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Prof. Tessy Okoli
WICE National President

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EDITORIAL COMMENT

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In this 29th Edition of the JOWICE with the theme: **Political Ideology and National Economy: Quest for sustainable Development in Nigeria.** Well researched Academic Articles that are either empirical or opinion papers which cover a wide range of issues relating to Political Ideology and national economy and how it affects the quest for sustainable development in Nigeria**.** The articles in this edition are products of the 28th Annual National Conference of the WICE held at Federal College of Education, Yola, Adamawa State, Nigeria in October 2024. Our conferences are open to both members and non-members of WICE and papers are also welcome provided the papers are in line with the conference theme and properly researched to be accepted for publication. The Association of Women in Colleges of Education (WICE) does not assume responsibility for point of views or opinions expressed by the contributors. This implies that the views and opinions are purely that of the contributors and the Association cannot be held liable.

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ACHIEVING SUSTAINABLE NATIONAL ECONOMY THROUGH TRAINING OF AGRICULTURAL EDUCATION STUDENTS IN POLITICAL IDEOLOGY IN COLLEGES OF EDUCATION

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Abstract
The study focused on achieving sustainable National economy through training of Agricultural Education students in political ideology in Colleges of Education. Two research questions and two Null Hypotheses guided the study. The researcher adopted a survey research design. The population of the study comprised of all the 28 Agricultural Education lecturers in the two Colleges of Education in Anambra State that offer Agricultural Education. Structured questionnaire was used for data collection. The questionnaire items were structured on a four-point rating scale. The instrument was validated by three experts. The reliability of the instrument was established using Cronbach Alpha and a reliability coefficient of 0.83 obtained. Data collected were analyzed using mean, standard deviations and t-test statistics. The study revealed that the aspects of political ideology that students need training include conservatism, liberalism, socialism, fascism and environmentalism. Ways of training Agricultural Education students in political ideology include inclusion of political ideology in the curriculum of Agricultural Education and organizing workshops on political ideology. Significant differences does not exist between the mean responses of the respondents on all the items. The study recommends amongst others that students should be involved in conducting national exercises like census.

Key words: Sustainable, National economy, Agricultural Education, Political ideology, Colleges of Education.

Introduction

The concern of every Nigerian is that our education should be made to serve as an instrument of sustainable National development. National economy is described as an integration of a country's economic system including labour, capital, land resources and manufacturing of trade, distribution and consumption of goods and services of that country. Donskoli (2010) maintained that the socio-economic nature of any national economy is its structure, and rate of development is determined by the character of the dominant production relationships in the society.

Sustainable National economy is concerned with the relationship between production, trade and the supply of money in particular nation or region in order to ensure growth and stability. It is a manifestation of the peculiar characteristics of the economic system of a country within a stipulated period. If Agricultural Education must have a firm root, students should be given opportunity to learn about the economy and political ideology.

Political ideology is a set of beliefs, values and principles that shape an individual or groups understanding of politics, governance and social issues. It influences their views on economy (capitalism), government (e.g. democracy), social justice (e.g. individual freedom) and international relations (e.g. nationalism). According to Jordan (2018), common political ideologies include conservatism which emphasizes tradition, liberalism which advocates for individual freedom, socialism which seeks to redistribute wealth, communism which aims for a classless society, fascism which emphasizes nationalism and progressiveness which advocates for social reform and human rights. Naomi (2007) opined that understanding political ideology helps a person to analyze complex issues, evaluate policy proposals, engage in informed discussions, make informed voting decisions and develop your own political views.

Formal education plays a crucial role in shaping individuals, understanding of political ideology. Through lectures, discussions, case studies, and group projecrts, students can gain a comprehensive grasp of various political systems and principles incorporating debates and role playing activities, encourages critical thinking, effective communication and empathy. According to Fredrick (2004), experiential learning is vital aspect of political ideology training, internships with political organizations and participating in elections provide hand-on-experience and practical application of theoretical knowledge.

Fanon (2021) opined that one-to-one mentorship with experienced activist peer mentoring and support groups offer guidance, encouragement and valuable insights. The author further stated that self directed learning is essential as individuals can explore political ideology at their own pace.

Community engagement is vital for applying theoretical knowledge to real-world contexts, organizing community events, participating in local politics, collaborating with organizations, and conducting public opinion surveys, help individuals develop practical skills and connections. (Cheikeh, 2020). If the students are to be trained in political ideology, many methods must be adopted. There is the need to explore various methods of training these students in political ideology.

Statement of the Problem

The researcher as a lecturer has observed that most of the students do not have knowledge of political systems, principles and theories. They are not even aware of political ideologies. Now that the country is laying emphasis on National economy, it becomes necessary that these students are trained in political ideology to enable them contribute effectively to the nation.

Purpose of the Study

The main aim of the study is to find out how to achieve sustainable National economy through training of Agricultural Education students in political ideology in Colleges of Education in Anambra State. Specifically the study intends to:

1. find out the aspects of political ideology that Agricultural Education students need training in Colleges of Education.
2. determine ways of training students in political ideology in Colleges of Education.

Research Questions

The following research questions guides the study:

1. What are the aspects of political ideology that Agricultural Education students need training in Colleges of Education?
2. What are the ways of training Agricultural Education students in political economy in Colleges of Education?

Hypotheses

The following hypotheses guides the study:

Ho_1: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the aspects of political ideology that students need training.

Ho_2: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the ways of training Agricultural education students on political ideology.

Methodology

The study was conducted in two Colleges of Education in Anambra State that offer Agricultural Educaton namely Federal College of Education (Technical) Umunze and Nwafor Orizu College of Education Nsugbe. The population of the study comprised of all the 28 Agricultural Education lecturers in these two Colleges of Education. Structured questionnaire were the instruments used for data collection. The instruments consist of items which were developed by the researcher. The questionnaire items was validated by three experts from Department of Agricultral Education and Measurement and Evaluation in Federal College of Education (Technical), Umunze. Their corrections were used to produce the final draft of the questionnaire. The reliability of the instrument was obtained by administering the items to 10 Agricultural Education lecturers at Federal College of Education (Technical) Asaba. Data collected was subjected to reliability test using Cronbach Alpha which yielded 0.83. The questionnaire was structured on a four-point rating scale of Strongly Agreeed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) representing 4, 3, 2 and 1 respectively and the appropriate options for all the items to show their ratings. The questionnaire was personally administered to the respondents and all were collected back representing 100% return rate. Data calculated were analyzed using mean and standard deviations to answer the research questions while t-test statistics was used to test the Hypotheses. The decision was based using real limits of the mean

Strongly Agreed (SA):	3.50	-	4.00
Agreed (A):	2.50	-	3.39
Disagreed (D):	1.50	-	2.49
Strongly Disagreed (SD):	1.00	-	1.49

Results

The following results were presented by the study:

Research Question 1: What are the aspects of political ideology that Agricultural Education students need training?

Table 1: Mean and Standard Deviations of Respondents on the Aspects of Political Ideology that Agricultural Education Students Need Training

S/No	Political Ideology	$\bar{X}$	SD	Remark
1.	Conservatism	3.10	0.73	Agreed
2.	Liberalism	2.99	0.53	Agreed
3.	Socialism	3.17	0.76	Agreed
4.	Communism	3.01	0.88	Agreed
5.	Libertarianism	3.14	0.61	Agreed
6.	Fascism	2.77	0.82	Agreed
7.	Environmentalism	2.55	0.67	Agreed
8.	Nationalism	2.98	0.77	Agreed
9.	Populism	2.75	0.63	Agreed
10.	Progressivism	2.70	0.66	Agreed
11.	Anarchism	3.15	0.70	Agreed
12.	Democratic Socialism	3.11	0.88	Agreed
13.	Monarchism	3.02	0.72	Agreed
14.	Social democracy	3.16	0.57	Agreed
15.	Theocracy	2.81	0.75	Agreed

All the items had main values above the cut-off point of 2.50 and were all agreed by the respondents.

Research Question 2: What are the ways of training Agricultural Education students in political ideology?

Table 2: Mean Responses of Respondents on Ways or Strategies for Training Agricultural Education Students in Political Ideology.

S/No	Items	$\bar{X}$	SD	Remark
1.	Organizing workshops/seminars on political ideology for students.	2.88	0.52	Agreed
2.	Inclusion of political ideology in the curriculum of Agricultural Education.	2.75	0.69	Agreed
3.	Involving students in National assignments like census.	3.11	0.82	Agreed
4.	Lecturers to be retrained on political ideology to enable them impart the	3.01	0.55	Agreed
5.	knowledge.	2.99	0.68	Agreed
6.	Case studies and group project.	3.11	0.56	Agreed
7.	Debates and role playing			
8.	Field trips	2.92	0.71	Agreed
9.	Online resources and multimedia.	2.58	0.81	Agreed
10.	Volunteer work with advocacy group.	2.91	0.53	Agreed
11.	Internship with political organization.	2.75	0.91	Agreed
12.	Community service projects.			
	One-on-one mentorship with experienced activists.	2.51	0.71	Agreed

All the items had mean values above the cut-off point of 2.50 and were all agreed by the respondents.

Testing of Hypotheses

Ho1: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the aspects of political ideology that students need training.

Table 3: t-test of Significant Differences between the Mean Responses of Male and Female Education Lecturers on the Aspects of Political Ideology that Students Need Training.

S/No		$\bar{X}$	SD	N	df	t-cal	t-crit	Decision
1.	Male	3.11	0.58	17		0.76	1.96	Do not
2.	Female	2.98	0.45		26			Reject
				11				Ho_1

The calculated t is 0.76 while the critical or table t is 1.96 at 0.05 level of significance and df of 26. Since the calculated t is less than critical t, therefore, the Null hypothesis is not rejected.

It implies that there is no significant difference between the mean responses of male and female Agricultural Education lecturers on the aspects of political ideology that students need training.

Ho_2: There is no significant differences between the mean responses of male and female Agricultural Education lecturers on the ways of training Agricultural Education students on political ideology.

Table 4: t-test of Significant Differences between the Mean Responses of Male and Female Agricultural Education Lecturers on the Ways of Training Agricultural Education Students on Political Ideology.

S/No		$\bar{X}$	SD	N	df	t-cal	t-crit	Decision
1.	Male	2.50	0.71	17	26	0.23	1.96	Do not Reject Ho_2
2.	Female	2.75	0.55	11				

The calculated t-value is 0.23 while the critical t-value is 1.96 at 0.05 level of significance and df of 26. Since the calculated t-value is less than critical t-value, therefore the Null hypothesis is not rejected. It implies that there is no significant difference between the mean responses of male and female Agricultural Education lecturers on the ways of training Agricultural Education students on political ideology.

Discussion

Research question 1 was designed to find out the aspects of political ideology that Agricultural Education students need training. Results of the study revealed that the aspects includes conservatism, liberalism, communism, anarchism e.t.c. The results of the study were in line with the work of Naomi (2004) who stated that notable ideologies includes anarchism, capitalism, green politics, environmentalism, fascism, socialism and republicanism. These findings were in line with the work of Fanon (2021) who opined that political ideologies to be learned by individuals include populism, anarchism and monarchism.

Research question 2 seeks an answer to the ways of training Agricultural Education students in political ideology to achieve National economy. Results of the study revealed the following ways: organizing seminars and workshops on political ideology for students, inclusion of political ideology in the curriculum of Agricultural Education, involving students in National assignment like census, lecturers to be retrained on political ideology to enable them impart knowledge. Cheikeh (2020) stated that individuals can be trained on political ideologies through face to face discussion, simulations, and involving students in National assignment.

The study also revealed other training methods like debates and role playing, field trips, online resources and multimedia, volunteer work with advocacy groups, internship with political organizations, community service projects, one-on-one mentorship with experienced activists. The findings concur with the work of Agajelu (2022) who opined that for individuals to have knowledge of political ideology, they must be involved in community service projects, volunteer work with advocacy groups and also involve in online discussions.

