Y_{t-k} - \mu)] = E[(Y_t - \mu)(Y_{t-k} - \mu)]$$

Technically, a stochastic process or time series is said to be stationary, if the above conditions hold. That is to say, the series must be time invariant or mean reverting. We will employ Augmented Dickey Fuller (ADF) which follows tau-statistic distribution (~) to test for unit-root because of its lag augmentation process. The tests are conducted for each of the time series variables. A variable is stationary if the absolute ADF value (|τ|) is greater than any of the absolute Mackinnon tau critical values or if the p-value is less than 5%.

3.6 Diagnostic Test

3.6.1 Normality Test

This test is used to check if the residuals or error term follow a normal distribution. The normality test used in this study is the Jacque-Bera normality test$JB = n\left[\frac{s^2}{6} + \frac{(k-3)^2}{24}\right]$. Where s = Skewness which approaches zero (0); k = Kurtosis which approaches three (3); n= Sample size (Number of observations); JB= Jarque-Bera.

3.6.2 Autocorrelation Test

This is used to test whether the error term is serially correlated in the regressions i.e. to test whether the errors corresponding to different observations are uncorrelated. The Durbin Watson test will be used to check for the presence of autocorrelation while if any is found, it will be corrected using the NEWEY WEST HAC TEST.

3.6.2 Heteroscedasticity Test

This test is used to verify the constancy of the variance of the error term between different time series observation of the same variable in the regression model (i.e. equal variance of error term). The White General Heteroscedasticity test which follows the chi-square distribution is adopted for this test: $n.R^2 \sim \mathcal{X}^2 df \quad df = k - 1$. Where $R^2$is gotten from the auxiliary regression.

4. Results And Discussion Of Findings

Table 4.1: Result of Augmented Dickey-Fuller unit root test of the variables

	Level Form			First Difference			
Variables	*5% critical value*	*ADF test statistics*	*p-values*	*5% critical value*	*ADF test statistics*	*p-values*	*Order of integration*
CAPF	-3.067670	-3.957110	0.0393	-2.967767	-4.122274	0.0359	I(1)
EXTD	-2.951125	-2.085071	0.2516	-2.951125	-3.348964	0.0203	I(1)
INF	-2.948404	-3.251008	0.0253	-	-	-	I(0)
CPS	-3.276263	-5.030701	0.0326	-	-	-	I(0)
INV	-2.945842	-0.492972	0.8811	-2.948404	-4.347939	0.0015	I(1)
MS	-2.976263	4.030714	1.0000	-	-	-	I(0)

Source: Eviews 9 Output Result of Augmented Dickey-Fuller unit root test of the variables

Hypothesis Testing

H0: δ =0(the variables are non-stationary)

Decision Rule: reject H0 if the absolute value of ADF cal. > ADF tab.

The result of the Augmented Dickey-Fuller unit root test for the variables as indicated at the table above showed that inflation rate, capital to private sector and money supply are stationary at level with their ADF value greater than there critical value at 5%. Capital flight, external debt, gross domestic product and domestic investment got stationary after first difference and are regarded to be integrated of order one.

Table 4.2: Result of bound test (cointegration of the variables) for the objective.
Null hypothesis: No long run relationship exists

F-statistic	5.499347		
	Critical Value Bounds		
Significance	**|0 Bound**	**|1 Bound**	**Decision**
10%	2.45	3.52	*Cointegrated*
5%	2.86	4.01	*Cointegrated*
2.5%	3.25	4.49	*Cointegrated*
1%	3.74	5.06	*Cointegrated*

Source: Eviews 9 Output for the Result of bound test (cointegration of the variables)

The result of bound test presented in table 4.4 shows that the value of F-statistic lies above the upper bound value of Pesaran test statistic. This is an indication that the null hypothesis that there is no long run association among the variables in the model is to be rejected. Therefore, there exists long run relationship among the variables in the model.

4.2 Result of Model Estimation

For the objective of this study which investigated the impact of capital flight on domestic investment in Nigeria, the Autoregressive Distributed Lag model was used as specified and the analysis carried in this section. This study is focused on the long-run and short-run relationships between capital flight and domestic investment in Nigeria, and between domestic investment and other control variables such external debt, inflation rate and capital to private sector.To validate the effectiveness of calculated parameters of the variables, the study employed exact (true) level of significance (p-value) approach in testing the research hypotheses. This implies that any estimated coefficient with corresponding p-value less than or equal to (< or =) 0.05 is considered statistically significantly different from zero. The conclusion shall therefore be that effect of the independent variable on the dependent variable cannot be ignored in the study. The table below is the result of the ARDL cointegration and long-run form.

Table 4.3: Result of ARDLCointegration and Long-run
Dependent Variable: INV

Cointegrating Form

Variable	Coefficient	Std. Error	t-Statistic	Prob.
DLOG(CAF)	-0.028139	0.011132	-2.527720	0.0176
DLOG(MS)	0.595381	0.159677	3.728657	0.0009
DLOG(CPS)	0.390103	0.128862	3.027292	0.0054
DLOG(EXTD)	-0.004149	0.016075	-0.258104	0.7983
D(INF)	-0.002373	0.000956	-2.481829	0.0196
CointEq(-1)	-0.501971	0.106747	-4.702439	0.0001

Cointeq = LOG(INV) - (0.0561*LOG(CAF) + 0.0839*LOG(MS) + 0.7771
*LOG(CPS) -0.0083*LOG(EXTD) -0.0047*INF + 0.0190)

Long Run Coefficients

Variable	Coefficient	Std. Error	t-Statistic	Prob.
LOG(CAF)	-0.056058	0.022252	-2.519189	0.0180
LOG(MS)	0.183937	0.268852	2.312203	0.0073
LOG(CPS)	0.777143	0.246304	3.155223	0.0039
LOG(EXTD)	-0.008265	0.031667	-0.261002	0.7961
INF	-0.004727	0.002243	-2.107256	0.0445
C	0.018994	0.179952	0.105550	0.9167

Source: Authors' computation from Eview 9

4.3 Interpretation of Long-run and Short-run Results.

Table 4.5 shows the regression results for the cointegrating and long run coefficient for the first objective of this analysis. The coefficient of capital flight (CAPF) in the short run is -0.028139, -and -0.056058 in the long run with p-values of0.0176and 0.0180respectively. This result shows a negative relationship between capital flight and domestic investment in both the short run and long run, indicating that in the short run, a percentage increase in capital flight will reduce domestic investment by 2% and by 1% in the long run. The p-values for the coefficients in short run and long run are lesser than the conventional 5% statistical level of significance indicating that the results are statistically significant. This result agrees with the findings of Gachoki (2013) that examined capital flight on private domestic investment in Kenya which indicated a negative but statistically significant relationship between capital flight and private domestic investment in Kenya.

Money supply has a coefficient of 0.595381 in the short run, and 0.183937 in the long run. This indicates a positive relationship between money supply and domestic investment, the result implies that a one percent increase in money supply will increase domestic investment by 59% in the short run and 18% in

the long run. The p-value values for these coefficients (0.0009 and, 0.0073) respectively, indicates that the results are statistically significant at 5% level. The result for inflation rate indicated that at the short run, inflation rate has a coefficient of -0.002373, with a p-value of 0.0196 in the short run, and a coefficient of -0.004727 and a p-value of 0.0445 in the long run. This implies that in the short run, 1% increase in inflation rate will decrease domestic investment by 0.2% in the short run and 0.4% in the long run. The p-value for both short run and long run coefficient indicates that he results are statistically significant at 5%. This conforms to the study of Ajayi and Kolapo (2018) on domestic private investment and macroeconomic indicators.
However, capital to private sector (CPS) has a coefficient of 0.390103 in the short run, 0.777143 in the long run with p-values of 0.0054 and 0.0039 respectively, indicating that the result is statistically significant in the short and long run. External debt has a coefficient of -0.004149 in the short run, and -0.008265 in the long run. The p-values are0.79883 in the long run, 0.7761 in the short run. This indicates that in in the long run and short run, the coefficients were negative but statistically insignificant.
The cointegrating equation is negative with an associate coefficient of -0.501971, which indicates that about 50% of any movement into disequilibrium is corrected for within one period. Given a p-value of 0.0001, this indicates that the coefficient is highly significant.

4.3Post estimation test result.

4.3.1 Breusch-Godfrey Serial Correlation LM Test

This test employed the Breusch-Godfrey Serial Correlation LM Test to examine the tendency of serial correlation in the error term. The result is presented below

Table 4.4: Breusch-Godfrey Serial Correlation LM Test

Breusch-Godfrey Serial Correlation LM Test:

F-statistic	0.199363	Prob. F(2,18)	0.4602
Obs*R-squared	0.20663	Prob. Chi-Square(2)	0.3105

HYPOTHESIS:

H0: $\mu_{1,} = \mu_2 = \mu_3 \neq \cdots \mu_p \neq 0$

Decision Rule: Reject H0 if the Fcal<Ftab, otherwise, do not reject. Or reject H0 is the P-value is greater than 0.05.

The result presented above shows that the probability of the F-statistics which 0.4602 is greater than 0.05(5%). Also, the observations times R-squared (0.20662) is less than the chi-square P-value (0.3105). Hence, we reject the H0 and conclude that the model has no serial correlation.

4.3.2 Heteroscedasticity Test

To show the consistencies in the error term from one period to another entails us to conduct the heteroscedasticity test. TheBreusch-Pagan-Godfrey heteroscedasticity test will be used to carry out this test. The result is shown in the table below. The null hypothesis is that the error term is homoscedastic.

Table 4.5: Heteroscedasticity result

Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	0.127291	Prob. F(13,20)	0.0023
Obs*R-squared	14.76774	Prob. Chi-Square(13)	0.2248
Scaled explained SS	8.93695	Prob. Chi-Square(13)	1.1251

Source: Eviews 9 Output for Heteroscedasticity Test

HYPOTHESIS:

H0: $\sigma_1 = \sigma_2 = \sigma_3 \neq \cdots \sigma_p = \theta$ (Homoscedastic)
Decision Rule: Reject H0 if the Fcal<Ftab, otherwise, do not reject. Or reject H0 is the P-value is greater than 0.05.
From the result presented above, shows that the probability value of the Obs*R-square (0.2248) is greater than 0.05, this implies that the variance of the error term is constant. In that, we do not reject the null hypothesis of homoscedasticity and we conclude that the error term is constant overtime.

4.3.3 Specification Error Test

The Ramsey regression equation specification error test (RESET) test is a general specification test for the linear regression model. It tests whether non-linear combinations of the fitted values help explain the response variables. The null hypothesis of this test is that the model is correctly specified.

Table 4.6: Ramsey RESET Test

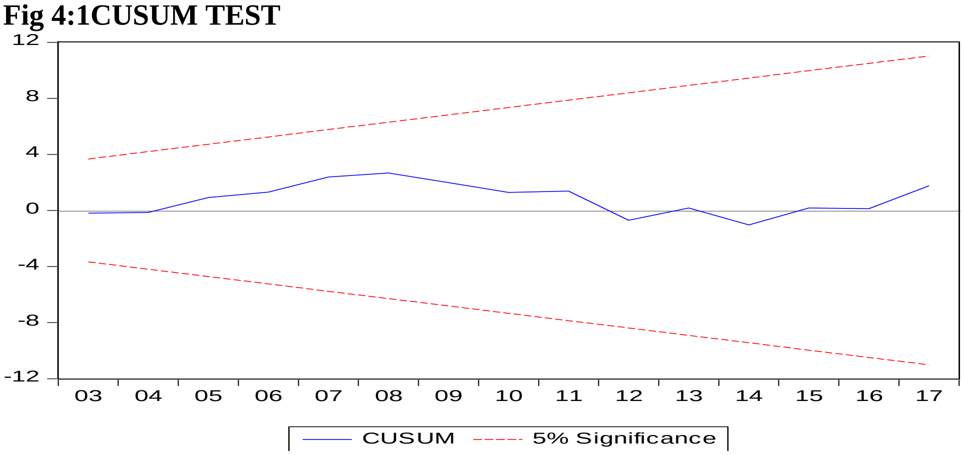
Ramsey RESET Test

	Value	Df	Probability
t-statistic	1.309592	19	0.2404
F-statistic	1.57259	(1, 19)	0.2404

4.3.4 Diagnostic Test

Stability of the short run model was tested using CUSUM test. The idea behind this test is to reject the hypothesis of model stability if the blue line lies significantly outside the dotted red lines otherwise, the model is said to be stable. The null hypothesis for the test is that the model is not stable. The result of this test is presented in figure below;

Fig 4:1CUSUM TEST



The CUSUM test result above showed that the blue line lies significantly inside the dotted red line, thus we reject the null hypothesis and accept the alternative which implies that the model is stable.

5. Conclusion And Policy Recommendation

The issue of capital flight has been a recurrent point of deliberation and has attracted the attention of many scholars, policy analyst and successive government. This can be attributed to the adverse effect of capital flight on sustainable economic growth as it have limited the progress of different sector of the economy. The findings of this study have improved our understanding of the impact of capital flight on domestic investment. It therefore concludes that there exist a negative relationship between capital flight and domestic investment. This may be attributed to the fact that more capital flight drains a country's capital level whose investors depend to get finances for investment. Thus as more capital is lost, less is left in a country for the investors to use for investment leading to private investment decline.According to Gachoki (2013), other indicators such as inflation rate and external debt significantly affects domestic investment and gross domestic product. Inflation and external debt is found to have an inverse relationship. This shows that as the inflation rate and external debt were increasing the corresponding values of domestic investment were declining. Other variables such as money supply and capital to private sector exhibits positive relationship with domestic investment and gross domestic product. With reference to this findings, the follow policy direction is recommended.

Firstly, macroeconomic stability should be the focus of economic reforms, together with elimination of structural distortion and enhancement of a more favorable investment environment to boost domestic production capacity. This can be achieved by adopting anti-inflationary policies like non – expansionary monetary and fiscal policies. This recommendation is based on inflation rate coefficient estimated which is negative and statistically significant.Secondly, Strategic measures should be adopted in terms of foreign direct investment inflow management to avoid possible leakages of such capital inflow out of the economy as capital flight. The study therefore recommends the use of appropriate policy measures that will stimulates availability of more capital for investment, since increase in capital to private sector and money supply is mostly likely going to increase domestic investment as the estimated coefficient indicated.

Finally, government should strengthen anti-graft agencies to improve their effort in tackling laundering of public fund. This is to ensure that all the channel through which public office holders launder money abroad are stopped. In addition, international anti-corruption law should be implemented to reduce the quantum of launder money. An enabling financial and macroeconomic environment that would minimize domestic economic uncertainty, reverse capital flight and attract foreign direct investment should also be created.

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Alapaaic Philosphy In Emmy Idegu's "Tough Man" And "Omodoko"- Nigeria In Search For A Redeemer

By

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Abstract

This paper attempts to address two of Nigeria's foremost problems- Purposeful leadership and Effective followership. With the use of *Content Analysis* as its method, this research deconstruct Emmy Idegu's *Tough Man* and *Omodoko* with the intention of projecting the *Alapaaic* philosophy upheld by the protagonists in these plays as a solution to Nigeria's problems.

Keywords: Alapaaic philosophy, Purposeful Leadership, Effective Followership

Introduction

The territory called Nigeria is the brain child of the 1914 British amalgamation of the Northern and Southern Protectorates handed over to her following the 1884 Berlin conference. Nigeria lies over 923,768km and occupied by hundreds of differing tribes and religionwhich has made peaceful cohabitation almost impossible.The fear of dominance amongst tribes, corruption, religious fanaticism, greed, bad governance and followership to mention a few has made the Nigerian nation unworkable!
Although, theatre scholars, media practitioners and citizens have on several occasions tried to marshal out solutions to the lingering problems destroying the nation, these efforts has achieved little as the wanton destruction of lives and property through the menace of the activities recent Boko Haram/Fulani herdsmenpersist till today. Therefore, it is imperative to discuss the possibility of remaining as a single entity. According to the Human Right Watch (2008),

> …in 2008, atleast one thousand two hundred (1200) Nigerian citizens were killed and nearly two hundred thousand (200,000) displaced, these deaths were attributed to the menace of Boko Haram alone. In the year 2018 alone, old age communal disputes led to the death of one thousand six hundred (1600) more citizens while displacing about three hundred thousand from their homestead. (par2-3)

These figures go a long way to show the amount of lives lost in a situation where there is instability, distrust and greed. In the same vein, Damilare Osunleke (2017), Iredia Uyi (2017) and Kunle Olasupe (2017) all agreed that the problem of Nigeria is deep rooted. While Osunleke (par2) blames the British for juxtaposing large swathes of land inhabited by hundreds of tribes with multiple religious affiliations, many of who, have few things in common, Uyi (2017)ascribes the problem to 'Visionless Leadership- they loot, they lie, they laze and lift up dirty hands in prayer to Jesus or Allah (par 1). Their religious faith means nothing when it comes to their selfish ends'. Perhaps Olasope (2017) is correct with his assertion that our diversity calls for a more diversified system of government where each region develop at her own pace with reference to the central government for national issues. To him '… a government that strives to be effective cannot achieve anything in a warped structure' (par 1).
A good example of a diversified nation is the United States of America (USA) which has about 50 states each operating her government in areas like security, education and legislation only referring to the 'White House' only in crucial matters. Olasope (2017) stance to which I concur would limit the wanton waste of resources used in government; it would lessen the greed exhibited by most Nigerian politicians towards federal positions and appointment and limit the fear of minority tribes or dominance of the so called major ethnic groups thereby promoting a peaceful cohabitation among the states.

Every citizen of a country has individual rights and in turn each country demands that her people be patriotic. Patriotism is what makes America stand out from other European countries. The slogan 'American First' is ingrained into the hearts of her citizen from kindergarten in the form of books, cartoons and songs. Citizenship is more than just being a member of a nation as an indigene or by naturalization but like Martins Ayegba (2011) says, 'citizenship includes an allegiance to a state, and this is what qualifies the individual to enjoy certain rights by the state' (p79). In the same vein, Meer S. and C (2011) expresses that:

> Citizenship is about belonging to a group or community and about the rights and responsibilities associated with such membership. In addition to being about a status, that confers rights and obligations, whereby people are able to participate in shaping their societies. It implies not only rights and responsibilities, but also interaction and influence within the community. (qtd. in Ayegba 80).

Due to the instability in the country, the Nigerian ex-president Goodluck Ebele Jonathan called for a National Conference to deliberate on all challenges in the country ranging from fiscal federalism, creation of states, revenue allocation even the herdsmen and farmers crises. According Festus Owete (2014), after five months of thorough deliberations, some of the recommendation from the Conference include a call for 'Restructuring of revenue allocation and rotation of presidency along the three major ethnic group, creation of new states, part time legislators and a host of others' (par2-6). Unfortunately, these recommendations were never signed into law. Perhaps if they were put into practice, the death toll which has characterized living in Nigeria will be nonexistent.

The Alapaaic Philosophy

The home of Igala people is situated on the Eastern side of the river Niger and Benue confluence. They are the major ethnic group in present Kogi state. As Africans they belong to the Kwa subgroups of the Niger Congo language family. History holds that the Igala nation defeated the Benin-kingdom in a fierce battle in the 1660s through the brave and voluntary sacrifice of Inikpi "Omo ata n'efudo" (an Igala legend who offered her life to win the war) and her historical defeat of the Aku-uka army of the Jukun nation through another selfless sacrifice of the Attah's priced daughter (Omodoko) and her independence as a sovereign Nation. It is perhaps from these experiences the Alapaaic philosophy of the Igalas originates.

Alapain Igala means "the Blacksmith Iron that dares the fire". It is a nickname given to Dr. Steven Makoji Achema (1947-1999) who is the hero in the play *Tough Man.* According to Kogi Vision (15), Dr. Achema, starting from being a president of the Igala youths stealthily rose to be a spokesman for the entire Igala nation. Amongst his achievements are: the abolition of taxation of women by the then Kwara state government, the creation of thirteen (13) community secondary schools, countless jobs given to Igala indigenes and a host of other works. Throughout his political career he faced a lot of challenges and affronts from political bigwigs but this did not deter him from realizing his dream of putting Igala land into limelight. It is fact that Dr. Achema was the 'Awolowo' of Igala land.

Princess Omodoko, the heroine of the second play *Omodoko* willing offered herself to be sacrificed alongside slaves for her people (the Igalas) to be saved from the Jukun warriors. Unlike the legend Inikpi, Omodoko's sacrifice was not compulsory but she (Omodoko) was ready to die that her people may live. To Omale Monday(par 3) mentions that Princess Omodoko and Dr. Achema as examples of true patriotism. The duo characters -Dr. Achema and Princess Omodoko reflect strength, strong love (patriotism) for their people.

Every tribe has its own beliefs and traditions and as mentioned earlier, there are similarities in the virtues help by most ethnic groups.This philosophy promotes oneness and together, it envisages a society where people defend truth. A society filled with citizens ready to fight for the preservation of their fatherland: a patriotic nation. The Alapaaic Philosophy can be seen in almost every tribe in Nigeria, this can be seen in the plays: *Oba Ovanramwen* by Ola Rotimi, *Morountodun* by Femi Osofisan, *Dragon Funeral* by Emeka Nwabueze, *Hopes of the Living Dead* by Ola Rotimi and Inikpi (Saviour of the Igala people). These plays show the relentless struggle and victory of the people under a selfless leader to preserve and maintain their oneness.

Nigerians can emulate this philosophy but like in these plays, it starts with us seeing our similarities and defending it. It takes an individual whose charisma endears others to him, a natural leader not one forced on the people. A selfless leader like Oba Ovanramwen who gave up his pride has a king and is subjected to exile for the good of the Bini people, Morountodun: who ones a dictator becomes a motivational leader successfully ending the Agbekoya farmers crisis with the government, Adaugo's resilient struggle against the taxation of women in the famous Aba Women's Riot in1929, and Harcourt Whyte who though a leper was able to organize the colonial government and win a permanent place for other lepers within the present day Port-Harcourt.

The beauty of these plays lie in the fact that they are based on real life stories in Nigeria history which is a pointer that through the growth, self-dependence and oneness is achievable if we all use the Alapaaic Philosophy as our guiding principle.

The other angle of the Alapaaic philosophy borders on good followership which Nigerians lack. A look at the play "Colour of Rusting Gold" show how Nigerians bamboozle their leaders with praises when it is obvious they are not performing. The philosophy encourages citizens to always stand for the truth and avoid bootlicking of inscrutable politicians who feed on the people like termites feed on their predators. It advocates that citizens should protect all that is good and use the powers given to them through the ballot papers to ensure that they put in the right people.

Good followership like that of Harcourt Whyte in *Hopes of the Living Dead*help to sustain a government. Nigerians should be ready to put to use their resources for the development of their environment. We should stop over-reliance on government funds and create means of developing our societies.

The Igala Worldview

The Igala is used both in reference to the people and the language. While Igala land rfer to the geographical sphere in which the people is domiciled. There are some ethnic groups associated with them which includes: Bassa (Nge and Komo), Ebira Koto and to some extent Igbo. According to Egwuda (qtd.in Alidu 24) "The Igala people occupy Kogi East of Kogi state, parts of Edo, Anambra, Enugu, Delta and Benue states. The Igala people have had long contact with other ethnic groups like Edo, Jukun, Nupe, Ebira, Igbo, Idoma and Yoruba. However, like Boston says "Amongst those external links, the connection with the Yoruba is the oldest and most significant" (qtd.in Alidu)

The language is classified by the University of Lagos Research Institute as a pro-Yoroboid group in the main Kwa group. As a way of identification, the Igala have unique facial marks found on their cheeks just as it is the case with many ethnic groups across the world.

The worldview ofpeople is the sum total of the ritual and secular lives of the people. In Igala land, nothing happens without spiritual involvement. To the ordinary Igala each aspect of life is controlled by a particular spirit. In turn, each spirit is controlled by the supreme God who then controls the living.The Igala conceptualizes three lives: life before birth, life from birth to adulthood and life after death. To Madu (qtd.in Alidu 32)

> The child at its pre and pro natal life, his life as an adult or elder and his life as an ancestor because there are spirits around us, the Igala upholds the tenacity of what to do and what not to do. Amongst these beliefs are respect for the elderly, cordial and mutual relationships with one another, love for each other and unity (Udama) and a godly living.

In this regards, Egwuda declares: The Igala believe that whichever way one lives, whatever one does and whatever achievements or failures one encounters on earth is ordered (qtd.in Alidu 26). This means that before one is born on earth, one's life has been plotted and arranged by one's creator according to one's choice. While some may choose to be rich, others go for peace, affluence, greatness etc some others choose to live the life of anarchy, crisis, stagnation, poverty, obscurity and other negative lifestyles.

Objectives of the Study

The following are the objectives of this research

1. To advocate for patriotism in the Nigerian Citizen
2. To project the Alapaaic Philosophy of the Igala nation- which stands for astuteness in Leadership and Followership
3. To analyze the Plays *Tough Man* and *Omodoko*with the aim of showcasing the benefits of patriotism in a nation.

Tough Man

The play *Tough Man* was written by the author to celebrate an Igalan patriot "Dr. Achema" who allegedly was sent to an early grave by his detractors. Dr. Achema characterized in the play as Achema is dead and has joined his ancestors: Inikpi and Ame and is received with great ovation for his contributions to the Igala land. However, the play takes a sharp turn to the earth where there is great grieving for a man who has supported and promoted the spirit of collectivism through his generosity and kind disposition to the development of the people: the people has lost their hero.

The author brings to mind the African belief of the connection between the land of the living and dead as it is said in the book: Let us look down and see how the people are coping without you. Thus, there is an image of the dead looking down at the living as they handle the affairs of the world. This is in line in the world view of the Igala man of the Ef'ile (Land of the living), Efoj'egwu (Land of the dead) and Odoba Oga'gwu- Ojo Chamachaala (The highest realm). To him, there is an endless relationship amongst these three worlds as the trio: Inikpi, Ame and Achema are seen discussing Ef'ile in Efoj'egwu.

Down in the land of the living there is great mourning on one side, as the people especially the poor eulogizes the deeds of Achema and on the other side, great jubilation in the camp of his detractors and killers. As Achema laments (21) "…how can one explain a situation where an individual lived all his life in service of his people only for the same people to appreciate his efforts by cutting his dream short abruptly…"

This show of exasperation by Achema is shared by our nationalists who fought for the independence of the nation with their pen and blood and who now watch in agony as their struggle lie in waste just as Ame (23) laments "…here we are, the three of us showing the same bitter pill of ingratitude, betrayal, back-stabbing and sudden arrival of where we are now. Achema symbolizes what every Nigerian should promote: Justice, togetherness, honesty, peace and progress".

