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MESSAGE FROM THE EDITORIAL BOARD

We present to you again, another issue of the Solusi University Research Journal (SURJ) which you have been expecting. We should have come up with this edition much earlier than now, but for the delay in returning a number of peer-reviewed articles. All the same, here it is in your hand in its usual high-quality, in and out.

As ever, this edition is also packed full, of highly enlightening and well –researched articles that proffer relevant solutions, not only to many pedagogical and other related problems that confront the teacher in a classroom situation, but also those of social, religious, health and contemporary issues. Our contributors in this edition are from Zimbabwe and beyond as can be seen from our list

We have in this issue an article on Low pass rates in Mathematics performance of learners: A case study of public high schools in Gauteng Province of South Africa by Tsvara, Mapaire and Manzira; Participative Management as a Strategy for Enhancing Job Satisfaction of Teachers: The case of South African Teachers by Tsvara and Booyse; Awareness and Consumption of Trans Fats among Kitwe Urban Residents by Musvosvi and Mhlanga as well as Influence of Radio Programmes on the Promotion of Entrepreneurial Skills among Undergraduates of Mass Communication in University of Lagos, Nigeria by Atakiti, Ogunwemimo, & Chukwunweike.

Other articles in this edition are Sources and Patterns of Stress Experienced by Secondary School Teachers in Choma District, Southern Province, Zambia by Mushungekelwa and Awoniyi; Religious Harmony Among Yorubas: “Resolution of “Jesus Healing Crusade, Ede Conflict” and Lessons for Religiously Polarized Societies in Nigeria by Alao & Alao; Coverage of Child Labour by the Punch, the Nigerian Tribune and the Guardian Newspapers in 2015 by Alao, Taiwo, Atakiti & Akande; Comparative Study of Challenges Faced by Regular and Block Release University Students: A Case of Solusi University in Zimbabwe by Muchemwa and Masuku; and Abejide’s article on Oil Politics and the Ijaw Uprisings, C. 1966-1990s: An Assessment. All the articles are highly informative and useful.

Let me say in conclusion that we highly cherish the patronage of all our contributors. We sincerely thank all our Editorial Board Members and our Peer Reviewers, Consulting Editors for their patience and selfless service to the course of this publication. It is my hope that we can always continue to count on this unalloyed cooperation.

As we renew our call for papers, we appeal to contributors to submit an electronic version of their papers not later than two months before publication in the months of June and December.

Awoniyi, Samuel Adebayo (PhD)

Editor – in – Chief

Notes to the Contributors

The Editorial Board of Solusi University Research Journal (SURJ) invites articles on a variety of topics pertaining to research for publications; however, book reviews, articles from particular disciplines or specialty areas and papers presented at national and international conferences may also be accepted. The journal is published bi-annually in the months of June and December.

Manuscripts should fulfil the following conditions: All manuscripts, written in good English, should be submitted electronically as an e-mail attachment (in Microsoft Word) to the Editor-in-Chief. No paper versions will be accepted.

Abstract. Each article should be summarized in about 100 – 150 words. The summary will serve as a brief description of the content of the article. Manuscripts, including the abstract and references should be typed double-spaced on A4 paper set-up using Times New Roman 12 font size, must not exceed 12 pages and should have the margins of 1.5” for top and left and 1” for right and bottom of the page.

Organization: The background and purpose of the manuscript should be given first, followed by details of methods, materials, procedures and equipment used (where applicable). Findings, discussion and conclusions should then follow (in that particular order). Appendices are not encouraged except if considered necessary for the manuscript content to be understood. The title of the paper, name and address of the author should be on a separate sheet (Address should be departmental or institutional) References should follow the latest APA format.

All tables, graphs and diagrams should be in the appropriate places in the paper and not on separate sheets.

Each submission will be peer-reviewed. Before the publication of an accepted article, the corresponding author will receive an electronic version of their manuscript for final proofreading. It should, however, be emphasized that changes in content (new or additional results, changes in the article title, etc.) are not permitted without the approval of the Editor-in-Chief.

Manuscripts submitted to SURJ should not be submitted for publication elsewhere. The views and interpretations expressed in the Solusi University Research Journal (SURJ) are entirely those of the authors. The editors, publishers and the University accept no responsibility for any error or misstatement contained in the Journal or for consequences that may ensue from the use of information contained in the publication.

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Slow Learners' National Passing Rates in Mathematics: A Case Study of Public High Schools in Gauteng Province of South Africa

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Abstract

Mathematics is fundamental to national prosperity as it provides tools for understanding Science, Technology, Engineering and Economics. The subject is essential in public decision-making and for participation in the knowledge economy. Mathematics equips pupils with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all pupils when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. This study investigated on-going poor performance in Mathematics. The study described what is going on by means of statistical methods, reported in statistical language and hence, a descriptive quantitative research paradigm mixed with cartoons was used to bring out the desired results. The sample for the study comprised of a total of ten dysfunctional secondary schools obtained using purposive sampling; 50 Grade 12 Mathematics educators and 200 Grade 12 Mathematics learners were derived through random sampling technique.

Keywords: *Mathematics, Low Learners' Passing Rate, Underperforming Secondary School*

Introduction

Mathematics is widely acknowledged as one of the cornerstones of future development and prosperity. Mathematics is generally accepted as a gateway subject “enabling discipline” (Pandor, 2013). In sharp contrast to these perceptions, the low passing rate in Mathematics in Grade 12 level are not only a source of frustrations and embarrassment for the learners concerned, but also reflect a low-level return for the substantial investment made by the Government, communities, and parents in the education of their children.

Education during apartheid was characterized by the underdevelopment of human potential, for blacks in particular. The teaching and learning of Mathematics was the hardest hit according to the Department of Education (DoE, 2001a). Some studies (Howie, 2003) have reported a number of shortcomings in learning of Mathematics in South Africa. For example, the Third International Mathematics and Science Study (TIMSS) conducted in 1995 in which South Africa participated alongside with 41 other countries, reports that South African Mathematics learners had the lowest performance with a mean score of 351. This mean was significantly lower than the international benchmark of 513. Less than 2% of these learners reached or exceeded the international mean score (Makgato & Mji, 2006). TIMSS-R conducted in 1999 revealed that South African learners were once again performed poorly. Their mean score of 275 was significantly below the international mean of 487. Also, the South Africans mean of 275 was lower than that of Morocco, Tunisia, and other developing countries such as Chile, Indonesia, Malaysia, and the Philippines (Howie, 2003). A later

TIMSS-R conducted in 2003 similarly indicated no improvement by South African learners in Mathematics (Reddy, 2004).

A different investigation (DoE, 2002), targeting learners of Mathematics indicated for example that learners only obtained an average of 30% in numeracy. Another study was conducted by the Monitoring Learner Achievement (MLA) project organized by UNESCO/UNICEF. The MLA's objectives are to continuously monitor the quality of basic educational programmes and assess learning outcomes (UNESCO/UNICEF: Monitoring Learning Achievement Project, 2005). In this project, learners of Mathematics from a number of African countries were assessed against a set of internationally defined numeracy and literacy learning competencies. Findings from countries including Tunisia, Mauritius, Malawi, Zambia, and Senegal, indicated that South African learners ranked fourth with an average literacy score of 48.1 % and rated last with respect to numeracy, scoring at 30.0% (DoE, 2001a).

The research examples presented above paint a gloomy picture of the state of Mathematics education in South Africa. Despite the fact that South Africa spends a large portion of its budget commitment (about 20% of its annual budget) on education, programmes and initiatives, the entire schooling system is characterized by series of low matriculation passing rates especially in one of the gateway subjects (Mathematics). The quality of education remains very poor, and the output rate did not improve. The Star (January 12, 2015) stresses that the standard of public education is not reflecting a corresponding correlation with the massive investment. The National Senior Certificate examination of 2012 was the last based on the New Curriculum Statement (Curriculum, 2005). Table 1 below gives an insight into the national passing rates of all the learning areas (statistics for Mathematics interpolated as it was the area of study).

Table 1 depicts, the first NSC examination achieving a national pass rate of 67.8% and a national Mathematics passing rate of 54%. Commenting on the Matric results of 2013, Pandor (2013) best describes matric passing rates as “pathetic”. In 2013, the national pass rate rose to 78.2% while the national Mathematics passing rate increased by 5.1% to 59.1%.

Table 1: National Senior Certificate Pass Rates in All Learning Areas in comparison with Mathematics Passing Rate from 2012 – 2014.

Year		Total Wrote	Total Passed	% Passed
2012	All subjects	537 543	364 513	67.8
	Maths	263 034	121 970	54
2013	All subjects	562 112	439 571	78.2
	Maths	241 509	142 666	59.1
2014	All subjects	532 860	504 951	75.8
	Maths	225 458	120 535	53.5

Source: Educational Measurement, Assessment and Public Examinations (2015)

Govender (2014) points out that, the “59.1% passing rate recorded for 2013 is a far cry from the 70.7% achieved in 2004. The national matric pass rate was 59.1% and has been declining since 2004 is a national disgrace” (p. 9). Motshekga (2015) on announcing SA’s 14 National Senior Certificate Results, regrettably admits “This achievement is depressing”, and adds that, “matric results are economic failure” (sic). The year 2014 witnessed a national

passing rate of 75.8%, a massive decline of 2.4% from 2013. More meaningfully, Zapiro's (2015) Cartoon A depicts a proud, Motshekga, announcing that 75.8% of students passed the 2014 exams – a nearly 2.4% plus decrease from the previous year and a "deplorable achievement!" she said.

Cartoon A: showing “the amazing Angie: Matric Pass Rates”



Zapiro, 2015: Published in Mail & Guardian on 13 Jan

Contrary to “The Amazing Angie: Matric Pass Rates” an open mind questions, “Was the matric pass rate of 2014 a true reflection of learner achievement?” The obvious answer according to Cartoon A is NO! The balloons and the pump suggest that the 2014 matric pass rate was inflated. On the same token (Table 1), according to Pandor (2014), “The number of learners sitting for Grade 12 Mathematics declined from 263 034 in 2012 to 241 509 in 2013 and 225 458 in 2014” (p. 17).

Purpose of the Study

The purpose of this study was to investigate low pass rates that are associated with high-school learners' poor performance in Mathematics. In focusing a research spotlight on Mathematics, the intention was to give a voice to educators and their learners, who in a sense are directly at the 'coal face'.

Statement of the Problem

Mathematics is one of the IQ subjects in school. Usually, students show less interest in the subject due to its challenging concepts in terms of content and presentation. In South Africa, this scenario is being displayed by the students. Therefore, the study aimed to determine the slow learners' national passing rates in mathematics: a case study of public high schools in Gauteng province of South Africa

Research Questions

In particular, the investigation sought to determine:

1. How do the educational policies contribute to Grade 12 Mathematics pass rates?
2. How does the behavior of learners affect the overall Grade 12 Mathematics pass rate?

Methodology

This study followed descriptive quantitative survey research and content analysis methodologies. Descriptive quantitative survey research was seen to be ideal because it is concerned with the present, although it often considers past events and influences as they relate to current conditions; it is concerned with the relationship of one set of facts to another (Bell, 2005). Mathematical procedures are followed to aggregate and summarize the evidence, and a systematic process in which numerical data are utilized to obtain information about the world (Patton, 1990). As for Neill (2004), standardized measurement procedures are used to assign numbers to observations, and statistical procedures are used to analyze quantitative data.

In this study, the population was 138 Grade 12 Mathematics educators and 1153 Grade 12 Mathematics learners at 23 underperforming secondary schools in Gauteng East District. The sampling of participants for this study began with simple random sampling of 10 underperforming secondary schools. Stratified random sampling was applied to obtain 200 learners and 50 educators as respondents of the study. The sample responded to a respondent-centred questionnaire with closed and open questions or statements (Burton & Bartlett, 2009).

According to Bryman and Bell (2014), a researcher provides tables, graphs and charts to give the reader a condensed picture of the data. The data was coded before computing it. Coding data, according to Creswell (2009), means “systematically reorganising data that is computer readable” (p. 2). The respondents’ responses were assessed on the basis of their agreement or disagreement with the attitudinal declarative statements, such as; yes or no and Likert’s four-point scale, that is; Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD) - which forces a decision, were used in the study. The Statistical Package for Social Sciences (SPSS) used in this study consisted of the distribution tables, percentage tables, and statistical graphs of item variables.

Results and Discussion

The purpose of the present investigation was to explore factors that cause low pass rates in Mathematics at Grade 12 level in public high schools and as a result, all participants were (Mathematics) learners and educators. Five factors (Educational policies - learning areas; promotion policy and educator’s as well as learners’ behaviour - school or classroom discipline; drugs and alcohol abuse; and learner pregnancy) resulting from questionnaires’ responses and analysis are presented here.

Research Question One: How do the Educational policies contribute to Grade 12 learners’ Mathematics pass rates?

Table 2: Educational policies

	A	%	D	%
The number of learning areas is too many	217	88	30	12
Condoned Mathematics learners	173	69	77	31

To confirm responses from the questionnaires administered about some educational policies in place, table 2 revealed that the low pass rates in Mathematics in Grade 12 level were largely due to the existing educational policies (learning areas condoned learners). To recap the overall responses, out of 250 respondents, 217 respondents (88%) indicated that low passing rates in Mathematics in Grade 12 level were greatly due to the number of learning areas prescribed by NCS (a learner must do at least seven subjects at FET). On the other hand, 30 participants (12%) disagreed.

The majority of participants, as reflected in the table suggest that Mathematics Grade 12 learners were performing poorly due to the number of learning areas. One of the purposes of higher education as stipulated in the White Paper (DoE, 1997) is “to contribute to the socialisation of enlightened, responsible and constructively critical citizens” (p. 7) this may suggest subject specialisation - strong discipline (content) base.

In regards to the Promotion Policy (table 2 above), an overwhelming 173 respondents (69%) agreed or strongly agreed with the assertion that “Condoned learners” contribute to

low passing rates in Mathematics in Grade 12 level in public high schools at Gauteng East District. Indiscriminate promotion from lower classes in schools significantly leads to poor matric passing rates, particularly in Mathematics. Condonation, according to National Protocol for Assessment Grades 1-12, is the relaxation of promotion requirements as contemplated in paragraph 29 (1) (b) of the policy document, pertaining to the programme and promotion requirements of the National Curriculum statement. Condoning, to a greater extent, contributes to low matric passing rates in Mathematics.

On the other hand, keeping learners in a grade where they are not doing well is an indication that the education system is not good. A recent survey suggests that 10% of the learners across all grades are 3 or more years outside the age-group norm. The Department of Basic Education’s age-group norms state that a child should be seven years in grade 1, eight in grade 2 and so on. Grade repetition has resulted in a large number of over-age learners in SA education system instead of high passing rates Meny-Gilbert (2012). According to Ncana (2013), schools are marked with a significant age differential or age mixing between learners and older adolescents. Meny-Gilbert (2010) talks about multi-age classrooms, and consequently, many educators struggle to cope with reality. The curriculum for each grade is aimed at a particular pedagogic development stage-premised on children being of a certain age. Consequently, grade repetition contributes to a significantly large number of over-age learners with spillover effects of many learner pregnancies.

Research Question Two: How does the behaviour of ‘learners’ affect the overall Grade 12 Mathematics pass rates?

Table 3: Behaviour of ‘learners’ - Indiscipline

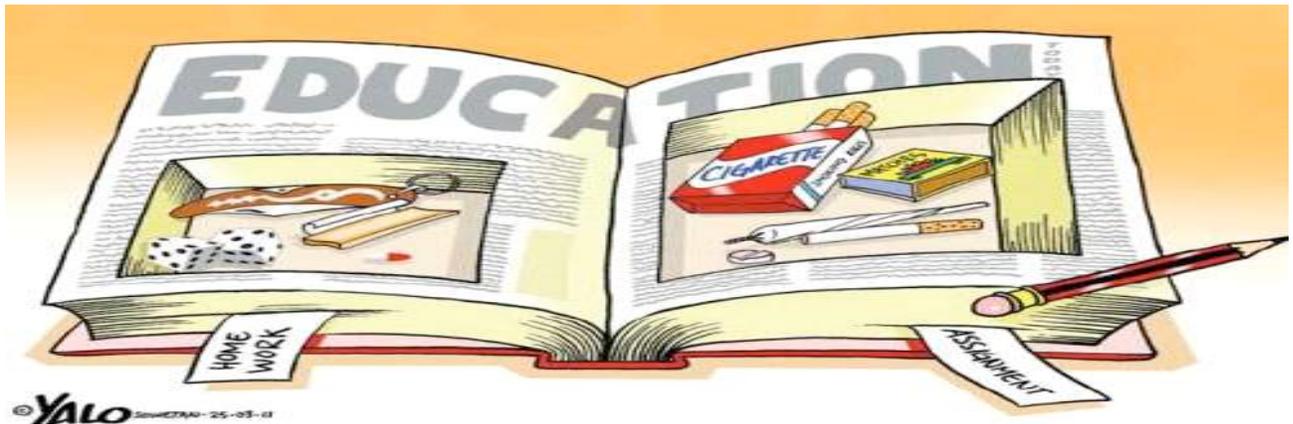
	A	%	D	%
Indiscipline amongst learners’	153	61	97	39

As evident in table 3, 153 participants (61%) agreed that ‘indiscipline amongst educators and learners’ was a contributing factor to low pass rates in mathematics at Grade 12 level in public high schools in Gauteng East District. Table 3 above put it in clear terms how the respondents felt about school discipline. This may suggest that participants had the following in mind when they were completing the questionnaire: (i) Section 12 of the SA Constitution states that: Everyone has the right not to be treated or punished in a cruel, inhuman or degrading way, and (ii) The National Education Policy Act (1996) says, no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution. Findings from the present study where teacher serves as the role model of right behaviour yet failed to display right behaviour to the learners thus further consistent with Siwela’s cartoon. Siwela (2012) rightly captures morning order at a school with the following cartoon. The “teacher”, a role model to be, is always... late and subsequently, learners are also coming late to school.

Cartoon B: School: Always... late! Like you, Sir”



Cartoon C: Education today



Yalo | Mar 25, 2013 | Sowetan

Lastly, the finding was in line with the United Nations World Drug Report (2009). The recent United Nations World Drug Report has named SA as one of the worlds' drug capitals. Experts have expressed concern that drug abuse is epidemic in SA schools where the level of drug users has dropped among teens from 9 to 10.



School pregnancies Yalo Feb 22, 2013 Sowetan

The findings are further supported by statutory instruments. According to the South African Constitution, 1996 (Act 108 of 1996) and SASA, 84 of 1996, a pregnant learner may absent herself from school and be allowed to continue with her school after the delivery of her baby. In terms of this Act (SASA), a pregnant learner may not be expelled from school on the basis of her pregnancy, nor may she be refused admission to school on the basis that she is or was pregnant. The incidence of teen pregnancy is growing, according to the Human Science Research Council (HSRC), a government think tank. Out of every 1000 girls in school in 2004, 51 were pregnant. The number jumped to 62 in 2008, (the most recent data available). Teenage pregnancy has militated against the educational success of girls in South Africa. Statistics show that an overall 4 out of 10 girls become pregnant at least once before 20.

Findings

According to the findings of the present study, learners perform significantly poorly largely due to too many learning areas on offer; indiscipline (both educators and learners); promotion policies; drug and alcohol abuse; and learner pregnancy.

Conclusion

The research led to the following conclusions: The Outcomes-Based Education (OBE) has taught learners that they can pass with minimum Mathematics knowledge. OBE develops the short memory but does nothing to develop long-term knowledge and skills. For learners to competitively participate in the technologically advancing global village, subject specialisation is a prerequisite. Learners' behaviour if not managed properly affects their learning outcomes in school.

Recommendations

On the basis of the research findings discussed in this study, the following recommendations were made: (i) approaches to managing absenteeism should be devised in a holistic way, to take account of the broader problems that contribute to absenteeism; (ii) Department of Education to pronounce clear guidelines on classroom management and discipline strategies; and (iii) to strengthen the subject specialisation knowledge of the learners at FET, narrowing subjects to at least three as from Grade 10. Further, enrich teachers' preparation and pedagogies in teaching Mathematics especially among slow learners. Review the curriculum components of Mathematics offered in high school. A research be conducted on the teaching methods used by the teachers and their behaviour and IQ in Mathematics and consider other factors that influenced the learning of the students in a school such as school climate, etc.

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Participative Management as a Strategy for Enhancing Job Satisfaction of Teachers: The Case of South African Teachers

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Abstract

Participative management is increasingly finding its way into schools. This signifies a radical change for many teachers and school principals that could lead to either an increase or decrease in teacher morale and job satisfaction. This paper investigated the efficacy of participative management as a strategy for enhancing job satisfaction of teachers. The study was conducted in three primary schools and three secondary schools in Vhembe District, Limpopo Province, South Africa. Adopting a qualitative research approach, the study used interviews as the research instruments to gather data from principals and teachers sampled. Purposive sampling method was used to sample participants from three schools that employed participative management and three schools that did not employ participative management. The results revealed that the increasing emergence of participative management strategies for school management reflect the widely shared belief that flatter management has long lasting effects on job satisfaction of teachers.

Keywords: *Participative Management, Participative Management Strategy, Job Satisfaction, School Principals, Teachers.*

Introduction

The birth of democracy in South Africa demanded an increased efficiency and productivity in all sectors of the country. The education sector, although limited in its contribution to the national economy, was also affected by the requirement of accountability (Crouch & Vinjevold, 2006). This democracy led to the establishment of a new educational dispensation which in turn resulted in change. Change is a process (Taylor, 2010) and it usually leads to anxiety, uncertainty and feelings of insecurity among individuals. This is the situation of the teachers in South African schools who were affected by the introduction of Curriculum 2005, the rationalization and redeployment, loss of skills due to voluntary severance packages, uncertainty with regard to retrenchment of temporary teachers and budget constraints.

The above scenario on educational changes had an impact on the attitude, morale, performance and job satisfaction of teachers. Van der Berg (2010) reveals that it is important that school principals should understand each and every need of their staff so that they are able to provide a means of satisfying them so as to increase their production and enthusiasm at work. Keswell and Poswell (2002) assert that school principals at all levels are responsible for the production of sustainable results, strengthening instructional capacity, expanding access to teaching and learning resources and improving the quality of school environment. They are required to enhance organizational, instructional, resourcefulness of teachers in their

schools. They have to rely on the efforts of their staff and colleagues, day in and day out, thus, a high-quality teaching staff is the cornerstone of a successful educational system.

Teachers' motivation to perform well is influenced by many factors including the management strategies used in the school. For this paper, the researcher shall discuss Participative Management as a strategy by school principals to enhance the job satisfaction of teachers in their workplaces.

Purpose of the Study

The major objective of this study was to identify and explore how Participative Management can be used as a strategy in enhancing job satisfaction of teachers in schools.

Statement of the Problem

There are many ways to provide job satisfaction to the teachers in school. Enhancing teachers' satisfaction in the workplace is one of the highest mandates to school administrators in order to produce quality teaching for excellent academic performance of the students. The study would like to identify the participative management as a strategy for enhancing job satisfaction of teachers: the case of South African teachers.

Research Questions

The study sought to answer the following practical and theoretical questions:

1. How do South African school principals employ Participative Management strategies?
2. How do teachers at South African schools perceive the Participative Management strategies used by their school principals?
3. How do Participative Management strategies employed by school principals affect teachers' job satisfaction

Management and job satisfaction theories are complementary theories that may be used to shed light on how school principals can understand participative management as a strategy for enhancing job satisfaction levels of teachers. Maslow's needs theory (Maslow, 1943, 1954, 1989) and Herzberg's two-factor theory (Herzberg, 1966; Herzberg, Mausner, & Snyderman, 1959) were of significance since they stated that the aspects of work that people do result in greater job satisfaction thus people are motivated by factors which are inherent in the work itself. Many school principals are reluctant to involve teachers in decision-making because they fear that they may lose control but participation does not imply reckless involvement as everyone does not have to be involved in everything (Taylor, 2011).