The test of hypotheses revealed that a significant differences does not exist between the mean responses of male and female Agricultural Education students on the aspects of political ideology that students need training and the ways of training students on political ideology. The t-caculated of 0.23 and 0.76 respectively at 0.05 level of significance and df of 26 showed that no significant differences existed as between the mean responses as these values are less than the critical value of 1.96.

Conclusion

Educating students on political ideology will make them to foster deeper understanding of what is happening in their environment. Training students on political ideology requires a comprehensive approach, incorporating various methods and resources by fostering critical thinking, debate and informed citizenship, students can be empowered to engage meaningfully in political discourse.

Recommendations:

The following were recommended by the study:

(1) Political ideology should be added in the curriculum of Agricultural Education.
(2) Agricultural Education students to always be involved in community services.
(3) Students should be encouraged to engage in online forums and discussions.
(4) Students also should be involved in group presentations of current issues in the country.

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POLITICAL IDELOGIES, STEM EDUCATION AND ECONOMIC STRATEGIES FOR NATIONAL DEVELOPMENT IN NIGERIA

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Abstract
This paper examines how political ideologies affect national economic strategies related to Science, Technology, Engineering, and Mathematics (STEM) and their role in sustainable development. As the world evolves with new technologies and industries, especially accelerated by recent global events, there is an increasing need for new skills and a strong STEM workforce. However, political beliefs influence how resources are allocated and how STEM education and innovation are supported. The current educational and economic policies, shaped by various political ideologies, often impact the effectiveness of STEM development. Issues such as inadequate support for STEM education, insufficient investment in research, and mismatched skills between the workforce and industry needs create challenges for sustainable development. These challenges include a shortage of skilled professionals in STEM fields, which can hinder progress and innovation. The paper explores how different political beliefs influence economic policies that affect STEM sectors and examines the implications for national development. It discusses how aligning political ideologies with strategic economic goals can enhance STEM contributions to sustainable growth. The analysis also offers recommendations for improving the connection between political decisions and STEM advancements to support long-term development.
Keywords: Political Ideology, National Economy, STEM Education, Sustainable Development, Innovation

Introduction

Political ideologies serve as the foundation upon which nations build their economic strategies, particularly in sectors that drive innovation and development, such as Science, Technology, Engineering, and Mathematics (STEM). The interplay between political thought and economic policy is not merely academic; it has tangible effects on how governments prioritize resources, structure educational systems, and encourage technological advancements (White, 2017). For instance, liberal democracies often emphasize a market-driven approach, where the private sector is seen as the primary engine for innovation and economic growth. This perspective advocates for minimal government intervention, encouraging competition and entrepreneurship as catalysts for advancements in STEM fields. In contrast, socialist-oriented states may prioritize state intervention, focusing on equitable access to STEM education and centralized planning to ensure that technological progress benefits all segments of society (Kelly, 2021).

The importance of STEM in national economic strategies is increasingly acknowledged, particularly in the context of the United Nations' Sustainable Development

Goals (SDGs). STEM is not just a driver of economic growth; it is a crucial tool for addressing global challenges such as climate change, energy sustainability, and social inequalities. The political ideologies guiding national policies play a pivotal role in determining how STEM is integrated into broader economic strategies. For example, countries with strong environmentalist ideologies may prioritize STEM initiatives that focus on renewable energy and green technologies, aligning their economic strategies with goals for environmental sustainability (Johnson, 2020). On the other hand, nations with more conservative or growth-oriented ideologies might focus on industrial STEM applications that prioritize economic expansion, sometimes at the expense of environmental concerns (Turner, 2022).

Investment in STEM education is another critical area where political ideologies come into play. Nations with a focus on equity and social justice may implement policies that ensure widespread access to STEM education, particularly for underrepresented and marginalized groups. This can help to build a more inclusive workforce, driving innovation from a diverse base of talent. In contrast, countries that prioritize economic efficiency might focus their investment in STEM education on elite institutions, believing that concentrating resources on the most talented individuals will yield the highest returns. Both approaches have implications for national development, as they influence the breadth and depth of a country's STEM capabilities (Ruiz, 2021).

Moreover, political ideologies shape international collaborations in STEM, which are increasingly important in a globalized world. Countries with an internationalist perspective may seek to build partnerships and share knowledge across borders, viewing STEM as a collective tool for addressing global challenges. Conversely, more nationalist ideologies might prioritize domestic STEM development, aiming to achieve self-sufficiency and protect intellectual property from foreign competition. These differing approaches can impact the global distribution of technological advancements and the overall progress toward achieving the SDGs (Lopez & Patel, 2022).

Understanding the impact of political ideologies on national economic strategies is therefore crucial for policymakers, educators, and researchers. It is not merely about recognizing the ideological underpinnings of existing policies but also about anticipating how these ideologies will shape future developments in STEM and their contributions to sustainable development.

National: National, according to Longman active study dictionary is a concept that refers to the whole part of a nation. That is, it embraces all aspect of a country.

Development: Development is the qualitative and quantitative changes that occur in the life of the citizens of a nation. Its relevance to the growth and stability of a country is equal to none. Development is the bedrock to achieving national development and it pervades all aspect of the society. Development, according to Gboyega (2003) is an idea that embodies every attempt to improve the condition of human existence in all ramifications. Such improvement could only be done when the educational and economic status of the people are given due attention. Naomi (1995) also referred to it as the economic growth, equitable distribution of health care, education, housing and other essential services Knowledge Review Volume 28 No. 2,

December, 2013, that could assist in improving individual and collective quality of life. In this regard, this study focuses on the educational and economic aspect of growth because they have major impact on other areas of the societal life of the people.

National Development; National development involves the entire social, economic, political as well as religious stability of a given nation. Some of the challenges that bedevils national development as highlighted by Lawal and Abe (2011) includes lack of executive capacity responsible for the formulation and implementation of national plans, lack of good governance, high level of corruption and indiscipline and the mono-economic base of the country. Other factors could be unstable educational policies, lack of adequate support for (STEM) education. These factors combined to fetter Nigeria national development hence it continued to function as one of the underdeveloped nation in Africa.

Political Ideologies: Political ideologies refer to coherent sets of beliefs, values, and ideas that guide the behaviour of individuals, groups, and governments in the organization of society and governance. Ideologies influence how power is distributed, how resources are allocated, and how social, economic, and political structures are established. Major political ideologies include liberalism, conservatism, socialism, and environmentalism, among others. Liberalism, for example, emphasizes individual freedom, market-driven economies, and limited government intervention, advocating for policies that promote free trade and innovation through private enterprise (Heywood, 2017). Conversely, socialism focuses on collective ownership, state intervention in the economy, and the redistribution of resources to achieve social equity (Ollman, 2019). Environmentalism, often considered a newer ideology, emphasizes the importance of ecological sustainability and advocates for policies that protect natural resources and address climate change (Carter, 2021).

The influence of political ideologies extends to the formulation of national economic strategies, shaping decisions on investment, regulation, and the prioritization of certain sectors. In this study, political ideologies are examined for their role in directing national strategies related to STEM development and sustainable development. Understanding these ideological frameworks is crucial for analyzing how different governments approach the challenges and opportunities associated with advancing STEM education and technologies in pursuit of long-term sustainability.

National Economic Strategies: National economic strategies encompass the plans, policies, and actions that governments employ to manage and develop their economies. These strategies are often designed to achieve specific goals such as economic growth, job creation, technological advancement, and social equity. Economic strategies are deeply influenced by the political ideologies that dominate a nation's governance, as these ideologies shape the priorities, methods, and outcomes of economic policy (Stiglitz, 2019). For instance, a liberal economic strategy might prioritize deregulation, privatization, and the promotion of free markets as mechanisms to stimulate innovation and economic growth (Friedman, 2022). In contrast, a socialist economic strategy might emphasize state ownership of key industries, extensive social welfare programs, and centralized economic planning to achieve social justice and reduce inequality (Ollman, 2019).

STEM (Science, Technology, Engineering, and Mathematics): STEM is an interdisciplinary approach to education and innovation that integrates the fields of science, technology, engineering, and mathematics. STEM is recognized as a critical driver of economic

growth, technological advancement, and societal progress, as it equips individuals with the knowledge and skills needed to solve complex global challenges (National Research Council, 2019). The importance of STEM has been increasingly acknowledged in national and international policy frameworks, particularly in the context of the Fourth Industrial Revolution, which is characterized by the fusion of digital, physical, and biological systems (Schwab, 2016). Countries that invest heavily in STEM education and research are often at the forefront of technological innovation, leading to enhanced economic competitiveness and improved quality of life for their citizens. (STEM) education is the teaching and learning of all the themes that constitute (STEM) in the primary, secondary or tertiary institution. The knowledge of Science imparted to children of school age could mark the beginning of technological spread that could give birth to national development if earnestly implemented. Globally, according to Anigala (2019), Science had gained an indisputable importance because it is a recurrent denominator in all scientific researches. Its relevance was also attested to by Agugah (2015) when he noted that Science occupies a unique position in the scientific attempt at globalization through information and communication management. As significant as this phenomenon in enhancing economic, sociopolitical and other pre-requisites of national development, its pride of place have not been given full recognition hence the government has found it very difficult to satisfy her citizens and socio-vices have taken its toll on the people. The main component of a comprehensive frame work that constitutes (STEM) education as stated by Aniefiok and Imeh (2013) includes the learner, teacher, instructional method, materials, media activities and organization for instructions. The indices highlighted above have been sparingly attended to and as a result, national development assumes the mode of slow development.

However, the development and promotion of STEM are significantly influenced by the political ideologies that guide national policy. For example, a government with a strong liberal ideology might prioritize STEM initiatives that encourage private sector innovation and entrepreneurship, providing incentives for companies to invest in research and development (Mazzucato, 2018). In contrast, a government with a socialist orientation might focus on ensuring equitable access to STEM education across all social groups, implementing policies that aim to reduce disparities in educational attainment and workforce participation (Freire, 2020). This study examines how different political ideologies shape national strategies for advancing STEM and how these strategies contribute to sustainable development.

Sustainable Development: Sustainable development is a holistic approach to growth and progress that seeks to meet the needs of the present without compromising the ability of future generations to meet their own needs. It is underpinned by three interconnected pillars: economic development, social inclusion, and environmental sustainability (United Nations, 2015). The concept of sustainable development emerged in response to growing concerns about the environmental and social impacts of rapid economic growth, particularly in the context of industrialization and globalization (Meadows et al., 1972). The United Nations' Sustainable Development Goals (SDGs), adopted in 2015, provide a global framework for achieving sustainable development by addressing issues such as poverty, inequality, climate change, and environmental degradation (United Nations, 2015).

Sustainable development is closely linked to STEM, as advancements in science, technology, engineering, and mathematics are essential for addressing many of the challenges outlined in the SDGs. For example, innovations in renewable energy technologies are crucial for

transitioning to a low-carbon economy, while advancements in agricultural science are necessary to ensure food security in a changing climate (Rockström et al., 2017). However, the extent to which STEM can contribute to sustainable development depends on the political ideologies that shape national policies. Governments with a strong commitment to environmental sustainability may prioritize STEM initiatives that focus on green technologies and conservation efforts, while those with a growth-oriented focus may emphasize industrial applications of STEM that drive economic expansion (Carter, 2021).

Factors Affecting (STEM) Education:

The challenges facing (STEM) education in Nigeria is not peculiar to it, it is rather a reoccurring decimal that cuts across performance in academics generally that have affected Nigeria economy on the long run. Some of the factors affecting STEM education were highlighted by some researchers to include: Awolola (2018) identified poor study habit to be responsible for lack of attention, perseverance, day–dreaming, worry, anxiety, and negative feelings toward the study of Science. Performance of students in Science, attitudes towards Science achievement, sex differences in Science and the complexity of preparing STEM teachers (Lassa, 2014), inability to incorporate new development in science and technology into Mathematic education, lack of acceleration of programs for the continued professional development of teachers, inability of STEM educators to find new assessment instruments that reflect the new expectation of STEM education, un-conducive environment and lack of manipulative measuring devices such as calculators, computers and others (Aguele & Usman, 2017).