The author employs a powerful use of imagery as he describes the dead ones as looking down to the earth to view her happenings. He also symbolically uses the cap, staff, throne and shoes which the detractors struggle to fit in, to symbolize charismatic authority. The contestants for the throne and their dialogues might also be seen in the characters of Nigerian politicians today. The image of the youth wearing the symbol of authority espouses the author's belief in the Nigerian youths and a strong disapproval for the recycling of old politicians. It is said: the youths are the future of a nation and a nation who plans to succeed should invest heavily in developing and educating the youths with the requisite skill of leadership for good governance.

Another issue raised in the play, is the interplay of Christianity over African Traditional Religion (ATR). Idegu presents to us the views held by some quarters over the power of our inherited religion to protect us from evil. In the play we seen one of the mourners lamenting that Achema would have been saved if he had dealt with his detractors through the ATR. However, using the words of the first youth (33) "…he is not dead for a man dies when the ideas he stood for, the ideals he fought for are buried with him". This is the belief of the author and Christians as well for Achema though dead, can live in the lives of the people he touched while on earth just as Jesus Christ did. He only dies when we abandon his ways in pursuance of the wrong things that lead to eternal destruction. Idegu through these words encourages us to keep alive the dream of our nationalist, a dream of a prosperous and united nation.

The collective view in (59) by the trio: Inikpi, Ame and Achema in "Letting the people solve their problems" goes to show the influence human beings have over their affairs. The people must be ready to recognize their problems and seek inwards on ways to solve them. The author decries the Nigerian show of religiosity which does not exit the boundaries of the praying ground. To him, we are the cause of our problems so we should solve it without relying on supernatural powers. Hear him: Every leader is a product of the society which produced him (59).Therefore, if the leaders of Nigeria are bad, it is because the people of Nigeria are bad too.

Making use of the Bretch's alienation effect, Idegu employs music and dance as a way of keeping the emotions of the readers "in check" so as not to influence good thinking. This could also stand as a way of encouraging Nigerians to be devoid any show of sentiments towards a particular group and treat evil just the way it is.

Omodoko

The play as aforementioned is an account of the struggle for liberation of the Igala people from the Aku-Uka (king of the Jukuns). The whole play can be captured with statement of Ata (7-8)

> …remember what the duck does when a hawk tries to pick one of her ducklings? Ohiomogbolo: she lies flat on the floorsaying, take your choice, take your choice and leave the others for me. Ata: contrary to what the hen does in a similar situation. The hen fights the hawk, crying out loud for help till she forces the intruder away. I am the proverbial hen.

This significant speech by the Ata marks the beginning of the struggle of the Igalas towards their liberation from the Jukuns. The Igalas for a long time has faced untold hardship at the hands of their neighbours. They were robbed, carried off as slaves during raids and forced to pay tributes to the king of the Jukuns. Thus, it took the courage of one man: the Attah characterized as Ata in the play to start a revolution. Here, revolution is employed in the right way as against the numerous violent out break across the country today. It was a fight for justice and truth, one that was to bring peace at the end. Unlike some demonstrations in Nigeria which begin for selfish reasons.

The Ata as portrayed in the play is a selfless leader, one who agreed to give up his beloved daughter "Omodoko" for the benefit of peace for his people. These traits endeared him to them as they rallied round him to fight with all their might. As the Ata says in his victory speech (67-68) "…with our tears, sweat and blood we have today liberated ourselves from Aku Uka". The Ata ascribes the victory as one won by all for all. This is unlike the ignorant remarks by some politicians who fail to realize that their achievement was made possible by the people who stood by them and provided the resources to which they triumphed. This statement shows the essence of carrying the people along in matters of nation building. For when an individual identify with a struggle, he sees it as his own and does everything within his domain to ensure success.

However, situation twelve of the play shows a sharp turn of events, as some years later the people are thrown into untold hardship by their own leaders which makes it makes it more painful. The play celebrates Idu: the voice of truth and courage, who speaks vehemently against the corrupt practices of the new Ata. He questioned his rise to power throughincongruous means and the despicable way in which he handled the affairs of the nation. His audacity is rewarded with imprisonment and direct attacks by the king. However, Idu is a man of peace as he encourages his followers to be non-violent for to him (76) "the battle we talk of today is not like the one we fought before. No use of violence, no bows and arrows, no masquerades. There is just one weapon – speaking the truth.

With this statement, the author advises all warring parties to sheath their swords and fight the battle of marginalization through the ballot papers, the courts, media houses and the theatre. As mentioned earlier, theatre has shown to be a great tool for social integration so artists should fight the Nigerian cause with their pens. As Margarete Abuku (451)

"The possible contribution by the media to the process of democratization can be enormous. By exposing violations of rights, the media can improve the climate of democratic debate and reduce corruption in public life".

Methodology

Context analysis is a research tool used to determine the presence of certain words or concepts within the texts or sets of texts. Thus, this research uses this tool to deconstruct Emmy Idegu's plays***Tough Man*** and ***Omodoko***to bring out the Alapaaic behavior exhibited by Dr. Achema and Princess Omodoko**.** To achieve that, this research would analyze the presence and meaning of words and languages inherent in the texts to be situated in the Igala worldview.

Findings

Following the wanton destruction of lives and properties in Nigeria and the ever dwindling economy, it has become imperative to discuss the workability of Nigeria as a nation. Many reasons have been given for the state of the nation by researchers as well as everyday citizens some of which are economic/political instability, greed/corruption, and mutual distrust among ethnic groups, communal disputes, visionless leadership and the menace of Boko Haram / Fulani Herdsmen.

Olasope (2017) advocates for regional autonomy in government with the federal government intervening in the state only in crucial matters as a means of reducing the waste of resources and duplication of offices found in Nigeria today. To Ayegba and Meer S and C the Nigerian citizens have a role to play in ensuring that the government is held accountable and a responsibility towards the State.

The recommendations of the 2014 National Conference organized by Goodluck Ebele Jonathan to discuss the problems facing Nigeria were completely disregarded and this has led to more deaths and economic decline since 2015.

Alapa to the Igala nation means "the Blacksmith iron that dares the fire" and the Alapaaic philosophy coined simply envisages a situation where the Nigerian citizens would be bold enough to hold the government accountable for their votes. This is an uphill task as it calls for a firm resolution to fight against greed and corruption and a resolve to encourage peace, unity and patriotism.

The two characters Omodoko and Dr. Achema in the plays *Princess Omodoko* and *Tough Man*were presented as models of true patriotism.

Recommendations

The existence of a nation depends on the ability of her citizens to uphold the ideals that bind them together. Thus, Nigeria is workable if the differing tribes decide to sheath all swords and sue for peace. Also, the implementation of the national constitution is a major issue as many convicted of economic and financial crimes are either yet to serve their term or have gotten a reduced term inconsequential to the gravity of their crimes. Therefore, the law enforcement agencies should ensure that adequate measures are put in place to stem the trend of money laundering for example so as to serve as a deterrent to such behaviors. On the other hand, patriotism should be ingrained in the hearts of children from the Basic Primary School down to Tertiary Education. Fortunately, with the introduction of 'Civic Education' as a subject in primary education, good illustrations should be given of the rights and responsibilities of an individual to her country and fellow citizens. Lastly, the implementation of key recommendations of the 2014 National Conference of Nigeria would help to douse tension and solve a lot of the Nation's problem.

Conclusion

Princess Omodoko and Dr. Achema- the Igala legends are models of good citizenship the Alapaaic philosophy seek to enshrine in the Nigerian people. Although it is difficult to 'live right' in Nigeria, this paper encourages that one look towards these Igala Heroes for inspiration.

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Perceived Factors Influencing Deviant Behaviour Among Secondary School Students In Nsukka Local Government Area; An Approach To Social Work

By

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Abstract

The study examined the perceived factors influencing deviant behavior among secondary school students in Nsukka Local Government Area(LGA). The study adopted cross-sectional survey design. The sample consists of 200 respondents from secondary schools in Nsukka LGA and was selected through multi-stage sampling techniques. The data collected were analyzed using chi-square (X^2) statistics. The findings showed that secondary school students who had good parenting exhibited less deviant behaviors than those who experienced the opposite of it. The study also found that students who indulged in drug abuse scuttled their ambitions. The study therefore, recommends that good parenting, good company, guidance and counseling to the students on the dangers of engaging in deviant behavior should be encouraged

Keywords; Deviant behaviour, Academic performance, Parenting style, Gender, Students, and Social work.

Introduction

Deviant behaviour in schools is an issue that has become more prominent in the last few years, as news articles about violent deeds within the school setting is now on the increase, (Beran, 2005).Although the school had always remained one of the safest places, next to the home in a child's life, one wonders if this still holds sway in our present society given the ever increasing spate of deviant in our schools. Despite the increasing rate of deviant behaviour in schools, the society still expects that the school should be a safe place for students. Thus, in order to maintain a peaceful and safe school environment, stakeholders in education have tended to concern themselves with the problem of deviant behaviour in our schools.Deviant behaviour as defined by the United Nations Children Education Fund (2005) is any behaviour that is contrary to the dominant norms of society. Deviant behaviour broadly speaking includes any condition or act that creates a climate in which the individual feels fear or intimidation in addition to being victims of assault, theft or vandalism. This, as a matter of fact, is becoming a growing problem in our secondary schools.

School deviant behaviour wears many faces. It includes gang activity, locker theft, bullying and intimidation, gun use, assault; just about anything that produces a victim. Specifically, students these days physically, mentally or verbally abuse one another. Thus, the use of guns, knives and other dangerous weapons and other abuses – physical or psychological is now more common than ever in Nigerian school system (Aluede, 2006; Fajoju, 2009; Federal Ministry of Education, 2007).Increase in the occurrence of these deviant and delinquent acts is now causing a lot of concern for parents, teachers and social workers who have the responsibility of bringing up these children. This implies that the perceived factors influencing deviant acts in secondary schools especially in Nsukka LGA has to be sought and the necessary steps have to be taken in preventing it.

Statement of the Problems

The achievement of a vibrant and desirable society is hinged on youth development and any stumbling block to this could constitute a hindrance to youth education and hence national development. When there is a growing deviant behaviour among the youths there is hence a serious problem that must be tackled. A proportion of Nigerian youths that is in Senior Secondary School or tertiary institutions exhibit various sorts of crime ranging from stealing textbooks, examination malpractices to rape and cultism, Teachers at the various levels find it difficult to manage and direct the expected acts and socially prone behaviour of youths successfully without disturbances.

The Nigeria educational system provides procedures and materials for the education of her youths. These include good curricular for learning, instructional facilities, enabling environment and manpower. With all these good plans and provisions, the goal for youthful education may not be achieved because of certain emerging problems. Among many problems facing youth education in Nigeria today are lack of interest in serious studies, the desire to get rich quickly, inclination to criminal activities and a host of other related problems.

The rate of offence among the youths going to jail remand hones and detention camps in increasing astronomically nowadays (Adegun, 2013). Aluede (2011), reported cases of between 10 years to 15 years old stabbing their colleagues to death at school, robbing elderly people of valuable things at home and committing many serious offences that could only be associated with adult in the time past. Common observation among young people in secondary schools in Nsukka has revealed that most adolescents in secondary schools in Nsukka are involved in cultism, examination malpractice, destroying of school properties, attempting to rape their female counterparts, locker theft, bullying and intimidation, gun use and assault (Aakala 2002). The seriousness of deviant behaviour among secondary school students today calls for urgent solution.

Despite the enormity and magnitude of this problem in the contemporary times especially in Nsukka little has been done in terms of empirical research with regard to public perception. In other words, scholars are yet to give required attention to people's perception about deviant behaviour. There is the need to know these offences that are rampart among the youths, reasons why these youths show deviant behaviour and the various backgrounds and condition that favour deviance among youths in order to proffer meaningful solutions. Consequently, there is an existing gap in available data and research focus in this area of perceived factors influencing deviant behaviour among secondary school students in Nsukka LGA which this study set out to fill.

Socio-cultural factors influencing deviant behaviour among the secondary school students

Parenting Style

Parenting has been playing very crucial roles in adolescents' transition to adulthood. Parenting has been recognized as a major vehicle in socializing the child (Utti 2006). Parenting according to (Okapko, 2004; Ofoegbu, 2002; Utti, 2006) is the act of parenthood, the child upbringing, training, rearing or child education. Parents world over, are in each of greener pasture, and for some decades, there has been drift of families from their place of origin to urban cities. Some research reports have shown that a large percentage of all juvenile delinquents come from homes that lacked normal parental love and care. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment (Odebumi, 2007) children at adolescent stage require parental love, care, warmth and serious attention to adjust adequately, in the environment in which he/she finds him/herself. Parents have major roles to play in the adjustment process of adolescent. The behavioural problems of most deviants are rooted in their homes. Otuadah (2006) noted that when the relationship between the parents and the adolescent is warm, it creates a healthy environment for the development of the adolescent. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity traits, sow evidently, that such adolescents come from homes where they are accepted and loved (Otuadah, 2006). Okpako (2004) noted that a child well brought up will remain a source of joy and happiness for such family. The neglected adolescent gradually becomes a drug addict, hardened criminal, aggressive, restive, arm robber, cultist, ritualist, rapist etc. The required parental monitoring and control (Ang & Groh, 2006) for adolescents' development many be hindered due to parents' serious involvement in economic activities to meet up with family financial commitments. Ukoha (2003), Onyewadume (2004) and Otuadah (2006) observe that parents spend little or no time at home to assist in the upbringing of the children. The children invariably fall into evil association.

Loromeke (2007) is of the view that parents bring up their children according the training they also received from their own parents. For instance, majority of parents who grew up in the strict environment, end up creating such for their own children. African tradition has it that the use of high control, authority and punishment bring the best out of a child. Parenting styles are categorized under three major forms: the authoritarian, the authoritative or democratic, and the permissive or laissez-faire or self-indulgence or un-involving (Baumrind, 1991). The authoritarian parenting style constitutes of parents who are often strict, harsh (Ang & Groh, 2006). Authoritative parents according to Ang & Groh, re flexible and responsive to the child's needs but still enforce reasonable standards of conduct. While permissive or laissez-faire parents are those who impose few restrictions, rules or limits on their children. Reports had shown that authoritarian parenting styles has negative connotation in literature because of the negative behaviour outcomes of adolescents and children.

However, on the same note, outcome of some researches revealed that authoritarian parenting yield positive effects on Asian and Indian adolescents (Ang & Groh, 2006). Some found that authoritative parenting style has more positive effects on the adolescents' behaviour. Ang & Groh, Utti, (2006) reported that permissive or laissez-faire parenting without well-defined or clear-cut goals and such parents play a passive role in the rearing of children. Utti (2006) in a research conducted on relationship between parenting styles and students' academic achievement found that laissez-faire parenting had more negative effects on the students' academic achievement. Several researchers had shown that adolescents from laissez-faire parenting are more prone to delinquent behaviours and health problems that those from the other forms of parenting homes. Umukoro (1997), Otuadah (2006), Eke (2004), and Chen & Chi (2005), found that adolescents who are exposed to higher level of warmth, induction and monitoring-parenting background would less likely be delinquents.

Gender

Bingham, Raymond Shope, Jean & Trivellore (2006) generally observed that men had greater number of offences than women. The outcome of their behaviour also shows that men had lower parental monitoring and greater parental permissiveness, less parental-oriented and had more substance use than women. The greater parental permissiveness and less parental monitor must increase men's juvenile delinquency. Some researchers had shown that gender is not a significant factor in adolescents' deviant behaviour and subsequent effect on academic achievement. Boys with poor parental background may become school dropouts who may later graduate to street boys, bus conductors or touts (area boys) found in uncompleted buildings, bridges, motor parks etc (Okpako, 2004; Otuadah, 2006). Mallum, Haggai & Ajaegbu (1999) found that there was no significant difference in delinquency between the two categories, males and females. Sekuku; Rimfat and Ogbonna (2003) noted that until recently male adolescents were by far more involved in delinquent acts than female. But time has changed, more and more females are now getting involved in delinquent acts.

Age

There is a huge variation in age factor of adolescents from one society to another. However, age is not determined by the society but rather by biological compositions (Ezeh, 2005). Ezeh noted that the biological changes are the driving force behind all adolescents' behaviour. Wu et al (1998) found from their studies that increase in age of participants attracted increase in the rate of delinquency. They infer that as the adolescent grows older, he/she has more courage to try out new things; more criminal things and rebellious nature also increases. It was also found that the mean of delinquency scores from age group 15 in significantly different from that of the other age groups while the mean of delinquency scores for age groups of 12, 13, and 14 and above 16 are about the same (Wu, 1998).

School Location

There is the general notion that school location may predict adolescents' delinquency. The environment influences the behaviour of adolescents (Eke, 2004). The implication of the above is that the student from rural schools would behave differently from students in urban location. But the whole wide world is a global village. The adolescent in the two categories behave in the same manner because of the availability of computer and internet services.

Lack of Self-Confidence

Usually many male students take to deviant acts especially drugs to boost their self-confidence in a bid to approach their female counterparts for amorous relationship (Falaye, 2001; Freud, 1953).

Curiosity and Search for Excitement

According to Ndu, Brown & Topp (2009), some students are deviants because of curiosity and desire for adventure. Thus, curiosity leads to experimentation with drugs. Repeated experiments lead to excitement. Because these drugs give a feeling of excitement, such students find it difficult to do without them.

Roles social workers can play in reducing deviant behaviour

The main tasks of professional social workers can include a variety of services such as case management (linking clients with agencies and programs that will meet their psychosocial needs), counseling (psychotherapy), human services management, social welfare policy analysis, advocacy, teaching (in schools of social work), and social research (Encyclopedia of Social Work, 1995). According to Felea (2010), modern social work employs three methods of assistance: case work, group work, and community organization. Case work is the method by which individual persons and families are assisted. The person in need of case work may be physically, mentally, or socially handicapped. Among those regarded as socially handicapped are: the unemployed, the homeless, members of broken families, alcoholics, drug addicts, and deviants. To determine the cause of maladjustment, the social worker must understand individual psychology as well as the sociology of the community. Physicians, psychiatrists, and other specialists may be required to help diagnose the difficulty. Social group work is exemplified by the social settlement, the supervised playground and gymnasium, and the classroom, where handicrafts may be learned.

Social workers use cognitive restructuring paradigm which involves psychotherapeutic paradigm that enables people to adopt more rational and constructive ways of thinking about their problems. It also involves attempt to identify, dispute, and change maladaptive or irrational ideas (self-defeating beliefs or cognitive distortions) that trigger negative emotions and problem. This will assist youths to change their unhealthy perception, and imbibe more positive orientations that engender productivity and discourage resignation or deviance (Obi-Nwosu & Ugwu-Oju 2013).

As school administrators and significant others struggle with ways to prevent acts of unruly behaviour from occurring within their schools, social workers and other helping professionals can assist in establishing policies regarding safety (Fryxell & Smith, 2000). Indeed, social workers are primarily agents of change and prevention within the school system (Eduwen, 2010). Therefore, social workers have a duty to strengthen their intervention skills especially those strategies that would help deal with deviant behaviour in schools.

Kenny et al (2005) observed that since deviant behaviour tend to show little empathy for their target, social workers will need to provide interventions to improve students' level of compassion and empathy. These may include activities that foster sensitivity for the feelings of others. Role reversal techniques where student's role play situations in which they place themselves in the position of others may help increase empathetic understanding. In addition, training school children early in life to be empathic can help prevent them from turning into deviants (Aluede, 2006). Therefore, social workers can be of great assistance to both deviants and victims by teaching them a new style of education called “empathy training”. This teaches students as young as five years old to understand the feelings of others and to treat people with kindness. Expectedly, those who go through this empathy training, when compared with those who have not, are more likely to be less aggressive.

Theoretical Framework

Social learning theory (Akers, 1977; Bandura, 1977) will serve as the theoretical framework of this study. The theory suggests that behaviour is directly determined by specific environmental influences. According to this model, behaviours, such as use of guns, knives, are learned through the observation of others engaged in a behaviour and subsequent modeling of the behaviour. Bandura modified the classic social learning theory of Akers (1977) by including other mediating constructs, such as outcome expectations and self-efficacy (Bandura 1982, 1986). Outcome expectations are the adolescent’s beliefs about the likely social, personal, and physiological consequences of drug use. Bandura added to the theory then that observing role models who use drugs will not only directly affect adolescents’ own drug behaviour, but will also shape adolescents’ outcome expectations. Bandura postulated that if an adolescent perceives that there was a positive outcome when the role model engaged in the behaviour, the adolescent will be more likely to engage in the behaviour himself.

In relation to the study, students in secondary schools can learn behaviour through observing others’ behaviours. Consequently, many modes of behaviour are learned by observation of other behaviour models; and in this way the individual has the knowledge of the ways of displaying subsequent behaviours and thus this codified knowledge directs individual in his/her subsequent behaviours (Bandura, 1977). School environment or surroundings can cause students in secondary school to behave in certain ways with their power to reinforce or discriminate.

Students in secondary school learned behaviour through some certain processes such as observation, imitation and behaviour modeling (Ormrod, 1999). Within this context, Vito et al, (2007) stress that primary groups and intimate/admiring people are the key factors which compromise the individual’s major source of reinforcements. In this way social learning theory highlight both the individual and the social sources of behaviour.

Research Hypotheses

1) Secondary school students who have good parenting are less likely to exhibit deviant behaviour than those who do not have.
2) Students who indulge in substance abuse are more likely to scuttle their opportunities than those who do not.
3) Students who are easily influenced by their peers tend to be victims of deviant behaviours.
4) Students who indulge in substance abuse are more likely to experience some health hazards than those who do not.

Methodology

The study adopted the cross-sectional survey design in generating data to answer the research questions as well as test the hypotheses. The study area was Nsukka Local Government Area of Enugu State, Nigeria. Occupationally, they are predominately traders and in terms of cultural and religious beliefs they are predominately Christians and traditional religionists.

The population of Nsukka LGA was estimated at 309,633 at the 2006 census (NPC 2006). The population of the study consists of secondary school students of Nsukka LGA aged 15 years and above. This was because the people from this age limit and above are highly prone to deviant behaviour in school and therefore can give required information on perceived factors influencing deviant behavoiur among secondary school students in Nsukka LGA.

A sample size of 200 respondents was used for the study. This was drawn from the communities that make up Nsukka LGA. These are: Alor Unor, Amuka, Ede-Oballa, Eha-Alumona, Ibagwa, Lejja, Nsukka, Obimo, Obukpa, Okpaligbo, Okpuje, Okutu, Opi, Umuabor, Edem.

The multi-stage cluster sampling was used in this study and this entails successive selection of community clusters, villages, housing units and respondents. Four (4) secondary schools were selected from the four (4) clusters, one from each cluster using a simple random method which allows communities in each cluster an equal probability of been chosen, the secondary schools that were selected include; Opi High School, Nsukka High School, Community Secondary School Ibagwa and Community Secondary School Alor-Unor.

In each selected classes, ten (10) respondents were selected using availability sampling method. This means that anybody available that falls within the age range needed will then be selected and this made the total number of respondents to be two hundred (200) respondents. They must also be conversant with both languages of the people (Igbo language and English language) as well as the terrain of Nsukka town.

Data collected using the questionnaires were carefully edited to ensure completeness, consistency and accuracy. The statistical package for social sciences (SPSS) was used for analysis. In characterizing respondents, descriptive statistics such as percentages, the frequency tables were employed while chi-square (x^2) was used to test all hypotheses.

Results

Demographic characteristics of respondents

Table 1. Distribution of Respondents by Gender

Gender	**Frequency**	**Percentage**
Female	66	34.4
Male	126	65.6
Total	**192**	**100.0**
Distribution of Respondents by Marital Status		
Single	192	100.0
Total	**192**	**100.0**
Distribution of Respondents by Age		
15 – 19 years	175	91.1
20 – 24 years	17	8.9
Total	**192**	**100.0**

Source;Fieldwork, 2017

From the table above, it was shown that male respondents (65.6%) were greater in number than their female counterparts (34.4%). The study test also indicated that the respondents who were single 192 (100%) dominated the study, meaning that the entire population was constituted by single girls and boys who assumed the entire percentage of the population sample. The study indicates that the greater number of respondents (91.1%) were within the age range of 15-19 years while17 (8.9%) of the respondents were in the range of 20- 24 years

Table 2; Cross tabulation table for testing hypotheses

Gender	Students who have good parenting exhibit good behaviour				
	Yes	**No**	**Can't say**	**Total**	
Male	40 (20.8%)	20 (10.4%)	6 (3.1%)	**66 (34.4%)**	
Female	83 (43.2%)	36 (18.8%)	7 (3.6%)	**126 (65.6%)**	
Total	**123 (64.0%)**	**56 (29.2%)**	**13 (6.7%)**	**192 (100.0%)**	**P ≥ .044**
Gender	**Students who abuse drug scuttle their ambitions**				
	Yes	**No**	**Can't say**	**Total**	
Male	39 (20.3%)	22 (11.5%)	5 (2.6%)	**66 (34.4%)**	
Female	84 (43.7%)	38 (19.8%)	4 (2.1%)	**126 (65.6%)**	
Total	**123 (64.1%)**	**60 (31.3%)**	**9 (4.7%)**	**192 (100.0%)**	**P ≥ .031**
Gender	**Students who are easily influenced by their peers tend to be victims of deviants behaviour**				
	Yes	**No**	**Can't say**	**Total**	
Male	38 (19.8%)	21 (10.9%)	7 (3.6%)	**66 (34.4%)**	
Female	76 (39.6%)	44 (22.9%)	6 (3.1%)	**126 (65.6%)**	
Total	**114 (59.3%)**	**65 (33.9%)**	**13 (6.8%)**	**192 (100.0%)**	**P ≥ .035**
Have you abused any substance?	**Students that abuse substance experience health hazard**				
	Yes	**No**	**Can't say**	**Total**	
Yes	15 (7.8%)	22 (11.5%)	2 (1.0%)	**39 (20.3%)**	
No	80 (41.7%)	50 (26.0%)	10 (5.2%)	**140 (72.9%)**	
Can't say	4 (2.1%)	6 (3.1%)	3 (1.6%)	**13 (6.8%)**	
Total	**99 (51.6%)**	**78 (40.6%)**	**15 (7.8%)**	**192 (100.0%)**	**P ≥ .028**

Source; Fieldwork, 2017

The above table represents a cross tabulation frequency for testing the four hypotheses of the study. The first hypothesis states that students with good parenting are less likely to show deviant behaviour than students without good parenting. The hypothesis was tested with chi square (x*2)* statistics and the value of 3.217 was obtained in the study at probability level of 0.5. The assumption significant level of .044 observed from the study is greater than .05, indicating that the result is significant. This means that any child or student that received good parenting is less likely to be involved in deviant behaviour than those who received none or bad parenting. In the second hypothesis, assumption significant level of .031 observed from the study is less than .05, showing that the result is significant which means that students who are involved in drug abuse are likely to waste their opportunities in life than those who do not.