The Participative Management approach is a style of organizing management which recognizes the rights of employees individually or collectively to be involved with the management in areas of the organization's decision-making (Shepherd, 2011). Research studies have shown that participative management has the following advantages: (i) employees' professional development; (ii) job satisfaction (Aryee & Chen, 2006); (iii) personal motivation of employees; (iv) high performance work practices; and (v) employee commitment and (vi) sense of belonging.

Given the aforementioned advantages, Participative Management in schools can take the following forms: (i) employees share in the decision-making process of the school; (ii) job enrichment; (iii) self-managed teams; and (iv) Work committees. Working in a Participative Management work environment tends to foster more interaction among teachers, team members and requires individuals who have robust social skills. Some researchers (Tkach & Lyubomirsky, 2006) contend that social interaction can be a major source of pleasure and happiness for highly extroverted individuals who in turn generate positive moods and ultimately overall job satisfaction. Nadeem (2012) also had the opinion that involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions. This could be based on the following assumptions: (i) people are more committed to actions where they have been involved in the relevant decision-making; (ii) people are less competitive and more collaborative when they are working on joint goals; (iii) when people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision; and (iv) several people deciding together make better decisions than one person alone.

Methodology

A qualitative research design was chosen to permit the researcher to understand the participants' views on participative management and job satisfaction. In particular, a case study approach was implemented to understand the personal meaning that participants give to participative management and job satisfaction. This study also takes into account an interpretivist research paradigm because it focuses on experience and interpretation (Henning, 2004). Purposive sampling (Steyn, 2011) was done to sample 'information rich' schools, principals and teachers on the basis of their relevance to the research questions. A total of 18 participants were finally sampled: 6 principals and 12 teachers.

Aligned to the study, data collection, the researcher used a combination of individual and focus group interviews. Interview guides were constructed in line with the research questions to capture responses of participants. The interviews were carried out after school teaching hours at the study sites. Participants were assured of proper implementation of ethical protocols.

After pilot testing, the real qualitative data was generated through the aforementioned individual and focus group interviews. In terms of selection of participants for the focus group interviews, the groups at each school site comprised of post level one teachers and teachers serving on the School Management Team (SMT).

The study generated qualitative data in the form of verbatim narratives from school principals and teachers. The statements made by the principals and teachers were juxtaposed to identify their relationships and explain how participative management strategy can be utilized to enhance job satisfaction. The researcher, therefore, made use of thematic data analysis as Harper and Mncube (2010) maintain; data analysis is a process of bringing order, structure and meaning to a mass of collected data. Therefore, interview transcripts were prepared and the data were categorized into themes and categories.

Results and Discussion

Data from principals' and teachers' interview responses revealed that there is, dominantly, a preference by principals either to use or not to use participative management strategies in their schools. Teachers' responses concurred that principals still have preferences on when to use and when not to use participative management strategies. Data

from this study revealed that participative management strategies are applied by the school principals who understand the importance of human intellect and seek a strong relationship with their teachers. They understand that the teachers are the facilitators who deal directly with the learners and satisfy their needs.

Research Question One: How do South African school principals employ Participative Management strategy?

To answer this question, **the theme** on principals' use of participative management strategy is **principal use preferences** in the use of participative management as a strategy for school management.

Principals who participated in this study revealed that they use preferences when it comes to participative management as a strategy. This opinion came to light when they were responding to a question that required them to express how South Africa school principals employ participative management strategies. When responding to this question, one of the principals said that:

“Sometimes, I come up with my decision that I will have made on my own, and my teachers have to implement it because it is a directive from the higher office and higher authority. Sometimes, I meet with the SMT and take decisions and such decisions have to be implemented by the teachers in the lower ranks, no questions asked, they don't have to ask anything. It is policy; it's a directive” (P. 1).

This response showed that the principal here has no regards for the participation of his/her teachers in decision-making. In the same vein, another principal had the following response:

“I decide alone, sometimes when I feel like, I do consult teachers” (P. 5).

Both these principals revealed that they know about Participative Management but they do as they feel even though it may be contrary to the principles of school-based management enacted by South African Schools Act (Act 84 of 1996). It appears like school principals are not increasingly allowing their teachers to actively take part in decision-making. One of the principals had this to say:

“If there is a problem which warrants my attention, I do not simply solve the problem alone. If it is a minor problem, I call the site steward and some members of the SMT where the problem is solved. I do not simply take a decision alone. If it is a decision that needs the SGB, the SGB is the one the body that takes the decision. For example, we usually have a crisis of the school tour fees, we know that we need money in the school but because the parents do not afford to pay the amount which is needed it is the SGB that has to decide together with parents on this issue. That is why I say I do not take my decision to be the final one. I involve other decision-makers” (P. 4).

The above principal is aware of the enacted policy by the South African education system which mandated active participation of all teachers in the management and governance of schools.

The responses of the school principals [P. 1 and P. 5] manifest that some principals do not prefer to use participative management strategies and the results reflect that in such schools there is less or no involvement of teachers in the school management or decision-making processes. The response of P. 4 which might represent those principals who use participative management strategies seems to indicate that participative management strategies do not only create a conducive teaching environment for the principals to get the job done but also facilitates the teachers to work for the betterment of the school. The responses here manifest that the principals who use participative strategies allow their teachers to share responsibilities and contribute their input in decision-making processes of the school which eventually benefit them. Teachers from the school where the principals do not use participative management strategies also had the following to say with regard to the above question:

“he does consult teachers with regard to making decisions as long as the decisions are not related to the financial matters of the school” (CLT, 4; FG1).

These results here reflect that there is selective implementation of participative strategies depending on the mood of the principal. At one stage, if things favor him/her there is participation by teachers. Another teacher acknowledged this in the following statement:

“sometimes he decides autocratically, and the teachers grumble to show that they are not happy with such decisions. He once decided to introduce [mentions the subject] without informing teachers and teachers were very angry. I also remember another time when he came early to school and most teachers were late, he came to me and took the gate keys and locked the gate and they were stranded outside ... The teachers were again furious with that decision” (CLT, 6: FG1).

Responses such as the one above revealed that some school principals do not prefer to use participative strategies and the effect is that there will be less participation of the teachers in the school management or decision-making processes. The above responses revealed that school principals are aware of their expected demonstration of participative management strategies in their schools but they only use preferences.

The teachers who participated in this study expressed their views with regard how they perceived the participative management strategies used by their principals. Some of their views are stated below: Those whose principals did not use participative management strategies had the following recorded:

“Principal decides alone without consulting teachers. He is the only decision-maker in the school” (CLT, 3: FG1).

This implies that the school principal decides alone in all areas that need decision-making processes. Teachers take initiative and make decisions only in their subject department that help their HOD and not the school principal to develop pedagogically. This was confirmed when one of the respondents said in the interview:

“teachers are only involved in their subject committees and not actively involved in decision-making and are excluded on matters involving the finances of the school” (CLT, 2: FG1).

Research Question Two: How do teachers at South African schools perceive the Participative Management strategy used by their school principals?

The **first theme** in the teachers' perception of their principal use of participative management strategies is **allowing teachers to have a voice in decision making**.

Through these responses, teachers in this study demonstrated the perception that the principals in their schools do not value teacher participation in decision-making processes of the school. These teachers felt that school principals should realize that their status as principals is dependent on the support of their teachers. Those whose principals do use participative management strategies had the following recorded:

“the principal allows teachers to have their voice in decision-making processes of the school. Our principal is ... manages the school badly. He speaks a lot about democracy and change sometimes he applies it sometimes he goes alone without consulting anybody... Sometimes he tells us ‘don’t forget I am an old man’ (CLT, 1: FG2).

Responses from participants showed that teachers are highly involved in decision-making processes in the school. The interviews revealed that some principals use participative management strategies with some restraint at times. The point of preferences was also argued by another interviewee when he said:

“the principal combines both autocratic and democratic leadership and management styles. He is very democratic and straightforward but sometimes as a leader sometimes you have to be autocratic if things do not go well. Sometimes you have to be rigid; he has a good relationship with his teachers” (CLT, 6: FG2).

Teachers are sometimes consulted, take initiatives and make decisions in school management or decision-making processes. This was confirmed when one of the interviewees said in the interview:

“I think he has a style of ... an ‘all inclusive ...’ very participatory...in which all teachers are given opportunity to take part in decision-making. There is a site steward from the union and then there is everybody, not everybody belongs to the union. I see from time to time..., I may say the leadership style is such that everybody is given an opportunity to take part, influence the decision-making, air their views, ... at the end of the day, I see people owning the decisions that have been taken ... it is very easy to implement such things because everybody owns it” (CLT, 4: FG2).

The teachers' responses indicated that there is the use of participative management strategies in these schools. From these statements, the researcher can conclude that the perceptions of teachers on the participative management strategies used by Principals depend on the school Principal's style of management. Therefore, the researchers interpreted the described perceptions to mean that where Principals used Participative Management strategies, the morale and confidence among teachers seems to be high which would lead to work satisfaction.

The second theme mentioned by the teachers is, **they develop management skill** by getting knowledge on school management to prepare them for future promotion.

All participants agreed on the benefits of participative management strategies to both principals and teachers. All six school principals alleged that participative management strategies have enormous benefit to school principals and teachers. One of the principals stated that participative management develops teachers' management skills which they can use when they themselves become leaders. The participant had the following to say:

“I can say that this management style is quite benefiting especially to teachers because teachers get knowledge of how to deal with school management. They get knowledge and they can use their knowledge even tomorrow when they find themselves principals. It also shows that teachers are valued in the school..... it gives and encourages teachers to work hard and also to participate freely in the activities of the school. It also contributes to high teacher morale and increased job satisfaction” (P4).

The third theme in the question is that participative management **promotes sense of belongingness and commitment among teachers.**

Another principal acknowledged participative management as promoting and encouraging a sense of belonging and commitment among teachers:

“well, participation has more advantages like in our school. It enables teachers to work as a team. People are working together just because of this democratic participation which prevails in the school. It encourages and fosters positive relationships among the teachers in the school. I can say this leadership brings commitment and togetherness. When teachers are working together in a mutual understanding they tend to be committed and make quality decisions with a consensus” (P1).

The fourth theme in the use of participative management as a strategy is **Promotes sense of ownership and confidence among teachers.**

Participants at teachers' level contend that participative management promotes a sense of ownership and confidence among teachers. According to one teacher respondent, the following was revealed:

“now once the teachers are taking part in the actions or decision-making processes of the school it makes them happy. And they feel ownership of the decision they take. So, Participative Management promotes collective effort among teachers in the school... Participative management discourages informal groupings in the school. These are groups that emerge in a school and tend to destroy good relationships among teachers. It enables principals to delegate tasks to their subordinates because when people are working in a collaborative environment they are able to share responsibilities” (CLT, 3: FG2).

Sergiovanni (2007) agreed with the opinion that when teachers feel comfortable with the system of management in place, they show commitment to their work, ownership and a

sense of pride in their workplace. As one respondent puts it, in an atmosphere conducive to individual effort, teachers are not forced to work but do so in order to help the school perform (c.f. CLT, 4; FG1).

Research Question Three: How do Participative Management strategies employed by school principals affect teachers' job satisfaction?

The **theme** being considered on the impact of participative management on the teachers' job satisfaction is **increase teachers' job satisfaction**.

Evidence from this study suggests that participative management strategies increase teachers' job satisfaction (cf. P5; P6). This was illustrated by one of the teachers when she said:

"I believe job satisfaction is greatly enhanced if teachers believe that they are listened to and that their contributions have been incorporated in the decision or plan of the school decision-making processes" (CLT, 6; FG2).

Similarly, one principal had the following to say:

"...through participation, teachers gain new confidence in their teamwork efforts and insights to resolve school problems" (P3).

From the above responses of the study participants, it can be concluded that a number of school principals practice participative management strategy because they feel it does not only create conducive school environment for the school principals to get the job done but it also facilitates the teachers to work for the betterment of the school.

Findings

The principal's use of participative management strategy by the use preferences. The teachers' perception of their principal use of participative management strategies are allowing teachers to have a voice in decision making, develop their management skill by getting knowledge on school management to prepare them for future promotion, *promotes a sense of belonging and commitment among teachers and it promotes of ownership and confidence among teachers*. The impact of participative management on the teachers' job satisfaction is that it increases teachers' job satisfaction.

Conclusion

The discussion on participative management strategies opened a window into school management providing details of principals' experiences of participative management strategies. Principals who employed directly participative management strategies promoted job satisfaction of their teachers through having a voice in decision making, develop their knowledge about the school management, promotes belongingness, commitment, ownership, and confidence.

Recommendations

The following recommendation is proposed:

To have management workshops and seminars to equip principals with skills that will enable them to employ participative management strategies that may result in enhancing teachers' job satisfaction and thereby improve their teaching performance and commitment.

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Awareness and Consumption of Trans Fats Among Kitwe Urban Residents

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Abstract

The purpose of this study was to assess the awareness and frequency of consumption of trans fats among urban households in Kitwe. A cross-sectional study design was conducted on 96 households drawn from 12 wards using a stratified random sampling. A validated questionnaire was used to collect data from these 96 households. Univariate tests were conducted to determine the frequency of consumption of trans fats and the proportion of people who knew them. The overall frequency of consumption of foods with trans fats was about three times per week (which represented a high consumption of foods with trans fats among respondents. The awareness level of trans fat had a low mean of 1.69. Respondents' awareness on trans fats on the effects trans fats had on health has a low mean of 2.53; The low mean suggests that fewer respondents were not aware of trans fats. On the other hand, trans fats awareness among respondents improved with education. This study set out to establish the consumption rate and awareness level of trans fats among households in Kitwe urban. The findings were that households consumed foods with an average content of trans fats. Most of the households were less aware of trans fats and their effects on health. They less awareness of the Effect of Trans Fats because they rarely read the level of the foods they buy. To conclude, the use of Trans Fats among the respondents was just minimal in spite of the fact that they are less aware of the contents in the food they buy for their household consumption because they do not read the level as influenced by their educational attainment. In spite of the minimal consumption of Trans Fat among households at Kitwe urban, this is most likely the contributing factor of cardiovascular health problems recorded as high in Zambia. Therefore, it is recommended is a need to increase awareness of the danger Trans Fat among Kitwe households which will cut down their usage of Trans Fats in their diet. A research be conducted considering other factors that contribute to the high cardiovascular health problems among Zambia and further, consider others types of respondents.

Keywords: Awareness, Consumption Rate, Hydrogenation, Trans Fat, Cardiovascular Health Diseases

Introduction

Nutrition transition has been influenced by dietary shifts. Popkin, Adair, and Ng (2013) affirmed that new lifestyles are influenced by the emergency of major shifts in diets. According to Naik and Kaneda (2015), low and middle-income countries adopt new lifestyles that seem to converge new diets and non-communicable diseases. Zambia is a middle-income country which is not exceptional to the dietary changes that increase the risk of suffering from non-communicable diseases.

One notable lifestyle change that seems to influence many societies is a shift from the use of saturated fats to the use of trans fats in the diet (Popkin, 2006). Occurrences of cardiovascular health complications in developed nations are attributed to consumption of saturated fats. Trans fats were initially thought to be a remedy for cardiovascular diseases.

Thus, the shift to trans fats was purposely aimed at improving health and reducing problems perceived to be caused by saturated fats (Popkin, 2006).

However, research has revealed that Trans Fats have become the worst fat for consumption. According to Mozaffarian and Clarke (2009), trans fats are not better than saturated fats in the prevention of cardiovascular diseases. Instead, they increase occurrences of cardiovascular health complications more than saturated fats do. Since Zambia shares many food products with developed countries and neighbouring countries, trans fats could have been a mainstay in commercial products. Some notable foods made from trans fats include fried foods, crackers, chips, cakes, cookies, pizza, margarine and many processed foodstuffs (Filip, Fink, Hribar & Vidrih, 2010).

Studies revealed that consumption of Trans Fats in most countries around the world was high. Heller (2015) found out that the majority of consumers had an unclear understanding of what trans fats are. Thilagamani and Sindeeka (2013) claimed that awareness of trans fats among food service operators in India was low because they consumed sold foods with high content of trans fats. In Africa, and Southern Africa in particular, consumption of fats is an indicator that consumers in the region are not aware of trans fats. Zambia has been recorded as having the highest intake of fat amongst Southern African countries, which also implied that they are not aware of trans fats and their effects on health (Micha, Khatibzadeh, Shi, Fahimi & Lim, 2014).

Research has established that Zambia recorded significantly high cardiovascular health problems in the recent past. For Kitwe alone, 32.3% of adults, aged 25 years and above, were hypertensive (Siziya, Rudatsikira, Babaniyi, Songolo & Mulenga, 2012). Lichtenstein (2006) reasoned that consumption of Trans Fats leads to insulin resistance, a risk factor for diabetes. Zambia recorded 40.0% impaired glucose level cases (Goma, Nzala, Babaniyi, Songolo & Zyambo, 2011). In line with the concern, WHO (2012) reported that cardiovascular health problems in Zambia were on the increase due to unhealthy lifestyles including dietary habits. The concern was confirmed by Mulenga, Siziya, Rudatsikira, Mukonka and Babaniyi (2013) and Siziya et al. (2012) who indicated that diets containing a high content of fats were among the contributing factors to the development of cardiovascular health diseases in Zambia. Mulenga et al. (2013) and Siziya et al. (2012)'s studies did not capture how often Zambians consumed foods with trans fats in a daily or weekly basis. They did not find out how much knowledge people had on Trans Fats and their detrimental effects on health. Therefore, this research is conducted in Kitwe urban to assess levels of awareness and rate of consumption of Trans Fats through a cross sectional survey.

Purpose of the Study

The main purpose of the study is to determine the rate of consumption of food with trans fats, each household head was to indicate the frequency of consumption of a food item which is high in trans fats from a given list.

Statement of the Problem

People eat food which is available and within their economic affordability. They sometimes take for granted the content of the food they eat. They usually failed to read the label in the food items from the groceries which lead them to high consumption of fats in

their diet which is detrimental to health. Therefore, the study aims to measure the awareness and consumption of trans fats among Kitwe Urban residents.

Research Questions

The study sought to answer the following questions:

1. What is the extent of consumption of foods with trans fats among households of the respondents?
2. What is the level of awareness of trans fats and their effects on health?
3. Is there a significant difference in the awareness of the health effects of Trans Fat to the body when the educational attainments of the respondents were considered?

Methodology

Quantitative data was collected based on the descriptive survey and was used to describe consumption rates, levels of awareness of foods that were high in trans fats and the effects trans fats posed to human health. Variables such as gender, education and income of respondents were considered for the study to measure significant differences in awareness and consumption rates of trans fats among households.

The study sample consisted of 96 households in Kitwe urban, drawn from 12 wards using stratified random sampling technique. The wards were drawn from five constituencies of Chimwemwe, Nkana, Wusakile, Kwacha and Kamfinsa.

Household heads were required to provide information on the types of foodstuffs they mostly, moderately or least purchased for consumption using a suggested list. On the list were whole meals and products, polished meals and products, vegetables and fruits, meat and products, fish, chicken and products, milk and milk products.

To determine the rate of consumption of food with trans fats, each household head was to indicate the frequency of consumption of a food item which is high in trans fats from a given list. The food list had fried chicken, fish, beef, meat pies, sausage rolls, stewed beef, boiled samp, peanut butter, cakes, scones, crackers, biscuits, chips, doughnuts, fritters, samosas, pizzas and ice cream. Households were further to indicate from another list of foods those foods they thought had a high content of trans fats. This list included an array of foods ranging from fruits, vegetables, salads, dessert items, grains, meat and baked goods. Methods of cooking households preferred when cooking chicken, eggs, beef, fish and vegetables were obtainable to tell whether the preferred methods promoted the formation of trans fats, including the repeated use of cooked oils. The frequencies of these variables helped to bring valid information on the consumption rate of trans fats by households in Kitwe urban.

The last section asked household heads to indicate how much they knew about trans fats and whether they read food labels during purchases of foodstuffs or not. Where they would identify foodstuffs containing a high content of trans fats or not. The frequencies of these variables in the last section helped determine the awareness level of trans fats by households.

An independent samples t-test was conducted to compare consumption scores of foods with trans fats between males and females. One way Analysis of Variance and Tukey

HSD test were used to establish whether there were any significant differences at ($\alpha = 0.05$) in awareness levels of trans fats among respondents.

Results and Discussion

Research Question One: What is the extent of consumption of foods with trans fats among households of the respondents?

Descriptive statistics was used to assess the overall frequency consumption of foods with trans fats. Table 1 showed consumption of foods with high content of trans

Table 1: Consumption of Foods with Trans fats

Food items consumed per week	Mean	Std. Deviation
Consumption of chips	2.93	1.275
Consumption of fried fish	2.90	.978
Consumption of doughnuts, fritters, samosas	2.87	1.401
Consumption of fried chicken	2.73	.864
Consumption of cakes, scones, crackers, biscuits	2.61	1.208
Overall Mean	2.81	.627

N=96

fats on a weekly basis with the means ranging from 2.61 to 2.93. These means fell between a 2.51 and 5.00 mean interval scale which represented minimal consumption of trans fats. The overall mean score of 2.81 showed a minimal consumption of foods with trans fats among respondents. The low standard deviation of 0.627 indicated homogenous responses by respondents on consumption of the foods.

Research Question Two: What is the level of awareness of trans fats and their effects on health?

Respondents were asked, “Are you aware of the presence of trans fats in some foods?” The response was to be a *Yes* or *No*. The scale for awareness of the presence of trans fats in food ranged between 1.00 – 1.50, while 1.51 – 2.00 meant respondents were less aware of the presence of trans fats in the food. The mean value to this question was 1.69, which meant that more respondents were less aware of the presence of trans fats in food.

Another question asked on trans fats awareness was whether respondents look out for trans fats on food labels when purchasing food items. The threshold for less reading the labels at all ranged from 2.51 – 3.00. Table 2 shows that an overall mean of 2.57 to the reading of the food labels question. This means that many respondents fewer read food labels when purchasing food items whether there is the presence of Trans Fat or not.

Table 2: Reading Food Labels for Trans fats

Statements on reading food labels	Mean	Std. Dev.
Do you look out on food labels for trans fats when purchasing food items?	2.57	.557

N=96

The last question on awareness asked the respondents whether they were aware of the health effects of trans fats on the body. In this question, the threshold for not being aware of health effects of trans fats ranged between 2.51-3.00. The mean value (2.53) fell in the range that indicates that respondents were “less aware” of the health effects of trans fats (see Table 3).

Table 3: Awareness of Health Effects of Trans fats to the Body

Statements on awareness	Mean	Std. Dev
Are you aware of any health effects trans fats may have to the body	2.53	.695

N=96

Research Question Three: Is there a significant difference in the awareness of the health effects of Trans Fat to the body when the educational attainments of the respondents were considered?

To determine which group of respondents (with primary, secondary, college or university education) was more aware or completely not aware of trans fats than others, Tukey HSD test was applied. The test showed that there were significant differences in the awareness of trans fats among households in terms of education levels. Significant mean differences were realized between respondents who had primary education against those with either college or university at p-value <0.01. There were also significant differences between individuals with secondary education and those with either college or university education (see Table 5 below). This signifies that households who are college and university level are more likely they would be aware of the effects trans fats to their health.