Other factors include:

1. Science, Technology, Engineering & Mathematics is excessively involved in figures and symbols.
2. It is very abstract in nature.
3. Lack of qualified STEM teachers in schools.
4. Carry-over beliefs that STEM is too difficult.
5. Faulty teaching methods.
6. Inadequate STEM teaching aids and materials.
7. Lack of STEM text books.

Science, Technology, Engineering, & Mathematics (STEM) Education and Sustainable Development

Science is the core of science and technology which every country need to improve its human, material and natural resources. Where Mathematic education is already faulty, the nation is faced with reduction in both scientific and technological input and output (production). Science is embedded in these two forces of development and it is the chief ingredients that make insignificant the great terrors given birth to by cruelty, oppression and civil war, kidnapping which are products of unemployment (Salman; Olawoye &Yahaya, 2013). People resort to this negative vices because they are not empowered to be creative and productive which could be traceable to faulty foundation in STEM that give birth to poor development. Science plays a very important role in the implementation and use of science in Nigeria. Emphasis should therefore be laid on its popularity in other to facilitate its teaching and learning process at the primary, secondary and tertiary levels of education so as to boost national development. The

essence of this, according to Odeyemi (2018), is to ensure that the knowledge of Science is properly imparted in students to enhance science education and its organization in a way that it will be possible to feed, clothe and house the whole Nigerian population not luxuriously, but sufficiently to prevent great suffering, combat disease and make chronic ill-health rare. In other words, according to him, it will be possible to prevent the increase of population from outrunning food supply. Education, therefore, constitutes the major focus as it could be used for economic growth. STEM education forms the basis of Nigerian education. Its challenges pose further economic threat to any developing nation. These challenges according to Salman; Olawoye & Yahaya (2013) have led to different reforms at various levels of education. The reforms are however, meant to improve the lives of the people that they might become self-reliant.

Conclusion

In conclusion, this paper highlights the significant influence of political ideologies on national economic strategies, particularly in the context of advancing STEM and promoting sustainable development. The study reveals that different ideological frameworks shape how nations prioritize and implement STEM initiatives, which in turn affects their ability to achieve long-term sustainability goals. Understanding these ideological influences is crucial for policymakers and researchers as they design strategies that effectively leverage STEM for economic growth and sustainable development. Moving forward, aligning political ideologies with global sustainability objectives will be essential for addressing the complex challenges of the 21st century.

Recommendations

Based on the findings of this study, several key recommendations can be made to enhance the alignment of national economic strategies with the goals of advancing STEM and promoting sustainable development:

1. Integrate ideological flexibility into policy-making by combining elements from various political ideologies to create balanced economic strategies.
2. Prioritize STEM education and research in national agendas, with increased investment, especially in underrepresented communities.
3. Promote public-private partnerships to drive sustainable innovation while ensuring alignment with national and global sustainability goals.
4. Implement robust regulatory frameworks that guide technological development in accordance with sustainable development principles.
5. Align national economic strategies with global sustainability frameworks, such as the United Nations' Sustainable Development Goals (SDGs).

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REVITALIZING POLITICAL IDEOLOGY IN SOCIAL WORK SYSTEM; A CRITICAL PERSPECTIVE

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Abstract
The article contends that social work is politically constructed, that its values, principles and commitments are deeply shaped by ideology through the political dimension at all levels of social work intervention, and that social work needs not only to embrace, but also to reshape its political ideology, discourse and political movements. It is argued that the articulation of social work values and principles are an expression of ideology, and that political ontology of social workers' lives precedes their epistemological and methodological choices. From this premise, the article claims that socialism informs progressive social work values, and that a materialist analysis can influence our understanding of social problems and social relations within deregulated capitalist societies. Firstly, this article synthesizes the Marxist approach of ideology and its relations with ideology in social work. Secondly, it draws out the key insights about the so-called "radical" or "structural" perspective in social work, and the commitments and challenges of its advocates. Finally, it explores and proposes insights on the political ideology of social work for the 21st century. KEYWORDS: Social work; ideology and political

Introduction
The potential of reshaping and assuming a clear political ideology for social work constitutes the commitment to an active participation of social work in the political and public arenas. Such commitments are necessary in order to represent and speak on behalf of the most vulnerable, who fall outside the "neoliberal normativity," i.e., the poor and the homeless, the unemployed, racialised people, women, children and youth, ethnic minorities, older adults, people with disabilities, and the refugees and migrants moving across international borders, fleeing conflicts and persecution or other life-threatening situations. This leads us to think about ideology. According to Phillipe (2021), the idea of ideology involves the claim that people's ideas, beliefs, attitudes and values cannot be taken for granted, but they may contend a coherent explanation. Thus, in order to interpret those explanations, one requires an understanding of ideology. The presumption that social work needs to be able to participate in the political and public arenas "without shame" has become central to contemporary debates about the nature of the politics of social work (McKendrick & Webb, 2014).

In order to appreciate that social work is politically constructed, one must understand two main propositions. First, social work values and principles are an historical and social cultural expression of ideology. Social work values emerge from inside a political ontology. As argue by Phillipe (2021), "social work involves articulating an ontology of the political

subject." By political ontology, I point to the social organisation, which contextualises and specifies an ontology of being. The recognition of a political ontology for practice was expressed earlier in the development of the profession in the work of Jessica Taft and Virginia Robinson, the founders of the "functional school" at the Pennsylvania School of Social Work in the 1930s (Lundy, 2011). Second, social work commitments have their origins in struggles between human beings as to the means by which rights and wellbeing were progressively acknowledged or achieved. Throughout the history of the profession, social work has been committed to promote human rights, social justice and address the root causes of poverty, oppression and inequalities (Gray & Webb, 2013). The political ontology of social workers is logically antecedent to epistemological and methodological choices. Social work finds itself inside politically generated social systems or agencies, organisations, and the apparatus of the state. This claim is deeply rooted in the ontological assumptions about the nature of the political reality in all societies (Hay, 2006). The recognition of a political ontology in turn undergirds McKendrick and Webb's (2014) ideas about forms of life which make possible the lineaments of what may count as a just society. By examining the political ontology of social work, social workers can examine their political ideas and values. Hay (2006) explains that, "ontology relates to being, to what is, to what exists, to the constituent units of reality; political ontology, by extension, relates to political being, to what is politically, to what exists politically, and to the units that comprise political reality." Political ontology thereby provides a conceptual ground to begin to examine the ways that ideology shapes social work. An understanding of the social work values, principles, commitments, theories and approaches is an exercise shaped by ideology. Such reflection shows the constitutive features of how social work is politically constructed at all levels of its intervention. In this sense, Hay (2006) explains that "the analyst's ontological position is, then, her answer to the question: What is the nature of the social and political reality to be investigated? Alternatively, what exists that we might acquire knowledge of?. Clearly, it can be argued that the political ontology of social work precedes the epistemological and methodological choices. Manifestations of ideology are found in the social forms of life, especially the work of social workers. Arguably, the profession was born with a political stance.

As Lundy (2011) explains, "social workers such as Jane Addams, Bertha Reynolds, Sophonisba Breckinridge, and Mary van Kleck were leaders in the early human rights movements," and in political and social work activism. However, nowadays that political stance remains a notoriously difficult construct to capture. The detailed elaboration of these arguments entails some complexity, but the central tenet is quite simple. Social workers need to engage in a reflexive examination of the ontological roots of their political ideology. How to manoeuvre inside the ontology of place, location, and work? What do people do to make social work? How do they reflect on, talk about, and create abstractions and generalisations from their practice to constitute the social work profession as such? How social work made and what is made of? What are its constituent parts and how do social workers make them fit together? What kinds of values, principles, commitments, theories and approaches govern its functioning and its changes? What imaginary or ideology drives social workers and their projects? These questions immediately establish a simple analytical agenda for social work to assume a political stance (Duarte, 2016).

However, "no political analysis can proceed in the absence of assumptions about political ontology". Among others, Hay (2006) suggests that one of the ontological issues by which political analysts formulate assumptions is related to "the relationship between structure and agency, context, and conduct". Thus, social workers make ontological assumptions in either direct intervention or the field of education and research, these assumptions shape their approach to political analysis and cannot simply be justified by an appeal to an evidential base (Hay, 2006). McKendrick and Webb (2014) acknowledge that the aspects of social structure and agency justify the need for reshaping political ideology in social work. Likewise, Gray and Webb (2013) emphasise the need for "redefining the project of the Left in social work in terms of a 'radicalisation' of theory and practice. The epistemology of social work refers to the "philosophy" of its knowledge. It refers to the assumptions that social work makes about the knowledge of reality, its social norms and problems. What legitimates its knowledge, theory and practice? The answer is epistemology. The point is that the claims of social workers are shaped by manifestations of a working and applied ideology, and they embody a preference for certain political explanations. As Hay (2006) observed, "epistemological assumptions are invariably ontologically loaded." This implies that social work must reflect about the nature of its ontology to establish or reshape the significance of its ideology. To advance this reflection this article examines the political ideology of social work. Thus, the debate offered by this article lies not only in whether social work is a product of what can be termed as left-wing ideology but where on that spectrum the readership of the article perceives social work as being formed.

The Role of Ideology in Social Work

The point about ideology is that "mainstream" social work in the world has failed to clarify its own ideology and to reflect critically on the origins of their own values, principles and commitments. Peters (2008) argues that "social work has identified itself as both an academic discipline and a profession and in doing so has created a space where science, theory, ideology and ethics exist together." The expression of a political direction following from the political ontology of social work needs to be negotiated. Such negotiation and participation occur at the macro, mezzo and micro levels of the political realm, but are also informed by competing or complementary conceptualisations of identity politics. As Ferguson (2009) observes, Gray and Webb's (2009) article ("The return of the political") was a welcome contribution to this debate. As Ferguson does emphasise however, in order to assume a political stance, social work needs "to draw on whatever theoretical resources of wider critique are currently available; social work's theory base is not, and cannot be, a closed system" (Ferguson, 2009). The discussion proposed here focuses on the political stance of social work and its ideological identity. We regard ideology as inherent to social work values, principles and commitments but also to its theories and approaches. The idea of taking a political stance requires reshaping social work ideology, a formal, ideologically derived conceptual framework which constitutes and reflects social work values, principles and commitments, its theories and approaches (Lundy, 2011).

The common view of ideologies is that they are systems of belief that guide our choices and behaviours, and indeed justify our thoughts, actions and theories. As Bailey and Gayle (2008) explains, structures, systems of power and advantage play a central role in maintaining the development of points of view. Carey and Foster (2013) also emphasise that ideology can be used to manipulate, distort or generate illusionary thought or feelings or actions. Thus,

ideology has a whole range of useful meanings, and not all formulations are compatible with one another. In contrast, Marx and Engels (1976) in lundy (2011) see ideology as a problematic or faulty method for generating accounts of the world. For them, and for a generation of Marxists that followed, ideology was a pejorative, rather than an inevitable or necessary element of social thought. Thus ideology was most often associated with idealism: that is, with the circulation of ideas, of thought, of concepts, rather than with the lives and activities of actual people. Ideology came to be characterised as a manifestation of a ruling class, as hegemonic, and as oppressive. The first step in ideological practices follows from entering into any social space or social interaction to lift out certain details or data from that space. Just why this or that is selected as noteworthy or significant may be explicit, hence driven by the theory, or might be implicit or elided. Yet, once the details from a social occasion are lifted up and out of the interactive context of their production they are reorganised, not according to the logic, intentionality, and in vivo orientations of actors, but according to the analytic projects of the researcher. As reconfigured, the various types of data are joined through "mystical" connections. Finally, a generalised and abstract theoretical formulation is generated which, post facto, is applied to explain that which was observed. Yet, if ideology is approached via Marx and Engels (1976) as problematic, or as arising from idealism, or a turning away from a reflexive, historical, dialectical materialism then it is postulated that there is a possibility of working non-ideologically. It is in this second negative view of ideology that it is important to recognise the world through an ideological lens. Why? Because ideology relates to power and the distribution of power in society. By questioning the relationship between ideology and the power of the dominant class, social work has the opportunity to achieve a new momentum for social and political action in accordance with its own values and commitments. Nevertheless, it is possible to identify common ideological ideals and beliefs within social work values, principles and commitments stated in the International Federation of Social Workers Statement of Ethical Principles (IFSW, 2012), defines social work as a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing. (IFSW, 2014) The analysis of this international definition requires us to accept social work, as a profession and academic discipline, as a site of dialogue and a site of struggle. Thus far, this international definition entails a process of negotiation of ideas, beliefs, attitudes and values that can be viewed as embedded in certain ideological beliefs that guide the social work profession's core mandates. Thus, to interpret these core mandates and principles requires an understanding of ideology. If this is right, we must rethink and reshape social work's approach to ideology. As argued above, social work is politically constructed. Therefore, the social conditions, and social contradictions and conflicts of life in globalized advanced capitalist societies informs social work values, principles and commitments, and can deeply influence the understanding of social problems and social relations within capitalist society. It is this social ground which, in turn, gives rise, variously to fascism, conservatism, liberalism, socialism, anarchism, communism, and so forth. As people come to be positioned inside complex and refractory social relations, so too do they variously come to articulate their positions and their interests. No less is true for