The third hypothesis was tested using chi square (x2) statistics and the assumption significant level of .035 was observed from the study which is less than .05, indicating that the result is significant and acceptable, which means that many of the secondary school students who are easily influenced by their peers tend to be victims of deviant behaviours. Finally, the last hypothesis of the study states that students who indulge in substance abuse are more likely to experience some health hazard than those who do not. This was tested with chi square (x2) statistics and .028 observed from the study is less than .05, showing that the result is significant. This means that most of the students who indulge in substance abuse are more likely to have health problems than the students who do not smoke cigar rete or drink alcohol.

Discussion

When there is a growing deviant behaviours among the youths, there is hence a serious problem that must be tackled.The study showed that students who are involved in deviant behaviour lack good parenting. However, one of the hypotheses posits that secondary school students who have good parenting are less likely to exhibit deviant behaviour than those who do not have it. This was tested and accepted. and also was in line with respondent's opinion that students who are involved in deviant's behaviour lack good parenting. For instance, the study showed that 64.1% of the respondents agreed to the above assertion as against the 29.2%.Some researches have revealed that authoritarian parenting yield positive effects on students or adolescent whilelaissez-faire parenting had more negative effects on the students' academic achievement. (Ang & Groh, 2006).

The study showed that most of the respondents have suffered physiological pathology due to substance use in schools. For instance, in the second hypothesis tested, it showed that students who indulge in drug abuse were more likely to scuttle their academic ambitions than those who do not involve themselves in drug business. This result corroborates with respondents' opinion that students who are involved in substance abuse do not achieve their ambitions in life. The study finding showed that 64.1% of the respondents indicated that those who indulge in drug abuse do not achieve their life ambitions.According to Ndu, Brown & Topp (2009), some students are deviants because of curiosity and desire for adventure. Thus, curiosity leads to experimentation with drugs which always help to scuttle their academic performance.

One of the study findings showed that association with friends' influence students to deviant acts. Majority of the respondents agreed that associating with one and another can lead to certain unacceptable activities, examples, alcohol consumptions and academic malpractice by students which are likely to put them to test. Other studies have also shown that academic malpractice was the deviant behaviour mostly abused by students in schools. Association with friends was found to be a good predictor that influences students to deviant acts The hypothesis which says that secondary school students who are easily influenced by their peers tend to be victims of deviant behaviour was upheld. This hypothesis was in line with respondent's opinion that association with friends' influence one to deviant acts. For instance, in the study it was shown that 65.1% of the respondents indicated that students who are easily influenced by their peers tend to be victims of deviant behaviour

The study finding showed that teachers are affected negatively by students' deviants behaviour. Majority of the respondents believe that social workers can help in reducing deviant behaviour through offering of social rehabilitation programme.

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Finally, the hypothesis that students who indulge in substance abuse are more likely to experience some health hazard than those who do not was upheld. This hypothesis is in line with respondent's opinion that they have experienced health challenges due to substance use in school. For instance, 16.7% of the respondents indicated that students who indulge in substance abuse are more likely to experience some health hazards.

In summary, all the four hypotheses proposed for the study were found valid using chi-square statistical method. In addition to these hypotheses, other findings were revealed by the study as presented and analyzed in chapter four of this research work.

Implications of the study to social work practice

This study and its findings are important to social workers. Social work is a profession that has many responsibilities to achieve. Social workers do not select cases that they handle, rather they try to find solutions within the context of the environment where that problem exists. The major purpose of social work is to enhance the coping capacity of an individual, link up people to resource systems, modify interactions and build up relationships between people and to serve as agent of social control.

From the findings of this study, 64.1% of the respondents agreed that students who are involved in deviant's behaviour lack good parenting. Social workers will realize the need to organize seminars, workshops and counseling for parents on the need for good parenting. It is the duty of the social workers to educate parents on the best method of parenting so that their children will not join the gangs of cultists, or drug addicts.

The findings also showed that 64.1% of the respondents indicated that those who indulge in drug abuse do not achieve their life ambition. Social workers in this case will improve on the student's drug abuse through effective counseling to young people in schools on the dangers of drug abuse so as to fulfill their ambition in life.

Another implication of the study to social work practice is that basically from the findings, it was shown that 65.1% of the respondents indicated that students who are easily influenced by their peers tend to be victims of deviant behaviour. Therefore, social workers should play an educators role in making sure that youths choose good company and peers to associate with.

Finally, there is need for social workers to assist immensely in school-based counselling programmes in order to reduce the menace of indulgence in substance abuse. This will also enable the reduction of some health hazards often experienced by youths due to substance abuse. In all social worker's roles such as advocacy, reformer, educators and mediating among others should be effectively adhered to in order to reduce the tendency to deviant behaviours among the youth.

Conclusion

In conclusion, the research has been able to cover virtually all of its objectives particularly its main objective which seek to ascertain the perceived factors influencing deviant behaviour among secondary school students in Nsukka LGA. In the study, it was shown that such factors as parenting style, gender, age, school location, lack of self-confidence, curiosity and search for excitement are factors influencing deviant behaviour among secondary school students in Nsukka LGA.

Recommendations

The following recommendations were made:

1. Good parenting should be encouraged. Parenting has been playing very crucial roles in adolescent's transition to adulthood. Parenting has been recognized as a major vehicle in socializing the child.
2. Youths should be encouraged to take their academic endeavor serious and avoid acts that will jeopardize their chances for success in school.
3. Students should befriend those students whose ambition is to excel in academics.
4. The government through relevant ministries and departments and other non-governmental organizations concerned, should conduct guidance and counselling to the youths in the study area on the dangers of engaging in deviant behaviours.
5. Finally, the government should initiate projects that can create jobs for the youths in the study area.

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The Role Of Roman Catholic Church In Curbing Examination Malpractice In Secondary Schools In Nsukka Diocese

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Abstract

Examination is the process of testing the abilities of students after a given period of learning. Any examination that intends to present students' performance must be free of fraud and credible; thus any action that weakens the examination set forth a great harm to the reliability of examination results. Unfortunately, the integrity of examination has been weakened by the menace of examination malpractice which has deeply clogged into the wheel of Nigerian education system. It is an academic fraud and it entails any act that goes contrary to the ethics and norms of examination. This is the case of education system in Nsukka town secondary schools. To analyze therefore the issue of examination malpractice in Nsukka, its forms, causes, implications and the role of Nsukka Catholic Diocese in fighting it, the researchers adopted the descriptive phenomenological method. It was discovered that religious denominations particularly Nsukka Roman Catholic Diocese in coalition with examination bodies and other stakeholders, through formulation of strong educational policies; use of handbills, symposium and campaigns create awareness on the dangers of examination malpractice. Thus, just prosecution of culprits, could help to fight the menace of examination malpractice.

Keywords: Examination, Examination Malpractice, Nsukka Roman Catholic Church Diocese

Introduction

Examination is the process of testing the abilities of students after a given period of learning to ascertain their level of understanding of a particular subject matter at the end of a particular learning experience. Any examination that intends to present students' performance must be justifiable, free of fraud and credible. According to Nwadian (2005) as cited by Olatunbosun (2009, p.101), examination from the outset still remains the best tool for test of knowledge and assessment of what scholars and learners have gained after a period of learning. Thus, any action that weakens the examination set forth a great harm to the reliability and coherency of examination certificates and results.

It is heart breaking that the sanctity of examination processes in Secondary Schools in Nsukka have become a present day disgrace and this is because the phenomenon of examination malpractice has become very rampart in the educational system. Examination malpractice is an academic fraud; it entails any act that goes contrary to the ethics and norms of examination. In line with this, Nwarukwem (2009, p.239), posits that "examination malpractice is the inability to adapt to examination ethics". Also Examination Malpractice Act (2009) as cited by Olatunbosun (2009, p.101) states that examination malpractice is any act of omission or commission by a person who in anticipation or before, during or after exams, fraudulently secures unlawful advantage for himself or another in a way that goes contrary to examination rules, to the point of weakening the genuineness and reliability of examinations and ultimately the integrity of certificates obtained.

Examination malpractice in its various forms has posed a great threat to secondary schools in Nigeria. Nsukka being the study area and an academic town is not left out. Forms of this examination malpractice include: copying from one another, carrying text books into examination hall, impersonation, exchange of scripts, collusion and others.
The menace of examination malpractice has become so common at all levels of education that no examination taken is found void of malpractice. Hence the image of education system in Nsukka town secondary schools has been greatly tarnished because of examination malpractice as a good number of secondary school graduates are not able to defend the grades obtained in examinations. Furthermore, Jimoh (2009) as cited by Onuka and Durowoju (2013,p.343) opines that there is a high degradation in the value of Nigerian education system as youths and teenagers are exposed to fraudulent life style without any iota of morality. Therefore examination malpractice without doubt has serious effect on the social, economic and moral life of those involved.
The alarming increase in the global crime of examination malpractice has called for serious attention. In response to this, the church particularly Roman Catholic Church has put in its best in curbing the menace bearing in mind that the church is one of the major propagators of morals. Hence the aims of the research are to examine the causes of examination malpractice, the implications of examination malpractice the attempt made by Roman Catholic Church in Nsukka Diocese in curbing examination malpractice among secondary schools in Nsukka town.
The research adopted the descriptive phenomenological method which according to Ituma (2011, p.28) "is the study of observable experience or occurrence". The researchers found the descriptive phenomenological method more suitable for the work because according to Ngwoke (2018, p.2), it describes the diversity, complexity and richness of experience in which the researchers put themselves in the place of the event without bias of mind. Primary method of data collection was used which include: personal observation and oral interviews as well as Secondary method of data collection which includes: magazines, journal articles, projects and newspapers. Data from these sources were presented descriptively in the work.

Conceptual Clarifications

Examination

Examination involves testing the abilities of student after a given period of learning. According to Adams and Durowoju (2013, p. 342), examination is one of the major measures and most practical way of determining the level of students' achievement in a particular course of instruction or study. Hence any examination that will give a true measure of students' performance must be true, reliable and free of examination misconduct. Similarly, Kofi and Kwabena (2014, p. 66) posits that examination malpractice is a periodic assessment and evaluation of its product in order to ascertain their capabilities, competencies and readiness for the job market. In addition, Obidoa etal (2013, p.69) asserts that "examination is the process of assessing learning outcomes". Through examination teachers evaluate the extent to which their students have followed and understood learning experience which they have been exposed. Gorge and Ukpong (2013) as cited by Amadi and Opuiyo (2018, p.37) equally asserts that examination is the most common tool around which the entire system of education revolves, it is an instrument used to decide who is permitted to the next academic level and a test of one's knowledge and skills in a given subject.

Examination Malpractice

Examination Malpractice is the failure or inability of one to conform to examination ethics. Makoju etal (2004) as cited by Uchekwe (2012, p.30) states that whenever rules and regulations governing examinations either external or internal are not strictly adhered to by the candidates involved, it is said that examination malpractice has occurred. Examination malpractice can be likened to fraud, misconduct, cheating, theft and anomalies which are exhibited during examinations. According to Bankole (2005) examination malpractice is any dishonest and deceitful move, arrangements and plans by a candidate, school authorities, parents and other examination bodies to go contrary to examination rules and conduct, to receive or give undue favour in order to gain undue rewards for oneself or others in the educational system. In addition, Joshua (2008) opines that examination malpractice is any unauthorized action or abnormal activity and practice that is related with the preparation, conduct, processing of examination and other forms of assessment carried out by persons involved in taking that examination at any level. He also notes that examination malpractice is any form of deviation from the outlined norms of examination ethics before, during or after examinations, in order for the students to achieve unmerited grades other than what their independent ability can achieve.

Forms of Examination Malpractice

Candidates who indulge in examination malpractice have devised various means of perpetrating such evil act. Therefore this section of the research points out different forms of examination and such include;

1. Microchips: This is locally known as *"omokirikiri and mgbo"* (exhibit and bullet). This form of examination malpractice is very common among secondary schools in Nsukka town and such schools among others include; City Comprehensive Secondary School Nsukka, Urban Girls Secondary School Nsukka, Onward International Secondary School Nsukka, Queen of the Rosary Secondary School Nsukka and St Theresa's Secondary School Nsukka. According to Otu and Nnam (2015, p. 69-71), this form of malpractice is a refined way of smuggling in examination related materials into an examination hall, it is usually prepared in tiny sheets of paper with tiny writings which only the perpetrator understands. Similarly, Ndifon and Ndifon (2012) as cited by Otu and Nnam (2015) posit that microchips are very small piece of additional and extra materials brought into the examination hall. It usually contains topics of a targeted subject written in abbreviations either in pencil or pen. Microchips are usually brought into the hall through handbags, wallets, overgrown hairs, female underwear, calculator sets, shoes, belts, ties and stocks.

2. Inscriptions: Writing or carving on body parts usually referred to as "tattoo". This is another form of examination malpractice inherent in secondary schools. It entails putting down important points that are in relation to a particular subject in strategic or hidden parts of the body or on piece of clothes with the aim of using them as a guide during examinations. In response to this, Onah (2019 personal communication) reports that in City Comprehensive Secondary School Nsukka, writing on body parts such as laps, fingers, arm, and white uniforms or handkerchief is a very common form of examination malpractice. She further states that it takes a lot of time but then it is safer in that one can easily wipe off the write-ups once it has served its purpose. The act of writing on the laps according to Otu and Nnam (2015, p.70) is referred to as "laptop mode" where students especially the female ones use their laps as a surface for putting down salient points for the aim of cheating in examination.

3. Impersonation: This form of examination malpractice takes place when an unregistered candidate takes the place of the originally registered candidate in an examination for the purpose of cheating and it is usually very common in external examinations. Uchekwe (2012, p.34) points out that impersonation entails using another person to sit for an examination on behalf of the original candidate. During the process of impersonation, the impersonator enters the same subject with the original candidate and they both sit in the same hall for the examination; the impersonator writes the name and examination number of the original candidate on his booklet while the original candidate on the other hand writes the name of the impersonator on his own answer booklet after which they exchange answer booklets before submission. In addition, Gbagolu (2011, p.36) defines impersonation as the act of hiring touts to take examination by appearing in the examination halls as genuine or original candidates. It involves employing experts to sit for an examination in place of another, it is the most costly form of examination malpractice owing to the fact that the impersonators are highly experienced and brilliant hence they demand for huge amount of money from their clients.

4. Telewire: This involves the use of phones and related electrical gadgets to write examinations. According to Otu and Nnam (2015, p.70), this form of examination malpractice is the most sophisticated and trendy and is inherent in both uncontrolled and peaceful examination halls and centers. The use of smart phones enables perpetrators to send and receive solved answers on a particular subject they intend to cheat on. In current times, students go to the extent of snapping, saving notebooks and textbooks on their smart phones to serve as an aid during exams and they sometimes browse or visit the internet in search of answers to examination questions (personal observation). In line with this, Ochayi (2011, p.10) reports that, 'the use of mobile phones has helped students to decode examination questions with modernized handsets'. In addition, Ogbodo (personal conversation2019) reports that in the just concluded second term examination uncountable number of mobile phones was seized from students in City Comprehensive Secondary School Nsukka. Also Anzene (2014) as cited by Otu and Nnam (2015, p.70) posits that introduction of the global system mobile (GSM) in Nigeria has revolutionized examination malpractice in education system.

5. Intimidation, insult /assault of invigilators: Candidates sometimes scare and inflict fear on their invigilators either through the use of harmful weapons and or surrounding the examination center with terrifying thugs. Adesulu (2017, p.16) reports that the WAEC Registrar Dr. Iyi in his speech stated that students intimidate invigilators by going to the examination center fully armed with guns and other weapons and in some cases they resort to drugging invigilators with harmful substances for the invigilators to pave way for them to freely indulge in all kinds of examination malpractice.

6. Giraffing: This is the most common form of examination malpractice which is practiced in virtually all secondary schools. Those who employ this method do so with or without the consent of the targeted victim. This is the act of looking into and copying from someone else's answer booklet with or without the person's consent. According to Issa (2012) as cited by Otu and Nnam (2015, p.72) giraffe is an old form of examination malpractice in which students especially the dull ones continually glance through, strain and stretch their neck in order to view and copy from their colleagues whom they think are better off than them in a particular subject. In line with this, Agu (2019 personal communication) reports that during class examinations, up to 70% of students in Onward International Secondary School Nsukka indulge in this form of examination malpractice.

Causes of Examination Malpractice

Various factors have encouraged the act of examination malpractice and such include:

1. **Student carefree attitudes:** Students' carefree attitudes towards their studies, laziness and inadequate preparations for examinations, encourage students to indulge in different kinds of malpractice in order to scale through in examinations. Gerry-Eze and Alutu (2011, p.207) posit that students out of lack of interest and laziness towards their studies defer doing their class activities in preference for low priority duties such as accessing the internet, seeing movies, playing games and reading comic books. In the same vein, Ogbu (2018 personal communication) reports that students do not want to learn, yet they would want to acquire the basic qualifications and obtain high grades. Since they do not prepare adequately for their exams, they end up taking the option of engaging in examination malpractice in order to avert failure and embarrassment.
2. **Parents' involvement:** Another cause of examination malpractice is without doubt traceable to parents. In line with this, Odo-Eke (2016, p.46) opines that most parents pay mercenaries and impersonators to write examinations on behalf of their wards. Similarly Youdeowei (2018) reports that stakeholders in education system said parents are responsible for the increasing rate of examination malpractice in secondary schools in that they mount so much pressure on their wards on the need to acquire high grades and quality certificates. Some parents even go to the extent of bribing teachers and examination official to award unmerited scores to their wards. In addition, some parents due to the cost of repurchasing examination forms and paying school fees try everything within their ability including opting in for examination malpractice to ensure that their wards do not repeat examinations and classes
3. **Poor teaching and learning activities:** Lack of competent and well trained teachers have contributed to the increasing rate of examination malpractice. According to Abugu (2019 personal communication) secondary school like Urban Girls Secondary School Nsukka do not have enough competent teachers in different subject areas especially in sciences and some newly introduced subjects in the school curriculum, such as civic, computer and business studies. It is also observed that some of these subjects are handled by teachers who are not well grounded or experienced in these subject areas, for instance civic education is not studied as a course in higher institution but in secondary school level it is being given to teachers who may have studied related course to handle, in such cases teachers are expected to give out the appropriate knowledge which they do not have to students. Therefore the teachers resort to either photocopying textbooks or browsing the internet to get information and pass it on to students without giving them in-depth knowledge of the subject matter. It is also observed that some teachers are lazy. This makes some of them not to complete their scheme of work within the time slated for class activities. Most teachers and school authorities because of greed and love for money have also realized that examination malpractice attracts money. They therefore indulge in this awful act by extorting money from students in order to award unmerited marks and in the process enrich their pockets. Aminu (2006) as cited by Uchekwe (2012,p.47) also asserts that principals and teachers indulge in the ugly act of examination malpractice because of greed and excess love for money; …For this reason they levy students assuring them assistance during examination especially external examination with the aim of using the money realized to show off and enrich themselves.
4. **Lack of employment:** The issue of unemployment is another factor that fuels examination malpractice. Due to lack of job opportunities, some school graduates in the quest to survive at all cost not minding the consequences indulge in some dubious acts in order to meet up with their desired living standards. As such they are hired and are highly paid by their clients to work as mercenaries or pose as impersonators with the aim of helping candidates and thus promoting examination malpractice. Therefore the unemployed youths use examination malpractice as a poverty alleviation measure.
5. **High emphasis and importance placed on certificates:** High emphasis place on certificates or paper qualification especially by employers of labor is another factor that gears examination malpractice. The increasing desire for paper qualification or certificates instead of acquired skills and academic excellence has made many

students to embark on examination malpractice as a means to acquire excellent certificates which will either qualify them for a particular job or admission into higher institution. In line with this, Ihejirika (2005) as cited by Kofi and Kwabena (2014, p.69) opines that the level and position assumed by paper qualification is excess to the extent that most students are deceived to believe that engaging in malpractice is the best way to acquire excellent certificates coupled with the incessant demands by companies, industries and employers of labor for excellent qualification.

Furthermore, Uchekwe (2012) states that great emphasis placed on success without equivalent emphasis placed on the means through which it is acquired or achieved is another cause of examination malpractice. Since people are only after the success achieved after examination, candidates do everything within their ability including cheating to ensure great success in examination.

Other causes of examination malpractice according to Odo-Eke (2016) includes poor implementation of rules established by examination act , peer group influence, and poor or inadequate provision of learning facilities by school authorities and government.

Implications of Examination Malpractice

Examination malpractice is a social evil that has grievous effect on the social, academic, economic and moral life of individuals involved, hence;

1. Examination malpractice leads to a breakdown in the value of education. Education according to Okoli (2012) has without doubt brought knowledge to Nigerians. In the same vein, Adukwu (2001) as cited by Okoli (2012) posits that education is a directed purposeful activities aimed at inculcating in its recipient skills and knowledge to function and live well in the society. Therefore with the advent of examination malpractice, these goals and aims have been rendered useless and invalid. On the other hand Emaiku (2012) states that there is a great worry about the poor quality of education in Nigeria, as the image of the Nigerian education system has been greatly tarnished because of the mirage of examination malpractice which has eaten deep into the education system in Nigeria. With the presence of examination malpractice, most secondary school graduates are not able to defend their acquired grades and certificates to the outside world. Similarly, Olatunbosun (2009) says, some end up not acquiring the right values, skills and knowledge needed for survival in a globalised economy. Examination malpractice as shortcut to success leads to production of half baked secondary school graduates who did not acquire the necessary ideas to function well in the society. In other words, Nwadiani (2005) as cited by Iyamu and Oyaziwo (2014, p.44) says that examination malpractice is a threat to the reputation of Nigerian education system and certificates internationally.

2. Examination malpractice also has adverse effect on the nation's productivity and manpower, for this reason Ogunkola (2011, p.4) as cited by Njoku and Njoku (2016, p.164) posits that;

> the quality of the nations manpower develops in proportion to the quality of its educational system, so a country with a loose and poor examination system will have poor manpower and low productivity as the acquired skills, knowledge and certificates which leads to improved productivity remains questionable and hence rendered worthless because it was all achieved on the basis of malpractice and other fraudulent lifestyle.

They further opined that examination malpractice leads to other corrupt and fraudulent practices which will make a country lose its credibility internationally as such practices will leave investors with no other option than to treat the country members with disbelief and suspicion and hence they will be discouraged from carrying out investments in such country.

Thirdly, the effect of examination malpractice on students cannot be overemphasized. Students who indulge in examination malpractice usually have low self esteem and a lasting condemnation of conscience. Onuka and Durowoju (2013, p.343) states that students who indulge in malpractice may face the possibility of unfulfilled dreams and visions if expelled from school as punishment or penalty of having indulged in such awful act. Also students who practice examination malpractice are predisposed to other fraudulent and corrupt lifestyle such as robbery, prostitution and lying in other to realize money to fund and propagate malpractice. Similarly, Chuta (2012) as cited by Ugwuanyi and Eneogu (2013, p.131) posits that generally student who realize that it takes cash other than hard work to ensure good performance in examination and secure admission into higher institution would fall back to laziness, inappropriate lifestyle and various forms of abnormal behaviors to actualize success. Furthermore examination malpractice leads to lack of confidence on students, in that what a student is supposed to do or achieve on his or her own may seem challenging and thus they relapse to the use of aids and mercenaries to achieve their goals. In addition to this, Bamidele (2014) posits that good students lack confidence and are discouraged from studying hard as well as tempted to join culprits since they see that others get away with cheating in examinations. In other words, Oko and Adie (2016, p.64) say students who would have passed an examinations by solely depending on their efforts feel disappointed, cheated and lose confidence in themselves when less brilliant ones perform better than them and scale through by the means of examination malpractice.

3. The economic effect of examination malpractice which is mostly felt by parents cannot be overrated. Examination malpractice leads to cancellation of results and suspension or expulsion of students from school and this may result to parents spending extra fund to repurchase examination forms and reenroll their wards into new school, hence leading to wastage of resources and fund and time. Similarly, cancellation of results as penalty for examination malpractice leads to waste of the nation's economic resources which were used to organize such examination. Aminu (2006) as cited by Njoku and Njoku (2016, p.164) states that within a period of ten years the West African Examination Council (WAEC) cancelled the result of 814,699 candidates in the May/June 2016 examination as e result of malpractice in examination, this has led to loss and waste of billions of naira which were used to organize the examination.

4. Furthermore, Njoku and Njoku (2016, p.165) posit that examination malpractice renders the fight against corruption ineffective and unsuccessful because the youths as leaders of tomorrow having gone through an academic system noted for academic theft will sow and uphold this fraudulent act in any organization or leadership position they find themselves in, therefore they continue to live a life characterized by fraud, cheat and other corrupt practices. Other implications of examination malpractice includes suspension and expulsion of students, close down and de recognition of schools involved and demotion of school authorities caught in the act.

Roman Catholic Church Approach in Curbing Examination Malpractice in Nsukka Diocese

Roman Catholic Church approach in curbing the menace of examination malpractice in secondary schools is mostly based on some ethical principles for which they are known for. These include honesty, integrity, openness and uprightness. The church therefore adopts the following measures in curbing examination malpractice:

1. Corrective sermons: The Roman Catholic Church among others has the duty of inculcating in its adherents a good moral life devoid of all forms of immorality such as fraud and dishonesty in order to maintain a good relationship with God and the Holy Spirit. The church as a way of showing its active response in curbing of examination malpractice and promoting sound education and integrity in examinations, urges its adherents particularly students to uphold integrity in examinations and other spheres of life since any act against ethics of examination is regarded as immoral and therefore tarnishes one's relationship with God and can as well attract His anger and punishment. The church further points out that in order for one to continually enjoy God's blessings, favour and presence, one should completely shun anything that will make him engage in all manner of fraudulent practices such as examination malpractice and live a life that is acceptable by God.

2. Zero tolerance: in its approach to examination malpractice, Rev Sis Ogbu (2019 personal communication) reports that the Roman Catholic Church in Nsukka Diocese upholds zero tolerance to examination malpractice, this they do by inculcating right values and attitudes in its adherents especially students through the introduction of moral education in school curriculum and expulsion of students caught indulging in this awful act. The church also train teachers and students to believe in themselves and maintain a right conduct before, during and after examinations. In addition, the Roman Catholic Church in its fight against examination malpractice promotes high level of integrity during exams and this is however obtainable in its mission secondary schools and such include, St Theresa's Secondary School Nsukka, Queen of the Rosary Secondary School Nsukka, St Catherine Secondary School Nsukka and so many others. In these mission secondary schools, examination malpractice is highly intolerable. Rev Fr Ezikeanyi (2019 personal communication) for instance, reports that during internal examinations, students in St Theresa's Secondary School Nsukka are usually enjoined to dress in white pocket less shorts and t-shirts in order to prevent them from making inscriptions on their clothes. In the same vein, Rev Sis Ogbu (2019 personal communication) states that in St Catherine Secondary school Nsukka students are required to wear their games wear which is equally pocket less to prevent them from smuggling foreign materials into the examination hall. She also noted that the supervisors and invigilators are ordered to give the students enough spacing in the examination hall in order to avoid giraffing and incessant communications amongst them. They also ensure that only formally registered candidates sit for examination (external/public). Rev Fr Ezema (2019 personal communication) reports that in school like St Patrick's Seminary Obollo-Eke, the Catholic Diocese in Nsukka does not mince words on issues that concern examination malpractice such that if anyone is caught in the act of cheating in an exam, it is instant expulsion, such student is not allowed to spend even a night in the hostel, thus such punishment serves as a deterrent to others. Rev.Fr. Ezema also reports that supervisors are set to monitor and follow up teachers to ensure that they dispose their duties appropriately.