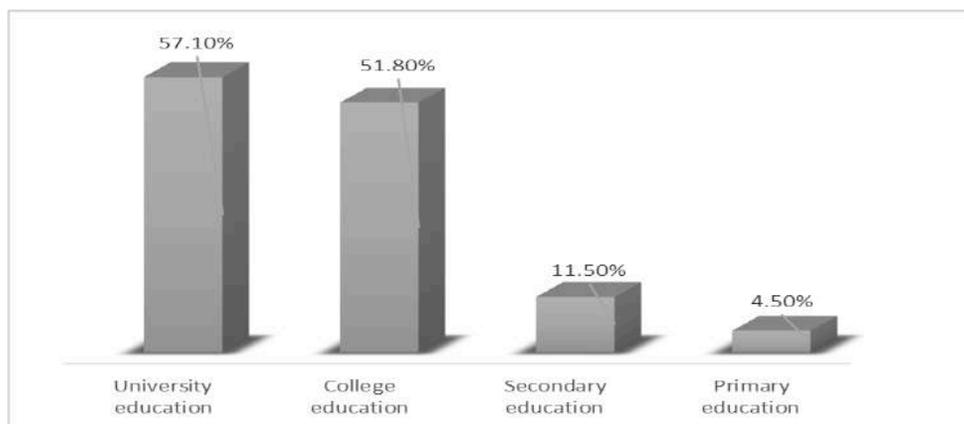
Table 5: Multiple Comparisons: Awareness of Health Effects of Trans fats to the Body

Highest education level attained	Highest education level attained	Mean Difference	Std. Error	Sig.
Primary education	Secondary education	.070	.119	.935
	College education	.526*	.125	.000
	University education	.473*	.118	.001
Secondary education	Primary education	-.070	.119	.935
	College education	.456*	.120	.002
	University education	.403*	.113	.003
College education	Primary education	-.526*	.125	.000
	Secondary education	-.456*	.120	.002
	University education	-.053	.119	.971
University education	Primary education	-.473*	.118	.001
	Secondary education	-.403*	.113	.003
	College education	.053	.119	.971

* The mean difference is significant at the 0.01 level.

Figure 1 shows the descending order on levels of awareness on trans fats according to educational levels. This suggests that the likelihood of people being aware of what trans fats is increased with the level of education.

Figure 1: Level of awareness on trans fats stratified by levels of education attained.



The overall consumption of foods with trans fats in this study was average with an overall mean of 2.8 on a five-point Likert scale. The notable food stuffs respondents ate on a weekly basis were fried chicken, fried fish, cakes, scones, crackers, chips, doughnuts, fritters and samosas. From this study, it was established that Kitwe urban households consumed foods with minimal content of trans fats on a weekly basis, a problem which required immediate attention for action.

This study found out that male respondents consumed more foods with trans fats than female respondents. These results were similar to a study of 2010/11 conducted in the United Kingdom that established that men had higher intakes of trans fats compared to women (Govindji & Phillips, 2014). One possible reason for high consumption of trans fats among men could be that most men spent more time away from home and are likely to eat fast foods during lunch. However, the consumption differences between genders were not statistically significant.

The results revealed that many respondents were less aware of trans fats and their effects on health, just as Heller (2015) too found out that many people were less aware of trans fats. Health effects of trans fats, as argued by Lichtenstein (2006), Mozaffarian and Willett (2009), include lowering of high-density lipoproteins and increasing low-density lipoproteins which eventually leads to cardiovascular diseases and insulin resistance which raises the risk of type 2 diabetes. In overweight people, trans fats increase inflammation and damage the inner lining of the blood vessels causing endothelial dysfunction. Trans fats impair memory, cause depression and liver dysfunction (Mozaffarian, Aro, & Willett, 2009).

Health risks of trans fats have become a threat to Kitwe urban and Zambia at large. Households may ignorantly continue to eat foods high in trans fats without realizing negative effects of trans fats. To dispel ignorance, there is need to increase awareness on negative effects of trans fats (Eckel et al., 2009). Govindji and Phillips (2014) suggest sensitization campaigns fight against trans fats consumption.

Another possible option of reducing trans fats is to work with stakeholders and decision makers to implement deliberate policies that are mandatory to all manufacturers in the fight against the consumption of trans fats. Eckel et al. (2009) emphasized that where awareness level of trans fats was high, there was improved shopping of healthy foodstuffs. This is the target every individual and/or nation should aim at, to increase awareness of trans fats and improve shopping of health foods among consumers.

Low levels of awareness might have contributed to the non-reading of food labels when purchasing food stuffs. For most respondents, not reading food labels meant that individuals bought foodstuffs without realizing the presence of trans fats in foods and the effects trans fats posed to health. Lichtenstein (2006) advocated that nutritional knowledge be disseminated to consumers so that they pay attention to food labels as they carried out their purchases.

The ANOVA showed significant differences in the level of awareness on health effects of trans fats among households. The more one is educated, the more likely one will be to learn about trans fats. This means that education plays a significant role in revealing information about trans fats. Low levels of awareness could possibly mean that respondents had not been exposed to information about trans fats in print or electronic media. In a similar

way, lack of awareness of trans fats meant ignorance of the health effects of trans fats among respondents.

Findings

This study set out to establish the consumption rate and awareness level of trans fats among households in Kitwe urban. The findings were that households consumed foods with an average content of trans fats. Most of the households were less aware of trans fats and their effects on health.

These findings call for immediate interventions from relevant stakeholders through suitable intervention programmes. The intervention programs would include educational campaigns and sensitization programmes to the public. Trans fats education should be intensified in the school curriculum so that pupils become aware of trans fats at an early stage. Consumers need to be sensitized to read food labels to identify foods with high levels of trans fats. Researchers too are encouraged to find better solutions to trans fat reduction in the diet.

Conclusion

The use of Trans Fats among the respondents just minimal due to the fact that they are less aware of the contents of it in the food they buy for their household consumption because they don't read the level as influenced by their educational attainment. In spite of the minimal consumption Trans Fat among households at Kitwe urban. This was most likely the contributing factor of cardiovascular health problems recorded as high in Zambia.

Recommendations

Therefore, it is recommended is a need to increase awareness of the danger Trans Fat among Kitwe households which will cut down their usage of Trans Fats in their diet. A research be conducted considering other factors that contribute to the high cardiovascular health problems among Zambia and further, consider others types of respondents.

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Influence of Radio Programmes on the Promotion of Entrepreneurial Skills among Undergraduates of Mass Communication in University of Lagos, Nigeria

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Abstract

The influence of radio programmes on the promotion of entrepreneurial skills cannot be over emphasized. This study thus examined how entrepreneurial programmes on radio have been useful in promoting entrepreneurial skills among mass communication undergraduates from University of Lagos. The survey research design was adopted using the questionnaire as the research instrument. A total of 400 copies of the questionnaire were administered and the collected data was analyzed using SPSS. The study found that while more than two-thirds of the respondents (69%) desired to be entrepreneurs through the entrepreneurial programmes on radio, only a few proportion of the respondents (39%) had become entrepreneurs. It was therefore recommended that government in partnership with non-governmental agencies should create avenues for youths to have access to funds and also, mentoring programmes should be organized as a follow up. The study revealed that respondents were mostly represented by females (53.2%). Majority of them (86.5%) had access to the radio while (72%) of the respondents listened to inspiration FM. The majority (69%) of respondents considered the entrepreneurial programmes transmitted via radio as relevant and motivating to undergraduates and two-thirds of the respondents (63.75%) have developed a keen interest in becoming entrepreneurs. More than one third (39.3%) of the respondents have engaged in entrepreneurial activities which is earning them their minimal or least major income as undergraduates. The study concluded that though undergraduate students do listen to entrepreneurial programmes and have been motivated to be entrepreneurs, the majority of the respondents are yet to be involved in entrepreneurial activities. It is therefore recommended, that the radio, as an acceptable medium should continue to develop and transmit entrepreneurial programmes in an entertaining format to be more appealing to the younger generation while the government at the grassroots level in partnership with non-governmental agencies should also create a platform for the youths where they can be mentored and have access fund to establish their business.

Keywords: *Entrepreneur, Skills, Promotion, Influence, Mass Communication.*

Introduction

The spirit of enterprise makes man an entrepreneur. Desai (2009) notes that during the last three decades, the concept of entrepreneurship has assumed prime importance both in research and in action for accelerating economic growth in the developing countries. Most importantly, academicians, scholars, and professors have recognized the importance of entrepreneurship and have accepted it as a major determinant of growing the nation economically. Zahra and Dess (2001) opine that an entrepreneur is an individual who takes the initiative of starting and running a small or large enterprise and ensures it works. Ideas are however not being turned into businesses today because there are little or no platforms to promote what these entrepreneurs have to offer.

The media of mass communication can be used to promote basic entrepreneurial skills to an average person. Information can reach anyone faster using a mass medium. There are

different types of media, which include print, electronic and new media. Oladiran (2010) opines that any change in our society, real or imaginary, therefore, could be traced to the influence of the mass media. Furthermore, for sustainable national development, radio can bring about effective change because of its universal nature; the imperative benefit has to do with the entrepreneurial programmes that are motivating and can be of immense value to listeners.

Entrepreneurship has decreased the rate of unemployment in Nigeria today, and there are emerging businesses that are productive in the economy; this has consequently given rise to development. Desai (2009) emphasizes this when he opines that the nation's economy must be continuously revitalized by the infusion of new energy, new ideas and nucleus for economic growth. The importance of an entrepreneur in today's economy cannot be over emphasized because the reduction in the unemployment rate among graduates in Nigeria can be achieved through the adoption of entrepreneurial skills as a means of creating quality value to the society.

Studies have however shown that many undergraduate students do not possess the needed skills required to become self-employed. They also do not have an adequate awareness caused by limited information from media sources and the dearth of literature on how radio can serve as a useful tool in promoting entrepreneurial skills militates against the development of entrepreneurship.

Purpose of the Study

This study, therefore, sought to establish the influence of radio on the promotion of entrepreneurial skills using mass communication among students of the University of Lagos in Yaba, Lagos State.

The study sought to find the answer to the following specific objectives:

1. To find out if mass communication undergraduates of the University of Lagos are exposed to entrepreneurial programmes on *Inspiration FM and Beat FM*.
2. To determine if the entrepreneur programmes on *Inspiration FM and Beat FM* motivate mass communication undergraduates of the University of Lagos into developing entrepreneurial skills.
3. To examine if mass communication undergraduates of the University of Lagos are engaged in entrepreneurial activities as a result of entrepreneurial programmes on *Inspiration FM and Beat FM*.

Statement of the Problem

Media is one of the best to provide information and set programmes to help the listeners from it like developing the entrepreneurial skills. Therefore, this study was to determine the influence of radio on the promotion of entrepreneurial skills among mass communication students in the University of Lagos.

Research Questions

The study answered the following questions to:

1. What extent is mass communication undergraduates of the University of Lagos exposed to entrepreneurial programmes on *Inspiration FM and Beat FM*?

2. What extent do entrepreneurial programmes on *Inspiration FM and Beat FM* motivate mass communication undergraduates of the University of Lagos into developing entrepreneurial skills?
3. What extent are mass communication undergraduates of the University of Lagos engaged in entrepreneurial activities as a result of entrepreneurial programmes on *Inspiration FM and Beat FM*?

The study made use of the Uses and Gratification Theory. Blumler and Katz's Uses and Gratification theory suggests that media users play an active role in choosing and using the media. Users take an active part in the communication process and are goal oriented in their media use. The theorists say that a media user seeks out a media source that best fulfills the needs of the user and that users have alternate choices to satisfy their needs. Uses and gratifications theory takes a more humanistic approach to looking at media use. Blumler and Katz (1974) believe that media audiences use media in different ways and therefore have various reasons for using the media. According to the theory, media consumers have a free will to decide how they will use the media and how it will affect them. Blumler and Katz's values are clearly seen by the fact that they believe that media consumers can decide on the media that can have an influence on them.

The word entrepreneurship is widely used today; offering a specific and unambiguous definition of what an entrepreneur is, is still challenging. According to Shane and Venkataraman (2000), entrepreneurship is concerned with the discovery and exploitation of profitable opportunities. Davidson (2004, p1) proposes that entrepreneurship can be defined as "the competitive behaviors that drive the market process", while the domain of entrepreneurship study is structured around the idea of the emergence of new business ventures.

Compulsions and social pressures do not make youths risk social security, hence the preference for salaried jobs. This is corroborated by uncertainty and insecurity that characterizes businesses today which consequently discourages the majority of youths from nurturing the ambition of being entrepreneurs. Moreover, entrepreneurship as observed by Hirsch, Peters and Shepherd (2008) is not considered a respectable career as compared to other professions in fields like medicine, engineering and management sciences. There is therefore, a need to bring to the limelight, the benefits inherent in being an entrepreneur. One of the means through which this can be achieved is through the radio. Radio as argued by Hart and Karim (2010) has a wide reach and cuts across the literacy barrier. It is for both the young and the old. The radio as a mobile and background medium further enhances its usefulness in mobilizing people towards sustainable development. In a study conducted by ToroDev (2011) on assessment of the relationship between rural radio broadcasting, and rural entrepreneurship development in Sub-Saharan Africa, it was revealed that local small scale entrepreneurs involved in agribusiness and service business sectors were able to access and use rural FM radio stations to develop their business enterprises. The major areas where radio broadcasting accelerated their business development were expanding production through value addition, information and knowledge relays and marketing for better pricing and increasing revenues.

Dabbagh and Menashe's (2009) study on students sought to find out the overall perceptions of entrepreneurship activities in the first-year course in engineering, and the effect of a pedagogical approach aimed at exposing students to engineering entrepreneurship programmes on the media and their perceptions of engineering entrepreneurship. The study found those students' overall perceptions of the entrepreneurship activities significantly

improved by the end of the course. More importantly, the results indicated that students who participated in the market game had significantly better perceptions of engineering entrepreneurship, specifically professional skills.

Methodology

The study used the survey research method with the use of a questionnaire to elicit responses adequate enough to evaluate the influence of radio on the promotion of entrepreneurship among Mass communication undergraduates in University of Lagos (UNILAG). The total population of Mass communication students in UNILAG is 723 (UNILAG registry, 2015). The sample size of 400 was derived using Yaro Yamane Formula:

$$\begin{aligned}
 n &= \frac{N}{1+N(e)^2} \\
 &= \frac{723}{1+723(0.05)^2} \\
 &= \frac{723}{1.81} \\
 &= 399.4
 \end{aligned}$$

The research instrument consisted of questions formed into two parts to address the research questions of the study. While part “A” involved personal bio-data questions, part “B” had close ended questions designed to find out how radio programmes promote entrepreneurial skills among the respondents. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 21.

Results and Discussion

Figure 4.1.1 shows that the female students constituted the larger proportion of respondents (53.2%) as compare to (46.8%) by the male respondents. This is so because the research was conducted in a female dominated class.

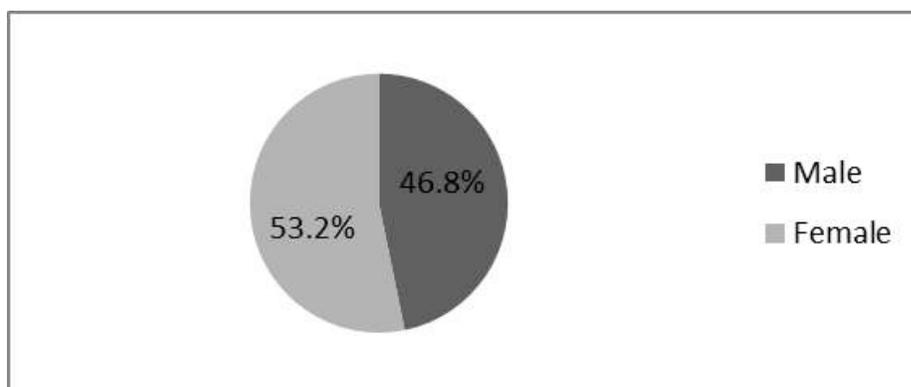


Figure 4.1.1 Gender Distribution of the Respondents

Figure 4.1.2, shows that more of the respondents are between the ages of 16-20(41.7%), followed by 21-25(36.0%).

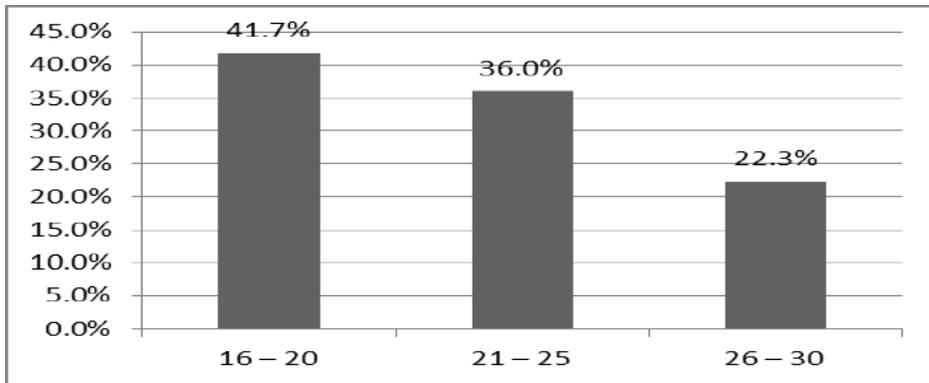


Fig.4.1.2 Age distribution of respondents

Table 4.1.3 shows that 346 respondents representing (86.5%) had access to a radio while 54 respondents (13.5%) did not have access to radio.

Table 4.1.3: Distribution of Respondents according to Radio Accessibility

Response	Frequency	Percentage (%)
Yes	346	86.5
No	54	13.5
Total	400	100

Figure 4.1.4 shows that 72% of the respondents were active listeners of entrepreneurial programmes on Inspiration FM, while 28% did not listen to entrepreneurial programmes.

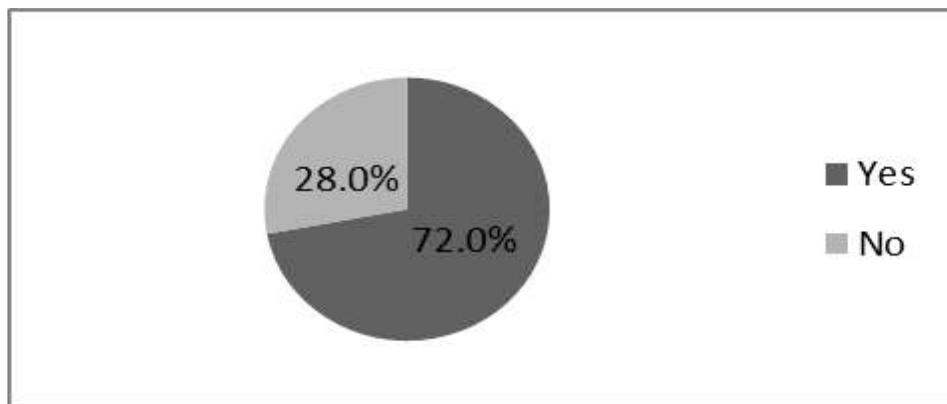


Fig.4.1.4 Distribution of Respondents according to Entrepreneurial Programmes Listenership on Inspiration FM

Figure 4.1.5 below indicates that 61% of the respondents listened to an entrepreneurial programme on inspiration FM, while 39% do not listen to entrepreneurial programmes on inspiration FM.

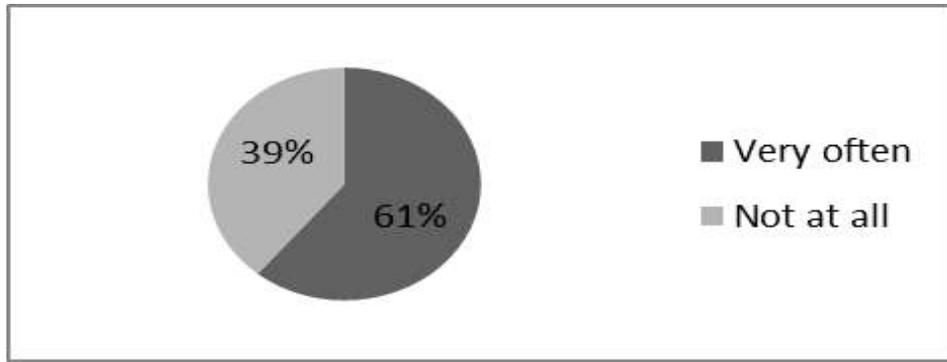


Fig. 4.1.5 Distribution of respondents according to frequent listenership on Inspiration FM

Figure 4.1.6 shows that 79.5% of the respondents listened to entrepreneurial programmes on Beat FM. While (20.5%) are non-active listeners.

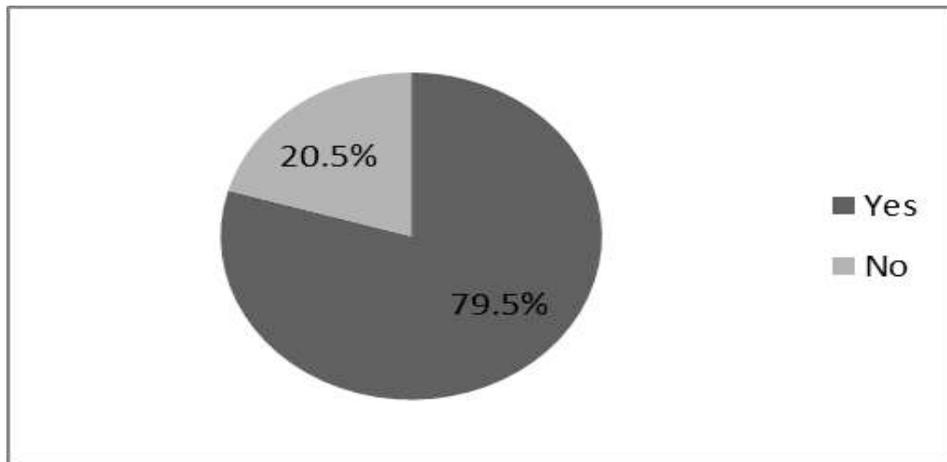


Fig. 4.1.6 Distribution of Respondents According to Entrepreneurial Programmes Listenership on Beat FM

Figure 4.1.7 below shows that 66.3% of the respondents listened to entrepreneurial programmes on Beat FM very often, while 33.8% of the study participants do not listen to entrepreneurial programmes on Beat FM.

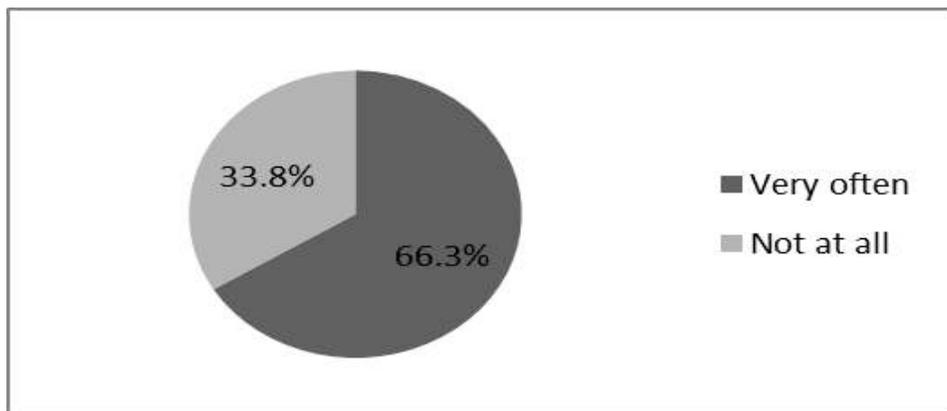


Fig. 4.1.7 Distribution of Respondents according to Frequent Listening on Beat FM

From Table 4.1.8, (69%) of the respondents see entrepreneurial programmes as being relevant and motivating while 31% do not. Also, (63.75%) agree that listening to these entrepreneurial programmes arouses their interest in being entrepreneurs.