social workers. However, as a profession, a cognoscenti, or intellectual leadership has attempted to articulate and to develop an ideological framework of professional attribution. Thus social work is x, y, z, and if practitioners are to legitimately claim their place inside the profession, they must adhere to these elements. Some social workers found expression by joining and allying with working-class movements struggling for equality and social justice and became, in time, mediators between the state and the people (Ferguson, 2009b, 2013; Lundy, 2011). It could be argued that socialism (or democratic socialism) informs social work values, principles and commitments. Both socialism and social work have a common understanding and shared interests about the collective needs in relationship to the individual. They also share a belief that social justice is a goal for all in society, and that those actions and policies to achieve social justice should emerge from a more equitable distribution of wealth and knowledge among classes.

In other words, the functions of social work ideology can be clearly identified. Social work should become clear about the ideological nature of its own values. The political ontology can be easily identified and expressed in the everyday life of the social worker as social workers identify and reflect on the organisation of their every-day work in situ, on the funding of their workplaces, on their participation in wage or salaried labour, in the organisation of unions, in critical reflection on policies and procedures, and in participating in political and social movements. A recognition of the ideological foundations of social work informs the demand that social workers should take political positions, and that social work practice is inherently and incorrigibly political as Gray and Webb (2013) posits. The presumption that social workers need to be politically engaged has become central to much contemporary social work theory (Gray & Webb, 2013; McKendrick & Webb, 2014). Despite the call for political engagement, the political gains achieved by social workers do not seem to be widely recognised.

The Radical Perspectives in Social Work: Commitments and Challenges

Radical and structural perspectives on social work emphasise how the oppressive structural relations of capitalism are the root causes of social problems and inequalities. To some extent, radical social work follows a socialist-collectivist perspective of society that rejects capitalism and economic neoliberal approaches to economy, i.e., market justice, because that is inconsistent with a reasonable level of welfare provision (Pease & Nipperess, 2016). Radical social work brings a critique of capitalist structures and the production of inequality and exploitation. It embodies a Marxist view of ideology and progressive social work values. As argued above, Marxist-based approaches, like radical and structural social work, rely primarily on a structural analysis and place their emphasis on social, economic and political relations that influence social and material conditions and create alienating social structures.

Mainstream social work applies a different framework of thinking about how to respond to social problems. It is a framework in which economic and social systems are treated as neutral. They argue that ecological and systems theories, solution-focused social work, strength-based perspectives and evidence-based practice deny the influence of social and political forces in people's problems. The language and ideas of radical and structural social work should not be dismissed by mainstream social work as they provide an insightful frame for doing what mainstream social work does not do, and that is interrogate the underlying political dimension of social work (Baines, 2011). But, we would argue that the underlying

values, principles and commitments of both radical and mainstream social work are the same: they both share the same outlook. Nevertheless, our argument is that those values, principles and commitments define and inform the rationale of social work ideology. The issue therefore is not about what social work practice should do but if, and to what extent, a political stance is adopted, a more encompassing analysis, ideologically driven according the values, principles and commitments of social work. With a focus on class-based oppression, radical social work provides useful insight into forms of resistance against neoliberal capitalism. According to Erik (2009), Marx "conceives classes as being structured by mechanisms of dominance and exploitation, in which economic positions accord some people power over the lives and activities of others". This means that the power exercised by the dominant class shapes the formulation of laws, the definition of social institutions, and the allocation of funding, which leads to several structural inequalities among classes, i.e., wealth, power, status and others

The Political Ideology of Social Work for the 21st Century

The idea of proposing a political agenda for social workers and their professional corpus can be dangerous. Perhaps it cannot be achieved universally on a global basis, but the negotiation of such a political agenda can be driven by a set of political assumptions formally articulated by social work values, principles and commitments. Ferguson (2009) challenged Gray and Webb (2009) asking, "Where's the beef?" He suggested that, to assume a political stance, social workers' commitments needs content. Arguing for a political agenda entails the identification and recognition of progressive (enlightening, emancipatory and anti-oppressive) forms for social work ideology. If this is right, then social workers need to work for a social work ideology which is progressive, left-oriented and rooted in socialist principles.

1. A commitment to work towards greater social justice and equality for those who are oppressed and marginalised within society;
2. A commitment to work alongside the oppressed and marginalised populations;
3. A commitment to question taken-for-granted and dominant assumptions and beliefs;
4. An analysis of power relations which serve to marginalise and oppress particular populations in society;
5. An orientation towards emancipatory personal and social change". These are binding principles that back up the social work values, principles and commitments stated in the IFSW Statement of Ethical Principles (IFSW, 2012a), in the National Codes of Ethics of Social Work adopted by IFSW member organisations

A political agenda for social work, surely entails the framing of social work ideology. As we argued before, much of what passes for social work values, principles and commitments, despite objectivist, evidence based, therapeutically individualist, and positivist methods and approaches adopted by many in the profession, there remains a foundation or root in socialist ideals and beliefs. Mullaly (2007) argues that there is a need for a progressive social work vision, a conceptualisation of society, a setting of goals to be achieved. Without a vision, social work cannot change society. For example, using the Canadian Association of Social Workers (CASW) Code of Ethics as a point of departure, Mullaly (2007) argued that a progressive social work view needs to be included in the social work code of ethics, through a clear philosophical

statement rooted in humanitarian and egalitarian ideals. He claims that these two ideals provide a vision of society characterised by humanitarianism and egalitarianism. Thus, to reshape its political ideology, social work needs to define and adopt a consistent set of social, economic and political beliefs consistent with progressive (egalitarian, emancipatory and anti-oppressive)

Social work ideals to confront and transform the nature of capitalist exploitation that affects the most vulnerable human beings and working-class citizens.

Conclusion

The underpinning argument of this article is that social work values, principles and commitments represent an expression of ideology, rooted in socialist ideals based on a materialist analysis of society. These progressive social work ideals have found expression in radical and structural perspectives on social work. Although it could be argued that social work values, principles and commitments define and inform the rationale of a progressive social work ideology, left-oriented and rooted in socialist ideals, these principles need to be more explicitly articulated and adopted by the profession/discipline as a whole. This would include ensuring that all social work programmes educate students on political ideologies and indicate the relationship of social work to socialism.

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EXPLORING THE IMPACT OF DEPRESSION ON AFRICAN WOMEN'S ECONOMIC EMPOWERMENT: THE ROLE OF SOFT SKILLS TRAINING IN PROMOTING RECOVERY AND ENTREPRENEURSHIP

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Abstract:
Depression is a pressing mental health issue that disproportionately affects women, particularly in developing regions like Africa. This study examines the relationship between depression and economic empowerment among African women, and evaluates the potential of soft skills training programs to support recovery and foster entrepreneurship. Through a look at some case studies across some African countries, the research found that depression significantly undermines women's ability to participate in the workforce and launch successful businesses. Key barriers include reduced motivation, low self-confidence, and difficulties in decision-making and interpersonal skills. However, women who engaged in comprehensive soft skills training - covering topics like stress management, communication, and entrepreneurial thinking - demonstrated marked improvements in their mental health, self-efficacy, and entrepreneurial outcomes. The findings suggest that integrating mental health support and soft skills development can be a powerful strategy to promote economic empowerment and inclusive growth among disadvantaged women in Africa. The paper concludes with policy recommendations for scaling up such holistic approaches through public-private partnerships and community-based initiatives.

Key words: Depression, Economic Empowerment, Soft Skills, Entrepreneurship

Introduction

Depression, also known as major depressive disorder, is a common and serious mental health disorder characterized by persistent feelings of sadness, hopelessness, and a loss of interest in activities that were once enjoyed. It is a complex condition that affects an individual's mood, behaviour and physical health. (National Institute of Mental Health, 2020). Depression is a widespread mental health challenge that disproportionately affects women, particularly in developing regions like Africa. Studies have consistently shown higher rates of depression among women compared to men globally, and it is significantly high among African women due to social, economic, and cultural pressures. Factors such as gender-based violence, lack of access to healthcare, and disproportionate caregiving responsibilities contribute to the elevated risk of depression among African women. The social stigma surrounding mental health issues further compounds the challenge, as many women are reluctant to seek professional help. The intersection of gender, cultural norms, and socioeconomic factors can create unique barriers and detrimental impact on an individual's ability to participate in and benefit from economic activities. Depression can lead to decreased productivity, absenteeism, or even unemployment, low motivation, poor concentration, and feelings of worthlessness that can hinder job performance, limit income-generating opportunities, and undermine entrepreneurial success.

Moreover, the financial burden of seeking mental healthcare can exacerbate the economic challenges faced by women with depression.

Economic empowerment refers to the process of enabling individuals, communities, or societies to improve their economic well-being and independence through various means such as education, training, resources and opportunities. It involves increasing one's ability to make informed decisions about their economic lives, including their ability to earn a living, manage resources, and make choices about their financial futures. It is a key component of sustainable development, as it enables individuals and communities to break the cycle of poverty and improve their overall well-being (UN, 2015). Entrepreneurship is an aspect of economic empowerment.

Entrepreneurship is a multifaceted concept that generally refers to the process of creating or extracting economic values through the establishment of new businesses or ventures. It is often defined as the act of designing, launching and running a business, which typically involves a degree of risk and innovation. McGrath (2013) defines entrepreneurship as the ability to create and sustain a venture that is scalable, profitable and has a positive impact on society. It involves the ability to transform inventions or technologies into marketable products and services. It is creating something new with value by devoting the necessary time, effort and resources. (Hisrich and Peters, 2002). Effective and efficient entrepreneurship endeavours require some soft skills.

Soft skills refer to socio-emotional capacities and skills that are used by people for interactions. They are key to achieving personal and work success. They are power skills, or psycho-social skills that are applicable to any workplace or amongst people and enable one to succeed in their career and work well with others in terms of relationship. Training in soft skills have been found to enhance self-esteem, resilience, and the ability to cope with stress, aiding in recovery from depression (Rodrígue, Sierra, Falcón. Latorre. 2021). World Economic Forum (2020) listed and classified ten skills within soft skills as follows: analytical thinking and innovation, active learning and learning strategies, complex problem solving. critical thinking and analysis, creativity, originality, and initiative and leadership and social influence. Soft skills are essential for entrepreneurship, helping women to effectively manage businesses, negotiate, and network.

The burden of depression on African women's economic empowerment is multifaceted, affecting not only their ability to participate in the workforce but also their capacity to start and maintain businesses, manage finances, and make informed decisions about their economic lives. Despite the significant role that economic empowerment plays in promoting women's autonomy, dignity, and overall well-being, the impact of depression on African women's economic empowerment remains understudied. Soft skills training, which focuses on developing essential life skills such as communication, problem-solving, and time management, has been identified as a promising intervention for promoting recovery from depression and entrepreneurship among women. However, there is a significant knowledge gap on the effectiveness of soft skills training in promoting economic empowerment among African women with depression. This article aims to explore the impact of depression on African

women's economic empowerment, with a specific focus on the role of soft skills training in promoting recovery and entrepreneurship.