3. Public enlightenment/awareness: The church has also contributed in curbing examination malpractice through organization of seminars, symposiums, orientation programme, counseling and distribution of tracts and handbills that educate and enlighten students on the dangers of examination malpractice and the need to stay away from it.

4. Formulation of education policies: the Catholic Church has established education policies which guide and shape learning activities particularly in its missionary schools. According to Obemeata (2012), the Catholic Church policy on education was formulated on 12th of September 2005 by the Catholic Bishop Conference of Nigeria. The policy is based on the teaching of the church on education. Therefore since the church regards education as a practice concerned with the formation of a person so they can attain their ultimate destiny and promote the common good, it therefore frowns at every act that tends to cripple this practice. More so, the policy as outlined in the second Vatican Council States that the church promotes moral education which is directed towards the formation of a person in pursuit of his final end. The policies also state that students should be trained to a perfect sense of responsibility and develop their moral and intellectual capabilities. The policy further stressed on the establishment of catholic schools with teachers who are outstanding in true doctrine and upright life. In addition, Anietie (2016) reports that the Archbishop of the Calabar Diocese in his address stated that the Catholic church in its fight towards curbing of examination malpractice has employed the means of frequently supervising both students and teachers particularly in catholic schools to ensure effective teaching and learning as well as adequate training of teachers in order to broaden their knowledge on curriculum content and enable them present their lessons appropriately and hence reduce the chance of indulgence in examination malpractice. Therefore the Roman Catholic Church approach in curbing the problem of examination malpractice is highly indispensable in other to uphold, protect and promote the integrity and moral which it projects.

Other Approaches to Curbing of Examination Malpractice

Examination bodies: Examination bodies such as West African Examination Council (WAEC) and National Examination Council (NECO) have contributed immensely in curbing of examination malpractice. WAEC particularly applies sanctions against individuals and schools that are found guilty of this nefarious act. Such sanctions and penalties according to WAEC guideline and information (2018) are:

a. Cancellation of candidate's results in any subject he or she is caught cheating in.
b. Cancellation of the candidate's entire results in some malpractice cases such as exchange of scripts and substituting worked scripts with another candidate.
c. In the case of impersonation or use of mercenaries such candidate and the impersonator would be arrested for prosecution and both the impersonator and the impersonated would be barred from writing any examination conducted by the council for a period of not less than three years alongside publication of names of persons so barred.
d. In situations where students already have a foreknowledge of examination questions, there will be cancellation of the entire result in such centre and de-recognition of school for a specified period.

All these approaches mentioned above are seen to be of assistance in curbing the menace of examination malpractice.

Recommendations

The task of curbing examination malpractice by the Nigerian government has been a difficult one to accomplish as the rate of examination malpractice is still on the increase and students are devising new and more sophisticated means of indulging in this awful practice. Therefore the study recommends the following for a better and positive result.

1. The Roman Catholic Church in Nsukka Diocese and its adherents should serve as a role model to the outside world. Since the church's duty is to exhibit high moral standards, its adherents should live a life devoid of immorality and uphold justice, truth and honesty even in the face of temptation.
2. The Roman Catholic Church should help the government in building and equipping school libraries with needed text books and laboratory materials for students to have an enabling environment to study. They should as well intensify their effort in establishing more missionary secondary schools where examination malpractice will be highly prohibited.

3. The Roman Catholic Church should be deeply involved in employment of competent and well trained teachers to handle their students and should as well introduce and effectively teach moral education in the school curriculum.
4. The Church which stands for truth and justice should inculcate the life of truth and honesty in their adherents especially students. This could be done by preaching corrective sermons and organizing counseling sessions.
5. The undue emphasis placed on paper qualification and success achievement should be reduced in order to lessen the rate at which students indulge in examination malpractice.
6. Guidance and Counseling Unit already introduced in school curriculum should be more functional and effective in inculcating in students the dangers of examination malpractice.
7. Parents should enroll their children/wards for extra moral lessons in order to improve their learning abilities and widen their knowledge. There should also be close monitoring of children/wards by parents to ensure that they carry out their home works and class activities appropriately.
8. Teachers should be sent for training periodically by the Government; and by the Church for mission owed schools; this will enable them acquire more knowledge to impart to the students.
9. Enough incentive should be giving to teachers through prompt payment of their salaries and promotion.

Conclusion

From the foregoing, it is obvious that the problem of examination malpractice among secondary schools in Nigeria and in Nsukka urban in particular has wrecked crises to the entire education system of the country and therefore requires intense effort of the church particularly the Nsukka Catholic Church Diocese in curbing it. The study identified that increase in examination malpractice is as a result of lack of zeal and laziness on the part of the students and parents' quest for success and excellent certificates for their wards. Poor remuneration of teachers and high emphasis placed on certificates and paper qualifications were contributory factors. Irrespective of the efforts put in by the government and other examination bodies in remedying the situation, the issue of examination malpractice still thrives in all facets of the country's education system and hence, the coming in of Nsukka Roman Catholic Church Diocese in remedying the situation.

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RAL INTERVIEW

NAMES OF INTERVIEWER	OCCUPATION	PLACE OF INTERVIEW	AGE	DATE OF INTERVIEW
Abugwu Rosaline	Principal	Urban Girls Secondary School, Nsukka.	40	11/3/2019
Rev. Fr. Ezema Paulinus	Chaplain II	St. Peters chaplaincy University of Nigeria Nsukka.	30	14/2/2019
Ogbuabor Joy	Teacher	Queen of the Rosary Secondary School Nsukka.	43	23/10/2018
Ogbodo Maria	Teacher	City Comprehensive Secondary School Nsukka.	38	27/10/2018
Ogbonnaya Nnedinma	Student	University of Nigeria, Secondary School, Nsukka.	14	13/5/2019
Onoh Blessing	Student	City Comprehensive Secondary School, Nsukka	15	13/5/2019
Ofuebu Jane	Principal	Onward International Schools, Nsukka	37	11/3/2019
Rev. Fr. Fidelis Ezike	Principal	St. Theresa's Parish, Nsukka	47	25/3/2019
Rev. Sis. M. Ogbu	Principal	St. Catherine Secondary School, Nsukka	32	25/3/2019

Leadership Failure And Acute Youth Unemployment In Nigeria

By

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Abstract

The history of Nigeria is tainted with the absence of good moral and ethical values in the conduct of the ruling elites; this has adversely affected economic growth and development. Continued poverty, reinforced by acute youth unemployment is a barrier to Nigeria's quest for consolidating her democracy. A society of beggars, parasites and bandits cannot develop. Youth unemployment has been and is still a major problem in Nigeria. The statistics is staggering despite the political clamours against unemployment. The root of this problem originated in the visionless, selfish, mediocre, tribalistic and opportunistic small money-minded people masquerading as leaders who have continued to regenerate Nigerian political landscape over time. It is against this backdrop that this study examines the relationship between leadership failure and acute youth unemployment in Nigeria. A cross-sectional method was adopted and data was collected via a survey of three hundred (300) respondents in south-south geopolitical zone of Nigeria using non-probability sampling technque. Data collected were analyzed using correlation and linear regression analysis with the aid of Statistical Package for Social Science (SPSS) version 21. The results of the study revealed that there is significant relationship between leadership failure and acute youth unemployment. As predicted, the study also showed that leadership failure exerts a positive and statistically significant impact on acute youth unemployment in Nigeria. On the basis of these findings, the study recommends among others that the government at all levels should empower the jobless youths through genuine empowerment schemes that would equip them to be self-employed and employer of labour, revamped agricultural development schemes to create job opportunities for the unemployed youths roaming about on the Nigeria streets and the

actualization of youth empowerment would be impossible if the war against corruption is not intensified.

Keywords: Leadership failure, Youth unemployment, Poverty, Insecurity.

Introduction

The Nigeria government remains distant from serving the interest of its people. Politics at the federal, state and local levels of the Nigerian Federation are dominated by the powerful mandarin who built vast patronage networks during the military days and who now use political office to expand these networks and their personal fortunes. The history of Nigeria is tainted with the absence of good moral and ethical values in the conduct of the ruling elites. This has adversely affected economic growth and development in Nigeria. Continued poverty, reinforced by acute youth unemployment is a barrier to Nigeria's quest for consolidating her democracy. A society of beggars, parasites and bandits cannot develop.The increase rate of sectarian violence, crimes and terrorism are connected with unemployment (Adegoke, 2015). Acute youth unemployment breeds a high rate of state insecurity which borders on ethnoreligious conflicts, indigenes and settlers divide, armed robberies, abductions, kidnapping and other criminal activities in Nigeria (Okolie, Onyema &Basey, 2019).

Acute youth unemployment has been and is still a major problem in Nigeria. The statistics is staggering despite the political clamours against unemployment. The root of this problem originated in the visionless, selfish, mediocre, tribalistic and opportunistic 'small money-minded' people masquerading as leaders who have continued to regenerate Nigerian political landscape since 1960. All the state youth empowerment programmes and other employment generating policies of successive administrations from 1960 to date have failed to achieve their founder's vision because of gross, mismanagement and rampant corruption which has deepened social crises of unemployment and increased idle youths who have recourse to militia groups to gain livelihood by aligning with a political party to perpetrate violence. Thus, the present predicaments of Nigerian state can be explained from the lenses of leadership failure. Against the foregoing, this study empirically examines the relationship between leadership failure and acute youth unemployment in Nigeria.

Statement of Problem

Democracy has experienced stunted growth in Nigeria due to poor leaders with reactionary intent, bereft of developmental ideologies, retrogressive leadership style and bad governance. Nigerian leadership has acquired immunity of irresponsible rulership through reckless mismanagement of public funds, misplacement of people-oriented needs, intolerable and sit-tight and power-drunk syndrome. Nigerian is crises ridden due to insatiable political disposition of the leadership. Since Nigeria gained her political independence in 1960, the political leaders are highly corrupt, incompetent, ineffective and self-centered. Arising from those qualities of leaders, Nigeria's vast economic potentials have been emasculated with serious implications for acute youth unemployment. Nigeria as a nation has no doubt underdeveloped the youths, the consequence of this abject neglect of the Nigerian youths on national insecurity and economic development are best imagined. A trip to all the crannies and corners of the Nigerian cities will reveal the pathetic condition of the youths as a result of systemic disempowerment (Oduwole, 2015).

Unemployment is a global phenomenon whereby an eligible workforce of the nation is deprived in the service of the country. It is not only a serious economic issue but also has implications that affect almost all countries and all people either directly or indirectly (Adegoke, 2015). According to Orhero (2019:91), poverty and unemployment "causes social disquiet and they are the harbinger of the spate of crimes, perennial youth unrest as well as unstable socio-economic structure that have bedeviled several nations. In nigeria today, poverty and unemployment carry with them a number of attendant social, political, economics, psychological and security challenges". Thus, the rising spate of crimes and terrorism across the length and breadth of the country are connected with poverty and acute youth unemployment. As observed by Nwagbosa (2012), the failure of successive governments in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities is one major causes of insecurity in the country.

Existing studies on unemployment in Nigeria theoretically accounted for the nexus between unemployment and insecurity, unemployment and poverty, and the effect of governmental attitude and policies on unemployment and security in Nigeria., however, no study have empirically examines the relationships and the effect of leadership failure on acute youth unemployment in Nigeria. This study was undertaken to fill this obvious research gap by analyzing the relationship between leadership failure and acute youth unemployment in Nigeria.

Review of Related Literature

Concept of Leadership

Leadership is important to demonstrating better-quality governance which enhances societal development, because it is a process of influencing the actions of a structured group towards the setting and attainment of goals. It is "the ability to guide, direct or influence people. A leader ought to have an honest understanding of who he/she is, what he/she knows and what he/she can do. It is all about creating a way for people to contribute to making something extraordinary happen. It is also about "sacrifice for the common good" (Muhammad & Danjuma, 2016:105). According to Weihrich and Koontz (1993), the essence of leadership is followership. In other words, it is the willingness of people to follow that makes a person a leader. Moreover, people tend to follow those whom they see as proving a means of achieving their own desires and needs. Therefore, leadership was conceived by Weihrich and Koontz (1993:490) as "influence, that is, the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals".

Leadership according to Achebe (1981), is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. This definition is substantiated against the backdrop that "everything rises and falls on leadership and every endeavour you can undertake that involves other people will live or die depending on leadership". (Bennis, 1989:1). The common characteristic of a leader is the ability to inspire and stimulate others to achieve worthwhile goals. The individuals who can accomplish these important deeds practice leadership.

For further understanding of the concept of leadership, it is pertinent also to look at the qualities of a good leader. Joseph and Agbaje (1996) enumerated these qualified to have include honesty, commitment , ability to inspire others, ability to delegate, sense of humour, creativity, confidence and positive attitude,. Maxwell (1998) reinforces that a good leader must have character , charisma, committed, communicate with followers, competence, courage, discernment, focus, posses positive attitude, generosity, good initiative, have passion, can solve problems, listen to followers, have good relationships with followers, take responsibility, have self-discipline, must be a servant, a teacher and have vision. These qualities are lacking in Nigerian leaders.

Leadership Failure in Nigeria

A failed, corrupt and inept leadership coupled with inclement domestic socio-political environment have plunged development performance in Nigeria into the abyss. Development is no longer what the people desire, but what the creditor nations and international financial institution dictate. One of the major factors responsible for political instability and the rising spate of insecurity is the failure of the political elites to sufficiently adhere to the basic tenets of democracy and constitutionalism (Kew, 2006). As Harriman (2006:2) has rightly noted, this situation "has given rise to abuse of power, brazen corruption, disregard for due process and the rule of law, intolerance of political opposition, abuse of the electoral process and the weakening of institutions". This contradicts the tenet of governance, which presupposes the process of social engagement between the rulers and the ruled in a political community (Adejumobi, 2004; Fagbadebo, 2007).

It is instructive to note that the leadership problem in the Nigerian polity was a manifestation of the dysfunctional pattern of the years of military interregnum. The leadership pattern in Nigeria lacks the necessary focus capable of instilling national development. Our leaders are dull, selfish, indiscipline, undedicated to duty, incompetent and highly corrupt. In analyzing the plethora of leaders that have bestrode the country's political landscape, Ebegbulem (2009) and Nwagwu (2014), revealed that political leaders in Nigeria lean heavily on ethnicity and religion in tandem with their colonial heritage that borders on mistrust, tribal antagonism, religious intolerance and instinct of political domination, this unfortunate trend is blended with high profile corruption by all the three arms of government (i.e., the executive, legislature and judiciary), fostering nepotism and bureaucratic ineptitude. According to Anazodo, Igbokwe-Ibeto and Nkah (2005), Nigerian underdevelopment crisis is the effect of poor quality of government, absence of transparency and accountability, inefficiency of the workforce, corrupt and crippling bureaucracy and weak legal system.Anyiwe and Aigbokhaevbolo (2006) argued that Nigerian leaders have brazenly mismanaged both human and material resources at their disposal. They further argued that in spite of these abundant resources, the rate of poverty, unemployment and mortality is very high. The country is vulnerable to infectious diseases like Ebola virus, Lassa fever, Polio, missiles, leprosy, tuberculosis, epidemic and influenza.

Nigerian politicians ride on ethno-religious sentiment to attain political relevance. Nigeria is a flashpoint for ethnic-based political leadership tussle and fanatic religious coloration in conflict brewing; it suffered stunted growth in its weak efforts to harness the human and material resources to foster good governance. Our political leaders have no vision, mission and passion. Visionless leadership has manifested in ethnic chauvinism, tribalism and nepotism in Nigeria. As Dowden (2009) has rightly observed, without positive vision and passion, leadership will not succeed. It is vision that keeps the leader on track, while passion fuels the vision and makes it succeed. Take example of Singapore and Botswana in which by 1964 were also struggling as young nations, Singapore was and still is a multi-lingual, multi-cultural and multi-religious society, but its leaders did not see that as a barrier for nationhood; they rather believed that a fair and even-handed policy would get the people to live peacefully together and remain united (Lee, 2000). Also, in Botswana, most of the credit was given to the leadership, which, since independence in 1966, has designed and fostered the conditions of governance that have ensured stability and socio-economic progress (Lewin, 2018). Thus, their leaders were vision oriented; they pursued their goals with all sincerity and passion and today Singapore has moved from third world to first.

From 1960 to the present democratic dispensation, Nigeria has been struggling with leadership dearth prominently found in the character of our political elites. Nigerian political leaders have found politics as a quick way of becoming very rich and economically powerful people, as a result of this; they explore all corrupt avenues to siphon, misappropriate and embezzle public funds into their own personal coffers. The extensive research work on corruption in the 1990s led to a worldwide shared view of it as a 'cancer' to be combated in both developed and developing countries. With specific reference to developing countries, especially Nigeria, there is strong evidence that corruption undermines development efforts, distorts the composition of government expenditure, reduces expenditure on operations and maintenance, lowers the quality of public infrastructure and service delivery, reduces government revenues, lowers incentives to private investment, undermines legitimacy and credibility of the state, influences outcomes of the legal and regulatory processes, violates the social and economic rights of the poor and the vulnerable and erodes the moral fabric of society (International Monetary Fund, 1997). In June 2018, World Poverty Clock listed ten most poor countries in the world with Nigeria emerging first with the rates of 86.9 million with great implications on employment. The rate of poverty in Nigeria can simply be explained against the backdrop of institutionalized corruption as observed by Dowden (2009), thus, all its institutions-the civil service, the law, hospitals, schools, the army, police, business, etc, had become so corrupt that although Nigeria looks like a functioning state, it is just a shell. It still holds the shape of a nation from the outside, but within, corruption has become the institution.

More so, another dimension of leadership dearth in Nigeria is lack of political will and commitment for effective service delivery. Our political leaders have shown low level of patriotism which is love for one's country and willingness to sacrifice for it. Instead of serving the country with all sense of commitment, they placed nepotism and self-egotism at the altar of selfless service; as a result, there is high level of indiscipline and lack of self-control. Our leaders who are expected to be the first to keep and uphold the laws of the land break them with impunity. These attributes of Nigerian leaders have held the country at stand still since Nigeria gained her political independence in 1960 with serious implications for nation-building and development, therefore, leadership failure in the context of this study means the inability to achieve goals and mission. The reasons for leadership failure include mismatch between needs and programmes, poor attitude, blindness to reality, not valuing diversity, over-confidence, failure to listen to feedback from others, having wrong expectations, failure to communicate a vision, ignoring relationship building, failure to embody values and create the environment with which things can be accomplished and lack of social skills, leaders also fail when they care little about the consequences of their actions or followers as the case in Nigeria.

Youth Unemployment

Youth occupy a prominent place in any society. They are one of the greatest assets any nation can have. Apart from being the leaders of tomorrow, they out-number the middle-aged and the aged (Onyekpe, 2007). The National Youth Development Policy (2001) asserts that the youth are the foundation of a society; their energies, inventiveness, character and orientation define the pattern of development and security of a nation. Through their creative talents and labour power, a nation makes giant strides. The youth are a particular segment of the national population that is sensitive, energetic and active and the most productive phase of life as citizens. The youth are also most volatile and yet the most vulnerable segment of the population in terms of socio-economic, emotion and other aspects (Anasi, 2010, Ajufo, 2013). According to Lamido (2013), Youth unemployment is generally caused by improper orientation of the youths, absence of policy on social welfare, societal attitude towards vocational and technical education and inadequate teaching facilities.

Unemployment is synonymous with poverty; this is because when someone has nothing to do for a living, he/she becomes very poor in every ramification. Nwagwu (2014:33) posits that poverty is "a product of unemployment, inequality and economic marginalization. The jobless youths are frustrated due to inequality and economic deprivation that have rendered them unemployed. Thus, any individual deprived of the basic wherewithal cannot participate effectively in a democratic process. A poor person is therefore not a fully fledged social individual, as he/she lacks the basic freedom to engage in the life he/she enjoys. It is important to note that about 90% of the Nigerian populations are estimated poor, is there any wonder why the society is Chaotic? (Kwasav, 2013). According to International Labour Organization (1982), unemployment occurs when people are without jobs and they have sought work within the past five weeks. Also, International Labour Organization (2007) defines unemployed as numbers of the economically active population who are without work, but available for and seeking work, including people who have lost their jobs and those who have voluntarily left work. According to Adebayo, 1999 cited in Akwara, Akwara, Enwuchola, Adekunle and Udaw (2013), unemployment occurs when the labour force wish to work but cannot get jobs.

The unemployment rate is a measure of the prevalence of unemployment and it is calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labour force. Thus, unemployment is defines as the proportion of labour force that was available for work but did not work in the week preceding the survey period for at least 39 hours (Oduwole, 2015). In Nigeria today, the rapid increase in the country's unemployment rate has become a major sources of worry, several school leavers and adults are either finding it difficult to secure employment or are laid off work for one reasons or the other. It is no longer about going to school and graduating or learning a trade, but about how to face the reality of graduating and joining the brigade of the unemployed with little hope of what the future holds (Orhero, 2019). The youth unemployment rate in Nigeria refers to the percentage of the unemployed in the age group of 15 to 44years as compared to the total labour force. Youth unemployment rates are often higher than overall unemployment rates, which is true in Nigeria as well. The table below shows the youth unemployment rate from 1999 to 2019.

Table 1: Youth Unemployment Rate

Year	Parentage

1999	9.14
2000	8.9
2001	9.15
2002	9.24
2003	14.80
2004	13.40
2005	11.90
2006	13.70
2007	14.60
2008	14.90
2009	19.70
2010	23.90
2011	24.90
2012	25.20
2013	25.43
2014	36.07
2015	49.03
2016	57.59
2017	59.45
2018	62.83
2019	68.50

Source: NISER, 2020

The table above indicates that the issue of youth unemployment is critical in Nigeria. Unemployment has become a major problem bedeviling the lives of youth, causing frustration, dejection and dependency on family members and friends, who also have their own problems to contend with. Youth's unemployment in Nigeria is a consequence of several factors; one major factor is that of population growth. Nigeria has continued to experience high rate of population growth. Leadership failure is another major factor responsible for acute youth unemployment in Nigeria. Lack of employable skills due to inappropriate school curricula is another factor contributing to the rising youth unemployment. Yet another factor is the perception of policy-makers and the youth themselves about employment. To the policy-makers and the youth, employment means a job with salary and working for someone else. It is this perception that has continued to influence the tertiary educational institutions in Nigeria that provide skills and training. Based on this, Curricula and training programmes are generally tailored towards preparing young people for formal sector jobs. Since these jobs do not exist, there is often a mismatch between the skills possessed by the job seekers and the available jobs.

In fact, education system in Nigeria has its liberal bias which indeed over supplies the labour market with graduates who do not possess the skills required by many employers of labour in Nigeria. Today, many graduates in Nigeria lack entrepreneurial skills to facilitate self-employment (Oladele, Akeke &Oladunjoye, 2011). Among other factors responsible for acute youth unemployment include poor governance, ineffective targeting of the poor resulting in resources being thinly spread among competing projects, overlapping of functions, poor coordination and lack of sustainable measures (Musari, 2009). According to the National Bureau of Statistics (2018), youth people aged between 15 and 24 years accounted for 63.4% of unemployed people while those aged between 25 and 44 years accounted for 57.6%.

Consequences of Acute Youth Unemployment

The increasing level of youth unemployment in Nigeria is one issue that has been responsible for the resurgence of militia groups in the country. Youth unemployment has been identified as one of the major causes of social vices including armed robbery, political thuggery, destitution, prostitution, kidnapping and hostage-taking (Adegoke, 2015). Indeed acute youth unemployment in Nigeria is responsible for the spate of kidnappings, the marauding herdsmen militancy, armed robberies, abductions, Boko Haram insurgency, the new face of militancy in the Niger Delta and other forms of violent crimes. Unemployment has also encouraged increasing feminization of poverty among young women, which has encouraged prostitution as a means of survival and leads to trafficking of young ladies across international borders with transnational security implications (Akwara *et al*., 2013). Furthermore, the negative consequences of acute youth unemployment include poverty; psychological problems of frustration, depression, hostility, murder and all manner of social delinquent behaviours. Thus, acute youth unemployment in Nigeria today has contributed to the high rate of poverty and insecurity of life and property. With the growing rate of unemployment and underemployment of the youths, Nigeria has suffered enormous loss in terms of growth and development opportunities which would have engaged their wasteful human capital (Nwagwu, 2014).

Youth Empowerment Programmes

The existing literature reveals that successive Nigerian government has played vital roles in providing solutions to unemployment and poverty alleviation. But in spite of the myriad policies and programmes initiated by Nigerian government such as Operation Feed the Nation (OFN), Green Revolution Directorate of Food, Roads and Rural Infrastructure (DFRRI), Better Life for Rural Women (BLRW), Family Support Programme (FSP), People Bank (PB), The Introduction of Privatization, Liberation and Deregulation of the Economy, National Economic Empowerment and Development Strategy (NEEDS), Subsidy Re-investment and Empowerment Programme (SURE-P), National Directorate of Employment (NDE), N-Power, Presidential Youth Empowerment Scheme (P-YES) and other poverty reduction programmes from 1999 to date have failed to achieve their founder's vision. Consequently, the rank of the unemployed and idle youths increased the number and people who had recourse to ethnic formations to gain livelihood, define their identity and promote ethnic nationalism. This is the hopeless situation we found ourselves due to bad leadership exercised through bad governance. In Nigeria today, one of the major inducements to insecurity challenges is high rate of unemployment, especially among the youths. For instance, no fewer than 8 million youths are jobless in Nigeria, while 2.7 million graduates enter the labour market every year. Since the primary need of man is food, it is not surprising that the army of unemployed and jobless Nigerian youths resort to self-help in the form of kidnapping, armed robbery, prostitution as well as making themselves available to be engaged as ready tools for destabilization and insecurity. This is based on the aphorism that 'an idle mind is a devil's workshop' and 'a hungry man is an angry man'.