Table 4.1.8: Distribution of respondents according to entrepreneurial programmes, motivation

Questions	Yes	No	Total
Do you consider the entrepreneurial programmes transmitted via Radio as relevant and motivating to undergraduates?	276 (69%)	124 (31%)	400 (100%)
After listening to these entrepreneurial programmes does it arouse your interest in being an entrepreneur?	255 (63.75%)	145 (36.25%)	400 (100%)

From table 4.1.9 below, (39.3%) respondents strongly agreed that they engage in entrepreneurial activities as they are influenced by entrepreneurial programmes on Inspiration FM and Beat FM.

Table 4.1.9: Distribution of Respondents according to Entrepreneurial activities Engagement

Question	SA	N	SD	Total
Due to the programme, I listen to on inspiration and Beat FM. I engage in some entrepreneurial activities.	157 (39.3%)	65 (16.2%)	178 (44.5%)	400 100%

The study revealed that respondents were mostly represented by females (53.2%) while almost all the respondents were single. It was also discovered in the study that majority of the respondents (86.5%) had access to the radio while (72%) of the respondents listened to inspiration FM. The findings showed that respondents to a large extent listen to entrepreneurial programmes on the radio. The findings also corroborate those of ToroDev (2011) on assessment of the relationship between rural radio broadcasting, and rural entrepreneurship development in Sub-Saharan Africa. The study reported that local small scale entrepreneurs involved in agribusiness and the service business sector were able to access and use rural FM radio stations to develop their business enterprises.

While the majority (69%) of respondents from table 4.1.2 considered the entrepreneurial programmes transmitted via radio as relevant and motivating to undergraduates, about two-thirds of the respondents (63.75%) have developed a keen interest in becoming entrepreneurs. The social cognitive theory supports this finding as the media can reinforce individual and societal opinions, which means that the media cannot change attitudes rather it provides a stream of information. The theory also comes into play as more than one-quarter (31%) of the respondents consider entrepreneurial programmes unnecessary as they do not affect their attitudinal behavior. In a related study by Afriyie, Boohene and Ofafa (2013), there was a significant positive relationship found between radio programmes and promotion of entrepreneurial culture in Kenya.

From table 4.1.3, only about one-third (39.3%) of the respondents have engaged in entrepreneurial activities which is earning them their minimal or least major income as undergraduates. This shows that despite the facts that a larger proportion of the respondents have been motivated to be involved in entrepreneurial activities in table 4.1.2, only about half

of those that indicated interest in becoming entrepreneurs have taken a step in becoming one. This is corroborated by the finding of Levies, Hart and Karim (2010) which reported that only 15% of respondents had taken steps in becoming entrepreneurs.

The media, however, particularly the radio, has promoted entrepreneurial culture in some countries. Again, a study by Levies, Hart and Karim (2010) revealed that media can promote entrepreneurial attitudes, aspirations and activities. These studies have also been carried out in the USA, Europe and Asia. Studies about how the media can promote entrepreneurial culture in Nigeria are practically non-existent.

Findings

The study revealed that respondents were mostly represented by females (53.2%). Majority of them (86.5%) had access to the radio while (72%) of the respondents listened to inspiration FM. The majority (69%) of respondents considered the entrepreneurial programmes transmitted via radio as relevant and motivating to undergraduates and two-thirds of the respondents (63.75%) have developed a keen interest in becoming entrepreneurs. More than one-third (39.3%) of the respondents have engaged in entrepreneurial activities which are earning them their minimal or least major income as undergraduates.

Conclusion

The study concluded that though undergraduate students do listen to entrepreneurial programmes and have been motivated to be entrepreneurs, the majority of the respondents are yet to be involved in entrepreneurial activities. Also, the capital intensive nature of some entrepreneurial activities have been a limiting factor to the development of entrepreneurial skills and also many undergraduates are not concerned with owning a business which should be highly considered by government parastatals to instill a sense of responsibility to avoid being in the ill web of unemployment. This could also be because some of the respondents are not inclined to become entrepreneurs.

Recommendations

It is therefore recommended, that the radio, as an acceptable medium should continue to develop and transmit entrepreneurial programmes in an entertaining format to be more appealing to the younger generation while the government at the grassroots level in partnership with non-governmental agencies should also create a platform for the youths where they can be mentored and have access fund to establish their business.

Similar research could be conducted using other courses in the university or outside Universities to see the extent of the influence of listening to media programmes on entrepreneurship.

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Sources and Patterns of Stress Experienced by Secondary School Teachers in Choma District, Southern Province, Zambia

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Abstract

The study examined the sources and patterns of stress experienced by secondary school teachers in Choma District, Southern Province, Zambia. The quantitative descriptive research design was adopted for the study. The population consisted of 440 secondary school teachers from 11 secondary schools in Choma District, Zambia. The simple random sampling technique was used to select six (6) secondary schools and 20 teachers were selected from each school thus bringing the total sample to 120. The Teacher Stress Inventory questionnaire (TSI) adapted from Fimian (1988) comprising 49 items of the five point Likert scale was used as instrument for data collection. The instrument was face and content validated. In order to determine the reliability of the instrument, a pilot study was conducted using 30 teachers from two secondary schools which were not included in the main study. The Cronbach's Alpha reliability value was $r = 0.879$. The data collected was analysed using the descriptive statistics and regression analysis. The study revealed that teachers moderately experienced sources of stress in terms of time management, work related stressors, professional distress, discipline and motivation, and professional investment. It was also found out that the teachers moderately experienced patterns of stress in terms of emotional manifestation, fatigue manifestation, cardiovascular manifestation, gastronomic manifestation but rarely experienced patterns of stress in terms of behavioural manifestation as indicated by the overall means. Regression analysis revealed that discipline and motivation accounted for 19.2% variance in the pattern of stress. The more teachers experience sources of stress in terms of discipline and motivation, the more they experience patterns of stress.

Keywords: Sources and Pattern of Stress, Stress, Stressor, Emotional, Fatigue, Cardiovascular, Gastronomic, Manifestation

Introduction

Stress is as old as human existence. It is an unavoidable phenomenon which forms part of human daily activities in the attempt to meet the needs for human survival and progression. The universality of stress cuts across myriads of every individual experience irrespective of age, occupation, social status, race, cultural background amongst other. Most working generations are today under one form of stress or the other. Stress has been recognized as one of the fundamental sources of health challenges that affect both the individual employee and the organizations s/he is working for (International Labour Organisation (ILO), 1992). The alarming stress conditions in most working environments made the World Health Organization (WHO) cite stress as a global epidemic (Ibrahim, Mohtar, Sabo, Abdul Rahim, & Ariffin, 2015).

Stress is a common word that people talk about almost on a daily basis, especially when they are confronted with a series of activities in workplaces. People use the term to describe a variety of negative feelings and reactions that follow threatening or challenging situations (Robbins, Judge & Campbell, 2010). Different scholars have defined the term stress from various points of view. For instance, Makasa (2013) defined stress as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of his or her self-esteem or well-being. Stress may be conceptualized as a negative emotional experience that is triggered by the teacher's perception of the threat to his or her self-esteem or well-being (Landy & Conte, 2010).

Stress has also been defined by Lararus and Folkman(cited in Makasa, 2013) as a particular interaction between the person and the environment, appraised or evaluated by the person as being taxing or exceeding his or her personal resources, and, as a consequence, disrupting his or her daily routines. They further viewed stress as an on-going process which an individual needs to make an appraisal of the environment and attempt to cope with the stressor that arises. From this definition, it can be noted that stress is a result of the evaluation a person makes with regard to the demands made by the environment which he or she does not manage to handle.

Sources of teacher stress are varied; some of the more common sources include the need to make adaptations to sudden curriculum changes and feelings of disempowerment (Nagar, 2012). Apart from school curriculum changes, a change in school structure is also a stressor (Hallinger, 2010), such changes cause erosion of the collegial relationship and harbouring of feelings of inequity and uncertainty (Muthuvelayutham & Mohanasundaram, 2012). Other often reported stress catalysts include role overload, namely the need for teachers to cope with a number of competing roles within their job, excessive overtime work, management problems and large class sizes (Muthuvelayutham & Mohanasundaram, 2012).

Teaching has been identified as one of the most stressful occupations in many countries, (Mlaki, 2012; Sprenger, 2011; and Riaz & Ramzan, 2013). The main reason behind this is that a lot of incidences of stress related illness are more pronounced among people whose jobs require them to bear a large amount of responsibility for the welfare of others (Landy & Conte, 2010). Many teachers make a huge commitment to the pupils they teach and this can include strong emotional ties. Teachers have to deal with a wide range of pupils' needs including academic and non-academic needs. They are expected to spend most of their working time giving of themselves to others and have to perform a wide variety of activities unrelated to their job descriptions, including ministering to the emotional needs and family problems of students (Mlaki, 2012).

Other sources of teacher stress that have been documented include teaching a child with a disability, discipline and handling difficult students, adapting to change, lack of time, inadequate resources, poor student behaviour, multiple roles and responsibilities and role conflict (Johannsen, 2011).

Stress has become a vital matter in the academic sphere as well as in our civilization. Many behavioural science scholars conduct research on stress and stressors and have

identified this area as requiring supplementary attention (Rees & Redfern, 2000; Ellison, 2004; Ongori & Agolla, 2008; Agolla, 2009 in Riaz & Ramzan, 2013).

A study on recognition of stressors and manifestation of stress among University teachers in Pakistan by Ahmed, Riaz, and Ramzan (2013) investigated the basic stress and stressors and the degree to which the stress that they feel with reference to professional, motivational, time and work level relate to manifestation of stress in terms of gastrointestinal, cardiovascular, fatigue, emotion and behaviour levels. Teacher's Stress Inventory (TSI) by Fimian (1984) was used to collect data from 185 participants randomly sampled from three Campuses of University of Education. Findings of the research show that the main sources of stress among university teachers relate to time.

A Qualitative Study of the Sources and Impact of Stress among Urban Teachers was carried out by Shernoff, Mehta, Atkins, Torf and Spencer (2011). Semi-structured interviews were conducted on 14 urban teachers from three high-poverty schools in a large Midwestern city. The study examined teachers' perceptions regarding sources and impact of stress and the resources needed to address identified stressors. The result of the study revealed that the majority of teachers reported that occupational stress significantly impacted their personal relationships and physical health, and teachers identified human and material resources as most important to reducing work-related stress. Shkempi, Melonashi, and Fanaj (2015) in their study of workplace stress among teachers in Kosovo using 799 teachers discovered that 33.2% (265 participants) of the sample reported high levels of stress. As regards the specific stressors, the most frequently reported were inadequate wages (36.8%), physical working environment (30.1%), and undisciplined students (26.2%).

Ekundayo and Kolawole (2013) examined the various sources of stress among teachers of secondary schools in Ekiti State, Nigeria as well as the coping strategies of these teachers with stress. The descriptive research design of the survey type was employed for the study with the population consisting of all the teachers in public secondary schools. The sample was made up of 180 teachers from 20 secondary schools across the three senatorial districts of the state using the stratified and simple random sampling technique for the selection of the sample. A self-designed Stress Among Teachers' Questionnaire (SATQ) was used as an instrument for data collection following a test-retest reliability method for which a reliability coefficient of 0.79 was obtained.

The data collected was analysed using percentage scores and Pearson Product Moment Correlation. The study revealed poor working conditions, poor relation with superordinate and late payment of salaries as major sources of stress. The study also revealed that organising one's time effectively is the main strategy of coping with stress among teachers. It was also discovered that a significant relationship existed between sources of stress and the teaching effectiveness of the teachers. The study recommended that teachers should make good use of their time as well as relate cordially with their colleagues and supervisors.

Makasa's (2013) study on levels of occupational stress among basic school teachers in Lusaka urban schools in Zambia revealed that 95 per cent of respondents felt irritated by the nature of their working environment. The results further revealed that 38% of respondents encountered conflicts with peers often while a further 59% of respondents acknowledged experiencing health related problems due to pressure of work. Eighty-one percent (81%) of

respondents rated their stress levels as often. The study concluded that stress is prevalent among teachers at primary school levels in Zambia.

Stress among teachers has not only focused on formal schools but also on alternative education programs. Romano and Wahlstorm in Harlow (2010) surveyed teachers in alternative education programs to determine their sources of stress and further examine the relationship between stress and well-being. Five major sources of stress emerged for teachers including student demands, physical demands of teaching, lack of funding, after school and evening meeting, and demands of inefficient school administration. They also examined the relationship between the stress level of teachers and sources of stress. They found that stress levels significantly correlated with the majority of the sources of stress indicated by the teachers. This suggests that several identifiable sources of stress greatly contribute to teachers' overall stress levels.

Purpose of the Study

The study objective is to evaluate the participative management practices and the job satisfaction of teachers in South Africa.

Statement of the Problem

Literature revealed that stress can affect teacher's job satisfaction and their effectiveness as it could result in mental and physical illness, which can impair working relationships between teachers and pupils as well as the overall quality of teaching and learning. This research, therefore, sought to find out the sources and pattern of stress experienced by secondary school teachers in Choma District.

Research Questions

The study sought answers to the following research questions:

1. To what extent did teachers experience sources of stress in terms of time management, work related stressors, professional distress, discipline and motivation and professional investment?
2. To what degree did teachers experience patterns of stress in terms emotional manifestation, fatigue manifestation, cardiovascular manifestation, gastronomic manifestation and behaviour manifestation?
3. To what degree are the patterns of stress influenced by sources of stress?

Methodology

The study adopted the quantitative descriptive research design. The population for the study comprised 440 secondary school teachers from 11 secondary schools in Choma District, Zambia. Six (6) secondary schools were selected from the district using the simple random sampling technique. The simple random sampling technique was also adopted for the selection of 20 teachers from each of the schools thus bringing the total sample to 120. Only 98 of the questionnaires were returned thus giving a percentage return of 81.67%.

The instrument used for data collection was the Teacher Stress Inventory (TSI) adapted from Fimian (1988) and this was used after seeking permission. The TSI includes 49 items on a 5 point Likert scale, and it covers 10 factors which are broken down into stress factors and stress manifestations. The five stress source factors are: Time Management, Work-Related Stressors, Professional Distress, Discipline and Motivation, and Professional Investment while the five stress manifestations factors are: Emotional Manifestations, Fatigue Manifestations, Cardiovascular Manifestations, Gastronomic Manifestations, and Behavioural Manifestations.

The instrument was face and content validated. In order to determine the reliability of the instrument, a pilot study was conducted using 30 teachers from two secondary schools which were not included in the main study. The Cronbach's Alpha reliability value of the questionnaire was $r = 0.879$. The data collected was analysed using the descriptive statistics and regression analysis

Results and Discussion

The data was analysed using the descriptive statistics and regression analysis and presented in relation to the research questions. For the purpose of presentation, the mean and standard deviations for sources and manifestations of stress were used.

Research Question One: To what extent did teachers experience stress in terms of time management, work related stressors, professional distress, discipline and motivation and professional investment?

Table 1: Teachers experience of sources of stress

Sources of Stress	Mean	Standard Deviation
Time management	3.2925	.61048
Work related stressors	3.4551	.69150
Professional distress	3.4551	.69150
Discipline and motivation	3.0378	.69118
Professional investment	3.1658	.68765

Table 1 shows the extent to which teachers experienced stress in terms of time management, work related stressors, professional distress, discipline and motivation and professional investment using the overall response mean. The overall mean of 3.2925 showed that teachers moderately experienced stress in terms of time management and were homogeneous in their responses with a standard deviation of 0.61048. Teachers also moderately experienced work-related stressors a mean of 3.4551 and were homogeneous in their responses with a standard deviation of 0.69150.

These findings are in disagreement with that of Riaz and Ramzan (2013) who found that University teachers in Pakistan highly experienced stress in terms of time management and work-related stressors with the overall mean of 3.5831 and 3.6009 respectively. The university teachers were, however, heterogeneous in their responses on work-related stressors with a standard deviation of 1.1777.

The overall mean of 3.4551 for professional distress showed that teachers in Choma District moderately experienced this type of stress and were homogeneous in their responses with a standard deviation of 0.69150. In the same vein, the overall mean of 3.0378 and 3.1658 for discipline and motivation as well as professional investment respectively showed that teachers moderately experienced these types of stress and the respondents were homogeneous in their responses. Riaz and Ramzan (2013) found that Pakistan University teachers moderately experienced sources of stress in terms of discipline and motivation with the mean of 3.0928 but highly experienced sources of stress in terms of professional investment with a mean of 4.3433.

Research Question Two: To what extent do teachers experience patterns of stress in terms of: emotional manifestation, fatigue manifestation, cardiovascular manifestation, gastronomic Manifestation, behaviour manifestations?

Table 2: Teachers experience of pattern of stress

Sources of Stress	Mean	Standard Deviation
Emotional manifestation	3.0680	.74882
Fatigue manifestation	3.0020	.65896
Cardiovascular manifestation	3.0962	.80069
Gastronomic Manifestation	2.7381	.92842
Behaviour manifestations	2.3273	1.01638

Table 2 shows the extent to which teachers experience patterns of stress. From the table, teachers moderately experienced patterns of stress in terms of, emotional manifestation, fatigue manifestation, cardiovascular manifestation, and gastronomic manifestation with means of 3.0680, 3.0020, 3.0962 and 2.7381 respectively and the teachers were homogeneous

in their responses to these patterns of stress. They rarely experienced patterns of stress in terms of behavioural manifestation with a mean of 2.3273 and were heterogeneous in their responses to this item. Riaz and Ramzan (2013) in their study of Pakistan University teachers found out that they moderately experienced patterns of stress in terms of fatigue manifestation, cardiovascular manifestation, gastronomic manifestation and behavioural manifestation but rarely experienced a pattern of stress in terms of emotional manifestation.

Research Question Three: To what degree are the patterns of stress affected by sources of stress?

Table 3 to table 5 show the regression analysis for the effect of sources of stress on the pattern of stress. For the regression analysis to proceed, the pattern of stress average was obtained and regressed on sources of stress. Table 3 presents the model summary.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	ddf1	ddf2	Sig. F Change
1	.448 ^a	.201	.192	.46379	.201	23.140	1	92	.000

a. Predictors: (Constant), discipline and motivation

From table 3 discipline and motivation accounted for 19.2% variance in the pattern of stress. This is an indication that in this study there were other variables that accounted for 80.8% variance in the pattern of stress.

Table 4: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.977	1	4.977	23.140	.000*
Residual	19.789	92	.215		
Total	24.767	93			

a. Dependent Variable: patternstressave

b. Predictors: (Constant), disciplineave

From Table 4 above the F- value of 23.140 was found to be significant, at $p = 0.000 < 0.05$ an indication that the result of the regression analysis was true and not by chance.

Table 5: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.849	.215		8.597	.000**
disciplineave	.334	.069	.448	4.810	.000**

a. Dependent Variable: patternstressave

From Table 5, the positive Beta value of .448 indicated that the more teachers experienced sources of stress in terms of discipline and motivation, the more they experienced pattern of stress.

Findings

1. Teachers moderately experienced stress in terms of, time management, work related stressors, professional distress, discipline and motivation, and professional investment.
2. Teachers moderately experienced patterns of stress in terms of, emotional manifestation, fatigue manifestation, cardiovascular manifestation, gastronomic manifestation but rarely experienced a pattern of stress in terms of behavioural manifestation.
3. Discipline and motivation accounted for 19.2% variance in the pattern of stress. The positive Beta value of 0.448 indicated that the more the teachers experienced sources of stress in terms of discipline and motivation, the more they experienced pattern or manifestation of stress.

Conclusions

It was evident from the study that teachers in Choma District, Zambia experienced stress and manifestation of stress. Yet, teachers have experienced the various sources of stress and have experienced patterns of stress in terms of emotional manifestation, fatigue manifestation, cardiovascular manifestation and gastronomic manifestation but rarely experienced patterns of stress in terms of behavioural manifestation. Discipline and motivation are quite the predictors in patterns of stress.

Recommendations

In order to minimize the levels of stress experienced by secondary school teachers, the following were recommended:

1. Teachers need to accept and recognize their individual limitations without creating much pressure on themselves.
2. The Ministry of Education should consider conducting seminars and workshops for the teachers on time management skills and setting goals which might help them with skills on time management.
3. School head teachers should consider organising leisure events for teachers such as the end of term or year outings which will allow teachers to refresh and revitalise their energy. Further, plan for the different activities and allow the teacher to have ample time to carry the different activities placing always in a loop for the school expectations.

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Religious Harmony among Yorubas: Resolution of “Jesus Healing Crusade, Ede Conflict” and Lessons for Religiously Polarized Societies in Nigeria.

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Abstract

Religious conflict constitutes one of the greatest challenges to peaceful coexistence in Nigeria as inter and intra-religious peace initiatives have not recorded outstanding success. The successful management of misunderstanding over “Jesus Healing Crusade” 2011 in Ede, Osun State motivated the study to examine the mechanisms adopted and the lessons for other conflict prone communities. This descriptive study adopted secondary techniques of data collection such as interview, relevant books, journals and Internet sources. It found that the religious mix and egalitarian posture of a typical Yoruba community made religion a personal matter based on individual conviction. In addition, the traditional institution considers peace as not negotiable thereby making the intervention of other peace agents successful. It concludes that political elites’ adoption of religion as a political weapon when other means to achieve selfish individual or collective goals failed, in a nation with high level of poverty and poor understanding of religious tenets cannot but make religion a source of conflict. The study recommends sincere inter-religious dialogue, severe punishment for agents of religious crisis no matter how highly placed they are and respect for cultural values and norms that hold society together. Finally, the resolution of the conflict in Ede was an eye opener to other ethnic groups in Nigeria that religion should not be a vector for conflict or division, especially among the Christians and Muslims.

Keywords: *Religion, Religious Harmony, Religious Conflict, Traditional Ruler, Yorubas, Crusade*

Introduction

In any seriously divided and religiously polarized society such as Nigeria, religious misunderstanding, if not carefully and skillfully managed, has the tendency to metamorphose into direct violence particularly between the two prominent religions, Christianity and Islam or within the same religion or denomination. Such has been the experience in Nigeria, particularly in the northern part of the country since the 1970s. Smyth and Robinson (2001) noted that religion has become an identity for political mobilization rather than linking souls to their creators. To identify politics, with specific reference to religion is therefore the political activity of various religious groupings in demanding greater economic, social and political rights or self-determination (Osaretin, 2003; Osaghae & Suberu, 2005).

When the regulatory institutions failed to keep in check the excesses of the religious adherents who insisted on presenting their views of God or Allah as the most appropriate one or forced conversion, the end result is often religious conflict. Such conflict, to a rational

mind, amounts to fighting on behalf of God under any guise and assuming that God is too weak to defend Himself. This, to a large extent, explains so many religious conflicts that assumed direct violence and metamorphosed into ethnic conflicts in mostly in the Northern part of Nigeria between Muslim and Christian in places like Zamfara, Kano, Kaduna and Zaria among others.