Mental Health Disorder

Mental health disorders refer to a wide range of conditions that affect a person's thoughts, emotions, behaviors, and overall well-being. Mental disorders also known as mental health conditions are characterized by significant disturbances in cognition, emotional regulation, or behaviours, often leading to distress or impairment in functioning. According to the International Classification of Diseases 11th Revision (ICD-11), there are various types of mental disorders, including:

Depression: This mood disorder affects around 280 million people worldwide. Symptoms include persistent sadness, hopelessness, loss of interest in activities, and various physical symptoms such as changes in sleep and appetite (https://www.who.int/news-room/fact-sheets/detail/mental-disorders).

Anxiety Disorders: These include generalized anxiety disorder, or group of disorders characterized by excessive fear or panic disorder, avoidance behaviors and social anxiety disorder. In 2019, approximately 301 million people globally were affected by anxiety disorders, with a notable increase during the COVID-19 pandemic National Institute of Mental Health. (2020).

Bipolar Disorder: Affecting about 40 million people, bipolar disorder is characterized by alternating episodes of depression and mania or hypomania, which can include elevated mood, increased energy, and impulsive behavior (American Psychiatric Association 2013) (https://www.who.int/news-room/fact-sheets/detail/mental-disorders).

Post-Traumatic Stress Disorder (PTSD): PTSD can develop after exposure to traumatic events and is marked by symptoms such as re-experiencing the trauma, avoidance of reminders, and heightened anxiety and is characterized by symptoms of flashbacks, nightmares, and avoidance behaviors. (American Psychiatric Association. 2013) https://www.who.int/news-room/fact-sheets/detail/mental-disorders).

Schizophrenia: This is a chronic and severe mental disorder affects approximately 24 million people and is characterized by delusions, hallucinations, and disorganized thinking and behavior (National Institute of Mental Health. 2020) https://www.who.int/news-room/fact-sheets/detail/mental-disorders).

Eating Disorders: A group of disorders characterized by abnormal eating habits, such as anorexia nervosa, bulimia nervosa, and binge eating disorder and preoccupations with body weight and shape, affecting around 14 million people (National Eating Disorders Association. 2020) https://www.who.int/news-room/fact-sheets/detail/mental-disorders).

Neurodevelopmental Disorders: These include conditions such as autism spectrum disorder and attention deficit hyperactivity disorder (ADHD), which manifest during developmental periods and affect cognitive and social functioning [[1]](https://www.who.int/news-room/fact-sheets/detail/mental-disorders).

Obsessive-Compulsive Disorder (OCD): It is a disorder characterized by recurring, intrusive thoughts (obsessions) and repetitive behaviors (compulsions) that an individual feels compelled to perform. (National Institute of Mental Health. 2020)

Attention Deficit Hyperactivity Disorder (ADHD): A neurodevelopmental disorder characterized by symptoms of inattention, hyperactivity, and impulsivity. (American Psychiatric Association. (2013)

Substance Use Disorders: A group of disorders characterized by the use of substances, such as drugs or alcohol, that can lead to addiction and harm to oneself or others. (National Institute on Drug Abuse. (2020).

Causes and Risk Factors of Mental Health Disorders

Mental disorders can arise from a combination of genetic, biological, environmental, and psychological factors. Key contributors include:

- Family history and genetics
- Life experiences, particularly trauma or abuse
- Chemical imbalances in the brain
- Chronic medical conditions
- Social isolation and lack of support (https://medlineplus.gov/mentaldisorders.html).

Treatment for mental disorders typically involves a combination of therapy and medication tailored to the individual's needs. Common therapeutic approaches include cognitive-behavioral therapy (CBT), psychoeducation, and family interventions. In some cases, hospitalization may be necessary for severe conditions (https://medlineplus.gov/mentaldisorders.html). Despite the availability of effective treatments, many individuals with mental disorders do not receive adequate care due to stigma, lack of resources, and insufficient access to mental health services

Depression in African Women

Depression is a mood disorder characterized by feelings of sadness, hopelessness, and a loss of interest in activities. American Psychiatric Association. (2013). It is a pervasive mental health disorder that affects millions of people worldwide, with women being disproportionately affected (World Health Organization, 2017). In Nigeria, depression is a significant public health concern, with a prevalence rate of 3.3% among the general population (Gureje et al., 2015). African women, in particular, face unique challenges that exacerbate their vulnerability to depression, including limited access to education, employment, and healthcare, as well as societal expectations and gender roles that restrict their autonomy and agency (Moghadam, 2013).

Impact of Depression on Economic Empowerment

Depression can have devastating consequences on an individual's quality of life, including their economic well-being. In Africa, women's economic empowerment is critical for poverty reduction, economic growth, and sustainable development (United Nations, 2015). However, depression can hinder women's ability to participate in economic activities, leading to reduced productivity, absenteeism, and decreased earning potential. In many African societies, women are often the primary caregivers. Depression can make it difficult for them to fulfill these roles, which can lead to additional stress and further economic challenges, as they may be unable to engage in paid work (Lund et al., 2011). Depression can impair cognitive functions such as

concentration and decision-making. This impairment can hinder women's ability to make informed choices regarding their finances, investments, and career opportunities, ultimately affecting their economic empowerment. Also, the relationship between depression and poverty is cyclical. Women in low socioeconomic positions are more likely to experience depression due to stressors such as financial insecurity and lack of access to healthcare. Conversely, depression can lead to further economic decline, trapping women in a cycle of poverty and mental health issues (World Health Organization 2017).

Depression can also increase women vulnerability by decreasing their productivity and increased absenteeism in the workplace. Women suffering from depression may find it challenging to maintain consistent employment, which directly affects their economic stability and empowerment

(https://www.datelinehealthafrica.org/depression-among-african-women).

Moreover, depression can also limit women's ability to engage in entrepreneurial activities, which are essential for economic growth and development in Africa through lack of motivation, confidence, and energy to start and maintain a business (Akanbi & Duyile, 2017).

Curbing Depression

Soft skills training has been found by several researches to be the best option for curbing depression. Soft skills training can enhance self-esteem and confidence, which are essential for combating depression and also it can improve communication skills, which are critical for building and maintaining social relationships, reducing feelings of loneliness and isolation, and promoting mental well-being. Soft skills training can equip women with problem-solving skills, which can help them cope with stressful situations and reduce feelings of hopelessness, a hallmark of depression (World Health Organization, 2017). A study by the Journal of Clinical Psychology (2018) found that social support was a significant predictor of depression among African women while another study by the African Journal of Psychiatry (2017) found that problem-solving skills were a significant predictor of depression among women in Nigeria.

Soft Skills Training and Economic Empowerment

Soft skills training has been identified as a potential strategy for promoting recovery from depression and enhancing economic empowerment among women (Harris et al., 2017). Soft skills, such as communication, problem-solving, and time management, are essential for success in the workplace and entrepreneurship (Kumar et al., 2017). By acquiring these skills, women can improve their employability, entrepreneurial capabilities, and overall economic well-being.

In Nigeria, there is a growing recognition of the importance of soft skills training for economic development (Federal Ministry of Education, 2019). However, there is a dearth of research on the impact of depression on African women's economic empowerment and the role of soft skills training in promoting recovery and entrepreneurship. This study aims to address this knowledge gap by exploring the impact of depression on Nigerian women's economic

empowerment and the effectiveness of soft skills training in promoting recovery and entrepreneurship

Soft skills, such as problem-solving, communication, resilience, and emotional intelligence, have been identified as crucial determinants of entrepreneurial performance and overall well-being. By incorporating soft skills training into mental health interventions, the aim is to empower African women with the necessary skills and mindset to navigate the challenges of depression, foster self-efficacy, and successfully engage in entrepreneurial activities.

Recent studies have provided encouraging evidence on the efficacy of soft skills training in promoting the economic empowerment of African women struggling with depression. Several examples from Africa demonstrate the effectiveness of soft skills training in promoting recovery from depression and economic empowerment among women. For instance, Women in Business Program, Nigeria, is an initiative that provide soft skills training to women entrepreneurs, resulting in improved mental health outcomes and increased business success (Eze, 2022). Also, a randomized controlled trial conducted in Ghana found that a comprehensive program combining cognitive-behavioral therapy and entrepreneurship training led to significant improvements in depressive symptoms, as well as increased business ownership and profitability among participants (Akorful et al., 2021). Similarly, a qualitative investigation in Uganda revealed that soft skills training, such as problem-solving, communication, and emotion regulation, helped women entrepreneurs with depression to overcome barriers, build resilience, and enhance their business performance (Mwesigwa et al., 2022).

In Kenya, for example, the "Women's Economic Empowerment through Entrepreneurship" program provided training in business management, financial literacy, and soft skills to women with depression (Odhiambo et al., 2017). The program resulted in significant improvements in participants' mental health and economic outcomes, including increased income and business growth. Likewise Empowerment through Communication, Kenya, a project focusing on communication skills led to enhanced self-confidence and a notable rise in female-led startups (Mwangi, 2021).

In South Africa, the "Depression and Entrepreneurship" program provided soft skills training and business mentorship to women with depression who were interested in starting their own businesses (Moodley et al., 2019). The program resulted in significant improvements in participants' depressive symptoms and economic outcomes, including increased business start-up rates and revenue growth.

These findings underscore the potential of holistic interventions that integrate mental health support and entrepreneurial skill development to create a pathway for African women's economic empowerment, even in the face of depression.

Role of Soft Skills Training in Curbing Depression and Promoting Recovery Economic Empowerment of African Women

Depression is a prevalent issue among women in Africa, with various socioeconomic factors contributing to its prevalence. Studies have shown that women in Africa face higher rates of depression compared to their male counterparts, often due to factors such as gender-based violence, limited access to healthcare, and financial instability (Yasmin et al., 2020).

Soft skills refer to a set of interpersonal, communication, and problem-solving abilities that are essential for personal and professional success (Kechagias, 2011). Soft skills training can play a crucial role in addressing depression and promoting economic empowerment among African women. These skills can include critical thinking, emotional intelligence, conflict resolution, and leadership development. The roles of soft skills training in promoting recovery and entrepreneurship can be seen in the following ways:

1. Improving Mental Health: Soft skills training has been shown to have a positive impact on mental health outcomes. For instance, effective communication fosters better relationships, reducing feelings of isolation and depression. Strong communication skills can lead to better networking opportunities, which are essential for career advancement and entrepreneurship. (Weeney, 2020). Women who articulate their feelings and experiences are more likely to seek help and support. Studies have found that programs that focus on developing soft skills, such as stress management, problem-solving, and emotional regulation, can effectively reduce symptoms of depression and anxiety among women in Africa (Sikander et al., 2019).

2. Enhancing Employability and Entrepreneurship: Soft skills training can also contribute to the economic empowerment of African women by improving their employability and entrepreneurial potential. Employers in Africa often prioritize soft skills, such as communication, teamwork, and adaptability, when hiring (Darko-Adjei, 2019). Soft skills training can improve entrepreneurial skills, which are essential for starting and running a successful business. Equipping women with these skills can increase their chances of securing employment or starting their own businesses, leading to greater financial independence and economic security.

3. Promoting Financial Literacy and Management: Soft skills training can also include components related to financial literacy and management. Soft skills training can enhance financial literacy, which is critical for making informed financial decisions and achieving economic empowerment (World Bank 2018). This can help women better understand and manage their personal finances, access financial services, and make informed decisions about investments and savings (Shula, 2020). Improved financial skills can contribute to the overall economic empowerment of African women.

4. Building Confidence and Self-Esteem: Training in soft skills, such as assertiveness and self-presentation, helps women build self-esteem, which can mitigate symptoms of depression. Increased confidence encourages women to pursue higher education and job opportunities, contributing to financial independence. (Nkosi, 2021)

5. Promoting Emotional Intelligence: Emotional intelligence training helps women manage stress and emotional challenges, reducing the risk of depression. It equips them with the tools to navigate difficult situations more effectively. Women with high emotional intelligence are often better leaders and team players, enhancing their professional prospects. (Mbatha, 2019).