Leadership Failure and Acute Youth Unemployment in Nigeria

The unemployed youths (educated and uneducated alike) are frustrated by the poor governance of the political elite. It is the primary responsibility of all levels of government to harness and husband the state resources; and create job opportunities for the teaming unemployed population, protect lives and properties and ensure good governance at all levels. Youth unemployment rate in Nigeria is very high in spirit of the favourable economic potentials for employment generation in the country, such as rapid increases in government revenues, windfalls from oil proceeds and the appreciable rise on foreign reserves. Apart from the serious adverse effect of corruption on the economy, faulty and unfavourble economic policies of the government since 1960 to date have acted as disincentives to employment creation (such as high interest and exchange rates, poor infrastructures, import tariff, etc) which have dwindled the employment absorptive capacity of the private sector; and non-investment of these resources in employment generation are responsible for sustaining youth unemployment in the Nigeria economy (Nwagwu, 2014).

The political leaders in Nigeria have failed the Nigerian state in spite of the huge amount of money crude oil has given to the country. Despite the long period of oil exportation, Nigeria has nothing to show with soaring rates of youth unemployment and poverty (Ogundiya, 2010). Similarly, Salawu (2010) linked failed state to mass poverty, illiteracy and unemployment, he further posits that poverty and unemployment inevitably increase the number of people (youths) who are prepared to kill or be killed for a given course at token benefit. To state that there is high level of youth unemployment in Nigeria is stating the obvious. This is because youth unemployment had reached an alarming stage. The root of this problem is leadership failure. As former president Olusegun Obasanjo argued, "When you see a poor country, look out for the form of governance there, then you will observe leadership challenges". He is among those who believed that leadership dearth in Nigeria had robbed it of meaningful development and has become a clog on the nation's wheel of progress. Obasanjo affirmed that "we have so many

Nigerians, but there are not many good leaders in Nigeria". From political leadership to traditional, commerce to education and down to the family level, the ideal form of leadership is nowhere to be found (Alechenu, 2013).

According to Anazodo *et al*. (2015:42), one of the major challenges facing Nigeria and other developing areas of the world is how to create a stable political and socio-economic environment for policies and programmes to be implemented. The issue of getting the right leadership to fight corruption and propel good governance has been a recurring decimal in Nigeria and Africa in general. Once the enabling environment is created, it becomes very easy for the people to confront and resolve challenges facing them by using resources within their environment to create a condition of life where each stage is progressively better than the preceding one. However, this is not the case in Nigeria due to corruption and bad governance". They further noted that the reverberation effect of the failure of leadership, corruption and bad governance are visible and being felt across all sectors and segment of the Nigerian society. Unemployment and employment for cash, insecurity, crude oil thefts, crisis in education, dearth of infrastructures such as health services, transportation, accommodation, communication, medication, etc are all common features in Nigeria. Also, Adegoke's (2015) study in Lagos revealed that there is a relationship between government attitude and policies and youth unemployment in Nigeria.

Theoretical Framework

In our attempt to place this study in its proper perspective, the need for a theoretical framework of analysis is very fundamental. The theoretical framework of analysis adopted in this study is the Frustration-Aggression theory. The frustration-aggression hypothesis formulated by Dollard, Doob, Miller, Mowrer and Sears (1939) has the central premise that the occurrence of aggressive behaviour always presupposes the existence of frustration. According to them, frustration produces instigation to a number of different types of responses, one of which is an instigation to some of aggression, expatiating on the above postulation, Okolie *et al.*(2019) submit that, given the requisite conditions, individuals or groups who feel frustrated in the attainment of their desires and demands often react by direct aggressive bahaviour at what is perceived as being responsible for depriving or thwarting those desires as a substitute, they further posit that it is not utter lack but unfulfilled hopes and expectations that engender violent crimes. Fundamentally, the overall policy goal of National Youth Policy (NYP) is to provide and appropriate framework that will promote the enjoyment of fundamental human rights and protect the health, social, economic and political well-being of all young (men and women) in order to enhance their participation in the overall development process and improve their quality of life. It could be argued from the above vantage points that National Youth Policy and other empowerment programmes have not yielded results in curbing unemployment rate, but rather causing frustration and dependency on the part of the youths. The state of deprivation and frustration have driven youths to kidnapping, drug abuse, political thuggery, hostage-taking, prostitution, vandalization of oil pipelines, abduction, armed robbery and other criminal activities as options for idleness. In the final analysis, the relevance of the frustration-aggression theory is based on its ability to justify how frustration as a result of lack of employment opportunities has contributed to youth involvement in delinquent behaviour in Nigeria.

In line with the literature review, the following objectives and null hypotheses were formulated for the study.

Objectives of the Study

Specially, the study sought to:

i. Examine the relationship between leadership failure and acute youth unemployment in Nigeria.

ii. Ascertain the extent to which leadership failure impact on acute youth unemployment in Nigeria.

Hypotheses of the Study

H_1: There is no significant relationship between leadership failure and acute youth unemployment in Nigeria.

H_2: Leadership failure does not have a significant impact on acute youth unemployment in Nigeria.

Methodology

Research Design and Data Collection

This study adopted a survey research design to determine the relationship and impact of leadership failure on acute youth unemployment in Nigeria and data was collected via a survey of 300 respondents in South-South geopolitical zone of Nigeria using non-probabilistic sampling techniques comprising of purposeful and convenience techniques. Thus, the instrument used for this study was researchers developed structured questionnaire, the questionnaire consisted of 22 items structured along a 5-points likert type scale which ranks responses on a scale of (1) strongly agree (SA) to strongly disagree (SD).

Table 2: Distribution of Questionnaire and Response Rate

S/N	South-South State	Questionnaire Distributed	Questionnaire Retrieved	Percentage Retrieved
1	Delta	50	47	15.7
2	Rivers	50	44	14.7
3	Bayelsa	50	46	15.3
4	Edo	50	47	15.7
5	Akwa Ibom	50	45	15.0
6	Cross rivers	50	44	14.7
	Total	300	273	91.1

Source: Questionnaire Administered, 2020

Out of the 300 copies of questionnaire administered, 273 were retrieved and analyzed given us a response rate of 91.1%. Out of the 273 respondents, 149 were male and 124 were female respectively.

Validity and Reliability of the Instrument

The validity of the research instrument was ascertained by subjecting its initial draft to face validation by two experts in the department of political science, Delta State University, Abraka. The opinions and suggestions of these experts were used to modify and produce the final draft of the instrument. The research instrument also underwent reliability test conducted on 30 respondents in Delta State who also took part in the study, Cronbach Alpha method was used to establish the internal consistency of the items as shown in the table below.

Table 3: Reliability Statistics of Variables

Scale	No of items	Crobach's Alpha
Leadership failure	14	.815
Acute youth unemployment	8	.837

Sources: Researchers' Computation, 2020

The results yielded a coefficient of 0.815 and 0.837, which satisfied the general recommended level of 0.70 for the research indicators (Cronbach, 1951). Hence, researchers' satisfied both the validity and reliability of the scale.

Model specification

Given that this study has one dependent variable, we formulate the model as shown below:

The model has the following mathematical functions:

$AYU = f(LF)$

Econometrically, the model was specified as:

$AYU = \beta_0 + \beta_1 LF + \varepsilon t$

Where:

AYU = acute youth unemployment.

LF = leadership failure.

β_0 = Constant.

β_1 = Coefficient and apriori sign of independent variable.

εt = error term.

From the above, the apriori expectation of the parameter of the model was:
$\beta_1 < 0$

Method of Data Analysis

The data collected were analyzed using correlation and linear regression analysis with the aid of the Statistical Package for Social Science (SPSS) version 21.

Results

Table 4: Correlation Matrix

Variables		Leadership Failure	Acute Youth Unemployment
Leadership failure	Pearson correlation Sig. (2-tailed) N	1 273	.841** .000 273
Acute youth unemployment	Pearson correlation Sig. (2-tailed) N	.841** .000 273	1

**Correlation is Significant at 0.05 levels (2-tailed)
Sources: Researchers' Fieldwork, 2020

Table 4 shows the correlation between leadership failure and acute youth unemployment in Nigeria. There exists a significant positive high correlation between leadership failure and acute youth unemployment ($r=.841$, $n=273$, & $p<0.05$). This implies that leadership failure has a strong and positive relationship with acute youth unemployment in Nigeria. Therefore, the null hypothesis is rejected.
Linear Regression Analysis

Table 5: Model Summary[b]

Model	R	R^2	Ad-R^2	Std. Error of estimate
1	.762	.694	.588	.329

i. predictors: (constant), leadership failure
ii. dependent variable: acute youth unemployment

Table 6: ANOVA[a]

Model		*Sum of square*	*Df*	*Mean*	*Coefficient*	*f-stat*	*Sig*	*D.W*	*Remark*
1	Regression Residual Total	36.718 19.445 56.163	2 269 271	4.129 0.767	0.096	23.548	0.000[b]	1.927	Sig

i. Dependent variable: acute youth unemployment
ii. Predictors: (constant), leadership failure
Sources: Researchers' fieldwork, 2020

Table 6: shows R^2 value of .694 which revealed that leadership failure independently account for 69.4% of the variation in acute youth unemployment in Nigeria. The coefficient of 0.096 further indicated that a one percent increase in leadership failure results in 9.6% increase in acute youth unemployment.

The F-statistics of 23.548 revealed that the model is statistically significant at 0.05 significant levels. The Durbin-Watson statistics of the model which shows 1.927 implies absence of serial autocorrelation in the regression analysis.

Discussion of Findings

The results amongst others showed that there is positive and strong relationship between leadership failure and acute youth unemployment in Nigeria. The finding is in agreement with Adegoke (2015) study that revealed the relationship between government attitudes and polices and youth unemployment. As predicted, the study also revealed that leadership failure exerts a positive and statistically significant impact on acute youth unemployment in Nigeria. The finding is in agreement with Salawu (2010), Akwara *et al.*, (2013), Nwagwu (2014), Adebowale (2015), Adegoke (2015) and Orhero (2019) view that leadership failure is responsible for youth unemployment and abject poverty in Nigeria.Thus, the ruling (political) class have failed Nigerians because they replaced the vision, policy and strategy, which should be the thrust of every leadership with transactions (contract award and other mundane money-related activities), as each successive government took turns to prey on the nation's wealth, by using public power, resources, good will, utilities, instrument of abuse and personal gains. Thus, crimping the economy and exacerbating unemployment which creates abject poverty, hunger and frustration among the youths. Corroborating this unfortunate scenario, Anazodo *et al.* (2015:43), succinctly argued that "since the flag of political independence in 1960, Nigerian leaders and their regimes have been deeply engrossed in excessive acts of corruption and bad governance. All available means have been employed by Nigerian political leaders to 'grab' power including the blatant rigging of elections, manipulation of census figures, violence, thuggry, arson, vandalism, gangsterism, corruption, religious bigotry, regionalism, tribalism, ethic sentiments and acts of brigandage as witnessed in the utterances of some delegates in the 2014 national conference. Relegation of public interest, malpractices of all forms, crimes of every description, mendacity, lack of candour, readiness to cheat, grabbing, philistinism, ethnic and sectional inclinations are all the only game in town". All these have precipitated social dislocation, insecurity, violence, abject poverty, socio-economic and political instability and acute youth unemployment and underemployment.

Conclusion and Recommendations

The study has revealed through its perceived findings that leadership failure has a positive and strong impact on acute youth unemployment in Nigeria. Also, the relationship between leadership failure and acute youth unemployment was confirmed. In conclusion, Nigeria is the world sixth largest oil supplier and blessed with economic potentials, but majority of the Nigerian population live in narrow circumstances due to leadership failure and ranging endemic corruption. Since Nigeria return to democratic practice in 1999, youth unemployment has maintained speedy rise. It is therefore, necessary to create jobs and generate employment for the unemployed Nigerian youths to give them sense of belonging and discourage them from engaging in the sundry acts of threat to security in the country. In Nigeria today, amidst high level of youth unemployment, there is incessant ethno-religious crises, Fulani herdsmen/farmers brouhaha, electoral and communal violence among others. Nigeria who supposed to be the giant of Africa becomes the sleeping giant whose economic and human power has been emasculated by unscrupulous politicians. This study strongly contented that our political leaders since Nigeria gained political independence in 1960 failed in their primary responsibility of harnessing and husbanding the state resources and creating job opportunities for the teaming unemployed population. This explains why armed robbery, kidnapping, terrorism, thuggry and sorts of social vices in Nigeria emanate from acute youth unemployment. Most importantly, addressing the breeding grounds of threats to security such as poverty, human rights violations and bad governance is a desideratum to put an end to the security issues in the country. Based on the empirical and theoretical findings of this study, the following policy recommendations were made:

1 The government at all levels should intensity efforts to empower the jobless youths through genuine empowerment schemes that would equip them to be self-employed and employer of labour, revamped agricultural development schemes to create job opportunities for the unemployed youths roaming about on the Nigerian streets and the actualization of youth empowerment would be impossible if the war against corruption is not intensified.

2 Poor quality of education, lack of efficient training and skills acquisition are negatively affecting the productive sector of our economy. Therefore, government at all levels should invest heavily on education and encourage research institutions for result oriented research-projects.

3 There is urgent need for participating nature of democracy to public agenda setting and decision-making as against that of exclusionary disposition of the military regime which may engender more economic growth, as it is disposed to the adoption of market forces which would bring competition to spur economic growth. This is capable of bringing to the barest minimum the perceptions of domination, marginalization, alienation or discrimination of one ethnic group against the other, which are quite detrimental to economic growth and development.

4 The government at all levels should create a conducive environment to enable the private sectors thrive and absorb many of the teeming jobless Nigerian youths.

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Computer Assisted Instruction On Alleviating Mathematics Learning Difficulty For The Students With Dyscalculia In A.A Raji Special School, Sokoto

By

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Abstract

This paper examines the effectiveness of one of the computer-based instructional techniques (simulation and modelling) in teaching some of the mathematical abstract concept among students with learning anxiety taking their experiential learning style into consideration. The author extracted this paper from one group pre-test post-test quasi-experimental study conducted on 250 SS students. Mathematics Attitude Inventory Scale (MAIS) was used to measure students' level of mathematics anxiety. Mathematics Learning Style and Attitude Scale (MALSTAS) to determine students' dominant learning style that enabled researcher applied appropriate strategy when the experiment was carried out. The students were taught using Computer Based Mathematics Learning Software (CBMLS) a software developed by researcher. The study also used Mathematics Competence Based Test (MCBT) that was constructed based on mathematics teaching curriculum and objectives of the study. The collected data were analysed using descriptive statistics and the hypotheses were tested using one sample t-test. The study found that low mathematics achievement is potentially a symptom of mathematics anxiety. It was found that 62.4% of the students fell within the average level of mathematics anxiety. The hypothesis in the study were tested and rejected implying that Computer Based Instruction (Simulations and Modelling) has a significant effect in achieving one of the fundamental objectives of teaching and learning mathematics (abstract conceptualization and problems solving skills). It was found that computer-based instruction was slightly effective in helping students with mathematics anxiety obtain mathematics competences.

Keywords: Computer Simulations and Modelling, Mathematics Learning Anxiety.

Background of the study

Quality and functional education is the one that equips students to be vast in literacy and numeracy. It enables them to reason logically, critically and apply their affective, cognitive and psychomotor skills. Such education helps them to contribute towards the development of their world (Adeyanju 2009). Mathematics is educational branch that provides numerical knowledge which is woven fabric of connections that involves visualizing, imagining, manipulating, analysing, abstracting and associating ideas to solve social and scientific educational problems that are useful to the lives (Gbolagade, 2013). This perhaps may be the reason why it's a compulsory subject in primary and secondary schools of most educational syllabuses in the world.

Education scholars have advanced theories and practices about how students learn and how they can best achieve mathematics literacy. National Centre for Teachers of Mathematics assisted in United states (NCTM, 2008) advise that more focus should be laid in the class room to realize higher levels of objectives underlying the teaching and learning mathematics subject in order to alleviate dyscalculia. According to the centre aspects that compose objectives of mathematics teaching and learning are: Problem solving, Procedural Fluency, Mental Math and Estimation, Multiple Representations and Mental Imagery, Manipulative Reasoning and Reflecting, Communicating Mathematically, Appreciating Mathematics and Learning Styles.

The Effective way of understanding the above aspects would need approaches like; critical thinking, analytical thinking, logical reasoning, decision-making, and problem-solving which are most crucial areas of applying mathematics in the real world. This makes mathematics a humanistic subject whose obligation is to transform learners' experiences. Such approaches are difficult to achieve only through verbal and mechanical methods that are usually used in the class of mathematics. It has been therefore suggested that application of modern technology (NCTM, 2008) would alleviate dyscalculia.

Mathematics learning is often connected with students' attitudes toward mathematics, or in more extreme cases, their learning disability one of which is dyscalculia. Dyscalculia is difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, performing mathematical calculations and learning facts in mathematics. It is generally seen as the mathematical equivalent to dyslexia. It can occur in people from across the whole IQ range – often higher than average – along with difficulties with time, measurement, and spatial reasoning (Butterworth, 2010) Estimates of the prevalence of dyscalculia range between 3 and 6% of the population of the learner across various institutions in Africa Europe and Asia (Butterworth, B; Varma, S; Laurillard, D 2011). In 2015, it was established that 11% of children with dyscalculia also have ADHD. Dyscalculia has also been associated with people who have Turner syndrome and people who have spina bifida (Butterworth, B; Varma, S; Laurillard, D 2011).

Mathematical disabilities can occur as the result of some types of brain injury, in which case the proper term, acalculia, is to distinguish it from dyscalculia which is of innate, genetic or developmental origin.

The earliest appearance of dyscalculia is typically a deficit in the ability to know, from a brief glance and without counting, how many objects there are in a small group (see subitizing). Children as young as 5 can subitize 6 objects, especially looking at a die. However, children with dyscalculia can subitize fewer objects and even when correct take longer to identify the number than their age-matched peers (Soare, MD NeelKaml, Partel, MD, MBA 2015). Dyscalculia often looks different at different ages. It tends to become more apparent as kids get older; however, symptoms can appear as early as preschool. Common symptoms of dyscalculia are, having difficulty with mental math, trouble analysing time and reading an analogue clock, struggle with motor sequencing that involves numbers, and often they will count on their fingers when adding numbers (Klingberg, Torkel 2015)

According to Frye and Davon in 2017 Dyscalculia is characterized by difficulties with common arithmetic tasks. These difficulties may include: Difficulty reading analogue clocks, Difficulty stating which of two numbers is larger, Sequencing issues, Inability to comprehend financial planning or budgeting, sometimes even at a basic level; for example, estimating the cost of the items in a shopping basket or balancing a check book, Inconsistent results in addition, subtraction, multiplication and division, Visualizing numbers as meaningless or nonsensical symbols, rather than perceiving them as characters indicating a numerical value (hence the misnomer, "math dyslexia") and Difficulty with multiplication, subtraction, addition, and division tables, mental arithmetic, among others.

Although many researchers believe dyscalculia to be a persistent disorder, evidence on the persistence of dyscalculia remains mixed. For instance, in a study done by Mazzocco and Myers (2003), researchers evaluated children on a slew of measures and selected their most consistent measure as their best diagnostic criterion: a stringent 10th-percentile cut-off on the TEMA-2 (Fischer, B; Gebhardt C Hartnegg K 2008) (. Even with their best criterion, they found dyscalculia diagnoses for children longitudinally did not persist; only 65% of students who were ever diagnosed over the course of four years were diagnosed for at least two years. The percentage of children who were diagnosed in two consecutive years was further reduced. It is unclear whether this was the result of misdiagnosed children improving in mathematics and spatial awareness as they progressed as normal, or that the subjects who showed improvement were accurately diagnosed, but exhibited signs of a non-persistent learning disability.

There are very few studies about adults with dyscalculia that have had a history of it growing up, but these studies have shown that it can persist into adulthood. It can affect major parts of an adult's life (Team, T.U 2018) Most adults with dyscalculia have a hard time processing math at a 4th grade level. For 1st-4th grade level, many adults will know what to do for the math problem, but they will often get them wrong because of "careless errors," although they are not careless when it comes to the problem. The adults cannot process their errors on the math problems or may not even recognize that they have made these errors. Visual-spatial input, auditory input, and touch input will be affected due to these processing errors. Dyscalculics may have a difficult time adding numbers in a column format because their mind can mix up the numbers, and it is possible that they may get the same answer twice due to their mind processing the problem incorrectly. Dyscalculics can have problems determining differences in different coins and their size or giving the correct amount of change and if numbers are grouped together, it is possible that they cannot determine which has less or more (Callaway, Ewen 2013). If a dyscalculic is asked to choose the greater of two numbers, with the lesser number in a larger font than the greater number, they may take the question literally and pick the number with the bigger font.Adults with dyscalculia have a tough time with directions while driving and with controlling their finances, which causes difficulties on a day-to-day basis (Posner Tamar 2008).

College students particularly may have a tougher time due to the fast pace and change in difficulty of the work they are given. As a result of this, students may develop a lot of anxiety and frustration. After dealing with their anxiety for a long time, students can become averse to math and try to avoid it as much as possible, which may result in lower grades in math courses. However, students with dyscalculia often do exceptionally in writing, reading, and speaking. Students may try to succeed through determination and persistence because of their inability to do well with numbers. They may try to keep a positive attitude even with the frustration and anxiety because they want to meet their goal in life. The problem, when it comes to college, is that professors cannot grade entirely on their persistence, determination, and efforts. Students need to figure out ways to overcome their difficulties (kucian Von Aster 2015) There are a lot of services that schools can provide for students. In the 21st century there is evidence that there will be an increase in enrolment for students with learning disabilities in community colleges (Mozzocco Myer 2003).

Both domain-general and domain-specific causes have been put forth. With respect to pure developmental dyscalculia, domain-general causes are unlikely as they should not impair one's ability in the numerical domain without also affecting other domains such as reading. Two competing domain-specific hypotheses about the causes of developmental dyscalculia have been proposed – the *magnitude representation* (or *number module deficit hypothesis*) and the *access deficit hypothesis*(Attout, Salmon, Majerus, Lucie, Eric, steve 2015).

In addition, mathematics instructors with dyscalculia s may be unable to provide effective instruction to their students with dyscalculia. Such instructors may experience additional challenges in their professional and personal lives.

Teaching of mathematics in the classroom is not only concerned with the computational knowledge of the subject but is also concerned with the selection of the mathematical content and communication leading to its understanding and application. In NIGERIA mathematics is one of the compulsory subjects taught in secondary schools according to National centre Development centre (NCDC, 2008).

However Nigerian education system has become more of subject matter centred than experience centred. Due to the system of experience-assisted rather than symbol-assisted mathematics education, Nigerian students have been facing the problem of formal education that is 'abstract', 'artificial' and 'bookish' (Baale, 2014).

Kolb proposes that the use of materials that promote experiential learning so that the balance between experiential learning and abstract symbolic information should be created in the formal education system.

Similarly, at Abdurrashid Adisa RAJI Special School the mathematics content is taught using in a traditional method of teaching such as talk and chalk. Thus, the students encounter many difficulties in acquiring what is taught, and more importantly, causing them to memorize most of the mathematical concepts without understanding (Cankoy and Tut, 2002). The problems arise in the students' post-secondary education, when the new mathematical concepts are being constructed. In those grade levels, the basic knowledge of mathematics, which is thought to be acquired in the former grades is surprisingly missing and/or misunderstood (Baki, 2000). This creates problems for both teachers and students in achieving their goals when new subjects are being thought.

In today highly changed and technologically dependent world, education at Abdurrashid Adisa RAJI Special School has its share of modern technological challenges. Traditional teaching methods such as chalk-and-talk, teaching and learning in which teachers address students by using a blackboard to provide examples or illustrations, are giving way to newer strategies. Traditional methods of teaching have been undergoing changes influenced by new techniques and technologies. Since the spread and development of electronics and computers, computer-assisted instruction (CAI) is an initiative that has been investigated as a means to close achievement gaps (Baale, 2014)

CAI is fast emerging as an integral part of higher education. Among its many advantages, it reaches "a broader student audience, addresses student needs better, saves money, and more importantly uses the principles of modern learning pedagogy" (Fitzpatrick, as cited in Tucker, 2001). Computer assisted Instruction (CAI) is one of the earliest applications of computers in education. Drill and practice, tutorial, problem-solving, and simulation are kinds of CAI strategies. Computer assisted Instruction provides learning environments that engage students in creative tasks and problem solving (Hoyles & Noss, 2012; Kapa, 2009).

Besides, CAI could be used as a supplement to traditional method of instruction or could replace the later, in this way, many mathematical concepts, formally, can become concrete, clear, and encouraging for the secondary education students.

In Abdurrashid Adisa RAJI Special School (A.A. Raji S.S) the use of technology when studying mathematics is a new issue, since school management has always been looking for solutions to mathematics learning difficulties that had been existing overtime in A.A.RAJI.S.S. Students in A.A.RAJI.S.S should not only get help to solve long and complicated calculations, but should also use computers and modern software to simulate and model complex situations described by mathematical structures (A.A.Raji, 2018).

There is a relationship between Mathematics and the computer, in a way it is a symbiotic one. Without Mathematics the computers can exist, but, the existence and processes of computers have developed Mathematics and it has helped to better understand Mathematics on paper (Tooke, 2001).

In schools like Abdurrashid Adisa RAJI Special School, there should be a learning environment in which learners actively construct their own knowledge, rather than depending on the teacher's explanations. Increasing technological developments highly influence educational activities such as cognitive tools, teaching machines, computers, and calculators.

Statement of the Problem

In most secondary schools of Sokoto the most commonly methods of teaching are traditional methods. As a result, mathematics concepts are taught by using abstract examples and words. This method of teaching, which would have required highly cognitive skills to understand mathematics, instead creates pressure on students leading them to lose their self-confidence as well as their creative thinking. The use of lectures and question and answer are the most common teaching methods in most of the traditional mathematics classrooms in Nigeria (S.S.Danmali, 2015).

At both Junior and Senior level, students are exposed mainly to subject content matter when they generally cannot understand why they learn such subjects especially when they are not interested in them, or when they know that such knowledge will never be of any use to them throughout their lives. In addition, the proportion of students reaching acceptable proficiency levels in mathematics decreases with the increase in dyscalculia among learners in Nigerian secondary schools (N.E.R.D.C, 2008 & NECO 2013). It seems such phobia is prevalent at Abdurrashid Adisa RAJI Special secondary schools of Sokoto; the researcher established that the mathematics results of senior three (S.3) students were significantly low compared to other subjects like English language and Geography for the previous three years (Report, 2018).