The controversy surrounding the “Jesus Healing Crusade, Ede 2011” and the management of the of the misunderstanding/conflict thereby averting religious crisis motivated this study to examine the extent to which religion a primary identification factor among the Yoruba, how the conflict was managed and what lessons could be learnt by other areas prone to religious crises. The study relied on secondary data sources such as unstructured interviews covering traditional rulers, religious leaders, local government operatives as well as prominent and respected community leaders. Other sources include relevant textbooks, journals and periodicals.

Religion is a belief system rooted in the existence of a supernatural being who is worshipped by the adherents based on a commonly agreed to code and largely associated with emotional and social attachment (Alao, 2013). Durkheim cited in Kudadjie and Ganusua (2002) sees religion as a unified system of beliefs and practices relative to sacred things while Marx (1844) prefers to see religion as the “opium of the people”. Hence, Nigerians can be regarded as a religious nation on account of the teeming followership of Islamic and Christian faithful as well as traditional worshipers while the belief systems have not translated into peaceful coexistence, harmony and speedy socio-economic development as rightly observed by Alao (2012).

In theory, the secularity of the Nigerian State is guaranteed under Article 10 of the Constitution of Federal Republic of Nigeria 1999 that stipulates that *the government of the Federation or of a State shall not adopt any religion as State Religion*. Article 38 provides that *every person shall be entitled to freedom of thought, conscience, and religion, including the freedom to change his religion or belief*. In practice, this might be contentious because of the deep involvement of government in religious matters which creates the impression (rightly or wrongly) that it is not impartial in dealing with the issue as observed by Rotgak (2004) and Reychler (1997).

Religion, according to Barnard (2014) was seen as a major factor causing conflict as well as sustaining it in Nigeria. Popoola and Alao (2011) and Ayoola (2005) therefore note that religious conflicts occur among adherents of the same religion or between different religions due to perceived incompatibility as regards the mode of worship, resource allocation, mistrust or when religion becomes a political weapon to remain relevant. In addition, it becomes pronounced when mechanisms to resolve the difference(s) are inadequate. Mavalla (2015) agrees with Nnoli (1999) and other scholars who assert that religion is not a strong factor for conflict formation and sustenance as there should always be other hidden agenda.

However, as rightly observed by Muhammed (2008) and Omotosho (2003), since late 1970s, the role of religion in Nigeria has been contentious as no religion is completely free of disharmony while the magnitude is higher in Islam starting with Maitasene of 1980s. This might have informed Alao (2012) cited Abram (2005) the assertion that religion as we began this millennium religion starts more conflict than it resolves. In essence, religion is not a

strong factor that can engender conflict given that the provisions in the Constitution in Nigeria are faithfully adhered to and it is not made to be a political weapon for ascendance into power and sustenance as noted by Otite (1999). This explains the fear or mistrust among religious groups that largely manifests in aggressive behaviour. Indeed, that could explain the apprehension by the Islamic faithful in Ede in respect of “Jesus Healing Crusade”, tagged Ede 2011. Kriesberg (1998); Foster (2000); and Lederach (1995) note that religion should not always be seen from negative perspectives as it could be a positive agent for social change.

African indigenous cultures, customs, traditions, norms and civilization appreciate the need for peace within the society as well as peaceful coexistence among the various groups or entities that lived in a community. Conflict management practices are considered traditional if they have been in existence and practiced for an extended period and have evolved within African societies rather than being the product of external importation (Zartman, 2000; Akpuru-Aja, 2007). Music, proverbs, incantation, oath taking, sacrifices and prayers to appease gods were given positions of prominence in conflict resolution. The combination of some or all these helped in conflict resolution and consciously or unconsciously helped to maintain harmony in the society.

Zartman (2000) observes that some of Africa’s reputation in conflict management has historic and even contemporary footnotes, and there are also other, less well-known claims to a non-western approach to conflict management. This study argues that the logic behind the application of the traditional African model of conflict resolution in modern times is that most domestic or intra-national conflicts stem from minor issues at the local levels. Given prompt response at the levels could to a large extent assist in curbing explosive situations. Hence, the African traditional models of conflict management span beyond the scope of relevance of Western models because they are holistic approaches to peace, emphasizing genuine reconciliation and concern about enhancing the quality of future relations.

Lanek (1999) in Brock-Utne (2000) and Bob-Manuel (2000) compare the (Traditional methods) indigenous conflict resolution methods with those of Western models and observe that the Western approaches emphasize establishing guilt and executing retribution and punishment without reference to the victim. Also, the approaches neglect the wider families or future reincorporation of the offender back into the community. In other words, the emphasis is on justice without the sufficient consideration of post resolution relationship.

Therefore, the African traditional conflict transformation model as demonstrated in Ede Crusade conflict provides an additional hint of its relevance in contemporary society as what could have been a major religious crisis that could attract sympathizers and spread beyond the Oyo state was resolved through the initiative of the Timi of Ede (Paramount ruler). The success of this model was demonstrated by Lanek (1999) in *Acholi* method of peace (Acholi is a Luo speaking tribe in northern Uganda). Ofuho (1999) in Brock-Utne (2000) also provided insightful information in respect of peacemaking at the grassroots among the communities that had lived in perpetual hostility in the Kidepo valley of Equatorial Guinea.

It could be observed that in many societies, the norms and values that held societies together had been discarded and tenets bastardized while many traditional rulers have lost their position of relevance because of excessive involvement in political activities. In addition, most priests of native gods have been compromised because of financial gain while

charlatans have taken over the pulpits in many Christian and Islamic grouping. Nonetheless, the study argues that there is still immense value in the application of African tradition conflict mechanisms to managing local conflicts.

The study has adopted a Transcend model as propounded by Galtung (2000) being an inclusive one that connects conflict with its transformation and further expatiated by Weber and Galtung (2010). The focus of the Transcend model according to Galtung (2010:14) is that of developing a model towards relating conflict, violence and peace. The central concern of the model is peace, a relation between parties and not on security. The security approach is largely adopted by governments in Africa without much success. The peace approach emphasizes the empathic-creative–nonviolent approach that has the tendency to produce peace that is considered as the best approach to ‘security’. The adoption of the traditional model in transforming a potential religious dispute into a peaceful situation makes it applicable in this instance.

The theory, however, was criticized by Kay (2009) and Bawer (2007) who observe that the peace programs are a code for advocacy of left wing ideology. Cox and Scruton in Kay (2009) described the peace approach as "intellectually incoherent, riddled with bias and unworthy of academic status". In response to the criticisms, other practitioners in the field, scholars like Krasner (2004), Doyle and Sambanis (2006), Morri, Hoffman and Peachey (2009) in Alao (2012), as well as Call and Cousen (2008) note that critics underestimate the development of detailed interdisciplinary, theoretical, methodological, and empirical research into the causes of violence and dynamics of peace that have occurred via academic and policy networks around the world.

The spread of the gospel was paramount in the minds of Christian community in Ede, though the town has more of the Islamic faithful than those of the Christian orientation. The mega crusade tagged “Jesus Healing Crusade” held between July 6 to 10, 2011 was one of the many of such efforts to evangelize Ede and its environs. The Christian community planned in the late stages of 2010 to organize a mega crusade with a world class evangelist Renhard Bonkhe as the speaker. When it was practically impossible to bring Bonkhe, Rev. E.O. Faleye, Chairman, Board of Trustee (BOT) of the Ede Christian Council, advised the committee and they agreed to invite the International Crusade Director of Dag Heward Mills International Ministries in Ghana, Pastor Ebo Akra. By May 2011, preparation began with Pastor Akra’s visit from Ghana for an assessment of the area, timing and venue of the crusade. The event was slotted for July 6-10, 2011 at Adventist Grammar School playground, Ede.

According to Rev. Rotimi Oduyemi, “the crusade recorded a big success with about two hundred and seventy thousand (270,000) in attendance out of a target of 300,000. Not only was the crusade of spiritual blessing to the people according to a cross section of both Christians and Muslims interviewed, it also brought financial and material blessings to the town. This remark was informed by the free medical service provided during the crusade as well as the hiring of most of the commercial vehicles and motorcycles to convey guests to the venue of the crusade and providing job opportunities especially for the youths at the preparation stage and during the period of the crusade.

The Jesus Healing Crusade met with a lot of challenges. The first was the problem of approval. According to Reverend Oduyemi, the approval by the Timi of Ede was delayed as a result of pressure from the Muslim community. Again, in the word of Oduyemi, “as the father

of all religions, the Monarch was ready to give us his blessing but the Muslim leaders were openly against it”. Second, when the move against the approval failed, banners with different incisive inscriptions, such as “Don’t be deceived, Allah is the only healer”, “ Allah is the only God” were pasted at strategic locations and even as close as to the venue of the crusade, all to dissuade especially the Muslim from attending the program.

Reverend Oduyemi remarked that, “we continued in fervent prayer for God to take absolute control and not to give room to the devil”. What baffled the people of Ede most was that, the majority of the bus drivers in the evangelical team from Ghana were Muslims. Under this charged atmosphere, it appeared that the state government and the Ede North and Ede South local governments were becoming helpless in proffering a solution to the quagmire. However, the initiative of Timi of Ede to set up a peace committee to mediate in the situation came as a welcome relief. The peace committee was headed by the Timi of Ede himself, with leaders of the two religions, intellectuals and respected community leaders as members.

Through an inclusive arrangement, the situation was saved from degenerating into direct violence. Each of the parties was given the opportunity to state their case and even to suggest mechanisms to achieve peace. Highlight of the issues for consideration by the peace committee were;

1. The manner of publicity of the crusade; whether it constituted a nuisance to the Islamic faith in the sense that there was no sufficient respect for the religion.
2. Indiscriminate painting of houses with the inscription connected to the crusade without exception to houses that belong to Muslims
3. Provocative statements by overzealous individuals
4. Undue enticement to Islamic faithful followers to attend the crusade
5. Counter publicity by the Muslim community with posters and banners

Commenting on the issue of counter publicity, Sheikh (Dr.) Taofeek Abdul-Hammed, the Chief Imam of Federal Polytechnic, Ede, who was a member of the peace initiative of the Timi of Ede, expressed opinion that the counter move by the Muslims was prompted by the indiscriminate manner in which the organizers of the ‘Jesus Healing Crusade’ went about publicizing the programme. This included painting the walls of houses with the bold inscription, “Jesus Healing Crusade” even on wall of houses that belonged to Muslim leaders in the community. This raised the third problem which Prof. Siyan Oyeweso described as the ‘distortion of information’ about the ‘Jesus Healing Crusade’. This scenario created tension capable of provoking violent confrontation between the Muslims and the Christians in Ede and the threat of domino effect that could lead to direct violence beyond Osun State.

The peace forum having considered the issues raised by both sides concluded that there was nothing really wrong with holding the crusade in Ede. The Muslim leaders at the forum having understood the objective of the crusade took the task of educating the Muslim community to see the crusade as a blessing to Ede in terms of the boost in commercial activities and availability of free medical services provided at the crusade ground. Besides, the two sides were reminded that communal ties which transcended religious affiliations were much stronger uniting factors typical of the Yoruba. Hence, it was resolved that there was no need for the adherents of the two religions to attack one another but they should instead see each other as brothers. Reverend Oduyemi remarked that, “In the final analysis, both the leadership of the Ede Christian Council and the Muslim community were made to sign an

agreement of peace during the crusade”. It was on this note that the five-day Jesus Healing Crusade was successfully held on July 6 to July 10, 2011.

According to Reverend Oduyemi in an interview, “the immediate result of the crusade was the spiritual upliftment of the community and that many people were converted to Christianity, while the crusade strengthened the faith of many Christians”. Oduyemi added that the crusade also brought greater unity in the Christian community and that after the crusade; so many good things began to happen in the town. One of these was the takeoff of Adeleke University, Ede, followed by the relocation of the Redeemers University from Mowe to Ede, both Christian faith-based tertiary institutions.

Emphasizing on the need for tolerance, magnanimity and forbearance as panacea to averting religious conflict in Nigeria, Sheikh (Dr.) Abdul-Hammed also remarked that: “Since the incidence of the Jesus Healing Crusade, there had been peaceful co-existence between Christians and Muslims in Ede”. According to him, this unity had contributed to socio-political development of Ede. This ambiance of peaceful coexistence between the Muslims and Christians prompted the Timi of Ede, though a Muslim, to donate a drum set to the Ede branch of the Pentecostal Fellowship of Nigeria. According to Oduyemi, “the Timi’s palace is now more accessible to the Christian community.

A prayer meeting is held in his palace every first Monday of the month. The Timi also enforces respect for the rights of Christians in the community. Muslims now see Christians as their brothers”. To further strengthen this spirit of religious harmony among Christians and Muslims in Ede, Oduyemi disclosed that a *wolimot* (Islamic graduation ceremony) was held recently at the Baptist High School playground, something that had never happened before the crusade.

Findings

Major lessons could be derived from the management of the Ede Healing Crusade imbroglio:

1. Other communities could learn from Yoruba disposition to religion that violence should be avoided.
2. The Timi of Ede though a Muslim played a neutral role as peace maker that made the two parties to develop a high level of trust in his roles.
3. It further emphasized that should traditional rulers decide to be fair and just, their intervention could be an acceptable and effective means to prevent violence.
4. Peace is not negotiable in all communities and a properly transformed conflict like that of Ede has the tendency of enhancing the quality of relationships among various religious groupings.
5. Religion should not be seen as a divisive factor but an instrument for strengthening peace and development.

Conclusion

The manner in which the disagreement over Ede Jesus Healing Crusade was resolved is an indication that given the sincerity of purpose and political will, the integration of traditional conflict transformation model into the Western model could be a way of resolving most of the religious conflicts particularly in the northern part of Nigeria and beyond. The study concludes that the traditional institution if presided over by men and women of integrity could be a source of resolving conflicts.

Recommendations

The study recommended that:

1. The need for religious rebirth through building of a religiously intelligible society in which religion will not be used to divide the society.
2. Upholding the secularity principles of the Nigerian state as enshrined in the 1999 Nigerian Constitution (as amended) which provides for government neutrality.
3. The role of the traditional rulers should be strengthened to deal with local conflict that has the tendencies of snowballing into greater violence.
4. Religious leaders should avoid provocative advertisement or publicity.
5. Inter-religious peace committee should be set up in most communities that may encounter religious violence.
6. The security agencies must be alert in their reporting system to preempt the likelihood of an outbreak of religious violence.

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Coverage of Child Labour by The Punch, The Nigerian Tribune and The Guardian Newspapers in 2015

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Abstract

Children are the future of the society and they should be protected with everything a society has to offer. Nigeria is a country that lacks the moral and political will to enforce laws that will enable the protection of these children as cases of child labour still persist. Guided by the Agenda Setting and Social Responsibility Theories, this study sought to find out the extent to which the selected Nigerian newspapers reports have contributed to the eradication of child labour issues in Nigeria. The content analysis method was used to examine the extent to which child labour issues are covered in The Punch, Guardian and Nigerian Tribune newspapers; using multistage sampling technique to determine the actual months and days that were studied while a code sheeting was designed and used for this study. Results of the analysis showed that the media do not give much importance to child labour issues. Most of the stories found were reported as straight news with limited interpretative reports. Based on the finding, child labour cases did not gain enough media attention during the period of the study. The media also did not perform its interpretive role by bringing child labour issues to the public and governments' attention. The study recommends that the media should cover more of child labour issues so that the government can become aware of the matter and enforce laws that would help eradicate the menace. It will also ensure that the public becomes aware of the health hazards and dangers that come with Child Labour.

Keywords: *Child Labour, Coverage, Social Responsibility, Agenda Setting, Nigerian Newspaper, Punch Newspaper*

Introduction

Child labour has been studied as a national and international issue over the years; it deals with the activities being carried out by children to the detriment of their physical, mental and moral wellbeing. Child labour could further hinder children's access to quality education. Children labourers include street vendors, shoe shiners, apprentice mechanics, carpenters, tailors, barbers, shop attendants, domestic workers and so on.

The International Initiative on Exploitative Child Labour (IIECL) describes child labour as a socio-economic problem that includes a host of other socio-economic issues such as the part of children in societies, poverty, and the availability of basic services. The work

performed by children ranges from “work” that does not interfere with the education and development of a child to exhaustive, dangerous or illegal “labour” that is abusive and exploitative; including child slavery, child trafficking, prostitution, soldiering or hazardous work that places the child’s health, safety or morals at risk.

Joanna (2014) describes children as the most vulnerable set of people in our society. The era of unparalleled global economic integration has led to competitive pressures creating the need for cheap supply of labour. This has led people to subscribe to child labour as it has proven to be the cheapest form of labour. The growing gap between the rich and the poor in recent decades has forced millions of young children out of school and into work. The International Labour Organization (2014) estimate that about 215 million children within the age range of five and seventeen currently work under conditions that are illegal, hazardous, or extremely exploitative. Immature children work at all sorts of jobs around the globe, and this is probably because they and their families lack the wherewithal to cater for the needs of the family.

According to Omorodion (2015, p. 5), “Child labour and poverty is inevitably bound together and if child labour is used as the treatment of social diseases of poverty, both will be present at the same time”. Poverty is the major factor that drives child labour in Nigeria, which means child labour is a large part of income in a struggling Nigerian family. It has become a regular thing in most big cities, as well as rural villages today to see children of school going age trading in foodstuffs on the streets, herding animals, tanning and drying raw leather products, fetching water for commercial purposes, washing dishes at restaurants, serving as domestic hands, selling wares at kiosks, collecting firewood for business, reaping crops on family farms or profit-making plantations, and hawking on the highway amongst other activities. The prevalence of child labour may likely be attributed to the lack of efficient coverage of child labour by the media – newspapers, radio, television and magazine because they serve as the watch-dogs over the government and the people of a society as well as the failure of the executive arm of government in ensuring that laws are implemented to put an end to this menace. Therefore this study aims at assessing the extent to which Nigerian newspapers cover child labour issues.

Purpose of the Study

To adequately examine the extent to which Nigerian newspapers cover child labour issues.

Statement of the Problem

The primary function of the press is surveillance, the press can achieve this by acting as a watchdog over the members of the public or community through in-depth coverage of events and intelligent writing of stories; they can portray the impending dangers involved in subjecting children to work that would affect them physically, emotionally, and psychologically. Media coverage at the time of this study seemed to be biased because much attention was paid to political issues and praise singing rather than balanced reporting.

Observation shows that there are risks involved in forcing children into labour. The consequences of this act may not be well understood among parents who engage their wards in child labour. However, children may be affected by various issues as they participate in the world of work such as accidents, molestations, sexual assaults, kidnapping, psychological problems to mention a few. Therefore, the study is to determine the extent of surveillance in

covering of child labour by the Punch, the Nigerian Tribune and the Guardian Newspapers in 2015.

Research Questions

Specifically, the following research questions were raised:-

1. How frequent are child labour issues covered in the selected newspapers?
2. Which genres are used in the newspapers to cover issues relating to child labour?
3. What is the dominant child labour issue covered in the selected newspapers?

This study made use of Agenda Setting Theory propounded by Maxwell McCombs and Donald L. Shaw between the years 1972/1973. Its focus is on the fact that what the media presents to the people is what they tend to place much importance on; the media sets the agenda for general discussions among people. According to the authors, the public find the real environment too big, complex and fleeting to directly interact with and comprehend, whereas the mass media take that complex environment and reconstruct it into simpler models thus, the media creates the picture in our heads that we can better comprehend and manage. Other scholars, Donald Shaw, Maxwell McCombs, and their colleagues, as cited by LittleJohn and Foss (2013, p. 293) wrote “Considerable evidence has accumulated that editors and broadcasters play an important part in shaping our social reality as they go about their day-to-day task of choosing and displaying news....”. In short, the mass media may not be efficacious in impressing us with what to think, but they are impressively effective in suggesting to us what to think about. This implies that with more effort from the media, individuals, groups and organizations will see this burning issue and generate discourse from it and this will further sensitize the public to abhor it. The media should pay attention to the frequency of reportage, headlines usage and discourse on issues such as is done on Channels Television during ‘Sunrise Daily’ as well as on other stations.

The Agenda Setting Theory according to Anaeto, Onabajo and Osifeso (2012) is critical in showing the media and its relationship to the citizen viewer/reader because it (the media) sets the very agenda that they prefer the viewer/reader to be influenced by. This is done with frequent reporting on the same issue. For instance, the issue of child labour could be addressed using the newspaper as a means to educate mothers and fathers of the dangers and why they should not engage their kids in such forced labour. Titles such as “Child Labour Destroys Your Childs Future Now” would attract the attention of the reader who may want to know why child labour could kill their children’s future now. The people tend to focus more if newspapers frequently publish this issue, thereby creating more awareness and shedding light on the dangers of child labour and adding more knowledge to the parents by eliminating ignorance.

Child labour has been a concern for local and international bodies over the past decades and a major concern in Nigeria as the case is becoming very scary as children are being thrown out daily to hawk food and fast consumer goods. Child labour is the employment of children in an industry or business, which is considered exploitative.

UNICEF (2015:4) summed up its report on child labour thus, ‘child labour remains a major source of concern in Nigeria till date despite legislation against it’. It went further to define child labour as work that is mentally, physically, socially or morally dangerous and harmful to children and deprive them of opportunities for schooling and development. The number of child labour cases in Nigeria is so alarming that every sector of the country should

get involved in finding a solution to this challenge. According to ILO (2014) Nigeria has 15 million children under the age of 14 years who are engaged in work. The jobs assigned to these children are tedious and not suitable for individuals their age; these jobs include selling on the streets, begging, washing cars, or washing cars and shoe shining. Others work as apprentice mechanics, hairdresser and bus conductors while a large number work as domestic servants and farm hands (UNICEF, 2015).

Children who are victims of child labour have any option than to do any work they are mandated to do with the hope that someday they will be free from such illicit acts. These children face several challenges that affect their personal, mental, social and psychological wellbeing. According to UNICEF (2015), the challenges of children who are victims of child labour face were:

“they suffer from fatigue, irregular attendance at school, lack of comprehension and motivation, improper socialization, exposure to risk of sexual abuse, high likelihood of being involved in crime, risk of sexual infections, victim of rape/molestation, kidnapping, risk of been used for ritual, risk of joining bad gang like cult, money rituals and unwanted pregnancy to mention but a few “(p. 8)

Additionally, some of the effects or consequences of child labour on the child were studied and summarized thus: Children develop excess fear, nightmares, cuts, fractures, tiredness and burns; sexual abuse and sexual exploitation, physical abuse in line with corporate punishment, and emotional maltreatment, emotional neglect such as deprivation of family love, physical neglect like lack of adequate provision of food, lack of schooling resulting in missing educational qualification and competition of children with adult workers leads to depressing wages and salaried (MOLSA, 2006).

The major causes of child labour in Nigeria include widespread poverty, rapid urbanization, breakdown in extended family affiliations, high school dropout rates, and lack of enforcement of legal instruments meant to protect children (UNICEF, 2015). The factors that encourage child labour in Nigeria are poverty, educational problem, inadequate laws and enforcement and violation of existing laws and codes of conducts.

Forms of Child Labour include domestic work, work in industries, slavery and forced labour, child trafficking, child prostitution and pornography, use of children for criminal purposes, Children used in Armed Conflict and Hazardous Child Labour.

Methodology

This study made use of the qualitative research design adopting content analysis method for data gathering and analysis. The Punch, The Nigerian Tribune and The Guardian newspaper published and circulated in Nigeria within May 2015 to August 2015 were employed as data sources. The newspapers were randomly selected for this study while the period of study was purposively selected considering Children’s Day (May 27th) and Child Labour Day (June 12) falls within this period. As such, it is believed that coverage of child related issues will be higher during this period. The sampling technique that was adopted for this study was the multi-stage sampling technique. In conducting this research, secondary sources data were used, where newspaper content within the specified scope and sample size were examined with the use of the coding sheet.