6. Encouraging Problem-Solving Skills: Problem-solving skills can empower women to address personal and professional challenges, reducing feelings of helplessness associated with depression. Effective problem solvers are likely to excel in the workplace and in entrepreneurial ventures, leading to economic growth. (Chikoko, 2022)

7. Facilitating Networking and Community Building: Soft skills training often includes group activities that foster community, reducing isolation and enhancing social support networks, which are vital for mental health. Networking skills can help women connect with mentors, resources, and job opportunities, driving economic advancement. (Akinyemi, 2020)

Conclusion

In conclusion, this paper has shed light on the impact of depression on African women's economic empowerment, highlighting the ways in which mental health can be a significant barrier to their participation in the workforce and entrepreneurial activities. It has also shown that soft skills training can be a powerful tool in promoting recovery and entrepreneurship among this demographic. By empowering African women with essential soft skills such as communication, problem-solving, and self-confidence, we can help them overcome the psychological and emotional barriers that hinder their economic potential. Moreover, soft skills training can equip them with the resilience and adaptability needed to navigate the challenges of entrepreneurship and to tackle mental health challenges, ultimately contributing to their economic empowerment and independence.

Recommendations

To address the impact of depression on the economic empowerment of African women, it is essential to foster social support networks and community-based initiatives that will provide training, awareness and education on mental health and entrepreneurship.

Policy reforms that promote gender equality and address the social determinants of depression and empowerment programs that focus on mental health, education, and economic skills is needed in Africa now more than ever before to help break the cycle of depression and poverty. Policymakers, NGOs, and community organizations must prioritize integrating soft skills training into depression treatment and economic empowerment initiatives for African women.

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INFLUENCE OF POLITICAL IDEOLOGY AND NATIONAL ECONOMY IN EDUCATION SOCIOLOGY SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract
This study explores the influence of political ideology and national economy in the context of education sociology for sustainable national development. It elucidates how different political ideologies influenced educational policies in sociology, which, in turn, impacted the national economy and contribute to or hinder sustainable national development. It examines the historical evolution of educational policies in Nigeria, assesses the role of various political ideologies in shaping these policies, and evaluates their influences on economic growth and development. Through a comprehensive analysis, it provides insights into how aligning educational policies with political ideologies can foster sustainable national development in Nigeria. The study concludes that the influence of political ideology and national economy in the context of education sociology for sustainable national development, shape educational policies and practices, while economic conditions influenced resource allocation and access. Advancing sustainable development requires a comprehensive understanding of the complex interactions between political ideology, national economy, and education. Informed policies and practices are essential for promoting equity and achieving long-term national prosperity. Addressing the challenges and leveraging the opportunities presented by these factors can help create an educational system that supports sustainable development and benefits all students. This includes investing in disadvantaged schools, providing support for marginalized students, and ensuring that educational reforms address social inequalities. Enhance economic support for education, particularly during economic downturns. Governments should consider mechanisms to protect educational funding and ensure that economic crises do not disproportionately affect educational services. It was recommended among others that; Collaborative efforts can help design and implement effective policies and practices that promote sustainable development. Incorporate sustainability principles into educational curricula and practices. This includes promoting environmental education, supporting sustainable practices in schools, and engaging students and communities in sustainability initiatives.

Keywords: Influence, Political Ideology, National Economy, Education Sociology, Sustainable National Development

Introduction
The intersection of political ideology, national economy, sociology and sustainable national development is crucial in the sociology of education, particularly regarding sustainable national development. Political ideologies shape economic policies that influence education sociology for national development. Neoliberal ideologies promote market-driven education,

leading to increased privatization and reduced public funding, while socialist ideologies advocate for state intervention and equitable resource distribution, fostering public education systems aimed at reducing inequalities.

The relationship between these ideologies and economic policies is essential for shaping education. Neoliberal policies prioritize efficiency and competitiveness, potentially enhancing skills relevant to economic growth but risking increased educational disparities. In contrast, socialist policies focus on equal access to education, promoting inclusivity and social equity. Education is vital for sustainable development, driving economic growth, fostering social cohesion, and supporting environmental stewardship. However, its effectiveness is heavily influenced by the political and economic contexts in which it operates. This paper will explore how different political ideologies impact economic strategies and educational policies, and how these factors contribute to or hinder sustainable national development. Through comparative analysis, the study aims to inform policymakers and educators on crafting strategies that promote sustainable development in a complex, interconnected world.

The relationship between political ideology and national economy is a fundamental area of exploration, especially in the context of developing nations like Nigeria. Political ideologies not only shape the governance and political landscape but also have profound implications for social structures, educational policies, and economic outcomes. In Nigeria, a nation marked by a rich tapestry of ethnic diversity, historical complexities, and socio-economic challenges, the intricate dynamics between these elements necessitate a thorough investigation.

Historically, Nigeria's educational system has evolved through several phases, each influenced by distinct political ideologies. Following independence in 1960, the prevailing socialist ideals advocated by early leaders aimed at creating an equitable society through universal access to education. This period saw significant investments in public education, with policies designed to enhance literacy and promote technical skills that aligned with national development goals. However, the transition to military rule and subsequent shifts towards neoliberal policies in the late 20th century marked a turning point. These ideologies prioritized economic liberalization, often at the expense of public education funding and accessibility, leading to increased privatization and a market-driven approach to education.

The sociology of education offers a crucial framework for analyzing how these political ideologies influence educational policies and, consequently, economic development. This field examines the roles of education in socialization, cultural transmission, and the perpetuation or mitigation of inequalities. In Nigeria, the education system has often served as both a tool for empowerment and a mechanism for reinforcing socio-economic divides. For instance, while policies promoting free primary education aimed to enhance access for all, disparities in funding and resource allocation have perpetuated inequalities between urban and rural areas, and among different socio-economic groups.

Moreover, the impact of political ideologies on education extends beyond mere policy frameworks; it shapes the very goals of education itself. For example, an ideology prioritizing economic competitiveness may emphasize skills training and vocational education, while a more egalitarian approach might focus on holistic education that promotes critical thinking and civic engagement. The tension between these ideological orientations often leads to inconsistent educational policies that can hinder sustainable economic growth.

As Nigeria grapples with pressing issues such as youth unemployment, poverty, and inadequate infrastructure, the need for a cohesive approach to educational policy becomes increasingly urgent. Understanding how various political ideologies interact with educational policies to influence economic outcomes is crucial for formulating effective strategies that foster sustainable national development. This study will explore the historical evolution of these policies, critically assess the impact of differing political ideologies, and evaluate their implications for economic growth and societal well-being.

By aligning educational policies with progressive political ideologies that prioritize inclusivity and sustainability, Nigeria can harness the potential of its human capital to drive economic development. This paper aims to provide insights into how such alignment can not only promote educational equity but also contribute to broader national goals of development and stability. Through comprehensive analysis and examination of case studies, this research aspires to illuminate pathways for policy reform that can lead to a more equitable and prosperous Nigeria.

The exploration of the relationship between political ideology, educational policy, and national economy in Nigeria is both timely and critical. By understanding this complex interplay, stakeholders—including policymakers, educators, and civil society—can work towards creating an educational framework that is not only responsive to the needs of the populace but also conducive to sustainable national development. This study seeks to contribute to this important discourse, offering a nuanced understanding of how ideological alignment can serve as a catalyst for transformative change in the Nigerian educational landscape and beyond.

Objectives of the Study

This study aims to achieved the following:

1. Explore how political ideologies impact educational policies and practices.
2. Examine the influence of economic conditions on education systems.
3. Analyze the implications of these factors for sustainable development.
4. Provide a comprehensive overview of the intersection between political ideology, national economy, and education.

Literature Reviewed

Understanding how political ideologies and national economic conditions shape educational systems is vital for exploring their impact on sustainable national development. This literature review examines the interplay between political ideology, economic conditions, and education, and how these factors influence sustainable development goals. The literature on political ideology, national economy, and education reveals a complex relationship that shapes educational policies and practices, impacting sustainable national development. Political ideologies influence educational reforms and priorities, while economic conditions affect access to and quality of education. Addressing these factors is crucial for advancing sustainable development goals through education.

Political Ideology and Educational Policy

Political ideologies significantly shape educational policies, reflecting broader social and political values. Michel Foucault's (1977) exploration of discipline and power illustrates

how education systems act as instruments of ideological control, perpetuating societal norms and values. Foucault

argues that educational institutions enforce conformity and discipline, thus supporting the prevailing power structures. Similarly, Pierre Bourdieu's (1986) concept of cultural capital emphasizes how educational systems serve to reproduce existing social hierarchies. Bourdieu posits that education not only transmits knowledge but also reinforces class structures, thereby reflecting the dominant ideology of the ruling class.

Ideological Impacts on Education

The impact of political ideology on education sociology varies depending on the prevailing political climate. Neoliberal ideologies, which emphasize market principles, individualism, and privatization, have led to significant reforms in many educational systems. Harvey (2005) describes neoliberalism as a transformative force in education, advocating for increased competition, standardized testing, and privatization of educational services. This shift often results in a focus on measurable outcomes and market-driven practices, which can exacerbate educational inequalities (Ball, 2012).

In contrast, more progressive ideologies often prioritize public investment in education and aim to reduce inequalities. Progressive education policies tend to emphasize access, equity, and social justice. For example, Apple (2004) discusses how progressive policies can lead to more inclusive educational practices, such as comprehensive schooling and community-based learning, which aim to provide equal opportunities for all students regardless of their socio-economic background.

Empirical studies illustrate the effects of different ideological approaches to education sociology. In Thatcherite Britain, educational reforms were driven by neoliberal principles, which led to the introduction of market mechanisms such as school choice and standardized testing (Seddon & Lingard, 2014). These reforms were intended to enhance efficiency and accountability but also resulted in increased educational inequalities. Conversely, Scandinavian countries, which have adopted social democratic policies, have focused on creating equitable educational systems. For instance, in Sweden and Finland, comprehensive schooling systems and strong welfare supports ensure broad access to high-quality education (Reich, 2012). These countries have prioritized inclusivity and social cohesion, reflecting a commitment to reducing educational disparities and promoting social equality.

National Economy and Education

Economic theories like human capital theory propose that investments in education contribute to economic growth by enhancing individuals' skills and productivity (Becker, 1964). This theory posits that education increases individuals' earning potential and economic contributions, thereby supporting national economic development. The emphasis on education as an economic investment aligns with broader economic goals, such as increasing workforce productivity and fostering innovation.

However, critiques of human capital theory argue that it oversimplifies the relationship between education and economic outcomes. Bowles and Gintis (1976) argue that human capital theory neglects the role of social inequalities and the uneven distribution of educational benefits. They suggest that educational systems often reinforce existing class structures rather

than merely enhancing individual capabilities, thus challenging the notion that education alone can address economic disparities.

Economic Conditions and Educational Access

Economic conditions have a profound impact on educational access and quality. Sen (1999) highlights how economic disparities can limit access to education sociology and perpetuate social inequalities. In times of economic downturns, public funding for education is often reduced, leading to decreased resources for schools and increased disparities in educational quality (Piketty, 2014). For instance, Miller (2015) explores how economic recessions affect educational access by reducing government budgets for education, leading to larger class sizes, lower teacher salaries, and diminished educational resources. These economic constraints disproportionately affect students from low-income backgrounds, exacerbating existing inequalities.

Comparative studies reveal how different economic contexts influence educational systems. In developing countries, limited economic resources often constrain educational access and quality. For example, UNESCO (2015) reports that economic challenges in many low-income countries result in inadequate infrastructure, limited educational materials, and insufficient teacher training, hindering efforts to provide quality education sociology. In contrast, wealthier nations with more robust economies can invest more in their educational systems. The OECD (2018) reports that affluent countries tend to have better educational facilities, higher teacher salaries, and more comprehensive educational programs, which contribute to improved educational outcomes. However, even in wealthy nations, disparities in educational access can persist, reflecting underlying economic inequalities.