Similarly, the first and second term mathematics results of S.1, S.2, and S.3 in some Abdurrashid Adisa RAJI Special schools in Sokoto show decline in mathematics proficiency level, due to the mathematical phobia. In the pilot study conducted by the researcher, preliminary result showed that 67.5% of S.3 students exhibited dyscalculia. This was as a result of affective factors like lack of self-confidence, shying away from solving mathematical problem in the classrooms, procrastinating when given mathematics exercise, blackout during the lesson and dodging mathematics lessons. While it has been found that teaching techniques with the emphasis on students becoming active learners in mathematics and allowing learners to construct their own knowledge are major factors in alleviating dyscalculia and improving mathematics performance (Hellum-Alexander, 2010); the case of Secondary schools in Sokoto appears to reveal alot of gaps. This research examined ways in which computer assisted instruction method could be integrated into mathematics curriculum to alleviate dyscalculia at Abdurrashid Adisa RAJI Special Secondary schools in Sokoto.

Purpose of the study

The main objective of this research is to examine the effectiveness of computer assisted instructional pedagogy in alleviating dyscalculia in teaching and learning mathematics in Abdurrashid Adisa RAJI Special School Sokoto (A.A. Raji S.S).

Specifically, the study tries to:

Determine how computer simulations enable students with dyscalculia conceptualize abstract in mathematics.

Research Questions

This study therefore sought to answer the following research questions;
To what extent do computer do computer simulations enable students with dyscalculia, conceptualize abstract in mathematics?

Research Hypothesis
In addition to the research questions the researcher hypothesized and tested that:
Computer simulations have no significant effect on enabling learners to conceptualize mathematical abstract in mathematics.

Theoretical Orientation
This study was guided by the Kolb'sExperiential Learning Theory (ELT) 1984 in order to understand better learners' experiences using computer based instructional strategies in alleviating their mathematics learning phobia. The theory states that learners will quickly grasp and internalize ideas or skills when the knowledge is generated from their experiences. Therefore, humanistic Kolb's theory of Experiential Learning was used to conceptualise learning of mathematics at Secondary schools in Sokoto. Experiential Learning Theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb 1984:41).

The ELT model portrays two related modes of grasping experience- Concrete Experience (CE) and Abstract Conceptualization (AC) -- and two related modes of transforming experience-Reflective Observation (RO) and Active Experimentation (AE). Experiential learning is a process of constructing knowledge that involves creativity among the four learning modes that are responsive to contextual demands. This process is portrayed as an idealized learning cycle or spiral where the learner "touches all the bases"- experiencing, reflecting, thinking, and acting in a recursive process that is responsive to the learning situation and what is being learned. Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

The four-computer based instructional strategies tutorials, drill and practice simulations and instructional games were integrated into learning four mathematical branches; numbers, operations, algebra, geometry and statistics through four phases of Kolb learning model theory; active experimentation, concrete experience, reflective observation and abstract conceptualisation.

Computer tutorial yields concrete experience that can be used to teach basic mathematical concepts. When number and operation for example being taught using drill and practice as well as adequate tutorial it will enable learner understand mathematical concepts through their experience, which will enhance their mathematical procedural fluency.

Computer tutorial also when combined with appropriate simulations will enable learners to have algebraic skills that will help them converge manipulative skills and competence. Computer simulation enhances reflective and observational experience, therefore when it is combined with instructional games it will enable learners assimilate geometry easily, present mathematical abstract and reflect on their experiences. Instructional games are usually used in teaching mathematics to enable learners conceptualise mathematical abstract terms and improve problem solving skills. This yields simple way to study statistics which requires active experimentation through drill and practice.

Methodology

The Quasi-experimental design; one group pre-test post-test designwas implemented in this study. It was simple experimental research design that did not involve of a control group (Creswell, 2012). In this design the experimenter measured the level of mathematics learning phobia (Yb) before the computer-based instruction (X) was manipulated and took its measures (Ya) afterwards: The difference if any, between the two measurements (Yb-Ya) was computed and ascribed to the manipulation of X.

Research Design of the Study

Group	Pre-Test (Ya)	Treatment	Post-Test (Y_b)
Students with Dyscalculia	PreMAIS	Student centred dynamic Experiential learning Environment using Constructivist method of Computer based instructional Strategies for Computer based mathematics Learning software (CBMLS)	MCBT PostMAIS MALSTAS

(Adapted from Creswell, 2012)

This study was one group pre-test post-test quasi-experimental study which used quantitative approach to test whether computer based instructional pedagogy can be used to alleviate mathematics learning phobia for Senior level students in Secondary schools of Sokoto. The researcher used Mathematics Attitude Inventory Scale [MAIS] to measure students' level of dyscalculia before and after the treatment with Computer Based Mathematics Learning Software [CBMLS]. The Mathematics Learning Style and Attitude Scale [MALSTAS] was used to determine students' dominant learning style that enabled the researcher to apply appropriate strategy when the experiment was carried out. Two hundred and fifty [250] "O" level 3rd year students were sample out 764 Junior level students using stratified random sampling based on their level of phobia which was extracted from their response to Mathematics Attitude Inventory Scale (MAIS). The researcher used Mathematics Competence Based Test (MCBT) which was constructed based on the mathematics teaching curriculum and objective of the study. This instrument was used to measure students' competence in learning mathematics in number operations, Algebraic manipulations, geotrigonometry and statistics. This instrument was validated by experts in the field of mathematics teaching and learning giving a content validity index of 0.91. The reliability of the instrument was tested using Cronbach alpha at coefficients of 0.82. The researcher filled the instrument for every student using the score of the tests given at the end of every lesson. The collected data was analysed using descriptive statistics and the hypotheses were tested using one sample t-test.

Analysis And Finding

The average of students' responses in mathematics anxiety, perception on usefulness of learning mathematics, students' self-efficacy in learning mathematics and students' feeling while learning mathematics were used to determine the level of dyscalculia of the students who participated in this study as follows:

Level of Dyscalculia among the Students

	Pre-Test			**Post-Test**		
Dyscalculia Level	Low	Average	High	Low	Average	High
N	45	133	72	88	156	6
Percent (%)	18.0	53.2	28.8	35.2	62.4	2.4

(Source: Field Data)

In order to determine the level of the students, the average of the students' responses was calculated shows the significant decrease considering the number of the students with dyscalculia which differed between Pre-test and post-test. In pre-test there were only 45 students representing (13.2%) of the total population that had low dyscalculia but the number increased at Post-test from 33 (13.2%) to 88 representing (23.6%). Similarly, the category of students with high dyscalculia decreased from 72 (24.4%) to only 6 which was (1.6%). However, students with average dyscalculia increased from 133 62.4% to 156 which is 74.8%. This could have been due to the decrease of number of students with high dyscalculia which meant students dyscalculia drastically reduced.

The result Mathematics Attitude inventory scale MAIS showed that in pre-test there were only 45 students representing (13.2%) of the total population with low dyscalculia but the number increased at Post-test from 33 (13.2%) to 88 (23.6%). Similarly, in the category of students with high dyscalculia it decreased from 72 (24.4%) to only 6 (1.6%). But students with average dyscalculia showed increase from 133 (62.4%) to 156 (74.8%). This could have been due to the decrease of number of students with high dyscalculia this implied that students with dyscalculia drastically reduced. Based on the above findings this research concluded in its findings that computer based instructional strategy could be applied in alleviating dyscalculia among different category of learning style for students with mathematics learning phobia.

These findings were in line with the views of Nohda (2012); Miwa 2002; Crowford & Snider 2014) who presented the same views in their studies. They found that the use of computer-based instructions in teaching enabled the students to widen their field of vision and enrich their understanding, and also motivated students to practice discovery process in mathematics. Clements & Sarama (2011) on the other hand believed that computers could offer unique opportunities for learning through exploration, creative problem solving, and self-guided instruction. Roschelle, et al (2010) equally support the use of computer-based mathematics education in the classroom. They found that computer technology could help support learning, and which is useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry among students with phobia or learning disabilities.

Analysis Of Research Question

How do computer simulations enable students with dyscalculia, conceptualize abstract in mathematics?

This question aimed at measuring students' geometry reflective thinking with a view to measure students' ability in conceptualising mathematics abstract using computer simulation. This section therefore tested students' geometrical ability aimed at measuring their ability in mathematical abstract conceptualisation. The score of the students marked from 1-100 at the end of the lesson was what determined students responded to this instrument and such was recorded after the test was administered and marked at the end of the geometry and trigonometry lesson. The students who got 0-25 were marked poor; those scored 26-50 were average; those students whose score was 50-79 were considered good while students whose score was 80 and above are marked excellent.

Students Performance for Mathematics Abstract Conceptualization

Mathematics abstract conceptualisation performance	**Students Number Based on the Level of Dyscalculia**				
	High Dyscalculia	Average Dyscalculia	Low Dyscalculia	Total	Percent
Poor	3	31	14	48	19.2
Average	2	46	26	74	29.6
Good	1	48	32	81	32.4
Excellent	-	31	16	47	18.8
Total	6	156	88	250	100

(Source: Field Data)

The data presented above shows that the students' performance for mathematics abstract conceptualisation based on their level of dyscalculia from the data collected. The 48 (19.2%) students performed poorly in geometry while 74 (29.6%) performed averagely. The students who performed well were the highest with 81 (32.4%), while 47 (18.8%) students were excellent in their performance. This result showed that 51.4% of students assimilated geometrical construction when they learn mathematics with computer simulations. The 81 (32.4%) showed that computer simulations enable students with mathematics learning phobia conceptualise abstract terminologies in mathematics. This was supported by Battista (2002) and Tarte 2010) indicated that computer visualization was an important factor in geometry achievement and mathematical problem solving.

ANALYSIS OF RESEARCH HYPOTHESIS

Computer simulations have no significant effect in enabling learners to conceptualise mathematical abstract.

In order to test this hypothesis, data was analysed by using one sample t-test with average test value of 45 for conceptualisation of mathematical abstract among learners with dyscalculia using computer simulation scale test value.The results of the analysis are presented below:

One-Sample Statistics Mathematics Abstract Conceptualisation

	N	Mean	Std. Deviation	Std. Error Mean
Mathematics abstract conceptualisation	250	58.20	2.65	.16

(Source: Field Data)

The above table shows the basic information about the conceptualisation of mathematical abstract using computer simulations the sample size was (n) 250, and mean was 58.20, standard deviation 2.65. This meant that the mean score for the conceptualisation of mathematical abstract using computer simulations among students with dyscalculia was 58.80. The study sough to test whether the mean score of conceptualisations of mathematical abstract using computer simulations for the students with dyscalculia had reached the average mean of the required passed score in mathematics for Secondary schools (which has a mean of 45).

One-Sample Test Mathematics Abstract Conceptualization

	Test Value = 45				
	T	Df	Sig. (2 tailed)	Mean Difference	95% Confidence Interval of the

					Difference	
					Lower	Upper
Mathematics abstract conceptualisation	78.48	249	.000	13.20	12.87	13.53

(Source: Field Data)

The mean score of conceptualisations of mathematical abstractof students with dyscalculia is in Secondary schools was statistically significantly greater by 13.20 at (95% CI, -12.87 to 13.53) than a test value population average of 45, for the obtained 25.38 for 249 students when p = .000

The mean difference in tests scores between the sample and the population is 13.20. The positive value in this data indicates that the mean test score for the students' conceptualisation of mathematical abstract is significantly greater than the mean expected test score for the population. The associated p value is .000 (2-tailed test). Since p = .000 (or $p < 0.005$). Therefore, the null hypothesis that computer simulations had no significant effect in enabling learners with dyscalculia conceptualise mathematical abstract was rejected and concluded that computer simulation was statistically significant in enabling learners with dyscalculia to conceptualise mathematics abstract in Secondary schools. Based on the results, the study found that the average test score for mathematics abstract conceptualisation of students with dyscalculia was higher than the scale test score for the expected population. Therefore, it had reached the expected score which determined the significant effect of computer simulations in enabling students with dyscalculia conceptualise mathematics abstract in Secondary schools of Sokoto state.

This therefore found that using computer simulations in teaching mathematics is an effective way to help students with dyscalculia conceptualise mathematics abstractness. These findings are supported the study conducted by (kahyan 2005; Van garderen Alias Black & Gray 2003; Isiksal & Askar 2005). The results of the studies indicated that there was a significant positive relationship between computer simulations and mathematics achievement. They added that there was a significant positive relationship between computer simulations and logical thinking ability.

Discussion On Computer Simulations And Conceptualisation Of Mathematical Abstract

The results from Mathematics Attitude inventory scale (MAIS) showed that in pre-test, there were only 45 students representing (13.2%) of the total population with low dyscalculia. However, the number increased at post-test from 33 (13.2%) to 88 (23.6%). Similarly, in the category of students with high dyscalculia it decreased from 72 (24.4%) to only 6 (1.6%). But students with average dyscalculia showed increase from 133 (62.4%) to 156 (74.8%). This could have been due to the decrease of number of students with high dyscalculia. This implied that students with dyscalculia drastically reduced. Based on the above findings, the researcher concludes that computer based instructional strategy could be applied in alleviating dyscalculia among different categories of learning styles for students with mathematics learning phobia.

The study found that the average test score for mathematics abstract conceptualization of students with dyscalculia in Secondary schools in Sokoto is higher than the scale test score for the expected population hence it reached the expected score which determines the significant effect of computer simulations in enabling students with dyscalculia conceptualize mathematics abstract in Secondary schools in Sokoto. This study concludes that using computer simulations provides students a visual way to explore and understand transformation geometry topics. Students could see visual representations on the screen which is often impossible to show with pen and paper. This finding supports Reed's (1996) study that computers help students to visualize concepts in geometry. Most of the students also indicated that computers provided them a visual representation which helped them to understand geometry concepts better while learning mathematics.

Recommendations

Based on the objectives and findings of the study the researcher recommends that;

i. Use of computer-based instruction (CBI) should be key to teaching and learning mathematics in all Nigerian secondary schools. This can be achieved through school financial planning for computer laboratories and other computer assisted accessories.

ii. Curriculum developers at Nigerian Educational Research and Development Council (N.E.R.D.C) should design and develop numerical operations, algebraic ability and geometry curriculum which can be integrated with computer-based pedagogy. This will accommodate different learning styles of students which could reduce mathematics learning phobia. This can be achieved by integrating learners' experiences with relevant examples from different topics in mathematics syllabus.

iii. Having explained the advantage of using computer-based instruction (CBI) as the motivational strategy of encouraging students to learn mathematics and decrease dyscalculia this study recommends that secondary schools in Sokoto state should device means of using computer-based instruction for students with special needs and learning disabilities.

iv. The existing mathematics curriculum in secondary schools should be reviewed to integrate ICT. This can be achieved if teachers are sensitized to design computer integrated lesson plans.

v. The process of teaching and learning mathematics should develop a trend where computer instructional games are used as a tool for instruction. Such games can be effective when teachers understand how to use technology and select appropriate and relevant software.

vi. Students in secondary schools should be provided with opportunity to use computer software to gain appropriate knowledge and skills. This can be achieved when they take time to familiarize with simulations software. In this case, it can be suggested that the time period of "computer" courses may be increased so that senior three students may be able to interact more with computers.

vii. The Ministry of Education should provide schools with larger technology budgets. Technology resources (hardware, software, and Internet access) should be provided in every school. At Secondary schools in Sokoto, the researcher recommends a ratio of 50:1 student per Internet-networked computer. In addition to the supply of resources and technical support, teachers should be well trained to use these resources effectively.

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Utilization Of Educational Technology Resources In Classroom Teaching

By

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Abstract

The paper discusses the level of modern educational technology resources in teaching learning process. The utilization of educational technology resource in classroom teaching is of great importance because the use of various applications for distance learning the internet, teachers and students themselves are ready for utilization of educational technology resource in classroom teaching. The paper discusses the utilization of educational technology resources, educational resources in schools as well as the importance of educational technology resource in teaching leaning process. It was recommended that there is need for teachers to be encouraged as well as sensitize in the use of affordable and available modern educational technology resources in their classroom teaching.

Keywords: - Educational Technology, Educational Technology Resources, Utilization and Classroom teaching.

Introduction

The major goal of education is to provide man with understanding and skills for development to ensure life comfort and satisfaction for the present time and future. Education need to build a critical mass of citizens who are not just informed and trained, but who are capable of using their achievements to bring about the economic, social, cultural and political changes required for sustainable development" (ADEA, 2011). Primary education is the largest subsector of education system that offers the unique opportunity of transforming societies through education of the young to enable them adjust and compete in the rapidly changing environment of the contemporary world of information and communication technology (Kalers, 2012). The rapid alternation of the computers, the internet and smart phones, has lead human being live in the information on built environment (Feng, 2016). Any instrument that can be used to promote human learning could be regarded as an aspect of educational technology resources. The resources facilitate sharing of content integration of learning promote adoption of more efficient and effective teaching-learning strategies (Bellack et al, 2016).

Kumar (2017) perceived educational technology as a field in theory of education dealing with the development and application of the use of educational resources. It is a science of techniques, method and media by which educational goals could be realized which tries to make the whole teaching-learning process more and more meaningful for both the teachers and the learners.Studies have demonstrated that use of educational technology resources modifies teachers method of teaching and learning learner's behaviours make teaching and learning more easier, more receptive and permanent (Bellock et al, 2017).

However, several educational resources are acquired by teachers that are very useful in teaching primary school pupils. Unfortunately, majority of the teachers are not capable of the use of these resources which are in their possession and very commonly utilized in their normal day to day activities such as laptops, tablets and others. Many of the teachers in Sokoto State are using these resources but not during class instruction or teaching.The main objectives of this paper is to discuss the availability and usefulness of educational technology and call for proper utilization of educational technology resources in teaching and learning as well as encourage the use of modern educational technology resources by the primary schools teachers in Sokoto state.

Concept of Educational Technology

The word technology is derived from the Greek word 'Technic' which means art or skills and logia means science or study. Therefore, technology means the science or study of an art or skills (Sharma & Sharma, 2006). However, according to a prominent historian Paul Sattler, the term technology is derived from the Latin word "Texere" which means to waive or to construct. So it does not means to use machines, as we think but it means any practical art applying scientific knowledge (Venkataiah, 1996).

There are two aspects of technology; they are technology as things and technology as social process. Technology as things means the application of scientific knowledge to do practical works through organization which consist of machinery and men. On the other hand, technology as social process is the application of scientific and systematic knowledge to do practical works through hierarchically systematic ordered mechanism which consist of men machines (Aggarwal,1995)

Educational technology consist of various forms of technologies that are used by the teacher to bring about ease of his professional work and which also enhances or facilitate students learning in and out of the classroom setting. In the contemporary times, technology has changed the way the teacher teaches and the way the learner's learns. Teaching has been transformed from just mere verbal expression and notes coping to variety of learning styles that combines words expression with the appropriate tools to ease the work of teacher and make teaching and learning more effective and less abstract.

According to Luppicini (2005) educational technology is a goal oriented, problem-solving system or approaches that utilizes tools, techniques, theories and method from multiple knowledge domains to design, develop and evaluate human and mechanical resources efficiently and effectively in order to facilitate and leverage all aspect of learning, and guide change agency and transformation of educational systems and practices in order to contribute and influencing change in the society. Technology has brought vast improvement in teaching by making available equipment that empowers teachers teaching. Learning is learner's centred and enhances concentration, understanding and retention of the students, the teacher serve as a facilitator and supporter as student collaborate and use what suits their learning style either inside or outside the classroom.

Venkataiah (1996) opined that "Educational technology means to make use of different techniques and procedures to design a learning experience systematically". Galbraith (1967) stated that educational Technology is the systematic usability of scientific or other organized knowledge to practical tasks. Sharma and Sharma (2006) defined educational technology as "the fields of study which facilitates human learning resources and through the management of processes, but it is not restricted to these processes but it also contain the people who execute these processes.It is becoming increasingly clear that it is not sufficient only to introduce technology to the educational process to ensure the integration of technology because technology alone has no effect and does not lead to change. But it is the way in which teachers utilize technology which has the potential to brought changes in education (Jonassen, Litzinger&Marra, 1998).

Utilization of Educational TechnologyResources

Utilization of resources according to Ugwuanyi(2013) is a complex behavioural phenomenon; however it is always related to the availability and quality of such resources or services as the case may be. Ugwuanyi (2013) explain utilization as to make use of available services at the national policy on education (NPE, 2004). It could be observed that one of the objectives of education is to make learning permanent. According to him the utilization of instructional material in teaching is sure way of achieving this objective.

Obi (2006) asserts that from the National Policy on Education (NPE; 2004) it could be observed that one of the objectives of education is to make learning permanent. According to him the utilization of instructional materials in teaching is a sure way of achieving the objectives. When real objects or their representatives are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily.

The process of managing and organizing resources for teaching and learning is referred to as resources utilization. Lawin (2000) Resources utilization has to do with the extent to when facilities are provided to schools, these are three possibilities, they are either used effectively or ineffectively or they may remain unused. When item of equipment is maximally used it can be said to be underutilized. When there is so much pressure on the use of equipment this may result to over utilization which could lead to breakdown of such item of equipment. Teaching learning facilities improves the quality of teaching and make learning content meaningful. According to Ihiegbulem (2006) resource materials utilization during practices lessons inculcates in the students the spirit of careful observation, manipulative skills, respective thinking and creativity in the learners. Lewin (2000) however reported that science facilities are only important when they are used.

SimilarlyAwoniyo (1999) reported that the availability of resource input into the education system has no value for achieving educational objectives if they are not actually utilized. One of the major problems facing the teaching and learning of science is connected with the management of available resources. Ogunleyem(2003) movement of resources requires the science teacher himself be resourceful and creative and be careful in handling and using available facilities are handled cautiously especially the fragile ones. This is necessary because once the facilities are misused they cannot offer the best service required.

The facilities provided by government for the execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Moreover, due to the general level of poverty in the country, the contributions of communities and households to educational provision have been negligible. This is because when a given level of resources is efficiently utilized, more services are provided and more goods are produced than when inefficiency abounds. Prudence in the use of education resources begin with the identification and exploration of all sources of resources relevant to education. It also includes the careful harnessing, rational distribution, efficient utilization and adequate maintenance of the identified resources (Agab, 2010).

Nwadiani, Mon and Ugolo (2012) observed that the facilities are not only over utilized, they are also poorly maintained similarly, in a study conducted by Aigboje (2007) on Universal Basic Education in Nigeria, he found out that some school facilities were inadequate while others were not available at all. These situations are posing challenges to administrators and inspectors of schools who are supposed to manage available facilities efficiently and effectively (Abdulkareem, 2012).

When real objects or their representatives are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily. Olagunju and Abiona (2008) explained that the process of managing and organizing resources in resource utilization. They added that in a school, the available resources should be utilized in such a way that enables the effective management of colleges of education.

The shortage of instructional resources hinders active utilization of resources. This is supported by (Zare,2002). However, it has also been discovered that schools with good, complete, required resources may not always utilize them efficiently, effectively and as a result, fail to raise student's level of performance. On the other hand schools with limited resources may utilize the little they have efficiently and this may boost learning, therefore students should be able to maximize and utilize resources available to them so as to adequately attain educational goals. Utilization of available resources is more paramount than the quantity. Thus, it is not making resources available to schools that is the most important, but getting those resources utilized by teachers and students to get academic content learned.

Educational Technology Resources in the School

Making learning highly individual and self-dependent: Educational technology resources can help the individual learners to proceed on his learning path with his own pace according to his own needs, interests and abilities. Gradually, they make him rely on his abilities and pursue his studies independently with or without the presence of the teacher. Nikky (2010) referred to teaching resources as the different equipment available in the classroom, adding that the process of 20 teaching-learning depends upon the different types of equipment available in the teaching environment or classroom, teaching resources are therefore all the facilities, equipment and supplies utilized by the teacher in teaching the subject. Nikky (2010) summarized the following as some of the importance of teaching resources in teaching. Teaching resources help the teacher present concepts in a way that the learners can retain more concepts permanently, they help the teacher to motivate the students, by making the environment more interesting to the students. Teaching resources facilitates proper understanding by the students and discourage the act of cramming; it also makes the classroom or learning environment live and active. Osakunih (2002) defined physical education resources as facilities, equipment, supplies and personal utilized in teaching physical education in schools. Also national teacher's institute (2002) defines physical education resources as human, material and finance available in teaching of physical education in schools. They are therefore all those facilities, equipment, supplies, fund as well as personnel used in implementing the physical education programme in schools.

Importance of Educational Technology Resources in Teaching and Learning Process

The importance of educational technology cannot be over emphasized. It takes education to the people who are interested in education anywhere and anytime of the day. Makes students independent in their studies by deciding their learning time, place and what type of technology they choose to use. Students can work independently or in group and seek help from their teachers and share their experiences and ideas for better results. Educational technology has the power of presenting teaching and learning in audio-visual by using computers to deliver any types of lesson or instruction and improve the level of comprehension of the learners and make learning enjoyable participatory and removes passiveness in the learning process. Marking and release of result is made easier. Educational technologies widen the window of leaning through the use of internet. Without the wonder of the internet, people would not be able to get access to any type of information at the very moment they want it. Technology allows people to learn and move at their own pace, reviewing difficult concept and give access to a broad range of resources to the students. Educational technology aids in making education openly accessible affordable and equitable to all Nigerians through the use of internet facilities.

Since computers are still not widely used in many schools, the teaching process is dominated by traditional methods. It is dominated by the frontal form of work where the teacher had enough interaction with students. Failure to thrive at their own pace and insufficient activity of students was one of the drawbacks of this type of learning. In class, we have children who are not uniform in knowledge and never pay enough attention to those who are not sufficiently mastered the material and those who are above their average. This difference is often hampered by teacher assessment work and how to transfer knowledge to a group of children with different knowledge. The teacher chooses to keep average to good teaching where children with insufficient knowledge will not get the necessary knowledge. The children with insufficient knowledge can progress smoothly without unpleasant feeling of their ignorance, any frustration, and humiliation while for the most advanced children teaching will be boring.

With the development of information and communication technology, especially computers, a number of researchers Morrison et al (2010) were trying to see the benefits and the effect of their use compared to older traditional learning. For many years, we tried to give answers to the question of advantages and disadvantages between traditional and modern teaching where the prevailing educational technology. The period from 1967 to 1972 is considered to be a period of consolidation of educational technology, which has become the most commonly, used term in the science of pedagogy and the educational process. With the application of educational technology, students can independently progress in mastering teaching materials, to choose the pace of work, to repeat the material that is not sufficiently clear, that after tests performed immediately get results and track their progress. Interactive, multi-modern content provides a great advantage of modern learning over traditional learning. With the application of educational technology we get feedback between the teacher and the student.

Function of Educational Technology Resources

1. Individualized instruction: Educational technology assists in individualizing instruction by enabling individuals to use self-instructional programmes.
2. Improvement in the quality of teaching: Educational technology plays a crucial role in the betterment of the teaching learning process. It enables us to utilize various enriched and motivating programmes through various media.
3. Solution to the problem of mass education: Educational technology aids in suing various useful pogrammes designed and developed for a large number of pupils. These programmes are utilized through televisions, computers etc.
4. Ensuring equal education opportunities: Educational technology have played a vital role in equalizing educational opportunities without taking in to consideration the social, economic and geographical position of the learners.
5. Providing continuing education: The learners services personals and vocational works are kept in touch with the latest material through television lessons ad self-instructional programmed materials, which is sent to them (Aggarwal, 1995).