Results and Discussion

Table 1 shows that The Punch newspaper had majority of child labour stories. There were 17(70.8%) for The Punch, followed by The Nigerian Tribune newspaper 4(16.7%), and The Guardian newspaper 3(13.5%).

Table 1:1 Number of Child Labour Stories per Newspaper

Data Sources	Frequency	Percent
The Punch	17	70.8
The Nigerian Tribune	4	16.7
The Guardian	3	12.5
Total	24	100.0

Table 1:2 shows the frequency of child labour stories per month. The majority of the stories came in the month of May (37.5%) followed by the month of June (29.2%). The least of the stories came in the month of August (12.5%).

Table 1:2 Frequency of Child Labour Stories per Month

May	9	37.5
June	7	29.2
July	5	20.8
August	3	12.5
Total	24	100.0

Research Question One: How frequent are child labour issues covered in the selected newspapers?

From Table 2 following, the month of May had 9 child labour coverage which was the highest in the 4 months and out of which child trafficking had the highest coverage of 5, followed by children being used for criminal activities with 2, while domestic work, slavery and forced child labour issues had the least coverage in the month of May with only one.

These findings are corroborated with those of Saurav (2002) who proved that newspaper outfits in Nepal frequently cover issues of child rights in their articles. Furthermore, the frequent coverage of child labour issues has an implication in protecting the rights of children by educating and enlightening the public about its disproportionate disadvantages (Susan, Thomas, Neeti, Brice, & Niousha, 2014). This is also very relevant for the inclusion of the social learning theory in this study which makes for a situation where people are to learn through frequent exposure to child labour issues thereby influencing their attitude, behaviour and outcome of behaviour. This fact has been ignored by Nigerian newspapers as the problem is still prevalent in the country.

The newspapers have failed to acknowledge the fact that they are supposed to educate the masses on what to do and what not to do in the society; so it is their job to tell the masses what they need to know about child labour and how they can go about it but according to Table 2 there was a low coverage of child labour issues within the stipulated study period.

There are so many cases of child labour issues in Nigeria that the media has turned a blind eye to. This includes stories like when Governor Fayose bought a bunch of bananas from a young child who was supposed to be in school but was assisting his mother. By so doing he indirectly promoted child labour and people that practice the act would believe that since the governor in power can perform such an act then it is a permissible act and it is the role of the media to cover and scrutinize stories like this so that the people would not be misled. Another instance is the case of the teachers that got suspended from Elo High School, Ayetoro in Ekiti State because they used students as labourers on their farm lands. This situation was brought to the attention of the government by the parents of these students and they decided to take adequate action for the offence; if cases like these are covered by the media the masses will see that child labour issues are not taken as a small offence in the society but as a major one with severe consequences.

Table 2. Types of Child Coverage according the Newspapers

Month			Newspapers			Total
			The Punch (f)	The Nigerian Tribune (f)	The Guardian (f)	
May	Form of child labour	Domestic work	0	0	1	1
		Slavery and forced labour	0	1	0	1
		Child trafficking	4	1	0	5
		Children used for crimes	1	1	0	2
Total			5	3	1	9
June	Form of child labour	Slavery and forced labour	2	1	0	3
		Child trafficking	3	0	1	4
	Total			5	1	1
July	Form of child labour	Child trafficking	4	0	0	4
		Children used for crimes	1	0	0	1
	Total			5	0	0
August	Form of child labour	Slavery and forced labour	1	0	0	1
		Child trafficking	1	0	1	2
	Total			2	0	1
Total	Form of child labour	Domestic work	0	0	1	1
		Slavery and forced labour	3	2	0	5
		Child trafficking	12	1	2	15
		Children used for crimes	2	1	0	3
	Total			17	4	3

Research Question Two: In which genres are child labour issues covered mostly in the selected newspapers?

Table 3 shows that the major genre of coverage of child labour issues in the selected newspapers is news (n=17); The Punch newspaper had coverage of 76.5% (n=13) of child labour issues with the news genre, while The Nigerian Tribune newspaper had a coverage of 50% (n=2) of it child labour issues using the news genre; The Guardian newspaper had a 66.7% (n=2) of child labour issues with the news genre. This indicates that the use of editorial, features and opinion genres were significantly low across the selected newspapers compared with the use of the news genre. This analysis shows that the news genre is the major genre of coverage of child labour issues

Table 3. Major Genre of Coverage of Child Labour Issues

	Newspapers						Total
	The Punch		The Nigerian Tribune		The Guardian		
	f	%	f	%	f	%	
News	13	76.5	2	50	2	66.7	17
Features	3	17.6	2	50	0	0	5
Editorial	0	0	0	0	1	33.3	1

Opinion	1	5.9	0	0	0	0	1
Total	17	100	4	100	3	100	24

across the selected newspapers. Saurav (2002) discovered that the Space Time Newspaper covered child rights issues as news in their newspaper publications.

The most important role of the media is that of the watchdog. This role is essential because it allows for the regular and independent inspection of those in power and the people in the society, including the supply of trustworthy information about their activities. The main concern of the watchdog role is to do the investigative journalism and by doing this, the media consider themselves as a representative of the people and of course, the opponent of government. The watchdog role goes beyond the borders of government investigation but it also takes account of many other institutions of societal power, including powerful individuals, who may have no business with public office. It is also essential to citizens if they want to hold public officials accountable for their actions; that is to say it is the role of the media to keep an eye on the activities of the people and be sure to give a well investigated story to the people on certain activities of the government and their fellow citizens. They would also inform the public of moves and actions taken by the government to solve certain issues like child labour problems.

Research Question Three: What is the dominant child labour issue covered in the selected newspapers?

Table 4. Dominant Child Labour Issues Covered

	Newspapers						Total
	The Punch		The Nigerian Tribune		The Guardian		
	f	%	f	%	f	%	
News	0	0	0	0	1	33.3	1
Features	3	17.6	2	50	0	0	5
Editorial	12	70.6	1	25	2	66.7	15
Opinion	2	11.8	1	25	0	0	3
Total	17	100	4	100	3	100	24

Table 4 illustrates child trafficking as the child labour issue with the highest coverage in *The Punch* (n=12, 70.6%), followed by slavery and forced labour issues (n=3, 17.6%), and children used for crime (n=2, 11.8%), while domestic work issues had no coverage at all. However, *The Nigerian Tribune* had a total coverage of four (4) child labour issues while 50% of the coverage was based on slavery and forced labour issues (n=2). Lastly, *The Guardian* had a total coverage of three (3) child labour issues with 66.7% (n=2) being child trafficking issues. This analysis indicates that the dominant child labour issues covered across the selected newspapers were child trafficking, slavery and forced labour and children used for crimes.

Internews Europe (2014) in their study of three countries discovered that straight news generated more coverage while there were low levels of opinions, features and editorials articles. They assert that without genre like features, editorials and opinions there is lack of in-depth, thoughtful, well-discussed reporting. This shows that newspapers are not playing their roles well enough for their social responsibility as watch dogs of the society to become efficient and due to the lack of comprehensive research on reports the members of the society would not learn about the impending dangers of child labour activities. They also did not do well enough to give the members of the society what to think about on the issue of child labour.

Findings

The majority of child labor stories were published by the Punch newspaper which is about 17(70.8%). The month of May had the highest coverage of child labour stories across the selected newspapers about 9 (37.5%).

Table 3 shows that the major genre of coverage of child labour issues in the selected newspapers is news (n=17) wherein the Punch newspaper had coverage of 76.5% (n=13) of child labour issues with the news genre. Dominant child labour Issues covered was child trafficking as the child labour issue with the highest coverage in *The Punch* (n=12, 70.6%), followed by slavery and forced labour issues (n=3, 17.6%), and children used for crime (n=2, 11.8%), while domestic work issues had no coverage at all.

Conclusion

This study concludes that child labour issues are not frequently covered in the Nigerian media, especially by the print media which is the newspaper and it recommends that newspaper houses should prioritise the coverage of child labour stories; they should allocate specific columns to child labour issues so that newspaper readers know before-hand where such child labour stories can be found. There should be specialised reporters that will be assigned to beats of child labour issues. These reports should not be only about writing fun stories and jokes for kids but also to address more pressing issues affecting children in the society like child labour. Also, media houses should also ensure that there is an in-depth coverage of child labour issues. There should be more investigation done rather the normal straight news pattern of writing such stories.

Recommendations

For media publication regarding child labor abuses for the immediate information to the public, it is recommended that Punch Newspaper can be a medium for publication on abuses. Further research could be conducted on factors that lead to child abuses in the households and in the society.

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Same Gender Orientation, Human Rights and Attitude of Africans to Same Sex Union

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Abstract

In most African states homosexuality is criminalized and even actively policed. Homosexuality is viewed in terms of behavior rather than an identity. This study looks at the attitudes of Nigerians concerning the issue of same sex marriage and issues surrounding homosexuality and its criminalization in Africa. Descriptive survey research design was used for the study. The population consists of all Nigerians. A sample of 1000 Nigerians was drawn using the stratified random sampling technique. Data was collected using both qualitative and quantitative methods. The research instrument for the quantitative data was a questionnaire. Both focus group discussions (FGD) and indebt interviews (IDI) were also used for the qualitative data. Frequency distribution and chi-square t-test were employed in the analysis of the quantitative data, while the qualitative data were analyzed using content analysis and ethnographic summaries. The findings revealed that most Africans have a negative attitude or reactions towards same sex marriage and see homosexuality as an infringement on the country's religion and cultural belief, as morally wrong and anti-African. In the same vein, the claim of human right notwithstanding, the state has the duty to regulate morality of her citizen as homosexuality if guaranteed could threaten the fragile public order. There is no significant difference in the attitudes of respondents based on age, religion, gender and academic qualification.

Keywords: *Same Gender Orientation, Homosexuality, Same Sex Marriage, Attitude, Human Rights, Cultural Expectations, Political Agenda.*

Introduction

Same gender orientation, identity formation and social issues of homosexuality have often been surrounded by cultural expectation and political agendas. Sexual orientation is a multidimensional phenomenon (Murray 2000). Sexual orientation is different from sexual behaviour because it refers to feelings and self-concept. Persons may or may not express their sexual orientation in their sexual behaviour. Sexual orientation is an enduring, emotional, romantic, sexual or/affectional attraction to another person. It can be distinguished from other aspects of sexuality including biological sex, gender identity (the psychological sense of being a male or female) and the social gender role (adherence to cultural norms for feminine and masculine behaviour).

Today, attitudes towards same sex, gender sex vary across attitudinal groups; people with procreational or traditional attitudes about sex tend to have most negative reaction towards same sex gender with about 95% of this group considering such activities as wrong. Those who hold recreational attitudes about sex are most accepting of same gender relations while those with reactional attitude are more moderate of the disapproval of same sex gender.

In most African states homosexuality is still criminalized and even actively policed. Such criminalization is fuelled by the notion of the un- Africans of homosexuality, despite

the overwhelming evidence of the historically traceable presence of African lesbians and gays and of same sex practice on our continent.

Other reasons why people perceive same gender orientation negatively include: lack of recognition of same sex issue as human right issue, the persistent stigma and persecution have been reinforced by religion and cultural intolerance and lack of the recognition that individuals have choice which could be sexual orientation or else. Finally, moral perspective may also be a reason for the negative attitudes towards same gender relationship.

Purpose of the Study

The study would like to identify the attitude of the Nigerian people regarding the debated issue even among developed countries of the same sex relationship and same sex marriage.

Statement of the Problem

In most African states, homosexuality is still criminalized and even actively policed. Such criminalization is fuelled by the notion of the un- Africans of homosexuality, despite the overwhelming evidence of the historically traceable presence of African lesbians and gays and of same sex practice on our continent. Therefore, the study aimed to determine the perception on same gender orientation, human rights and attitude of Africans to same sex union.

Research Questions

To guide the study the following general questions were raised:

1. What is the attitude of Nigerians toward same sex marriage or homosexuality?
2. Could the anti-gay law be regarded as an interference with the LGBT person's rights?
3. Is there a significant difference in the attitude of male and female towards homosexuality?
4. Is there a significant difference between the responses of the people with different academic qualifications in their responses to their attitude towards sexuality?
5. Is there a significant difference in the attitude of respondents whose ages are below 25 and those above 25 years?
6. Is there a significant difference among Nigerians of different religions in their attitude towards sexuality?

Hypotheses

1. There is no significant difference in the attitude of male and female towards homosexuality
2. There is no significant difference between the responses of the people with different academic qualifications in their responses to their attitude towards sexuality.
3. There is no significant difference in the attitude of respondents whose ages are below 25 and those above 25 years.
4. There is no significant difference among Nigerians of different religions in their attitude towards sexuality.

Methodology

The descriptive survey research design was used for the study. The study population consisted of all Nigerians aged 25 years and above. The sample consisted of 1,000 Nigerians who were drawn from the whole population using stratified and simple techniques using religion, age, level of education as strata.

The research instrument for the qualitative data was a questionnaire while focus group discussions (FGDS) and in-depth interviews (IDI) were conducted for the qualitative data. In order to uncover the attitude(s) of respondents concerning the issue of same sex marriage, respondents were asked to rate attitudinal statements such as gay, lesbian life style are acceptable to them, whether these people should be discriminated against, whether the Nigeria law concerning same sex marriage is harsh and whether the same sex law is an infringement on the rights of an individual.

The questionnaire consisted of 16 items which were validated using face, content and construct validity procedure. For face validation two experts in Counseling and Test and Measurement determined at face value the appropriateness of the instrument in measuring what was studied to ascertain if the items of the instrument contained the appropriate question which could elicit the intended responses on the attitude of Nigerians towards same sex orientation. An expert's judgment was used to determine the content validity of the instrument. The expert checked the content of the instrument to observe the extent to which the items are representative of the theoretical concept being measured. The scores of the administration of the instrument on people from another setting (which would not be part of the study) were correlated using Pearson Product Moment Correlation. A correlation of 0.84 was obtained. This indicated that the questionnaire used has the same construct with other instruments. A reliability test carried out gave a reliability of 0.74. The researcher and a research assistant administered the questionnaire. Data was analyzed using frequency counts, percentage, t-test etc.

Results and Discussion

Research Question One: What is the attitude of Nigerians towards same sex marriage or homosexuality?

In analyzing this question, scores of responses of respondents were used. The data was collected and the analysis was made on the basis of the responses of respondents using frequency count and percentage. The findings are shown in Table 2.

Table 2 shows that most Nigerian attitudes believe that homosexuality is against their doctrine, marriage is a union between a man and a woman and marriage cannot be redefined, that the anti-gay law is enacted in line with the country's religion and cultural belief, that homosexuality is morally wrong, that banning gay marriage is the proper thing and that homosexuality and same sex marriage is anti-African, that prejudice, negative stereotypes and discrimination are deeply imbedded in the African value concerning sexuality, many believe that the state has the duty to regulate morality of a citizen, that the public display of affection by homosexual if guaranteed could further threaten the fragile public order and each state is sovereign; each state should practice what is sexually permissible and satisfactory in its culture.

Research Question Two: Could the anti-gay law be regarded as an interference with the LGBT person's right?

In analyzing this question, the responses of respondents were used. The data was collected and the analysis was made using the responses of respondents, using frequency counts and percentages. The findings are shown in Table 3.

Table 2: Responses of people showing their attitude towards same sex marriage and homosexuality.

	Attitude Statement	Uncertain		Disagree		Agree	
		f	%	F	%	f	%
1.	Gay, lesbian and bisexual lifestyle are acceptable	1000	100	-	-	-	-
2.	Lesbians, gay men, and bisexual women and men should not be discriminate against because of their lifestyles	910	91	90	9	-	-
3.	Opinion and rights of homosexuals needs to be respected	730	71	270	27	-	-
4.	Morally everyone is entitled to his or her own opinion	190	19	90	9	620	62
5.	Homosexuality is a bad tradition	130	18	-	-	320	32
6.	Homosexuality is against my doctrine	-	-	-	-	1000	100
7.	Encouraging same sex marriage is welcoming evil in a country	-	-	180	18	820	82
8.	Nigerian Laws are too harsh, if one's religion agrees with the act of homosexuality	820	82	-	-	180	18
9.	Morally it is wrong to engage in homosexuality	-	-	90	9	910	91
10.	Ban on same sex marriage is an infringement on the fundamental human right of an individual to live lifestyle which he wants	-	-	640	64	360	36
11.	Nigerian belief in a sexuality of purpose and not a sexuality of abnormality or perversion	180	18	270	27	550	55
12.	Advancement towards homosexuality could be a direction towards destructions	180	18	-	-	820	82
13.	Banning gay marriage is the proper thing	90	9	-	-	910	91
14.	Homosexuality and same sex marriage is un African	90	9	-	-	910	91
15.	Only a union between a man or woman is proper	100	10	-	-	900	90
16.	Sexual orientation is relatively recent notion of human right in Nigeria	190	9	180	18	630	63
17.	Prejudice, negative stereotypes and discrimination are deeply imbedded in the African value system concerning sexuality	130	13	-	-	820	82
18.	Marriage is a union between a man and a woman and therefore marriage cannot be redefined	-	-	-	-	1000	100
19.	The anti-gay law in Nigeria is enacted in line with the country's religious and cultural belief.	-	-	-	-	1000	100
20.	The anti gay law is discriminating and it is incompatible with the international human right law to which Nigeria is a signatory	-	-	730	73	230	27
21.	If lesbian, homosexuals or gay freedom is guaranteed under the law and display of affection publicly is granted the fragile public order will be further threatened	180	18	360	36	460	46
22.	The state has the duty to regulate the morality of its citizens	90	9	90	9	820	82
23.	The law which makes the display of affection and even socializing in gay, lesbianism, bisexual and trans gender, inter sex community is illegal	-	-	270	27	730	73
24.	Each state is sovereign, each state should practice what is sexually permissible and satisfactory in its culture	-	-	450	45	750	75
25.	Same sex act is morally wrong	90	9	270	27	640	24
26.	The new antigay law protect morality of the majority of Nigerians	180	18	360	36	460	46

Table 3 shows that 64% disagree that the ban of same sex is an infringement on the fundamental human rights of an individual while 36% agree. 73% identified with the idea that the antigay law is discriminating and that it is incompatible with the international human right law to which Nigeria is a signatory 24% agrees. 73% agrees that the antigay law is unfair while 27% disagrees. Hence, a higher percentage agrees that the antigay is unfair but may not be an infringement on the fundamental human right of individual. Even though a very high percentage of the people disagree that it is not discriminating and that it is not incompatible with the international human right to which Nigeria is a signatory. Nigerians believe that the law which makes the display of affection and even socializing with gays illegal is unfair. This means that the area of the law which bans freedom of association seems to be too rigid.

Table 3: Responses of people showing whether antigay law should be regarded as an interference with LGBT person’s right

	Disagree		Agree	
	f	%	F	%
The ban on same sex is an infringement on the fundamental human right of an individual	640	64%	360	36%
The antigay law is discriminating for it is incompatible with the international human right’s law to which Nigeria is signatory	730	73%	270	27%
Law which makes the display of affection or even socializing in gay, lesbianism, bisexual and transgender, intersex is discriminatory	270	27%	730	73%

Research Question Three: Is there a significant difference in the attitude of the respondents between those whose ages are below 25 and those above 25 years?

Table 3 shows that tcal (0.345) is less stable (1.960) at 0.05 level of significance. The null hypothesis is accepted. This implies that there is no significant differences in attitude of the subjects to whose age are below 25 and those above 25 years.

Table 3: T-test of age and attitude towards homosexuality

Age	N	Means	SD	t-cal	t-table	P
Below 25 years	89	91.67	8.84	0.345	1.960	>0.05
Above 25 years	911	91.34	8.69			

P>0.05

Research Question Four: Is there a significant difference among Nigerians of different religions in their attitude towards homosexuality.

The result of table 4 shows that there is no significant difference between Nigerians of different religions in their attitude towards homosexuality (F = 1.881, P> 0.05). The null hypothesis is accepted.

Table 4: One way ANOVA of attitude towards homosexuality by religion

Source	SS	Do	MS	f-cal	F-table	P
Between groups	284.404	2	142.202	1.881	3.00	>0.05
Within groups	75368.696	997	75.595			
Total	75653.100	999s				

P>0.05

Research Question Five: Is there a significant difference in the attitude of male and female towards homosexuality?

Table 5 reveals that the attitude of the subjects towards homosexuality differs significantly according to gender (t=23.228, p<0.05). The null hypothesis is rejected.

Table 5: T-test of attitude towards homosexuality by gender

Gender	N	Means	SD	df	T-cal	T-table	P
Male	640	95.23	740	998	23228	1.960	<0.05
Female	360	84.50	6.27				

P>0.05

Research Question Six: Is there a significant difference between the responses of people with different academic qualifications in their attitude towards homosexuality.

Table 6 reveals that Fcal (4.011) is greater than Ftable (3.00) at a 0.05 level of significance. The null hypothesis is rejected. Hence the responses of people differ according to academic levels.

Table 6: One way ANOVA of academic qualification and attitude towards homosexuality.

	SS	Df	MS	F-cal	F-table	P
Between groups	603.843	2	301.921	4.011	3.00	<0.05
Within a groups	75049.25	997	75.275			
Total	75653.100	999				

P>0.05

The study has examined the attitude of Nigerians to same sex unions. The findings of this study based on a thorough examination of the attitude of Nigerians using the percentage responses of their attitude shows that homosexuality is against their doctrine, that marriage is a union between a man and a woman and cannot be redefined, that the anti-gay law is enacted in line with the country's, religious and cultural belief, that homosexuality is morally wrong that same sex is un-African, that the state has a duty to regulate the morality of its citizens and therefore banning gay marriage is the proper conduct in Nigerian belief that each state is sovereign and should practice whatever is satisfactory in its culture. However, majority of Nigerians believe that prejudice, negative stereotypes and discrimination are deeply embedded in African values.

The findings of this study are supported by Lawman Gasneon et al. (1994) who argue that there are some clusters of similarity in the way groups of people view sexual issues and that there are three groups or categories of viewers, that is: procreational, relaxational, and recreational.

One of the possible reasons for the attitudes of Nigerians towards same sex issue includes the following:- same gender behaviour has often been viewed in terms of sexual behaviour alone. Nigerians still view homosexuality to be an illness and not a sexual function produced by arrested sexual development. People do not see same gender orientation as a generally accepted normal mature development but as a rather pathological one requiring treatment. Other reasons are that Nigerians only see marriage as defined by the common law which is a union between a man and a woman not between two persons. Nigerians perceive same gender orientation negatively because of the lack of recognition of same sex issue as human right issue, the persistent stigma and persecution have been reinforced by religion and cultural intolerance and lack of the recognition that individual has choice which could be sexual orientation.

Moral perspective may also be a reason for the negative attitude towards same sex orientation. Most Africans believe that homosexuality was not a feature of African culture.

The belief in Africa that homosexuality is exogenous to the history of the continent is a belief in real social consequences but is not based on serious enquiry, historical or otherwise. Homosexuality was present in Africa from at least the period of the earliest European contact.

The findings of this study shows even when a higher percentage agrees that the antigay law is unfair and that it is incompatible with international human rights to which Nigeria is signatory, about 64% Nigerians still disagree that the ban on same sex relations is an infringement on the fundamental human rights of an individual. The findings of this study are supported by Seidman et al. (1999) who sees sexual orientation as a relatively new notion in human rights law.