Intersection of Political Ideology, National Economy, and Sustainable Development

The United Nations Sustainable Development Goals (SDGs) highlight the critical role of education in achieving sustainable development. SDG 4 specifically aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2019). Political ideologies and economic conditions play significant roles in shaping the policies and practices that support these goals. Research indicates that supportive political ideologies can drive the integration of sustainability into educational policies. For example, countries with strong commitments to sustainability, such as those in the European Union, have implemented policies that incorporate environmental education and sustainable practices into curricula (Smith & Doran, 2021). Conversely, ideological resistance or lack of political will can impede progress toward these goals.

Policy Integration

Integrating sustainability into education requires aligning educational policies with broader economic and ideological objectives. Tilbury (2011) and Wals (2014) explore how educational institutions can promote sustainability through curriculum development and pedagogical approaches. Successful integration involves embedding sustainability principles into various aspects of education, including teaching methods, school practices, and community engagement. However, achieving this integration can be challenging due to ideological resistance and economic constraints. Huckle and Sterling (2014) argue that while there is growing recognition of the need for education for sustainable development, political

and economic barriers often hinder the implementation of comprehensive sustainability programs in education sociology.

Successful examples of integrating sustainability in education sociology can be seen in countries such as those in the Nordic region. Sterling (2004) highlights how political support and economic resources in Nordic countries have facilitated the integration of sustainability principles into educational practices. These countries have implemented progressive policies that support environmental education and sustainable development, reflecting a commitment to addressing global challenges through education. Conversely, in developing countries, challenges related to limited resources and political instability often hinder efforts to integrate sustainability into education. Mikami (2017) reports that in many low-income countries, economic constraints and political instability limit the ability to implement effective sustainability programs, impacting progress toward sustainable development goals. The interplay between political ideology, national economy, and education sociology reveals complex dynamics that significantly impact sustainable national development. Our analysis has demonstrated that:

1. Political Ideologies Shape Educational Policies and Practices

Neoliberal Ideology: Neoliberal policies have led to significant changes in educational systems worldwide, promoting market-driven reforms, privatization, and competition. While these changes aim to improve efficiency and accountability, they often exacerbate educational inequalities. The focus on standardized testing and school choice can deepen the disparities between affluent and disadvantaged students, as evidenced. Progressive Ideologies: In contrast, progressive ideologies prioritize inclusivity and equity, leading to public investments in education and initiatives designed to reduce disparities. Scandinavian countries exemplify how progressive policies can foster more equitable educational outcomes through comprehensive welfare systems and strong support for public education sociology.

2. Economic Conditions Influence Resource Allocation and Access

Economic Growth: Countries experiencing economic prosperity typically have more resources to invest in education. High-income nations can afford better infrastructure, smaller class sizes, and more educational resources, which contribute to higher educational outcomes. For instance, countries like Germany and the United States utilize their economic resources to support robust educational systems. Economic Recession: Conversely, economic downturns can lead to reduced funding for education, increased class sizes, and diminished resources. Developing countries, in particular, face severe challenges when economic conditions worsen, as budget cuts often disproportionately affect educational services. This scenario is evident in many low-income countries where economic crises have exacerbated existing educational inequalities.

3. Intersection with Sustainable Development Goals (SDGs)

The goal of achieving inclusive and equitable quality education is profoundly influenced by both political ideologies and economic conditions. Supportive political frameworks and robust economies are critical for advancing SDG 4. However, achieving this goal also requires addressing ideological and economic barriers to ensure that all students benefit from high-quality education.

Theoretical and Practical Implications

1. Theoretical Implications

The findings underscore the importance of integrating theoretical perspectives on political ideology and economics with educational policy analysis. Theories such as Foucault's concept of discipline and Bourdieu's cultural capital provide valuable insights into how education systems serve broader ideological and economic functions. They highlight the ways in which educational institutions perpetuate power dynamics and social inequalities, while also shaping individuals' opportunities and outcomes.

Furthermore, the critique of human capital theory suggests a need for alternative theoretical approaches that account for the social and economic contexts of education. Theories emphasizing social reproduction and postcolonial perspectives offer a more nuanced understanding of how educational systems can reinforce existing inequalities and marginalize certain groups.

2. Practical Implications

The practical implications of this analysis are significant for policymakers, educators, and development practitioners:

i. **Policy Design:** Policymakers should consider both ideological and economic factors when designing educational policies. Progressive policies that prioritize equity and inclusivity can help mitigate the negative effects of neoliberal reforms. Additionally, policies must address economic disparities to ensure that all students have access to quality education.

ii. **Resource Allocation**: Effective resource allocation is crucial for addressing educational inequalities. Strategies should include targeted funding for disadvantaged schools, equitable distribution of resources, and support for communities facing economic hardships. Policies should aim to balance economic efficiency with social equity to promote sustainable development.

iii. **Educational Reforms**: Educational reforms should be designed with a long-term vision of sustainability. Integrating sustainability into curricula, promoting environmental education, and fostering community engagement can help align educational practices with broader development goals. Successful reforms often involve collaboration between government, educational institutions, and civil society.

Conclusion

The study has explored the influence of political ideology and national economy in education sociology highlighting the implications for sustainable national development. Political ideologies shape educational policies and practices, while economic conditions influence resource allocation and access. Both factors play a crucial role in achieving sustainable development goals and fostering equitable educational outcomes. Advancing sustainable development requires a comprehensive understanding of the complex interactions between political ideology, national economy, and education sociology. Informed policies and

practices are essential for promoting equity and achieving long-term national prosperity. Addressing the challenges and leveraging the opportunities presented by these factors can help create an educational system that supports sustainable national development and benefits all stakeholders.

Recommendations

1. Investigate how shifts in political ideologies impact educational outcomes and equity. Comparative studies across different countries and political contexts can provide insights into the effects of ideological changes on educational systems.
2. Economic disparities and education sociology examine the relationship between economic conditions and educational inequalities in greater depth. Research should focus on how economic fluctuations affect educational access and quality, particularly in Nigeria.
3. Sustainability integration should assess how different policies and practices contribute to achieving SDG 4 and fostering sustainable development in regards to political ideology and national economy in education sociology.
4. Develop and implement policies that prioritize inclusivity and equity in education sociology. This includes investing in disadvantaged schools, providing support for marginalized students, and ensuring that educational reforms address political ideology and national economy in education sociology perspectives.
5. Enhance economic support for education, particularly during economic downturns. Governments should consider mechanisms to protect educational funding and ensure that economic crises do not disproportionately affect educational services.
6. Encourage collaboration between policymakers, educators, and community organizations to address educational challenges. Collaborative efforts can help design and implement effective policies and practices that promote sustainable development.
7. Incorporate sustainability principles into educational curricula and practices. This includes promoting education sociology, supporting sustainable practices in schools, and engaging students and communities in sustainability initiatives.

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IMPACT OF POLITICAL IDEOLOGY AMONG YOUTH IN ONNEH ORUMBA SOUTH LOCAL GOVERNMENT AREA ANAMBRA STATE.

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Abstract
The Study viewed the impact of political ideology for sustainable national development among youths in Onneh. . Politics is an act of using power to in the society. At any election, political parties come out with their manifesto, portraying what they would do if won to improve the standards of people especially the youths. Eventually, those manifesto were thrown into trash once they won making youths to see Politics as a dirty game. political malpractices like thuggery and rigging were common at election. Politicians need to live to their expectations, youths are treasures and their critical necessities should be met. To achieve this purpose, literature was revealed two research questions were used. Descriptive survey research design were adopted for the study. The population consisted eight hundred (800) youths ,simple random sampling was used to select three hundred (300) youths, 150 males, 150 females .Instrument for data collection was researcher's structured and validated questionnaire that comprises 16 items put into two clusters with response options; strongly Agree =4 points, Agree =3points, Disagree =2points and Strongly disagree =1point. Mean was used in analyzing data. The result of the study shows that political parties do not keep their manifesto. This made the youths to see Politics as a dirty game. . It was suggested that all political leaders must maintain what was stated in their manifesto or resign if they would not meet up with the manifesto.

Key words: political ideology, youths, sustainable national development.

Introduction

Politics simply means an act of using power in the society. According to Collins (2024), politics is the actions or activities concerned with achieving and using power in a country, organizations and state. Many political parties emerge, struggling to win their opponents. A lot of manifesto are raised up filled with political ideas on how to improve the living standards of people especially the youths. It is believed that when they won, lifestyles will change for better leading to sustainable national development among people especially the youths. Political ideology are the ideas of politicians on how they would govern people if they won. According to Freeden (2001), political ideology are set of ideas, beliefs, values opinions, exhibiting a recurring pattern that competes deliberately as well as uninteionally over providing plans of action for public policy making in an attempt to justify, explain contest, or change the social and political arrangement and processes of political community. These political ideas were left unattended making youths to see Politics as dirty game and do or die affairs. Angough (2019),confirmed this by stating that once political party come on board with its elected members in all arms of government and at the expiration of their tenure, there is nothing

congent, nothing tangible that the populace can appreciate from their stewardships. Political ideology are meant to bring substantive change in the economy. There is need for increase in life expectancy, productivity and services both now and in future.

Sustainable national development is the ability of a country to plan and achieve betterment and improvement both in social-economic, political, cultural and other in life. Sustainable national development should meet the need of present without compromising the ability of future generations to meet their own needs. Ojinga (2024) pointed out that sustainable national development geared toward the enhancements of individuals in the economy and which would also enhance the development of the Nation and such development should be sustainable over time. Also, Munasinghe (2024) defined sustainable national development as process of improving the range of opportunities that will enable individuals humans and communities to achieve their aspirations and full potentials over a sustained period of time while maintaining the resilience of economic, social and environmental systems. Abudulkadir (2011) in line with other explained sustainable development as those infrastructures, policies and behaviors that are conceptualized, instituted and maintained over a period of time. These infrastructures are considered essential to the general welfare and continued existence of the people and their immediate environment, such as housing, recreational facilities, agriculture, good roads, mineral resources, electricity, water, schools, industries, transportations, domestic services and good governance. Sustainable national development is a continuous and progressive increase and expansion of the volume of goods and services provided in aliveness economy which could lead to improvement in the social, political and economic life of the present and future generations. Any country that achieved this status, experience good governance because good governance provides adequate and sufficient social services required by the citizens. Goal eight of sustainable development says "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. The goal includes but not limited to achieving full and productive employment and decent work for all women and men, including young people and persons with disabilities, equal pay for workouts equal values by the year 2030. Unfortunately, these goals were nowhere to be found .Unemployment, insecurity, hardships were the other of the day. Okonkwo (2002) pointed out that real national development should move the citizens from one stage of existence to another, preferred alternatives, while serving as a process through which the people identify and solve their important problems, development should help them to maintain their cherished values, norms and traditions. National development is a continuous improvement of materials and physical environment for the benefit of the citizens. Since development per se involves learning and application of information, attitudes, values and skills previously unavailable. Onuselogu (2015), stated that national development is central focus in the achievement of the capability of satisfying human needs for food, health, shelter and other life positive life expectancy. National Development are actualize only when all needs and services were provided to the satisfaction of the citizens. What we experiences are Neglect to our youth who are our treasures. Politicians made manifesto that raises youths morals which were left unattended. Political malpractices like thuggery and rigging were the other of the day. Onunkwo (2002) highlighted this, stating that instead of political development, the nation had to contend with political decay. Development is the process of learning, which enables people to accomplish things they could not do before, that is learn to apply information, attitudes,

values and skills previously unavailable. Since these were not available, sustainability cannot be achieved.

Youths is the time of life when one is young. It is referred to as one's peak in term of health, when one is a young adult, appearing fresh, filled with vigour, spirit and other characteristics of young persons. Youth is not defined chronologically as stage that can be tied to specific age ranges, nor can its end point be linked to specific activities like taking unpaid work, or having sexual relations. Youth is an experience that may shape an individual's level of dependency, which can be marked in various ways according to different cultural perspectives. en.mwikipedid.org. These youths are our treasures and their basic necessity should be provided but politicians comes out with manifesto of what should be provided to these youths which they never attended, This made the youths to see Politics as dirty game and do or die affairs hence the need for this research.