Conclusions

Educational technology plays a fundamental and crucial role in teaching learning process. It makes teaching learning process more effective and successful. Many times educational technology ensures pupils participation, pupil’s motivation, pupil’s attention, and enrichment of atmosphere for teaching learning process. Several educational resources are required by teachers that are very useful in teaching. Unfortunately, majority of the teachers are not capable of the use these resources which are in their possession and they commonly utilized in their normal day to day activities, such as Desktop computers, laptops, tablets and others. Many of the teachers are using these resources but not during class instruction or teaching. Teachers should be trained for the effective use of educational technologies in their classrooms. Despite the fact that, majority of the school laboratories has computers, radios, educational televisions, overhead projectors, multimedia projectors and internet facilities. In addition many schools provide pictures, maps, flash card, black boards and charts. Therefore, today majority of the teachers still only use blackboard/Whiteboard regularly in their teaching learning process.

Recommendations

The paper recommend that, there is need for teachers to be encouraged as well as sensitize in the use of affordable and available modern educational technology resources in their classroom teaching. In order to achieve this there should:

1. A special training programme for the effective technology.
2. Availability of educational technology should be ensured. Computer, educational television, radio, film strips, overhead projector, flip charts Internet facilities should be ensured in each school.

3. Provide a sound and facilitated atmosphere for the utilization of educational technology resources.
4. A compulsory subject regarding the preparation or utilization of educational technology in teacher training programme at all level.

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Improving The Implementation Of The Sandwich Programme Of Universities In South East Nigeria For Effective Professional Development Of Teachers

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Abstract

This study is a descriptive survey research that ascertained the strategies for improving the implementation of the sandwich programme of universities in South East Nigeria for effective professional development of teachers. Two research questions and two null hypotheses guided this study which had a population of 213 respondents that were all used for the study as a result of their manageable size. Data for the study were collected using a structured questionnaire that underwent validity and reliability tests. Mean and standard deviation were used to answer the research questions while t-test statistic was used to test the null hypotheses of the study. The findings of the study showed, among others, that the strategies for improving the implementation of the sandwich programme of universities for effective professional development of teachers are adequate provision of funds, proper use of funds meant for sandwich programme, effective monitoring and evaluation of sandwich programme implementation, recruitment of more qualified staff and adequate provision of the required infrastructural facilities and equipment for sandwich programme. Based on the research findings, it was recommended that: the sandwich programme units of universities should be provided with adequate funds for the effective implementation of their sandwich programme, there should be adequate provision of the infrastructural facilities and equipment required for effective implementation of the sandwich programme, and that there should be effective monitoring and evaluation of sandwich programme implementation, among others.

Keywords: Improving, Implementation, Sandwich Programme, Professional Development.

Introduction

The sandwich programme of universities is a dependable instrument for engendering the professional development of teachers. This assertion is predicated on the fact that the sandwich programme of universities equips teachers with more knowledge and skills requisite for effective and improved instructional delivery and also makes them adaptable to changing situations in the educational enterprise. According to Emodi (2013), sandwich programme is an in-service educational programme provided in tertiary education institutions for serving teachers in order to enable them acquire more knowledge and skill for improved performance of their instructional functions. Ikuru (2015) defined sandwich programme as a tertiary education programme which is planned, organized and implemented during the long vacation periods which are outside the regular academic calendar while the intervening periods are used for supervising students teaching practice and research projects.

Consequent upon the above definitions, one can see clearly that the sandwich programme is an in-service educational opportunity provided in tertiary education institutions for teachers with a view to improving their knowledge, skills and competencies which are germane to quality education delivery in their respective educational institutions. Thus, the sandwich programme of universities plays a catalytic role in the professional development of teachers and on the basis of which they can continually make relevant, significant and improved contributions to the effective realization of Nigeria's educational goals as embedded in the Federal Republic of Nigeria's National Policy on Education (2014). These, among others, include the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; the training of the mind in the understanding of the world around; and the acquisition of appropriate skills, abilities and competencies as equipment for the individual to live in and contribute to the development of the society. Implicit in these submissions is the fact that the fundamental goal of the sandwich programme of universities is to engender the professional development of teachers. Mbakwem (2016) and Okojie (2017) corroborated this deduction by noting that the rationale for the sandwich programme of universities is to effect the professional development of teachers for improved performance of their teaching functions.

The professional developments of teachers have been conceptualized in diverse ways by different authors. For instance, Gall and Rechler (2006) defined the professional development of teachers as the efforts geared towards the improvement of teachers' capacity to function as effective professionals by helping them to acquire new knowledge, skills, attitude and competencies required for effective performance of their functions. In the view of Osuala and Okeke (2006), professional development refers to the totality of leaning opportunities provided for the employees of an organization with a view to deepening, increasing and improving their knowledge, skills and competencies for improved performance of their work. Similarly, Cole (2012) conceptualized professional development as any learning activity that is directed towards further needs and not present needs and which is concerned more with career growth than immediate performance. From these conceptualizations of professional development, one can infer that it is the professional development of teachers that enables teachers to continually strengthen and diversify their knowledge base, skills and abilities. Ukpai and Chukwu (2017) lend credence to this assertion by noting that it is the professional development programmes organized for the staff of universities that enable the universities' staff to continually improve their knowledge and skills and become adaptable to changing situations in the university system, In other words, achieving teachers' professional development through the instrumentality of the sandwich programme of universities is pivotal to improved quality instructional delivery and consequently, effective learning in educational institutions. Interestingly, this exposition crystallizes the sandwich programme of universities as a critical tool for effecting teachers' professional development. No wonder Agbazue (2011) viewed sandwich perogramme as an academic programme which is organized and implemented outside the regular academic calendar of tertiary education institutions for the professional development of serving teachers.

Regrettably, inspite of the strategic role of the sandwich programme of universities in engendering the professional development of teachers, the sandwich programme of universities in South East Nigeria appeared not to be properly implemented for the effective professional development of teachers. This assertion can be substantiated by the fact that Akinola (2015) observed that the sandwich programme of all universities in Nigeria (universities in South East Nigeria inclusive) is not well planned and implemented as to accomplish teachers' professional development. Mbakwem (2016) also noted that the sandwich programme of universities in South East Nigeria has failed to yield the desired results in the professional development of teachers due to its poor implementation. Ogundipe (2017) equally remarked that the sandwich programme of Nigerian universities (South Eastern universities inclusive) leaves much to be desired in its implementation and that this anomalous situation has grossly impeded the effective professional development of the teachers that engage in the sandwich programme. Ogundipe further observed that a variety of challenges hamper the effective implementation of the sandwich programme of Nigerian universities and the attendant realization of its laudable goal of teachers' professional development.

However, the above negative claims are indicative of the fact that there is poor and ineffective implementation of the sandwich programme of universities in South East Nigeria. Unfortunately, the challenges which hamper the effective implementation of the sandwich programme of universities and the strategies for improving its implementation lacked empirical knowledge because to the researchers' best of knowledge, no study has been carried out in this direction. The purpose of this study, therefore, was to determine the challenges to the effective implementation of the sandwich programme of universities in South East Nigeria as well as the strategies for improving its implementation for effective professional development of teachers. For the achievement of this purpose, the study was guided by two research questions and two null hypotheses.

Research Questions

The study was guided by the following research questions:

1. What are the challenges to the effective implementation of the sandwich programme of universities in South East Nigeria?
2. What are the strategies for improving the implementation of the sandwich programme of universities in South East Nigeria for effective professional development of teachers?

Hypotheses

The following null hypotheses also guided the study and were tested at 0.05 level of significance:

$H0_1$: There is no significant difference between the mean ratings of heads of units and senior administrative staff on the challenges to the effective implementation of the sandwich programme of universities in South East Nigeria.

$H0_2$: There is no significant difference between the mean ratings of heads of units and senior administrative staff on the strategies for improving the implementation of the sandwich programme of universities in south East Nigeria for effective professional development of teachers.

Method

Descriptive survey research design was adopted for this study which was carried out in the eight public universities in South East Nigeria that run sandwich programme. Ali (2006) conceptualized descriptive survey research design as a research design that is aimed at investigating, describing and explaining events in their natural setting without any manipulation of what is being observed. This research design was, therefore, considered appropriate for this study which intended to investigate, describe and explain the strategies for improving the implementation of the sandwich programme of universities in South East Nigeria for effective professional development of teachers. The population of the study was 213 respondents made up of 77 heads of units and 136 senior administrative staff. Available statistics at the time of this investigation shows that this population comprised 77 heads of units that included 64 Heads of Departments in the Faculties of Education, 5 Directors of Institutes of Education and 84 Heads of Sandwich Programme Units in the 8 public universities in South East Nigeria that run sandwich programme; as well as 136 Senior Administrative Staff of the Institutes of Education and Sandwich Programme Units of the universities under study. (Source: Academic Planning and Sandwich Programme Units of the Concerned Public Universities in South East Nigeria). The entire population of 213 subjects was used for the study as a result of its manageable size. Data for the study were collected using a 26-item researchers' developed questionnaire titled "Improving the implementation of Sandwich Programme Questionnaire (IISPQ)". The response mode of the questionnaire instrument was structured along a four-point rating scale which in the views of Nworgu (2006) and Gall (2008) involves the use of response options of Strongly Agree (SA), 4 points; Agree (A), 3 points; Disagree (D), 2 points; and Strongly Disagree (SD), 1 point. Thus, the criterion mean which was the acceptance level of mean scores was 2.50 and above.

The validity of the research instrument was ascertained by subjecting its initial draft to face validation by three experts, two in Educational Administration and Planning and one in Measurement and Evaluation at the University of Nigeria, Nsukka. The reliability of the instrument was further ascertained by trial-testing it on 20 Senior Administrative Staff of the Sandwich Programme Unit of the University of Port Harcourt, Rivers State who were not part of the study but shared similar characteristics with the target population for the study. Cronbach Alpha method of estimating reliability was used to establish the internal consistency of the questionnaire items. This yielded an overall reliability co-efficient of 0.88 which indicated that the instrument was reliable enough to collect the required data for the study. Data for the study were collected by the researchers with the aid of ten research assistants using direct delivery and retrieval technique. For the purpose of ensuring uniform administration conditions for the research questionnaire, the research assistants were properly briefed by the researchers on the guidelines for its administration. The research questions were answered using mean and standard deviation whereas the null hypotheses of the study were tested with t-test statistic at 0.05 alpha level of significance.

Results

The results of data analysis are presented on the tables below in accordance with the research questions and hypotheses that guided the study:

Table 1: Mean Ratings and Standard Deviations of Respondents on the Challenges to the Effective Implementation of the Sandwich Programme of Universities.

		Heads of Units N =77			Senior Administrative S N= 136		
S/N	Questionnaire Items	$\overline{X}$	SD	Dec.	$\overline{X}$	SD	Dec.
1	Inadequacy of funds for the effective implementation of sandwich programme	3.53	0.53	Agree	3.11	0.90	Agree
2	Inadequacy of infrastructural facilities and equipment required for sandwich programme implementation	2.83	0.96	Agree	2.97	0.96	Agree
3	Shortage of qualified staff required for the effective implementation of the sandwich programme.	3.32	0.54	Agree	3.35	0.76	Agree
4	Lack of effective quality assurance measures.	3.20	0.90	Agree	2.95	0.97	Agree
5	Poor delegation of sandwich responsibilities.	3.15	0.89	Agree	3.30	0.82	Agree
6	Ineffective channels of communication being used in the implementation of sandwich programme	2.93	0.95	Agree	3.06	0.88	Agree
7	Ineffective monitoring and evaluation of the implementation of the sandwich programme	3.31	0.65	Agree	3.15	0.90	Agree

8	Ineffective use of ICT in the implementation of the sandwich programme.	3.14	0.94	Agree	2.93	0.95	Agree
9	Non-involvement of lecturers in the planning and organization of sandwich programme	3.54	0.52	Agree	3.32	0.45	Agree
10	Ineffective supervision of the implementation of the sandwich programme	3.36	0.54	Agree	3.46	0.77	Agree
11	Lack of cordial working relationship between the organizers and lecturers of sandwich programme,	3.38	0.52	Agree	3.29	0.79	Agree
12	Improper leadership style of heads of sandwich units.	2.38	1.03	Disagree	2.28	1.08	Disagree
13	Misappropriation of funds meant for the effective implementation of sandwich programme.	2.45	1.00	Disagree	2.31	1.06	Disagree
	Grand Mean	**3.12**	**0.77**	**Agree**	**3.04**	**0.87**	**Agree**

$\overline{X}$ = Mean, SD = Standard Deviation

The result in Table 1 shows that both the heads of units and the senior administrative staff agree that with an exception of items 12 and 13 of the research instrument, all the other items which include items 1,2,3,4,5,6,7,8,9,10 and 11 of the research instrument are the challenges to the effective implementation of the sandwich programme of universities in South East Nigeria. This is in view of the fact that both the mean ratings and the grand mean scores of these two categories of respondents for these items are all above the criterion mean of 2.50 which is the acceptance level of mean scores. Conversely, the standard deviations of the respondents which range from 0.52 to 1.03 for the heads of units and 0.45 to 1.08 for the senior administrative staff indicate convergence and close deviation from the mean scores. This means that the respondents were close to one another in their responses concerning the challenges to the effective implementation of the sandwich programme of universities in South East Nigeria.

Table 2: Mean Ratings and Standard Deviations of Respondents on the Strategies for Improving the Implementation of the Sandwich Programme of Universities.

		Heads of Units N =77			Senior Administrative Staff N= 136		
S/N	**Questionnaire Items**	**$\overline{X}$**	**SD**	**Dec.**	**$\overline{X}$**	**SD**	**Dec.**
14	Adequate provision of funds for the effective implementation of the sandwich programme	2.81	1.05	Agree	3.22	0.92	Agree
15	Using funds meant for sandwich programme implementation properly.	3.64	0.59	Agree	3.42	0.75	Agree
16	Effective monitoring and evaluation of sandwich programme implementation	3.72	0.40	Agree	3.06	0.95	Agree
17	Using effective channels of communication in the implementation of sandwich programme	3.39	0.71	Agree	3.18	0.89	Agree
18	Effective delegation of sandwich	3.46	0.79	Agree	3.36	0.83	Agree

	programme responsibilities						
19	Putting in place effective quality assurance measures.	3.11	0.92	Agree	3.22	1.00	Agree
20	Recruitment of more qualified staff for sandwich programme implementation	3.23	1.05	Agree	3.65	0.58	Agree
21	Adequate provision of infrastructural facilities and equipment required for the implementation of sandwich programme.	3.40	0.69	Agree	3.30	0.87	Agree
22	Effective use of ICT in the implementation of sandwich programme.	2.53	1.11	Agree	2.66	1.08	Agree
23	Heads of sandwich units adopting proper leadership style	3.55	0.59	Agree	3.54	0.58	Agree
24	Conducting regular supervision of the implementation of the sandwich programme.	2.90	0.01	Agree	3.37	0.73	Agree
25	Adequate motivation of the implementers of the sandwich programme for effective work performance.	3.12	0.88	Agree	3.16	0.88	Agree
26	Maintenance of good working relationship between the organizers and lecturers of sandwich programme.	3.35	0.75	Agree	3.40	0.69	Agree
	Grand Mean	**3.25**	**0.83**	**Agree**	**3.29**	**0.86**	**Agree**

$\overline{X}$ = Mean, SD = Standard Deviation

Data presented in Table 2 indicate that the two groups of respondents agree that all the items listed in Cluster B of the research instrument which include items 14,15,16,17,18, 19, 20, 21, 22, 23, 24, 25 and 26 are the strategies for improving the implementation of the sandwich programme of universities in South East Nigeria. The decision rule is based on the fact that both the mean ratings and the grand mean scores of these two groups of respondents for these items are all above the criterion mean of 2.50, being the acceptance level of mean scores. On the other hand, the standard deviations of the respondents which range from 0.40 to 1.11 for the heads of units and 0.58 to 1.08 for the senior administrative staff imply that there was not so much difference in the means scores of the respondents.

Table 3: An independent t-Test Analysis of the Difference Between the Mean Ratings of the Respondents on the Challenges to the Effective Implementation of the Sandwich Programme of Universities.

Group	N	$\overline{X}$	SD	Df	Level of Sig.	t-cal.	t-critic.	Dec.
Heads of Units	77	3.12	0.77	211	0.05	1.12	1.96	NS
Senior Admin. Staff	136	3.04	0.87					

α **= 0.05, NS = Not Significant**

Data presented in Table 3 show that a t-value of 1.12 was obtained at 211 degree of freedom and 0.05 level of significance. In view of the fact that the observed t-value of 1.12 is less than the critical table value of 1.96, the first null hypothesis of this study is, therefore, accepted as formulated. The implication of this finding is that there is no significant difference between the mean ratings of heads of units and senior administrative staff on the challenges to the effective implementation of the sandwich programme of universities in South East Nigeria.

Table 4: An independent t-Test Analysis of the Difference Between the Mean Ratings of the Respondents on the Strategies for Improving the Implementation of the Sandwich Programme of Universities.

Group	N	$\overline{X}$	SD	Df	Level of Sig.	t-cal.	t-critic.	Dec.
Heads of Units	77	3.25	0.83	211	0.05	1.17	1.96	NS
Senior Admin. Staff	136	3.29	0.86					

α = 0.05, NS = Not Significant

The result in Table 4 reveals that a t-value of 1.17 was obtained at 211 degree of freedom and 0.05 level of significance. Since the observed t-value of 1.17 is less than the critical table value of 1.96, the second null hypothesis of this study is, therefore, accepted as postulated. This means that there is no significant difference between the mean ratings of heads of units and senior administrative staff on the strategies for improving the implementation of the sandwich programme of universities in South East Nigeria.

Discussion

It is noteworthy that the findings of this study have revealed that the challenges to the effective implementation of the sandwich programme of universities include: inadequacy of funds, inadequacy of infrastructural facilities and equipment, shortage of qualified staff, lack of effective quality assurance measures, poor delegation of sandwich responsibilities, use of ineffective channels of communication, ineffective monitoring and evaluation of the implementation of the sandwich programme, and ineffective use of ICT in the implementation of the sandwich programme. In addition to these identified challenges, non-involvement of lecturers in the planning and organization of sandwich programme, ineffective supervision of the implementation of the sandwich programe, and lack of cordial working relationship between the organizers and lecturers of sandwich programme are also the challenges to the effective implementation of the sandwich programme of universities.

The above findings agree with the view of Akinola (2015) that the sandwich programme of all universities in Nigeria is not well planned and implemented as to engender teachers' professional development. This is in view of the fact that no university can effectively implement its sandwich programme in the face of this myriad of challenges militating against the effect implementation of the sandwich programme. The research finding are also in alignment with the view of Ogundipe (2017) that a variety of challenges hamper the effective implementation of the sandwich programme of Nigerian universities and the realization of its overall goal of teachers' professional development. Based on these findings, it was imperative to also determine the strategies for improving the implementation of the sandwich programme of universities for the accomplishment of effective professional development of teachers.

Thus, the research findings also showed that the strategies for improving the implementation of the sandwich programme of universities for effective professional development of teachers are adequate provision of funds, proper use of funds meant for sandwich programme, effective monitoring and evaluation of sandwich programme implementation, using effective channels of communication in the implementation of sandwich programme, effective delegation of sandwich programme responsibilities, putting in place effective quality assurance measures, recruitment of more qualified staff, adequate provision of infrastructural facilities and equipment, and effective use of ICT in the implementation of sandwich programme. Furthermore, heads of sandwich units adopting proper leadership style, conducting regular supervision of the implementation of the sandwich programme, adequate motivation of the implementers of the sandwich programme, and maintenance of good working relationship between the organizers and lecturers of sandwich programme also constitute the strategies for improving the implementation of the sandwich programme of universities for effective professional development of teachers.

The above findings have exposed the fact that there are multi-dimensional strategies that can be employed to improve the implementation of the sandwich programme of universities for the achievement of effective professional development of teachers. Interestingly, the adoption of the identified strategies for improving the implementation of the sandwich programme of universities is very expedient and timely in recognition of the fact that Mbakwem (2016) and Ogundipe (2017) remarked that the sandwich programme of Nigerian universities is not well planned and implemented as to yield the desired results in the professional development of teachers.

An independent t-test analysis of the two null hypotheses that guided the study indicated that the two hypotheses were accepted as postulated. This finding is not surprising in view of the fact that the two groups of respondents are responsible for the implementation of the sandwich programme of universities and therefore, they were very likely to share similar views and opinions on the challenges to the effective implementation of the sandwich programme of universities as well as on the strategies for improving its implementation for the effective professional development of teachers. This viewpoint is equally in alignment with the views of Ogbonnaya (2009) and Nwazor (2017) that the heads of units and senior administrative staff of universities perform similar functions and share similar experiences emanating from the implementation of universities programmes.

Implication of the Findings

The findings of the study have illuminated the challenges to the effective implementation of the sandwich programme of universities and the strategies for its improvement. However, the implication of these findings is that an improvement in the implementation of the sandwich programme of universities depends to a large extent on the adoption of the improvement strategies that have been indentified by this study. Thus, there is an urgent need for the implementers of the sandwich programme of universities and other stake-holders in university administration to re-engineer the implementation of the sandwich programme of universities by adopting the identified strategies for its improvement and on the basis of which the effective professional development of teachers can be actualized.

Conclusion

Consequent upon the findings of this study, it is concluded that there are multifarious challenges that hamper the effective implementation of the sandwich progamme of universities and that this study has exposed these challenges as well as the strategies for improvement. The onus of responsibility is now on the planners, organizers and implementers of the sandwich programme of universities to adopt the identified strategies for improving its implementation for the effective realization of its laudable goal of professional development of teachers.

Recommendations

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

1. The sandwich programme units of universities should be provided with adequate funds for the effective implementation of their sandwich programme
2. There should be adequate provision of the infrastructural facilities and equipment required for effective implementation of the sandwich programme.
3. There should be effective monitoring and evaluation of sandwich Programme implementation.

4. There should be effective delegation of sandwich programme responsibilities, and
5. The implementers of the sandwich programme of universities should be adequately motivated for effective work performance.

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Social Work Practice And The Challenges Of Secularism In Nigeria

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Abstract

Secularism which is one of the colonial legacies to Nigeria has posed a serious threat to social work practice in the contemporary setting. Dwelling on the modernization theoretical paradigm, this paper examines the challenges experienced by social workers in Nigeria with the increasing social menace. The paper relied on secondary sources of data collection. Results indicated that the absence of a domicile Ministry in-charge of social work, poor financial allocation and intrusion of unlicensed Non-Governmental Organizations into the entire landscape have all contributed in dwarfing social work practice. Recommendations were however advanced for social policy reforms.

Keywords: Secularism, Social work, Social work practice, Secular state, Religion, Nigeria.

Introduction

Social Work was developed and furthered by the renewed sense of personal responsibility and the determination to tackle the social problems that emerged in the 19th century industrial revolution. Missionaries were at the forefront of this development. According to Pierson(2011),during the middle of 19th century, poverty was perceived as a moral condition, that is,a consequence of irresponsibility and lack of foresight in the individual concerned, hence the missionaries were concerned with their adjustment to change. In this process, social work began to emerge as urban mission and developed relationships with individuals, aiming to put themselves in close situation with the wants and feelings of the poor while at the same time acting as moral adviser and friend to promote responsible behavior. These ministers of the gospel seems to have found social work an apt instrument for preaching the gospel. The government only tried to give the minimal support in welfare services or by the grants-in-aid (Okafor,2004). Goodlad (2001) noted that Thomas Chalmers (1780-1847) who was credited with creating a scheme of family visiting that provided a model for the development of the Charity Organisation Society (COS) was a charismatic preacher and evangelist who thought deeply about pauperism and about what a harmonious working class community would look like.

However, the emergence of the bureaucratic culture and government in many parts of the European countries introduced secularization which affected the faith-based earlier social work practice. According to William (2012), religion is considered to be too irrelevant, irrational and inconsequential to warrant legitimacy within an expedient public sphere conditioned more towards the rationalization of procedural and instrumental bureaucracy in the construction of modern civil society. In addition, Article 9 of the Human Rights Act 1998 and Article 18 of the United Nations Declaration of Human Rights stated," everyone has the right to the freedom of religion or belief, either alone or in teaching, practice, worship and observance. Similarly, the 1999 constitution of the Federal Republic of Nigeria made it clear that people are free to follow which religious tenets they like without any fear, intimidation, victimization or favour. In other words, the constitution declares the absence of a state religion. Tabia (2017) observed that even in the United Kingdom where the Queen is the leader of the Church of England, she doesn't play a part in the state governance or does she have a real influence on public policy, the Prime Minister is the head of the government. This implies that in this modern age, the missionaries or faith-based organisations areno longer prominent actors in the aid of social work practice as a result of secularism which provides for the separation of state from every forms of religious affairs. It is likely that since this development, social work profession has been confronted with some bottleneck such as poor financial intimidation, politicisation of the domicile ministry incharge of social work matters, intrusion of all asundry in the name of non governmental organizations (NGOs) in administration of social welfare services and corruption amongst others.

This paper attempt to examine the challenges posed to social work practitioners with the entrenchment of secularism in the constitutions of many countries especially Nigeria. It tries to ascertain the theoretical model to which secularism is linked to and how Social workers are able to cope in their clinical practice.

Overview Of The Development Of Social Work In Nigeria

In the medieval Europe, grinding poverty and other social vices was strictly pursued. According to Zastrow (2013),the first social welfare agencies or services appeared in the urban areas in England in 1800s and were developed primarily at the initiation of the clergies and religious groups. These agencies which operated as private organisations focused on meeting such basic needs as food,shelter, emotional/personal difficulties with religious admonition.

Social work practice in Nigeria was also developed along this line of the European experience. According to Okafor (2004),long before the colonial administration decided to show interest in the welfare of the people, the missionaries had already penetrated such fields as education, hospital works,and relief to the needy. In other words, the bulk of the social services were provided mostly by these missionaries. The author revealed that in recognition of the efforts, the British Conssullar authority gave them positive supports with some monetary grants of 100pound sterling to each of the three missionary groups; the Catholics, Anglicans and Wesleyans. Gradually, the colonial government began to get involved in social welfare programmes and started taking over some of the works done by the missionaries with the first development Act of 1929 followed by the colonial welfare Act of 1940 which focused specially on labour and child welfare. In 1945,a 10 year development plan was enacted for provision of welfare services to the less privileged. One of the limitations of this Act was the concentration of its services in the urban centres at the neglect of children living in the rural areas. Tripp (2007) observed that the authoritarian institutions of the colonial states generally did not sanction indigenous religion, which in Africa were largely dismissed as primitive, backward and decadent.