The findings of this study are as they are because there are some exceptions in Law, Nigerians do not see the antigay law as an entirely a new law. The rights which the anti-gay right Law was alleged to have contradicted include that of the freedom of expression, association and discrimination guaranteed under section 39, 41, 42 of the 1999 constitution respectively. It should be noted that the same Nigerian constitution stated that nothing in section 37, 38, 39, 40 and 41 of this constitution shall invalidate any law that is reasonably justified in a democratic society (a) in the interest of defense, public safety, public orders, public morality or public health: or (b) for the purpose of protecting the rights a freedom of one/places. Our society places a high premium on morality. Laws are generally based on the moral principles of a particular society. Nigeria's cultural values, morality and beliefs have been a basis for the creation of some sections of Nigeria's earlier criminal laws. The state has a duty to formulate laws that will elevate the moral standard of the people.

The new anti-gay law is therefore not a new law but a rehash of Nigerian's existing law against homosexuality. "Any person who has a carnal knowledge of any person against the order of nature is guilty of felony and is liable to imprisonment for 14 years (Same Sex Marriage (Prohibition) act, 2013)

What the law has done is to broaden the offences by taking them to the realm of validity and celebration of marriage which the Federal Government is competent to legislate on. Nigeria has a law prohibiting LGBT behaviours and indecent acts that threaten its public morality and tend to corrupt children.

According to most Nigerians, the new anti-gay law will project public morality of the majority of Nigerians whose upbringing will make it extremely different to accept public display of homosexual behaviours.

Nigerians argue that if LGBTs are guaranteed freedom under law to display affections publicly, the Nigerian fragile public, order will further be threatened and children's sense of morality will be lost.

The state therefore has the duty to regulate the morality of its citizens. The antigay laws according to Nigerians were in no doubt, enacted in line with the Country's religion and cultural beliefs. Laws are created to reflect the political, social, and economic relationships in the society. Laws are not merely the command of the sovereign; they represent the idea of right or wrong based on the prevalent morality of the people in Nigeria, where antigay sentiment is rife. However, the new anti-gay law has been described in some quarters as "discriminatory and incompatible with international human rights laws to which Nigeria is a

signatory” Such pressure is seen as an attempt to impose the characterization of “civilization on Nigeria” No community has a right to force another to be civilized.

According to Nigerians, the legislation is not a new development the National Assembly is competent to legislate on any part of the Section 4(3) of the 1999 constitution (as amended) and item 61 of the Executive Legislative last Section 4 (3) of the constitution provides power of the National Assembly to make laws for the peace, order, and good governance. Item 61 is on the formation, annulment, and dissolution of marriage other than marriage under Islamic law and Christian’s law including matrimonial causes relating there to.

Findings

Most Nigerian attitudes on same sex relationship are: homosexuality is against their doctrine. Marriage is a union between a man and a woman and marriage cannot be redefined, that the anti-gay law is enacted in line with the country's religion and cultural belief, that homosexuality is morally wrong, that banning gay marriage is the proper thing and that homosexuality and same sex marriage is anti-African, that prejudice, negative stereotypes and discrimination are deeply imbedded in the African value concerning sexuality, many believe that the state has the duty to regulate morality of a citizen, that the public display of affection by homosexual if guaranteed could further threaten the fragile public order and each state is sovereign; each state should practice what is sexually permissible and satisfactory in its culture.

Sixty four percent (64%) disagree that the ban of same sex is an infringement on the fundamental human rights of an individual. Seventy three percent (73%) identified with the idea that the anti-gay law is discriminating and that it is incompatible with the international human right law to which Nigeria is a signatory. Further, 73% agrees that the anti-gay law is unfair.

There is no significant differences in attitude of the subjects to whose age are below 25 and those above 25 years. Therefore, the null hypothesis is accepted. There is no significant difference between Nigerians of different religions in their attitude towards homosexuality. Therefore, the null hypothesis is accepted. The respondents attitude of the subjects towards homosexuality differs significantly according to gender ($t=23.228$, $p<0.05$). Therefore, the null hypothesis is rejected. The null hypothesis is rejected. The responses of people differ according to academic levels. Therefore, the hypothesis is rejected.

Conclusion

It is evident from this study that Nigerians has negative attitudes towards same sex marriage or homosexuality on the premises that marriage is a union between a man and a woman and marriage cannot be redefined and as a result it is seen as an infringement on the country's religion and cultural belief, morally wrong and anti-African. In the same vein, the claim of human right notwithstanding, the state has the duty to regulate morality of her citizen as homosexuality if guaranteed could threaten the fragile public order. Above all, there is no significant difference in the attitudes of respondents based on age, religion, gender and academic qualification.

Recommendation

That further research be conducted using the different strata of Nigeria using different regions and different respondents including the adult and the youth in the society.

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Oil Politics and the Ijaw Uprisings, C. 1966-1990s: An Assessment

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Abstract

The raging violence and insecurity situation in the Niger Delta area could be traced to the environmental degradation and neglect by the successive Nigerian governments. The exploration and production of crude oil in Nigeria since the early 1960s has brought certain changes into the socio-economic system of the country. Huge revenue accruing to the Federal government from oil was expected to bring similar transformation to the oil-producing communities of the Niger Delta region. However, the perennial oil pollution and degradation in the Ijaw area of Delta has brought more suffering than blessings. This paper therefore examines the political strategies employed to cope with environmental change and impact of oil production on the Ijaw communities in the Niger Delta region. It traces the failed attempts by some Ijaw environmental activists like Adaka Boro during the mid-1966; the emergence of the Kaiama Declaration and the constitution of the Ijaw Youth Council in 1998, to press for their rights as an oil-producing community. It argues that, the lack of government's responses to the damages brought by oil production over the years orchestrated the violent actions taken by the local people. It suggests that ineptitude on part of the government to resolve the issue of oil pollution and degradation have forced them to adopt an open confrontation with the government and the oil companies. The travesty of environmental injustices such as the abuse of rights, marginalization in terms of infrastructural facilities, and political representation were concrete factors for their actions. The author argues that, though the conflict over oil matter was mainly an environmental struggle, it pointed out that it was political, since they were being alienated from wealth accruing from oil resources found on their land. It concludes that what the Ijaw oil-producing communities need was a fair share from the wealth in terms of modern development rather than sitting atop of oil fields with little benefits as compensation for their suffering.

Keywords: *Assessment, Oil Politics, Strategy, Pollution, Violence/Insecurity, Ijaw Youth Council*

Introduction

The vulnerability to pollution caused by oil production of the Ijaw environmental resources, in particular the cropland, freshwater and forests, contributed to both peaceful and violent protests between 1966 and 1990s. During this period, despoliation of the environment did not lead to direct wars within the country, because the communities preferred to direct their actions against the oil companies operating on their land. This in turn meant that, they did not really threaten government interests in Ijaw land (Homer-Dixon, 1996, p.39). However, their violent activities did create strife amongst the three major ethnic groups in the country, namely the Yoruba, Hausa, and the Igbos. At the time, the Ijaws began with peaceful demonstration and protests meant to draw the attention of the federal government and oil multinationals to their environmental plight and poverty. On a larger scale, they succeeded in destabilising the Delta when their protests were met with repression from the government. Loss of farming land, as well as pollution of the ground and water resources lay at the root of the Ijaws' struggle for environmental justice. Obi (2000, p.47), believes that the "people

appeared weak and helpless in the face of the overwhelming power of the oil companies supported by the state.” In his view, the lack of response by the Federal government and the oil operators to the environmental complaints of the communities led the latter to take up violence in the 1990s as a last resort. The Ijaw people had been left with no choice but to fight for their environmental rights through open confrontation with the government and the oil companies, particularly since the former had not given room for dialogue with the demonstrators. According to Wallace (2002, p. 275), the political strategy of the Ijaws should be understood within the context of the various ways their environment was destroyed.

Based on the on-going discussion, this paper raises certain pertinent questions: how were the strategies adopted by the Ijaws aimed at attracting the world’s sympathy, demand for equity, justice and freedom from Federal government and oil companies, and not necessarily to cause crisis in the area. What are the militating factors against the survival mechanisms employed by the Ijaws in addressing their environmental problems between 1966 and 1990s? This study takes note of this crucial and central discussion amongst scholars, by providing a detail account of their agitations based on researcher’s direct conversation with some Ijaw local communities. It will be shown in this study that politicization of the crisis by the federal government to a very large extent served as a propelling factor for the violent actions adopted by the Ijaws. This study has three sub-divisions as follows:

Adaka Boro’s resistance strategy of 1966: The insurgency led by Adaka Boro in 1966 occurred as a result of the Igbo-dominated Ironsi government wishing to have greater control of oil resources within the Niger Delta. Also, the federal military government decision to cancel the revenue allocation formula based on resources derived from the region was the underlying factor in Boros resistance (Ikelegbe, 2006, p. 87, Ikein, 1990, p. 47). As a result, the government’s new arrangement reduced the revenue from 50 percent to 30 percent, subjecting the region to neglect, economic underdevelopment and poverty (Aghalino, 2006, p. 302). This prompted the late Ogoni environmentalist, Saro-Wiwa, who argued that the reversal of the derivation principle of allocation of revenue granted the majority groups (Hausa, Yoruba and Igbo) the right to continue appropriation of wealth that belonged to the minorities in the South-south, particularly when oil had replaced cash crops as the main foreign exchange earner by the late 1960s (The Guardian, 1994, p. 20). Before 1966 the Ijaw oil-rich communities had thus benefitted maximally from the oil wealth found on their land. It also raised a question as to the motives behind a Federal government decision to abrogate the percentage allocated to the oil community. The Ijaws believed it was ethnically minded because the military government from Eastern and Northern Nigeria had channelled oil resources into protecting the interests of the north and south west that were in the majority group. This shows the motive of the federal government, particularly the agenda of the Northern Nigeria, to channel the oil funds to their states (Interview with Akpan, 2012).

Another important reason for the Boro’s insurgency was the link to the non-performance of the Niger Delta Development Board (NDDDB), particularly the continuing despoliation of the environment which also instigated the formation of a youth movement called the Niger Delta Volunteer Force (NDVF) on 23 February 1966 (Alagoa, 2003, p. 1). Human Rights Watch (1999) report shows that his aim was to declare a separate state of the Niger Delta People’s Republic in which the oilfields would be controlled by the local communities, including the Oloibiri oilfield. Boro’s NDVF was determined to own and

exercise exclusive rights over the oilfields situated in the lands of the Ijaws, the Urhobo, the Isoko, the Ogoni and the Ughelli, and thereby protect what they regarded as their resources from being expropriated by the dominant ethnic group in the East, the Igbo. The unique aspect of Boro's movement lies in his undaunted resistance to the Federal government's decision on oil matters, which is referred to as the '12 Day Revolution' (Aghalino, 2009, p. 30). It prompted further unrest and struggle over environmental matters across the Delta region. In order to achieve its aim, the leader of the NDVF had declared the independence of the Niger Delta People's Republic, involving about 150 men in a guerrilla war with both the Nigerian police and later the Federal army. A World Bank (2008, p. 12) report shows that Boro wanted all oil companies operating in the Delta to negotiate directly with his government instead of the Nigerian government, but this was not achieved. Interestingly, since the Nigerian police could not combat the 12 day revolution it was suppressed by federal troops and members of NDVF were arrested, prosecuted, found guilty and sentenced to death for treasonable felony (Aghalino, 2009, p. 31). A confidential report by the Government Gazette however, has revealed that before the sentence was carried out the military officers, led by Lieutenant Colonel Yakubu Gowon on 29 June 1966, in a counter coup, took over government and Yakubu became the new president of the Federal Republic of Nigeria (NAI, National Archive Ibadan, 1290/180). Boro and his members were released after being granted clemency, which served as a major political decision by a new government seeking the support of the ethnic minorities in the conflict between the federal state and the Igbo (PRO, Public Record Office, 67/32).

Evidence has revealed that Boro participated in a civil war that started from 1967 until 15 January 1970. Arguably, one major contributory factor to the outbreak of the Nigerian war in 1967 was the struggle for control of oil. The Eastern region had oil wells that provided revenue to the federal government, therefore the secessionist wanted to be directly in charge to their own advantage. Boro joined forces with the Federal army mainly to defend the ethnic minorities of the Niger Delta against the domination of the Igbos, but died under mysterious circumstances on 9 May 1968 (PRO, 63/238).

Kaiama Declaration in 1998: Already, before the Kaiama Declaration, other local civil rights movements had started campaigning against the environmental pollution and despoliation. For instance, the Movement for the Reparation of Ogbia (Oloibiri) (MORETO) pre-empted the Kaiama Declaration when they drew up a charter demanding compensation for their damaged environment in 1992, and the Movement for the Survival of the Ijaw Ethnic Nationality in the Niger Delta (MOSIEND) expressed their grievances through the document sent to the federal government in October 1992. The main points according to an informant were the liberation of the Ijaws from environmental pollution and poverty, acceleration of uneven development, and compensation for the degraded environmental resources by *Shell Nigeria* and *Chevron Nigeria* (Interview with Ijaw Youth Leader, 2013). It should be noted that this movement continued with agitation locally and joined forces with all Ijaw Youth council by 1998. To another informant, the Chicoco Movement that started in Olobiri in 1997 campaigned for the right to self-determination of the Ijaws, particularly freedom from oil politics and against underdevelopment of their socio-economic activities in all Ijaw communities (Interview with Chief Edward, 2013). These movements were responsible for the seizures of oil installations in the Ijaw oil fields, especially in Ogulagha and Forcados *Shell/Chevron* flow stations in 1997 and 1998. The oil stations were held by the Ijaws as a signal to the Federal government over the Warri crisis and to encourage justice between them and the Itsekiris (Ikelegbe, 2005:p110). Reference must be made to the

activities of the Federated Niger Delta Ijaw Communities, (FNDIC), its officials, like Frank Omare, Chief Lucky Orominin, George Timinimi, Lucky Ezuokuwon and Chief David Pere, started this movement during the Ijaw/Itsekiris war over Warri province, and continued to use this as a medium of campaign against the environmental pollution of the Ijaw land.

The above also revealed that, in spite of the community development projects put in place by *Shell-BP* and *Chevron* in the Ijaw areas, the broken promises and lack of mutual agreement with the people on the provision of roads and employment increased the level of conflict and demand for a clean environment and better life in 1998 (*African, News*, 2004; *Daily Champion*, 2004). Amidst the increasing tension that characterised the Niger Delta, particularly the killings and destruction of properties in the local communities, they developed into a united and common front at Kaiama, calling for social development as compensation for the environmental damage to their land by *Shell* and *Chevron*. One could argue that, the Kaiama political strategy comprised the entire Ijaw youths who voluntarily represented their villages and towns for the purpose of expressing their grievances to the government, oil companies and the world.

Important resolutions made in the Kaiama Declaration included the claims that the Ijaws owned all rights to natural resources, including those found on their land. Asume (2004, p. 117), opine that the Ijaws demanded the immediate withdrawal of all military forces occupying the Ijaw oilfields and communities, as well as the immediate cessation of oil exploration and production in all Ijawland. The Ijaw youth also expressed their commitment to peaceful co-existence among the Ijaw people, and demanded a sovereign national conference that would reflect a true federation of all nationalities: Despite their demands, military occupation of the major centres of oil operations has continued unabated in the Ijaw and the entire Delta area.

We agreed to remain within Nigeria but to demand and work for self- government and resource control for the Ijaw people... Nigeria should become a federation of ethnic nationalities. The Federation should be run on the bases [sic] equality and social justice (ASPN, 1998).

From the statement above, one can equally argue that the aim of the declaration was neither to stir up a crisis nor to serve as a threat to the Federal government; rather it was an expression of their grievances. In addition, the Ijaw youth wanted to create awareness and gain the sympathy of other Nigerians and the international community.

On December 30, 1998, over 5,000 members of the Youth Council gathered at Kaiama, from where representatives of Kaiama, Oloibiri, Mbaima, Imiringi Otusega, Elebele, Anyama, Nembe and all Ijaw communities marched toward the government house in Yenogoa, singing, chanting and dancing on the streets. This was non-violent action taken by the youth to express their grievances over the environmental situation impinging on their survival. Nigerian soldiers opened fire on the Ijaw demonstrators, killing about 125, invaded and raided their land (NAE, National Archive Enugu, 1529/1998). According to Obi (2001, p. 23), this act by the federal forces led to a “reign of terror unleashed in the Creeks, Swamps, and villages of Ijaw land... lives were lost, many people were injured, displaced, houses were burnt and people were arrested or threatened”. Human Rights (1999) reported that the state’s repression that followed the Kaiama Declaration at the expiration of the ultimatum issued to the Federal government and the MNOC to meet their demands between 11 and 30 December 1998 shows the ineptitude of the government.

Ijaw Youth Council of 1998: As the Ijaw youth wanted all natural resources to be used for their own benefit, they were involved from the beginning of 1998 through to the mid-2000s, in the seizure of oil installations in the Oloibiri and other oil-producing communities of the Ijaw land. An interview with an Ijaw youth leader reveals that dialogue with the government remained deadlocked. The IYC's grievances and demands were very clear and precise, especially as contained in the organisation's memorandum, which made it clear that they would not respect the petroleum decrees made by the Federal government that had taken over their rights of exclusive ownership and control of oil resources in Ijaw land. This explained the joint alliance between the Federal government and the oil operators that had undermined the development of the oil-producing states for so long. In addition, the IYC wanted the Federal government under Gen Abdulsalam Abubakar to organise a sovereign national conference that would allow the representation of all ethnic nationalities in Nigeria, particularly the minorities in the Niger Delta oil-producing area in 1998. According to Ikelegbe (2005), the national conference would raise awareness of their grievances and needs, and how their environmental oil resources would be shared.

According to Frynas (2001:49), the IYC's campaign was met with brutal assaults by a federal military government that was not ready to accept unruly actions or challenges to its authority on oil matters in late 1998. This explains the attitude of the government to local demands that threatened their economic interests in the oil-producing communities. There were contradictory responses to these events, with Dibua (2006, p. 18) believing that the open confrontations employed by the IYC could be justified given the environmental situation and despoliation that incapacitated their traditional means of survival. Other scholars, such as Ikelegbe, noted that the Ijaw youth action violated the state's laws, and that dialogue rather than violence was a better option. In retrospect, one would suggest that the action of the Ijaw youth was a strategy aimed at attracting the government and the world's sympathy for their environmental plight.

Lastly, the IYC's decision to constitute the organisation was well informed, and intended to strengthen their political relevance in Niger Delta and Nigeria. An informant confirmed that the protagonists of the IYC like, Felix Toudolo, Ogoribe, Timi Kasier among others believed that the Ijawland, being the fourth largest ethnic group in Nigeria, deserved more recognition and equal access to the nation's economic resources, like the Yorubas, Igbo, and Hausa (Interview with Chief Edward). Thus, irrespective of their internal disunity with other oil communities, the Ijaws were driven to end the sufferings brought on them and the environment by oil pollution.

Table 1 shows the various political strategies used by the Ijaws to demand compensation from the oil companies operating on their oil fields.

Table 1: Reported anti-oil company activity in the Ijaw Rebellion, 1997-99

Date (m/yr)	Description of event	Loss of oil in revenue?	Rebel deaths	Oil company response	Government response to that specific event (excludes general repression measures)
3/97	Occupied six <i>Shell</i> flow stations and held 127 local staff hostage	Yes	0	Negotiations and ransom payments	Troops deployed to Warri
4/97	Attacked service boat and kidnapped its	No	0	Not reported	Not reported

	captain				
10/97	Stormed Shell flow station at Odema Creek	No	0	Not reported	Not reported
10/97	Closed down <i>Shell</i> flow station and 12 wells	Yes	0	Negotiations	Not reported
2/98	Barricaded Mobil operational base	No	0	Negotiations	300 protesters were arrested
2/98	Closed down <i>Agip</i> Tebidaba flow station	yes	0	Negotiations	Community Relations Committee established one area
5/98	Closed down five Shell flow stations	Yes	0	Negotiations	Not reported
5/98	Occupied Chevron platform for 3 days	Yes	2	Transported troops	Soldiers killed two unarmed protesters
5/98	Held 200 Chevron workers hostage	No	0	Ransom payments	Not reported
5/98	Vandalized property belonging to <i>Agip</i>	No	0	Not reported	Dusk-to-dawn curfew on Brass
6/98	Attacked Shell flow stations	Yes	0	Not reported	Not reported
6/98	Vandalized <i>Agip</i> 's terminal	No	0	Not reported	Not reported
6/98	Stopped operations at <i>Agip</i> flow station	No	0	Negotiations	Not reported
7/98	Held nine <i>Texaco</i> workers hostage	No	0	Ransom payment	Not reported
8/98	Blew up a Shell trunk line	No	0	Not reported	Not reported
8/98	Damaged <i>Agip</i> 's Brass terminal	Yes	0	Not reported	Not reported
8/98	Damaged to Shell's Forcados and Brass terminals	Yes	0	Not reported	Not reported
8/98	Seized two <i>Texaco</i> boats and kidnapped workers	No	0	Ransom payments	Not reported
10/98	Occupied 15 <i>Shell</i> and six <i>Chevron</i> flow stations	Yes	0	Negotiations	After weeks, armed troops flown into area
10/98	Forced <i>Agip</i> 's pipeline to suspend loading	Yes	0	Negotiations	Not reported
10/98	Held four <i>Chevron</i> workers hostage	Yes	0	Ransom payment	Not reported
10/98	Seized two <i>Shell</i> helicopter	No	0	Negotiations	Not reported
11/98	Kidnapped 8 foreign <i>Texaco</i> workers	No	0	Negotiations	Arrested kidnappers & released hostages

Table 1: Reported anti-oil company activity in the Ijaw Rebellion, 1997-99 - Continued

Date (m/yr)	Description of event	Loss of oil in revenue?	Rebel deaths		Government response to that specific event (excludes general repression measures)	
12/98	Occupied Shell site in Delta State	Yes	0		Urged government to use dialogue not force	Delta State administrator issued severe warning to Ijaw activists, asking them to withdraw immediately
2/99	Kidnapped expatriate Shell worker	No	0		Ransom payments	Not reported
4/99	Took over seven Shell flow stations and six Agip flow stations; seized barges and tugboats	Yes	0		Negotiations	Not reported
7/99	Caused closure of Elf oil well in Rivers State	Yes	0		Negotiations	Not reported
7/99	Held 64 Shell employees hostage for two days and seized a drilling rig	Yes	0		Ransom payments	Arranged meeting between Ijaw youths & oil company officials
8/99	Held five Britons hostage	No	Ransom payments	0		Not reported
8/99	Attacked offshore Texaco platform	Yes	0		Not reported	Not reported
9/99	Blockaded newly completed liquefied natural gas plant at Bonny Island	Yes	0		Negotiations	Obasanjo said government should have retrained workers who built the plant but were now unemployed
10/99	Held six Shell employees hostage	No	0		Ransom payments	Not reported
12/99	Occupied three Shell flow stations and seized work boats belonging to Daiwoo, Saipem, and Wilbros	No	0		Negotiations	State crisis mediator requested an end to such militancy * greater sensitivity of the part of the oil companies

Source: EIU Nigeria Country Reports (1997-99); Keesing's Record of World Events; Lexis-Nexis Universe; MAR Group Assessments. Cited in World Bank 2005, pp.111-113

Findings

It was found that constitution of the IYC started with the agreement reached by all Ijaw association at Kaiama in 1998 for the propagation of their campaign against environmental problems in Oloibiri and the entire Ijaw land. Kaiama declaration was the first decisive step taken by the Ijaw people after the Boro's revolt to press for justice, global sympathy and freedom from environmental degradation and oppression of the Federal government and multinational oil companies. Despite the demand made by the IYC, the council's objectives were less successful. It was found that the poor education of the members and harassment of their own people served as constraints on the purpose of the Ijaws. Nevertheless, the movement partly succeeded by making known the plights of the Ijaws both in Nigeria and abroad.