In order to provide a holistic services under the 1945 Act, the Nigeria government invited the regional advise of social welfare policy and training of the United Nations, Dr A.H. Shawky for a critical study and recommendations (Obikeze, 2001). Shawkys reports brought the enactment of Social Development Decree 12, 1974 which saw the birth of social work in Nigeria.

Conceptual Issues

Secularism

According to Ogoloma (2012), secularism is not the absence of religion in the state but rather the absence of state sponsored religion, where everyone will be made to choose a religion of their choice. In other words, people are free to follow which religious tenets they like without any fear, intimidation, victimization or favour. The federal, state and local governments are managed in such a way that no one is victimized because of his or her religious affiliation. To Hogan (2006), secularization is the process in which religious thinking, practice and institutions lose social significance. As the author pointed out, a secular society is a society whose primary values are utilitarian and rational, and that accept and even promote changes and innovation.

Similarly, Tabia(2017) posits that secularism means that a state is neutral when it comes to religious affairs and uninfluenced by religious leaders and their beliefs. The process of secularization leads to the privatization of religious matters (Green, 2011, Bruce, 2011 & Erdozein, 2012). Williams (2012) equally argues that secularism is considered to have marginalized religion as too irrelevant, irrational and inconsequential to warrant legitimacy within an expedient public sphere conditioned more towards the rationalization of procedural and instrumental bureaucracy in the construction of modern civil society. The implication is that any residual notion of religion is banished to the private realm of personal belief.

The concept secularism has also been perceived as a shift in the relationships between public and religion (Meister,2012). This corroborates the view of a one time president of India; Mahatma Gandhi who stated thus, 'religion is my personal life, the state has nothing to do with it, the state would look after your secular welfare, health, communications, foreign relations, currency and so on but not your or my religion"(Panaglotis,2019).More so, Haralambos and Heald (2008) see secularism as disengagement of the church from the wider society. It is a movement from collective worship to privatized worship and from clerical to individual interpretation of doctrine.

Finally the Institute of Democracy and Electoral Assistance (IDEA,2001) stated that secularism refers to the colonial legacy in Nigeria that that has been carried forward to the current era, albeit only in rhetorical term to counter religious bigotry which has created a bipolar muslim-christain identity. The Institution noted that the extremity of religious sentiments and practices in Nigeria has been the foundation for social menace and instability.

Secular State and Social Welfare Services

The concept of secularism in Nigeria is a political philosophy inherited from the British colonial administration which was meant to shake-off the influence of religion in the public sphere. According to Yusuf (2016),it is a legal position in the supreme law of Nigeria, stating that religious belief should not influence any public and/ or governmental decisions. In other words, secularism is a documented position in a constitution relating to political belief in the separation of religion and state. Under this circumstances, people are allowed to practice whatever they believe in as their own religion while the government do not allow that to influence public policy.

John (2017), argues that by secular state, it means that the state is not going to make any discrimination whatsoever on the ground of religion against any person professing any form of religious faith. This is an aspect of social welfare services offered by the state to her citizenry as it pursues the achievement of the best life by the individual. Social welfare services here refers to the full range of organized activities of voluntary or governmental agencies that seek to prevent, alleviate, or contribute to the solution of social problems, or to improve the wellbeing of the individuals, groups or communities(NASW,1971). Similarly, Idyorough (1995) see it as the organized system of services designed to aid individuals and groups to attain satisfying standards of life, health, personal and social relationships that permits them to develop their full capacities and to promote their wellbeing in harmony with the needs of their families and communities as a whole. The essence of social welfare services is to assist people in meeting their social needs especially those who cannot care for themselves.

However, one continues to wonder on the secular status of the nation as it concern the provision of social welfare services to the people based on equal opportunities and progress in all sides of life. The recent threat in the social media by the Fulani Nationalist Movement (FUNAM) for a second holy war targeted at islamizing the nation without reaction from the federal authority is not a welcome development in a country that claims to be a secular state. In addition, Dolgoff (1980) noted that most states in Nigeria offer exclusionary social welfare services based on religious inclination.

Tabia (2017) reported that in France which appears to be a typical secular state, the separation of church and the state is so revered that civil servants, public officers or anyone working in the public cannot display any form of behavior that showcases their belonging to any religious group. This is quite contrary to the Nigeria situation where many negotiations and campaigns are held regularly to attract the attention of those in the helm of affairs to favour a particular religious group in social service administration. This also implies that our constitution may not have explicitly explained our level of recognition of secularism especially when certain issues calls for being uninfluenced by religious leaders and their beliefs.

A secular state s expected to neither favour nor disfavor any religion in having equal opportunities to make progress. In other words, the purpose of the state centres on human welfare. It was felt that religion is a personal affair and should not be allowed to interfere in the dispensation of public policies.

Tripp (2007) however, argues that modern secularism as a culture and ideology has not successfully unseated religion as having a dominating influence on social welfare provisions in many countries especially in Sub-saharan Africa embedded with corruption, nepotism, lawlessness and political apathy. As Ogbonna (2017) noted, social welfare activities in Nigeria are largely under developed, poorly funded and neglected. In most cases, the services available are grossly inadequate compared to the number of people who may need the services.

Theoretical Orientation

Modernization theory of change

In view of the theoretical consideration of the emerging challenges of social work in a secular state like Nigeria, the modernization theory of social change was chosen as the appropriate linkage. The theory which arose during the early 1950s and 1960s owe its origin to the works of classical thinkers and social scientists of white European descent like Max Weber and Talcott Parsons. It maintains that traditional societies will develop as they adopt more modern practices. According to the Ashley (2019), through the process of modernization, organizations become bureaucratic as the division of labour within society grow more complex, and as it is a process rooted in scientific and technological rationality with the decline of religion in public lives. One of the assumptions is that scientific progress, rationality, economic growth and technological development are good and should be constantly pursued.

Secularism is therefore seen as the necessary results of the rise of the rational order that accompanies modernization and political advancement (Tar & Shettima,2010).Max Weber also argued that the rationalization process associated with modernization would lead to the disenchantment of the world, whereby the search for truths and meanings come to rest on scientific investigation rather than religious beliefs, myths and magic (Gilles,2013).It acknowledges that secularism or separation of the church and state has witnessed a rational legal order under the authority of non-religious social institutions for industrializing western countries.

Social work practice has therefore countered some ambiguities in the development of new forms of social regulations, low financial remittance, political intimidation, corruption and others with the increased sophistication and complexity of modern society (Garland,1985).

Methodology

The paper relied on secondary data which were sourced from books, journals, newspapers, magazines, internet materials and other published and unpublished materials. Data were analysed using content analysis.

Findings And Discussion

Social work is concerned with the interactions between people and their social environment which affect the ability of people to accomplish their life tasks, alleviate distress and realize their aspirations and values (Higham,2006).In other words, its primary mission is to enhance human wellbeing and help to meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, and living in poverty. Social workers practice alongside other professionals in a range of service provision designated as the caring services. They are key players in the effective mobilization and development of human and material resources of a nation or social requirements of change necessary for nation building. Nevertheless, social work practice overtime have been confronted with myraids of obstacles especially in developing countries that had embraced secularism. These challenges have compelled practitioners to use their professional knowledge effectively in order to riggle out. Some of these challenges revealed in the paper which forms the findings include;

Inability to actualize the Professions Social Mission

There is a clear evidence that social work practitioners have distanced themselves from the professions social mission with development of secularism (Weil,1996,Johnson,1999 &Mizrah,2001). Payne (1997), Midley (2001) and Weiss (2001) also observed that social work profession in many secular states such as Australia, Britain, Israel, United states, Nigeria and others have been characterized by a greater tendency on the part of practitioners to engage in direct services to individuals or psycho—therapy oriented practice with a much lesser involvement in socio-economic/community development and policy related activities. In addition, Secularism or decline in organized religious participation indicates a way in which social workers begin to lose direct influence over the activities of their clients.

Inadequate funding

A dramatic reduction in government funding and supports in human services seems to have become the order of the day and have reshaped traditional social work practice. Research evidence shows that many social work programmes have been down sized and critically needed services equally reduced (Jarman-Rohde, Mcfall, Kolar& Strom,1997). According to Idyorough (2003),in Nigeria, the government at all levels tend to spend less than 5% of their annual budgets on social welfare services. This implies that very little amount of money is apportioned for social services because the people at the corridor of power are never interested in services offered by social workers. Similarly,Omolewa and Kazeem (1991) observed that Nigeria government attitudes toward social work practice right from its inception has been discouraging and inappropriate.

Oriji (2018) also noted that since the attainment of political independence in Nigeria, successive government did not deem it necessary to allocate adequate funds for the formulation and development of comprehensive social welfare policy in Nigeria instead they fragmented social welfare programmes to cater for only few people. The National Assembly and the federal authorities have chosen to adjust funds for constituency projects and wardrobe allowances of senators, members of the House of Representative and other political office holders. The same situation also applies to those at the state and local government authority. I dit (2003) argues that the emergence of secularism seems to have pushed for structural changes in the society resulting to more state social programmes needed for tackling social issues.

Policy Shift And Frequent Changes In Domicile Ministry

People's perception on the role of social work seem to change automatically due to some legislative and policy shifts. The institution of social welfare in Nigeria was redesigned in the face of this destructive force of secularism and to conform to the current political development. In this new landscape, clients of social agencies are turned into mere consumers of state services without regards to their vulnerability (Powell, 2011).

Shaw (2018) observed that the introduction of secularism by many societies was a tacit imposition of practical atheism and has exposed social work to proselytizing or persuasion (Furman etal,2006,Gilligan &Furness,2006, Furness & Gilligan, 2012).In addition, there is the lack of a permanent government ministry in-charge of social welfare programmes in the contemporary bureaucratic system in Nigeria. Social welfare matters and related issues have been tossed from one ministry to the other as a new administration come on board. According to Ogbonna (2017), social welfare Department in Nigeria started in 1989 with the creation of the Federal Ministry of Culture and Social welfare. The mandate of the ministry include coordination of inter-governmental and inter-state social welfare activities, conduct of research and survey in various aspects of social welfare, and training of professional social workers,/coordination of welfare agencies training, prevention and reduction of social vices, care and support of all vulnerable groups amongst others. Later the ministry came under the Federal ministry of social development, youths sports and culture, at the other time, it was shifted to Ministry of Women Affairs and Social Development and currently harbouring under the Ministry of Humanitarian Affairs. This incessant movement does not speak well for a goal oriented social work practice in a secular state bedeviled with ethno-religious conflict, poverty, unemployment ethnicity, criminality, electoral malpractices, corruption and other social vices.

Intrusion of illegal and unliscenced non-governmental organisations in social welfare matters.

Non-governmental organisations are privately owned organisations that have as one of its primary objectives to contribute to the improvement of human conditions. It could also be defined as any organization set up by the individuals, or religious bodies to promote public interest while at the same time pursuing their ideological values. Smith (2010) argues that social work practice in Nigeria has been faced with the upsurge and increasing rise of illegal or unliscenced non-governmental organisations (NGOs) that claims to assist the most desperate and marginal/impoverished population as they funnel a disproportionate share of the public funds into their personal pockets. According to the author, some of these organisations manipulated by politicians and business monguls send out beautiful proposals seeking funding for development projects in social welfare services but have no office, no staff and not even a signal of an on-going activities.

Corruption

For many years now, Nigeria has been ranked very high among nations in corruption perception index. For example, in 2001, Nigeria occupied the second position out of 91 countries and 32nd on the table out of 168 countries in 2015. According to, (2019),irrespective of the promises made by the current president; Rtd Gen. Mohammadu Buhari to stamp out corruption in Nigeria there has not been a remarkable improvement to the extent that no sector is exempted. Mathew (2018) posits that Nigerians view their country as one of the most corrupt nation and therefore struggles daily to cope with the effects. Many Nigerian politicians seem to obstruct international aid efforts, embezzle relief funds, and waylay supplies meant for vulnerable groups and the downtrodden. Equally, many social service agencies have become a conduit for siphoning millions and billions of naira meant for humanitarian programmes making social work practitioners impotent in actualizing their professional goals. Nigerians are seriously grappling with social vices and instability because the money meant to provide for the needy are stolen and mismanaged. These are parts of modernization process in a secular state.

On the other hand, Woodhead and Catto (2012) were of the view that it is significant that as social workers it is necessary to have knowledge of variety of religions that are represented by clients in addition to understanding of our own unique religious beliefs. According to the author, being religiously competent is an add-on skill and competency for social workers in both developed and developing countries. This is because it is inevitable to avoid changes that go with modernization in the society where social workers practice. In other words, social workers should receive religious training in order to understand the client attitudes toward clinical practice.

Conclusion And Recommendations

In the Nigerians present dispensation, there have been some ethical and philosophical questions about the nature of social work practice in the view of legislative and policy changes occasioned by secularism. This paper had examined the challenges confronting social workers in Nigeria that is constructed to be a secular state and having traced the evolution of social work in the country to have emanated from the efforts of early Christian missionaries.

Findings revealed that social work practice in Nigeria had been shortchanged by inadequate funding, incessant shift and frequent changes of the domicile ministry in-charge of social welfare programmes, undue intrusion of unlicensed non-governmental organizations seeking to execute social welfare projects, corruption and other factors that had contributed in breeding social menace in the entire landscape. The moral and ethical value of the profession has been injured since the missionaries gave way to the bureaucratic government. In order to fulfill the essential mediating role of the profession (social work), there is the need for resilience using different approaches in line with the global changes and social transformation.

Moreover, as a young profession rooted in modernity, there is still the need to involve a spirituality sensitive approach in social work intervention. Groves, Wai-Yip and Kaxton (2011) argues that spirituality transcends individuals religion, organisations and even nation in its universality. Since the emphasis on spirituality is not tied to a single religious group, realizing the goals of social work under secularism cannot be in doubt.

Again, there is the need for social workers to participate actively in the Nigeria political process, employing dialogue and communicative actions.

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SECULARISM AND SOCIAL MEDIA ON STUDENTS LEARNING ABILITY FOR NATIONAL DEVELOMENT

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Abstract
Social media played a significant role to the development of religious activities and improvement of social values. Social media has a lot of unscreened information and misinformation which comes from people of all the religious groups and background. This paper attempts a critical explanation of social media and how does it affect the approaches of our youth towards their religious ideology and how they disseminate information about cultural, social and religious activities for national development. Looking at what happened in the northern part of the country were people are being killed day and night in the name of religious. The paper also reviewed the concept of secularism, social media, secularism and education, social media and secularism and the need for social media technology on students learning ability. the paper also identified some recommendations which include. Schools should organize lectures, at least once in every term, on how to use social media and how they know much about religious obligations, Smart phones having internet facility should be part of the list of items required to provide on resumption and the use of Facebook should be encouraged to improved learning ability.
Keywords; Secularism, Social Media, Learning Ability and National Development.

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INTRODUCTION

Secularism, as defined in the *Merriam-Webster* dictionary,is "indifference to, or rejection or exclusion of, religion and religious considerations". In certain contexts, the word canconnote anticlericalism, atheism, desire to exclude religion from social activities or civic affairs, banishment of religious symbols from the public sphere, state neutrality toward religion, the separation of religion from state, or disestablishment (separation of church and state) (Nader, 2009)

Barry, Kosmin and ArielaKeysar (2007) as a philosophy, secularism seeks to interpret life on principles taken solely from the material world, without recourse to religion. Secularism draws its intellectual roots from Greek and Roman philosophers such as Zeno of Citium and Marcus Aurelius; from Enlightenment thinkers such as John Locke, Denis Diderot, Voltaire, Baruch Spinoza, James Madison, Thomas Jefferson, and Thomas Paine; and from more recent freethinkers atheists such as Matthew, Dillahunty, Robert Ingersoll, Bertrand Russell, and Christopher Hitchens. It shifts the focus from religion to other "temporal" and "this-worldly" things, with emphasis on nature, reason, science, and development.

Domenic (2008) In political terms, defined secularism is the principle of the separation of government institutions and persons mandated to represent the state from religious institutions and religious dignitaries (the attainment of such is termed secularity). Secularism means that governments should remain neutral on the matter of religion and should not enforce nor prohibit the free exercise of religion, leaving religious choice to the liberty of the people. One form of secularism is asserting the right to be free from religious rule and teachings, or, in a state declared to be neutral on matters of belief, from the imposition by government of religion or religious practices upon its people. Another form of secularism is the view that public activities and decisions, especially political ones, should be uninfluenced by religious beliefs or practices.

Social media and religious have play a significant role to the development of religious activities. More especially how does it affect the approach towards religious ideology of our youth. Looking at how people in the northern part of Nigeria are being killed in the name of religion. Something need to be done in other in educate people the obligations of religion. So that people would not hide under the umbrella of religion and killed innocent soul.

SECULARISM AND EDUCATION

The National Policy on Education, while describing the "Essence and Role of Education" has clearly enunciated "furthering the goals of socialism, secularism and democracy enshrined in our Constitution" as one of the crucial roles of education. Given the historical background of our nation, its extensive diversity, its deep-rooted belief systems and the realities on the ground, implementing the secular agenda is easier said than done. FGN (2013)

In some society's indoctrination has been imparted to children to cause pupils to hold certain beliefs and religious values. In some areas of southern part of Nigeria, the educational authorities attempt to inculcate in the pupil's unshakable truths such as the existence of god, that Christianity is the source of truth and so on. In various places in northern Nigeria religion (Islam) has a big impact on education and the school system. In the northern part as I said Earlie Islam rules in every aspect of education and school system. Belief in Islam and living according to Islamic values and norms and thoughts are pre- conditions for survival. In some schools in the northern part, teaching the Qur'an and learning it is compulsory from the first year in primary schools. Teachers must pass a religious exam to be permitted to teach. This exam includes Islamic rules, prayers, the Qur'an and Hadith. Islamic propaganda is done systematically. Free thoughts are forbidden and punishable. Superstition has influenced school curricula. This has created a dark and stagnated milieu for children. School pupils are taught that if they do not obey the rules, they will be burned in hell (Jahannam). all these that I discussed on the paper now are carry out mostly using different social media platform. In the 50s and 60s there were many religious educational institutions, and very few Federal educational institutions. By the mid-70s, there was widespread government takeover of religious schools in Nigeria. Some people believe that Nigeria would have become a religious state (non-secular state) if government had not totally taken over education institutions and religious bodies then. Yet, there are some others who believe that the takeover of schools was a great mistake and a violation of the principle of secularism entrenched in the Constitution. This latter opinion became the basis of agitation for schools' return to previous owners in line with the adoption of the 1999 Constitution of the Federal Republic of Nigeria, in which Section 38(2) says:

> No person attending any place of education shall be required to receive religious instruction or to take part in or attend any religious ceremony or observance if such instruction, ceremony or observance relates to a religion other than his own or a religion not approved by his parent or guardian.

The situation was further reinforced by Section 38(3), which expresses disapproval of a situation that will infringe on anybody's religious belief or jeopardise it. Obviously, the need to respect the fundamental human rights of the individual or group of citizens, tops the reasons why people clamour for the return of formerly taken over religious and private educational institutions. This position was further driven home in Section 38(3) that says:

> No religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any place of education maintained wholly by that community or denomination. (Amended Federal Republic of Nigeria Constitution 1999,)

By these provisions in the Constitution, education in Nigeria automatically fell into the concurrent list as stated in the Constitution. This means that governance at Federal, state and local government levels, as well as the private sector of the economy and also non-governmental agencies, have roles to play in moving education forward at policy formulation level and in financing it. So, it was easy to return such takeover schools to private and religious bodies, as there had been no compensation from Federal Government during initial forced acquisition. This situation further opened doors for religious, private or community organizations (who meet the minimum standards set forth by the Federal Government for the establishment of private schools) to apply and set up schools, thereby closing the gate of government monopoly on providing all-round education to Nigerians. In particular, the Constitution allows religious denominations to maintain wholly educational institutions for pupils of the community to spread their religious cultural diversity. The impact has been great in creating more educational institutions for the rapidly growing population that would have otherwise been illiterate. Government set up an Inter-religious Council as an avenue for interaction with stakeholders in order to effectively moderate the enforcement of secularity, and to advise the President on ways and means of alleviating violence amongst religious communities. Similarly, Muslim and Christian Pilgrims' Boards were set up too. Amidst these orderly forms of control, the tax payers' money is directly being spent on religious affairs, contrary to the law of the land that forbids the government from becoming involved in such affairs. When viewed from another angle, such intervention is of national interest and also a way of providing a level playground for every citizen to help in checking the numerous preachers now surreptitiously downplaying the sanctions of heaven in favour of 'a new-fangled theology of prosperity and revelry' (Maduekwe (2005).

SOCIAL MEDIA AND SECULARISM

The invention of the internet brought a new dimension to the media landscape(It marked the beginning of technology transformation and socialization with a higher desire for information about everything, this slowly developed into social media, which essentially is information about people, social media in most recent form of media and having many features and characteristics. Social media is computer mediated tool that allow people to create, share or exchange information, ideas, pictures and videos in virtual communities and network the world of information and communication technology (ICT) is yet to experience something more phenomena than the phenomenon of social media.Pretoria (2018) without doubt, social media currently seen to take the center stage in the field of information and communication technology (ICT). Aman *etl*. 2019 observed that one of the breakthroughs in information and communication technology in the 21st century was the discovery and emergency of the new media facilitated the creation of different platforms for social interaction.Social media have many facilities on some channel such as communication, testing images, sharing, audio and video showing fast publishing, linking with all over world and direct connecting. Sarah (2007) social media is a group of interest-based applications that build on the ideological and technological foundations of web which allow the creation and exchange of user generated content. Sarah (2007) refers social media to internet based social website like Facebook, twitter and Instagram and so on which allow users to interactively communicate with one another. She also observed that Social media can also refer to those webs based and mobile based technologies which are used to turn communication into interactive dialogue between organizations, communication and individual. Wikipedia (2010) the social media allows users to meet friends, exchange ideas images, audios, videos and most importantly stay connectedin their invention. They have become increasingly popular in different countries across the globe. It is a cheapest fast access to the world. It is very important for all over the world. Majority of youth is shifting speedily from electronic media like Television viewers and radio listeners to the social media among all age of group and youth rate is very much to shifting into social media so its influence is much on youth. Vester (2010) described that social media are fast becoming the default internet mode of interaction, communication and collaboration in Nigeria for instance, social media sites especially Facebook and others have apparently become common especially among youth in the country.

Media is a great source to cultivate ideas and thoughts in the minds of public by rapidly broadcasting one things indifferent ways, it can be cast in the minds very easily. Social media is the same too. You can propagate anything that you want without check and balance. It can be very effective to use social media to change the religion paradigm of any society. Similarly, our society is undergoing a change too. We should note that the presence of religious in the media is not just a mirror of a religious reality outside the media. It is also an outcome or a complex set of processes in which importance of religion and beliefs are contested as well. social media is very easy to find people of young mindset and not so difficult to stumble across people who are not of your school of thoughts. People share everything online, food to the books they are reading to their political and religious views we see that religious post create a feeling of belonging and community, and it also serves as personal religious triggers and reminders. Salem, (2016).

SOCIALMEDIA

Social media is a discipline with its own distinct culture, and this affects the nature of our social life. As diverse nation, this paper will focus on the secularism and social media on students learning ability and national development the impact on teaching and learning process. In our tertiary institutions today, social media plays a significant role in terms of dissemination of information about our cultural, social and religious activities.

Social media plays a significant role on secularism and national development, at this era of information and communication technology (ICT) Social media is good at gathering a mob; it is far less capable of drafting the kind of nuanced constitutional document that can be disseminate in our religious and political activities. If any religious wants its social media efforts to fulfill the goals of social justice, it would be highly advantageous to follow up its web instruction with the offer of guidance on how to use social media to disseminate information that would be inform of how individual would perform their religious duties effectively and efficient S.seganu(2019)

LEARNING ABILITY

The learning ability of any individual referred in the study is mental ability of individuals to cope with things around him. This is often associated with the quality of potential an individual has inherited from his or her parents.

Amanda (2018) Teaching students with various learning abilities involves creativity, time and a desire to understand how a student learns best. With the right tools, teachers can reach each of their students no matter how different the styles of learning may be. Here are some examples of how teachers can teach a class of students made up of different learning abilities.

One of the best places to start is by assessing students, both formally and informally. A classroom may be filled with students of the same age, but their learning abilities will most likely vary over a broad spectrum. For instance, some students may be visual learners, while others are audio learners. Some students may be able to read exceptionally well, while others may not be able to read at all. Conducting assessments can help teachers identify a student's individual academic skills, learning styles and interests in mixed-ability classrooms.

NATIONAL DEVELOPMENT

The term national development is very comprehensive. It includes all aspects of the life of an individual and the nation. It is holistic in approach. It is a process of reconstruction and development in various dimensions of a nation and development of individuals. It includes full-growth and expansion of our industries, agriculture, education, social, religious and cultural institutions. Moreover, national development implies development of a nation as a whole. It can be best defined as the all-round and balanced development of different aspects and facets of the nation viz. political, economic, social, cultural, scientific and material. "National development is the total effect of all citizen forces and addition to the stock of physical, human resources, knowledge and skill" (Bhwana, n.d)

CONCLUSION

Nigeria faces a challenge to peace and national development, but we also have a potent weapon to defeat the challenge using social media. The use of social media also have benefits if used appropriately; for instance, students can form online communication in order to plan for a project, have group discussions about class materials, sharing of information about religious obligations or keep in contact with students who has been absent and need to be updated on current academic information. It is worthwhile to note that students are influenced to a great extent by the social media negatively because attentions are focused on chatting and entertainment activities. However, social media is useful for better understanding in disseminating information about cultural, religious and social interaction among students to enable them lean at very easy way. and its use in capable of decreasing students' level of dependence on teachers.

It would need a combination of concerted effort, political will and definite strategies deployed at every stage of education. These strategies will have to be implemented in an orchestrated way by policymakers, administrators, curriculum developers, textbook writers, school leaders, social media, political masses and, above all, by parents. Messages have to be consistently reinforced by all constituents of society.

RECOMMENDATIONS

Schools should organize lectures, at least once in every term, on how to use social media for an improved learning ability for national development and also how to disseminate information about religious activities, Smart phones having internet facility should be part of the list of items required to provide on resumption and the use of Facebook should be encouraged.

Teachers should at every lecture brief the students the pros and cons of social media, and advice to always use this media to improve their studies in terms of assignment, projects, organizing academic materials, etc. Parents and teachers should encourage and monitor the students on the use of social media so that they cannot post something that is against the teaching of their religion.

Social networking sites should be expanded and new pages be created to enhance students learning ability for national development.

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