Conclusion

This paper has examined the political strategies adopted by the Ijaw people in order to meet their daily needs. It has equally revealed that the main reason for the earlier revolts instigated by some Ijaw men in 1966 led by Adaka Boro was an expression of their grievances against the Federal government's reduction in the percentage allocated to the oil states from the federation account. The execution of the Ogonis shows the genuineness of the movement as it led to major powers, human rights groups and environmental organisations condemning the injustices perpetrated on them. The Ijaw Youth Council's activity provided strong evidence of communal efforts at alleviating the effects of oil pollution and gas flaring on their land and people. One can therefore conclude that the Ijaw people and those of the entire Delta region were being alienated politically and economically in terms of wealth accruing from oil resources.

Recommendations

There was a need for a repeal of certain legislation, such as the 1969 Petroleum Act and the 1978 Land Use Act, two laws which served as a major cause of agitation and violent actions by the Ijaw people.

Further, it is recommended that the members of the Ijaw Council need farther their education to carry the crusade for better community and defend the council as they carry their task of reform toward oil companies malpractices to protect their community as Ijaw people both in Nigeria and in abroad.

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Comparative Study of Challenges Faced by Regular and Block Release University Students: A Case of Solusi University in Zimbabwe

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Abstract

Tertiary education is the highest level of education in the world and is recognized as a vital force for modernization and development. To this effect, many eligible members of society try to attain it. However, there are a plethora of challenges associated with its attainment. At times, some candidates may eventually fail to attain it. This study focused on the challenges university students face at a certain university in Zimbabwe. The researchers drafted questionnaires for both groups of students, distributed and collected them from the respondents during their 2015 normal semesters. Collected data was processed using SPSS. Findings showed that academic life, social life and spiritual life were not challenging students with means of 3.8647, 3.7215 and 3.8366, respectively. However, students were not sure about their health and their finances as indicated by the means of 3.0701 and 3.0616, respectively. A t-test showed that there was a significant difference in responses between block release and regular students on academics, social and financial aspects as indicated by the p-values of $0.002 < 0.05$; $0.022 < 0.05$ and $0.000 < 0.05$, respectively. However, there was no significant difference when it came to the health and spiritual issues. It was further noted that there was a relationship between the students' academic life and their spiritual, financial, health, and social life as indicated by $r = 0.45$. Adjusted R Square indicates that 19.2% of variance in academic matters was explained by the spiritual, financial, health, and social life of the students. The study concluded that university students had no challenges in academic life, social life and spiritual life while they had minimal challenges associated with their health and financial status. This study recommended the university in question to carry on with the high standards and good service it is offering to students in the academic, social and spiritual arenas.

Keywords: *Regular Students, Block Release Students, Challenges, Academic, Spiritual, Social and Physical*

Introduction

There are numerous challenges that university students meet whether they are at home or abroad; whether they are young adults or mature students. These challenges vary from academic, social, economic to health and they are worse for students with disabilities; Maruzani and Mapuranga (2016) highlighted that most universities in Africa are not prepared for students with disabilities. Young adults (who usually attend university on regular bases) usually enter university with numerous challenges, for instance: fulfilling family expectations and extreme pressure to succeed. On the other hand, mature students (who usually attend university on block release basis) who are most likely to have more life experience, are also susceptible to challenges. They usually have responsibilities apart from university work, for

example, work, family and financial commitments (Obiozor, 2009). Mature students also find engagement in the student community not easy as they are less likely to be surrounded by students with similarities (Lazarus, 2007).

Challenges, thus, affect all university students regardless of age. Academically, some students may encounter difficulties on their part (when they fail to cope with academic expectations) or, on the part of the lecturers. Although universities aspire to offer effective instructional curricula for students and to let the student learn in a conducive campus environment, not enough is being done to prepare instructors and professors to meet their academic and non-academic needs (Obiozor, Onu & Ugwoegbu, 2010). Again, although classroom instructors are expected to devise effective teaching strategies to reach out to every student in the classroom, especially those who have been able to disclose their academic challenges (Kelly, 2010), this is not usually done. Another aspect that causes challenges to university students is an oversight by some lecturers who do not give feedback on assignments. Kelly (2010) argued that the need to make comments on every paragraph of submitted assignments by the students provides an opportunity to maintain communication with students, with or without learning challenges.

Social challenges are also affecting university students. Although transitioning to university can be an exciting experience for both young-adults and adult students (Thurber & Walton, 2012), strong homesickness can make this transition difficult and at times, unbearable. Home sickness can be accompanied by anxiety, loss of concentration, depression and withdrawal from university activities. Thus, homesickness affects many students whether they are local or international.

Adjustment to challenges can be further complicated by cultural contrasts between home and school settings accompanied by a change in the type and frequency of contact with primary caregivers (Tochkov, Levine & Sanaka, 2010). This acculturation stress (stress caused by changes in values, beliefs and behaviors as a result of contact with a new culture) affects international students more than local ones. International students face additional challenges beyond adjustment, including language, cultural, environmental, governance and political differences as well as racism and discrimination (Tochkov, Levine & Sanaka, 2010; Johnson, Sandhu & Sandhu, 2007).

There are many adjustments that need to be made by university students. For university students, sleeping late is normal, however sleep debt often develops and if it accumulates, it may cause more than just tiredness and fatigue but can also affect energy levels, ability to learn, emotional balance and physical health (National College Health Assessment, 2012). This pattern of sleep deprivation and rebound is more pronounced during examination periods and, as Pilcher and Walters (2010) established, can lead to noticeable decrements in performance levels.

For a number of students, university experience is the first time they have to live away from home, as fully independent individuals. This goes with responsibility that includes taking care of oneself in all aspects of university life, for instance, healthy eating which is imperative for the optimum mental and physical performance of a student. However, obtaining a balanced and healthy diet may be a serious challenge for students, especially in a university that does not offer on-campus cafeteria services (Terry, Leary and Mehta, 2012). Such university environments expose students to poor dietary habits, for example, making carbonated drinks and alcohol as preferred beverages of choice (Scapolletti and Tiberio,

2010). Where food is not provided, managing meals becomes a daunting task where time must be set aside for shopping, preparing and cooking; budgeting is also necessary (Terry, Leary and Mehta, 2012).

Other prickling university students' challenges include financial inadequacies. Kasayira, Chipandambira, and Hungwe (2007) propounded that failure to get finance to meet basic needs is a major stressor for university students in developing countries.

Other challenges that the university students face cannot be easily predicted. Bryant (2008) stated that sentiments shared by university students in focus groups and interviews brought to light the wide range of difficult spiritual realizations and experiences that are often concealed by students and overlooked by educators. He further elaborated that spiritual struggle is an experience which many students are familiar with, particularly those who concern themselves with deep reflection on faith, purpose and the meaning of life.

Having the above challenges faced by university students, the question that might be asked is on the frequency of these challenges. Data from the Beginning Post-Secondary Student Survey (2005) indicated that 46% of first time students who left their initial institution by the end of the first year never came back to proceed with their education. Obiozor, Onu and Ugwoegbu, (2010) exposed that students with learning challenges go on academic probation or drop out when professors or instructors show no concern for their academic plight or lack of support services to deal with academic and social issues.

This academic education might not be the best, some researchers argue. Obiozor, Onu and Ugwoegbu (2010) propounded that all African schools, whether primary, secondary or tertiary, were challenged by global education trends, thus, Mbiti (1989), quoted in Grol and Kenosi, (2000) pointed to the African educational system as a serious threat to the African society. The main argument is that, in the traditional society boys and girls were prepared for life by being informed about life matters like marriage, sex and family life. Unfortunately today, no attention is paid to these aspects of life within the modern educational system and academic knowledge seems to carry more importance than preparation for community life (Grol and Kenosi, 2000).

The post-colonial governments therefore use the modern, Western based educational system as parameters for success. There is a tendency to think that education leads to economic growth and curricula that focus on academics strives to give students paid jobs in government and the business world (Grol & Kenosi, 2000). As long as this prevails, the school curriculum cannot be expected to play an important role in the development of the African culture since the challenges faced by university students have a bearing on the future of the country (Kasayira, Chipandambira & Hungwe, 2007).

Teferra and Altabach (2004) expounded that African higher education faces unprecedented challenges especially in the context of Africa's traditionally low post-Secondary attendance levels; Africa's academic institutions face obstacles in providing the education, research and services needed. As a result, students often have to deal with university inadequacies which often subject them to academic, personal-social, financial, physical and mental health as well as spiritual stress.

Purpose of the Study

The aimed of this study is to identify the strengths and weakness of the academic programmes in the University. Further, to identify the challenges faced by the students in the different groups.

Statement of the Problem

It can be seen that there are many kinds of challenges that the university students face whether they are young-adults or adults, both at home and abroad as well as in the developed and developing worlds. This research therefore seeks to find out the challenges faced by regular and Block release (part time students) at one university in Zimbabwe with the hope of exposing attitudes and factors that deter students from achieving optimum academic excellence and be better prepared for after-studies life. From the findings, it is hoped that university students can be better understood and suggestions can be made to plausible solutions to these challenges so that their academic, health, social, financial and spiritual needs are sufficiently met.

Research Questions

The following research questions were therefore answered:

1. What are the demographic profiles of the respondents?
2. What are the challenges faced by students at the University?
3. Is there any relationship between student academic life and their spiritual, financial, health and social life?
4. Is there a significant difference between challenges faced by regular and block release students.
5. How can the challenges be overcome?

Hypothesis

1. There is no relationship between student's academic life and their spiritual, financial, health and social life?
2. There is no significant difference between challenges faced by regular and block release students.

A number of researches have been conducted in Zimbabwe and abroad on university students' challenges and some of them are highlighted below. In America, Christopher, Thurber, Edward and Walton (2012) researched on homesickness and adjustment of university students. They found that for both domestic and international university students, intense homesickness was particularly problematic and was manifested in anxiety disorders, mental and physical health problems and sometimes lead to withdrawal from school. Suggested prevention strategies included resolving family stressors and making social connections.

Scopelliti and Tiberio (2010) and Terry, Leary and Mehta (2012) made similar studies on homesickness prevention among university students. Findings revealed that the most effective homesickness protective factors for prevention included decision making control; orientation about the school; promoting web-based discussions on the positive aspects of the university experience; plan on maintaining familial connections; initiating social contacts prior to the first day of school; establishing healthy lifestyle choices and encouraging self-compassion.

Some studies on university students' stressors conducted in South African universities revealed that students' stressors were related to financial difficulties, demand for university environment and administration processes. The same studies reported differences on gender stress experiences (Bojuwoye, 2002). Similarly, the fifth biennial Sodexo-Times Higher Education University Lifestyle survey (2012) revealed that over a quarter (26%) of current university students would rather not attend university due to high costs. This is true especially for private universities who operate without government subsidies.

In Zimbabwe, in 2012, the Students Solidarity Trust (SST) examined how the socially disadvantaged and exposed female university students coped with the challenges that affected the tertiary education sector. The study aimed at describing the students' experiences during the crises of 2006 to 2010; examining the strategies students used to cope with the challenges; investigating students' experiences with academic life in 2012 and examining the coping mechanisms that students use to deal with their current challenges.

Students Solidarity Trust's (2012) findings showed that the female university students were sometimes perceived positively as motivated, daring, enduring, learned and prosperous though predominantly they were negatively stereotyped as prostitutes, materialistic and highly suggestible. Regarding the experiences of the students, findings showed that the inflationary crisis period was the toughest time; students lived in dire poverty on campus and almost always had to forgo meals and other necessities.

On the academic front, students complained about exorbitant tuition fees, inadequate accommodation, erratic internet connections, scarcity of books in the library, high stationery costs, high food and transport costs. Many students were staying with relatives, renting with other students or alone as well as staying with spouses and boyfriends. Students also faced gender-based violence, for instance, heckling for wearing "inappropriate" clothes, sexual harassment, expulsion from the university library and verbal abuse.

Recommendations from the study included reintroduction of loans and grants from government, improvement of registration procedures, provision of cheap transport, improvement in handling of results and the student-administration relationship, opening halls of residence and training the security and library personnel.

A similar study by Students Solidarity Trust (SST) (n.d.) survey the challenges, opportunities and threats faced by students with disabilities and conditions who are enrolled in institutions of higher education in Zimbabwe. Findings included the physically challenged facing inaccessibility of buildings for example lecture theatres or rooms, halls of residence, toilets and tubs. The visually impaired suffered shortage of equipment and materials for example Perkins Braille machines, Pac-Mates, Tape Recorders, brailed textbooks. In the natural sciences and technical subjects, there is lack and in some institutions unavailability of trained lecturers to teach students with disabilities. For students with Albinism, their main concern was inability to read chalkboard written material during lectures and also failure to read notices on notice boards due to their short-sightedness.

Madzonga (2015) realized that Zimbabwean learners face many challenges due to the deteriorating economic conditions grappling the country, chief among them being tuition fees. This has been worsened by unemployment which has skyrocketed. Accommodation challenges are also rampant in universities where students are forced to look for alternative accommodation. Lack of accommodation in many campuses means students have to make do with transport costs to and from campus.

Mapolisa and Mafa (2012) researched on the challenges faced by undergraduate students in conducting research in Open and Distance Learning in Zimbabwe. The main challenges were lack of money, time, library resources and family problems as well as lack of internet facilities and research-related courses, lack of library resources, and lack of computer literacy and lack of workshops. All these negatively impacted on the studied students' capacities to conduct research.

Methodology

This study used a descriptive research design. The instrument for data collection was a self-constructed questionnaire using a five point Likert Scale to which the respondents rated how much they agreed or disagreed with each term. The questionnaire was divided into 5 sections: academic, social, health, financial and spiritual. The population of the study was all the students at that university. The researchers selected a sample for the study which was

determined by using the clustered random sampling technique, with individual courses making the clusters. The sample was selected on the assumption that:

1. The population of the study was homogenous
2. All students taking part in the study were located at the universities main campus
3. All the clusters (courses) were non-overlapping
4. Distribution of the random sample followed a normal distribution

The researchers distributed the questionnaires in two phases: to regular students during the May to August 2015 semester and during the August 2015 session to block release students at the main campus. After collecting the questionnaires, the researchers analyzed data in the following manner: descriptive statistics was used to find the means; a t-test was also carried out to find out the relationships between responses by regular and block release students; Regression analysis and ANOVA were also used.

Results and Discussion

When considering the respondents, there were 166 block release students who returned their questionnaire as compared to 160 regular students who also returned their questionnaire. Most of the students for both block release and regular programs were aged between 21 – 25 years as indicated by 27% followed by 31 – 35 years (18.1%); 41 and above (16.3%); 26 – 30 (15.3%); 36 – 40 (12.6%); and 18 – 20 (10.4%). From the findings, 79.4% were from Zimbabwe; 10.1% from Zambia; 5.2% from South Africa; 2.5% from Mozambique; 1.8% from Swaziland; and 0.6% from Botswana. Most of these students (33.7%) were third year students, followed by 28.5% second year students; 20.2% fourth year students; 14.7% first year students and finally, 1.2% of the students who were in their fifth year at the university for some reasons, for instance, repeating some courses and skipping some semesters. Of these students, 87.1% were doing their bachelor degree; 4.0% diploma; 4.0% post graduate diploma; 1.2% certificate; and 0.9% master's degree. The respondents were therefore generally fairly distributed in terms of their stay at the university as well as their academic levels; hence their responses are most likely to be free from bias.

In terms of faculties, all the five faculties at the university were represented, hence the authenticity of the findings. The majority of the students under study were in the faculty of Education (28.2%); 22.7% in Arts; 21.2% in Science; 15.3% in Business; and 12.6% in Theology. On the question of religious affiliation, 53.7% indicated that they were Adventist while 45.1% were non Adventist.

When looking at the challenges faced by both groups of respondents, they agreed that the academic life, social life and spiritual life were not challenges with means of 3.8647, 3.7215 and 3.8366, respectively. These findings are different from those by Obiozor, Onu and Ugwoegbu, (2010) whose respondents were affected by academic challenges. Findings were also different from Walton (2012) who realized homesickness and failure to adjust to university environment by students in America. Further, the findings were in contrast to Bryant (2008) who observed sentiments that were shared by university students in focus groups and interviews which brought to light the wide range of difficult spiritual realizations and experiences that are often concealed by students and overlooked by educators.

In terms of health and finances, the respondents were not sure as indicated by the means of 3.0701 and 3.0616, respectively. This means that, to some extent, these aspects negatively affected the university students. On the financial issues, these findings are related

to those by Madzonga (2015) who realized that Zimbabwean learners face many challenges due to the deteriorating economic conditions grappling the country, chief among them being tuition fees.

The above research findings indicated that the university students' academic needs were being met at the university. Students were able to socialize with other students and so their social needs were being met and also were able to have their spiritual needs attended to since they were required to attend church services. This is all shown in table 1.

Table 1: Student Satisfaction

Item	Mean	Std Deviation
Academic	3.8647	.71094
Social	3.7215	.58928
Health	3.0701	.51935
Financial	3.0616	1.18599
Spiritual	3.8366	.88638

The block release students were more satisfied with their academic life than the regular students as shown by the means of 3.9937 and 3.7281 respectively. This can be explained by differences in age and focus; block release students, unlike their regular counterparts, are mature and primarily focus on what they come to the university for, that is academic achievement.

Table 2: Independent Samples Test

		Lavene's Test for Equality of Variance		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2 tailed)
Academic	Equal variances assumed	.178	.673	3.186	280	.002**
	Equal variances not assumed			3.197	278.884	.002**
Social	Equal variances assumed	.113	.737	-2.298	283	.022
	Equal variances not assumed			-2.290	274.783	.023
Health	Equal variances assumed	.327	.568	-.888	264	.376
	Equal variances not assumed			-.885	257.064	.377
Financial	Equal variances assumed	5.253	.023	-4.204	282	.000**
	Equal variances not assumed			-4.177	267.599	.000**
Spiritual	Equal variances assumed	7.587	.006	1.667	301	.096
	Equal variances not assumed			1.657	273.367	.099

There was also a significant difference in their responses when it came to the social aspect as indicated by the p-value of $0.022 < 0.05$. On the social aspects, the regular students were more satisfied than the block release students with means of 3.8037 and 3.6444 respectively. This is because the block release students have a shorter period at the university and spend most of their time studying and yet the regular students have time to socialize.

On the other hand, there was no significant difference when it came to the health issues. The difference is minimal with regular students being more satisfied than the block release students as indicated by the means of 3.0999 and 3.0433 respectively. However, there was a significant difference in responses when it came to financial matters as indicated by the p-value of $0.000 < 0.05$. The regular students have less financial challenges than the block release with means of 3.3615 and 2.7860 respectively. Block release students are older people with obligations at home and hence they have more challenges. These findings are supported by literature; Obiozor (2010) argued that the old students usually have responsibilities apart from university work, for example, financial commitments.

On spiritual matters, there was no significant difference in responses. The block release students, however, were more satisfied with the spiritual life than the regular students. This is indicated by the means of 3.9191 and 3.7500 respectively. Mature people are usually more concerned with matters of salvation than the young students.

Table 3: Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.453 ^a	.205	.192		.63918

a. Predictors: (Constant), Spiritual, Financial, Health, Social

b. Dependent Variable: Academic

It was further noted that there was a relationship between the student academic life and their spiritual, financial, health, and social life as indicated by $r = 0.453$ in Table 3. Adjusted R Square indicates that 19.2% of variance in academic matters was explained by the spiritual, financial, health and social life of the students.

ANOVA was also carried out and its results are shown on the Table 4 below. The ANOVA has an $F = 15.230$ and is significant at $p = 0.000 < 0.05$ indicating that this regression was true and was not by chance.

Table 4: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1. Regression	24.889	4	6.222	15.230	.000 ^{**}
Residual	96.417	236	.409		
Total	121.306	240			

a. Dependent Variable: Academic

b. Predictors: (Constant), Spiritual, Financial, Health, Social

According to Table 5, as the social life satisfaction grows, so does the academic satisfaction and as the financial and spiritual satisfaction grows, so does the academic satisfaction. This means that academic satisfaction among students is directly affected by social, financial and spiritual satisfaction. However, the health aspect was not significant at $p = 0.766$ as shown by the table above.

Table 5: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std Error	Beta		
1 (Constant)	1.803	.329		5.473	.000 ^{**}
Social	.357	.083	.296	4.274	.000 ^{**}
Health	-.025	.082	-.018	-.298	.766
Financial	.072	.036	.120	1.986	.048 ^{**}
Spiritual	.154	.053	.191	2.884	.004 ^{**}

Findings

When considering the respondents, there were 166 block release students who returned their questionnaire as compared to 160 regular students who also returned their questionnaire. Most of the students for both block release and regular programs were aged between 21 – 25 years as indicated by 27% followed by 31 – 35 years (18.1%); 41 and above (16.3%); 26 – 30 (15.3%); 36 – 40 (12.6%); and 18 – 20 (10.4%), most of them are coming from Zimbabwe, Generally, (33.7%) were third year students and 28.5% second year

students, most of them, 87.1% were doing their bachelor degree. In terms of faculties, all the five faculties at the university were fairly represented and generally Seventh-day Adventist.

There was a significant difference in responses between the block release group and the regular students when it comes to responses about the academics as indicated by the p-value of $0.002 < 0.05$. The block release students were more satisfied with their academic life than the regular students. On the social aspects, the regular students were more satisfied than the block release students with means of 3.8037 and 3.6444 respectively. This is because the block release students have a shorter period at the university and spend most of their time studying and yet the regular students have time to socialize. On the other hand, there was no significant difference when it came to the health issues. The regular students have less financial challenges than the block release. On spiritual matters, there was no significant difference in responses. The block release students, however, were more satisfied with the spiritual life than the regular students. The predictors of students' academic success are spiritual, financial, health and social.

Conclusion

It can be concluded that academic life, social life and spiritual life did not challenge the university students. This means that their academic needs were being met at the university. Students were satisfied with the learning they underwent and were also able to socialize with other students, thus, their academic and social needs were being met. They were also able to have their spiritual needs attended to since they were required to attend church services on regular bases. However, the students were not sure about their health and their finances, an indicator that these two, to some extent, negatively affected them.

It should also be noted that there was a significant difference in responses between block release and regular students on academics, social and financial aspects as indicated by the t-test results. The block release students, being more academically focused than their regular counterparts, were more satisfied with their academic life than the regular students as shown by the means of 3.9937 and 3.7281 respectively. However, there was no significant difference when it came to the health and spiritual issues. It was further noted that there was a relationship between the student academic life and their spiritual, financial, health, and social life as indicated by $r = 0.45$. These aspects are part of student life and are, in some way, interwoven and affect each other, hence, the relationship.

Recommendations

This study recommends the university in question to keep up the high standards and good service it is offering to university students in the academic, social and spiritual arenas. However, universities, the Ministry of Higher Education and the government should work in collaboration towards making grants and loans available to students in order to curb financial challenges among students. The universities should also see to it that students' residences and food facilities are up to standard so as to curb health hazards among students.

For further research, it is recommended that similar studies be carried out but on a national or international level because the current study just concentrated on one university and findings might not give a wholesome picture of the matter. A study may also be done concentrating on possible solutions to university students' problems.

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