Statement of the Problem

Youths are future of tomorrow, they are our treasures. At this period, they under goes some changes, with vigour and energetic they engage in activities for their future development. They contributes to national development by putting their strengths in some hard tasks. As a result of their strengths, they look at political manifesto of politicians as means to an end. Unfortunately, they become frustrated with political malpractices which demoralizes them. They manifesto were thrown into trash once they won the election. This falls in line with Angough (2019) who posited that political parties come on board with its elected members in all arms of government and at the expiration of their tenure there is nothing congent, nothing tangible that the populace can appreciate from their stewardships. These made our youths to see Politics not as an act of using power in the society to promote sustainable development but crimes prone activities. With the political malpractices like thuggery and rigging, youths now see Politics as dirty game, do or die affairs hence do not partake in politics with good morals. This call for research on impact of political ideology for sustainable national development among youth in Onneh Orumba South Local Government Area.

Purpose of the Study

1. To ascertain some political ideas of the politicians.

2. To ascertain the measures to be adopted in maintaining sustainable national development among youths.

Research Questions

1.what are the political ideas of politicians.?

2. What measures should be adopted in maintaining sustainable national development among youth.?

M**ethods**

Descriptive survey research design was employed. Anaekwe & Udegbe (2016) defined descriptive research design as the collection of data for the purpose of describing and interpreting existing conditions on practice, beliefs, attitudes and others. The design is most suitable for this study as it sought to collect and systematically analyze data from youths to ascertain their views on political ideology for sustainable national development. The population of the study comprises of eight hundred (800) youths. Simple random sampling was used to select three hundred, 150 males and 150 females from the five villages that make up the town. Instrument for data collection was structured questionnaire of 16 items captioned

Questionnaire on impact of political ideology for sustainable national development among youth (QIPISNDAY). The instrument was validated by three experts from political warlords and their corrections were used in production of last copy of the questionnaire. Linkert four point rating scale of strong agree =4 points, Agree =3points, Disagree =2points and Strongly disagree =1point was used to elicit information from respondents. Descriptive Statistical mean (×) was used to analyze data collected. Decision rule was that any item that was 2.50 and above signifies agree and any item with less than 2.50 signifies disagree.

Research Question One

What are the political ideas of politicians for sustainable national development among youth in Onneh Orumba South Local Government Area ,

Table 1: Mean rating of the political ideas of politicians for sustainable national development among youth in Onneh.

S/N	items	SA	A	D	S/D	N	$\overline{X}$	Remark	SA	A	D	SD	N	$\overline{X}$	Remark
1	Provision of good jobs	20	20	60	50	150	2.07	Disagree	15	25	70	40	150	2.10	Disagree
2	provision of skill acquisition center	15	25	70	40	150	2.10	Disagree	25	15	60	50	150	2.07	Disagree
3	Accountability of funds	20	20	70	40	150	2.00	Disagree	20	20	60	50	150	2.07	Disagree
4	Free Education	10	20	70	50	150	1.93	Disagree	15	25	60	50	150	2.03	Disagree
5	Training and empowering youths	20	10	70	50	150	2.00	Disagree	20	10	60	60	150	1.93	Disagree
6	Health services (free medical cares)	25	15	60	50	150	2.10	Disagree	20	10	70	50	150	2.00	Disagree
7	Portable water and proper disposals of refuse	15	25	50	50	150	2.03	Disagree	10	20	70	50	150	1.93	Disagree
8	Free and fair election	10	20	70	50	150	1.80	Disagree	10	20	60	60	150	1.87	Disagree
	Grand Mean						2.00							2.00	

From the table above, both male and female youths disagree that the political ideas portrayed during campaign as stated in their manifesto were not fulfilled such as provisions of good jobs, skill acquisition centers, accountability of funds free medical cares and education, training and empowering youths and other such ideas. This showed in their mean rating accountability, of funds, free medical cares and education, training and empowering youths and other such manifestos.

This showed in their mean rating which is below cut off points for males and 2.10,2.07,2.07,2.03,1.93,1.93, 2.00,1.87 with grand mean of 2.00 for females. This is in line with Angough(2019) who stated that political parties comes on board with its elected members in all arms of government and at the expiration of their tenure there is nothing congent, nothing tangible that the populace can appreciate from their stewardships. Youths therefore see Politics as dirty game and do or die affairs, full of lies and fallacies.

Research Question Two

What measures should be adopted to fulfill the political ideas for sustainable national development among youths in Onneh Orumba South Local Government Area.

		Male							Female						
S/N	Items	SA	A	D	SD	N	$\bar{x}$	Remark	SA	A	D	SD	N	$\bar{x}$	Remark
9	provide good jobs as promised	70	60	10	20	150	3.3	Agree	70	50	10	20	150	3.13	Agree
10	provide Skill acquisition centers for youth	65	55	20	10	150	3.2	Agree	60	50	15	25	150	2.97	Agree
11	All funds should be well accounted for.	75	40	25	10	150	3.1	Agree	65	50	15	20	150	3.07	Agree
12	Education should be made free	70	50	20	10	150	3.20	Agree	70	50	10	20	150	3.13	Agree
14	Train and equip youths	80	40	10	20	150	3.20	Agree	60	50	20	20	150	3.00	Agree
15	provide portable water , place for refuse disposal	60	60	10	20	150	3.1	Agree	70	50	10	20	150	3.13	Agree
16	There should be free and fair elections	70	50	10	20	150	3.1	Agree	50	60	20	20	150	2.93	Agree
	Grand mean						3.2							3.02	

From the table 11 above the response options of 3.33, 3.17,3.3,07,3.20,3.20,3.07,3.13 with grand mean of 3.19,for Male and 3.13, 2.97, 3.07, 3.13, 3.00, 3.13, 2.93 with grand mean 3.02 for female agreed that politicians should fulfill their mission and visions as stated in their manifesto. If these are adhered to, youths will acquire enough knowledge, skills that aids in improving our economy and in achieving sustainable national development. This is in line with Umeadi, Nwodo &Ugwu (2024). This is in line with Umeadi, Nwodo & Ugwu (2024)who stated in Bishop Okpalaeke address during pastoral visit at Isuofia that Children a care, they are our treasures that must not toyed with, rather should be provided with all critical necessities of life that will help them become a better version of themselves. Youths should be well nurtured to take after the leaders.

Discussion

From the results, It could be concluded that all political ideas of politicians as stated in their manifesto were not adhered. Hence no national development could be achieved. Youths see Politics as dirty game and do and die affairs, filled with political malpractices like thuggery and rigging. Results also revealed that if recommendations and manifesto of politicians are

fulfilled, there would be improvement in productivity youths will improve in productivity, economy will increase and there would be sustainable national development to improve their living conditions following political ideas ugly practices.

Conclusion

The Study investigated the impact of political ideology for sustainable national development among youth in Onneh Orumba South Local Government Area. Youths are the future of any group, they are our treasures and their critical necessity of life should be provided. Sustainable national development which is the ability of any nation to plan and achieve youths were given attention. political ideas as stated in their manifesto should be adhered to for nation to move forward but were disappointed with the political malpractices like thuggery and rigging at all elections. This exposes youths into crime and other betterment and improvement in both socio-economic, political and cultural should be achieved only when The aims while youths moves into politics were

Recommendations

Based on the findings, the following recommendations were made

1. political parties should always keep to their manifesto
2. politics should be made free and fair
3. Youths necessities should be placed first in scale of preference for any political leader.

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INNOVATION IN VOCATIONAL AND TECHNICAL EDUCATION FOR SUSTAINABLE ECONOMIC DEVELOPMENT IN ADAMAWA CENTRAL, ADAMAWA STATE

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Abstract
Sustainable economic development is one of the most pressing concerns for many developing regions, particularly in Adamawa Central of Adamawa State, Nigeria. Vocational and Technical Education (VTE) has long been recognized as a key driver of economic growth, given its emphasis on skill acquisition and workforce development. However, in today's rapidly evolving economy, there is a growing need for innovation in VTE to ensure that students are equipped with modern, relevant skills that align with both local and global labor market demands. This paper investigates how innovation in VTE can foster sustainable economic development in Adamawa Central. A quantitative approach was adopted, using structured questionnaires distributed to educators, students, and administrators in FCE Yola. The data were analyzed using mean and standard deviation to explore the perceptions of innovation in VTE and its contribution to economic sustainability. The reliability coefficient (Cronbach's alpha) for the questionnaire was calculated at 0.82, indicating a high level of reliability. Findings *suggest that although significant innovations have been introduced, challenges like insufficient funding and infrastructure continue to hinder the full potential of VTE to contribute to long-term economic growth. Policy recommendations and practical strategies for enhancing innovation in VTE are made as government should allocate more funds to VTE institutions to support the adoption of new technologies and innovative practices, Continuous training and professional development programs should be provided for VTE educators to equip them with the skills needed to implement innovative teaching methods.*
Keywords: Innovation, VTE and Sustainable Economic Development

Introduction

Economic development in many African nations, including Nigeria, remains a priority as governments seek to reduce unemployment, improve living standards, and promote sustainable growth. Sustainable development is a lifetime process of evolution in which people take actions that leads to a development that meet the current needs without compromising the abilities of future generations to meet their own needs. (Aslam, 2019). It can be viewed as a persistent increase in economic, social and educational growth, leading to economic competitiveness, high standard of living, enhanced security and self-reliance. Sustainable development is a development that permits future generations to access well-being, self-esteem and freedom which can be attained through the proper implementation of entrepreneurship education.
Nigeria is also confronted with daunting developmental challenges which pose serious threat

to socio-economic development and national security of the nation. These developmental challenges include endemic rural and urban poverty, high rate of unemployment, debilitating youth unemployment, low industrial output, unstable and deteriorating exchange rate, high inflation rate, inadequate physical and social infrastructure, very large domestic debt, and rising stock of external debt Indeed, Nigeria has witnessed various forms of militancy, violence and crime including kidnappings, bandits Boko haram and the likes (Ajokorise, 2018).

Sustainable economic development is defined as an economic development which meets the needs of present generation and which would not endanger nor compromise the needs of future generation (Nagesha & Subrahmanya, 2016). It requires the integration of economic, environmental, and social goals. In the context of Yola, sustainable development would involve not only economic diversification but also the creation of jobs, poverty reduction, and inclusive growth through education and skills development (Suleiman, 2019). VTE plays a pivotal role in providing the labor force with relevant skills for sustainable industries, thus contributing to long-term economic stability. Sittisomboon, (2014), and Sutthirat (2016) identified and divided educational innovations into six types that includes: media and educational technology; instructional technique/pedagogy; curriculum; educational system; measure and evaluation; administration and management. However, Songkhram (2013) who noted that innovation is aproducts, techniques, new procedures, new knowledge that have been never happened or, existed products, techniques, procedures but revised or developed and good results

Innovation according to Ali (2015) is the application of better solutions that meet new requirements, unarticulated needs, or an existing market need. Songkhram (2013) noted that innovation is a product, techniques, new procedures, new knowledge that have never happened or, existed but revised or developed for good results. Innovation is the process of turning new ideas into practical reality as well as implementation of something new, a more effective device or a new process. A device/process is often described as an innovation, but in management science and other fields of practice and analysis, innovation is generally considered to be a process that brings together various novel ideas in a way that they have a noticeable impact on science, education, economy or society. Sintapanon (2014) and Sutthirat (2016) divided creative educational innovations into six types which includes: Media and educational technology, instructional technique/pedagogy, curriculum, Educational system, measure and evaluation and administration and management.

Vocational and Technical Education (VTE) is essential for equipping individuals with skills necessary for employability, entrepreneurship, and national development. With increasing global economic challenges, the role of innovation in VTE is critical to ensuring sustainable economic development. Innovation in VTE focuses on new teaching methods, modern curriculum development, and the integration of technology to meet the demands of a rapidly changing economy (Ogundele, 2018). Vocational education is seen as a key driver of sustainable development because it enhances employability and economic productivity. Research indicates that countries with strong VTE systems experience lower unemployment rates, higher labor force participation, and faster technological advancement (Obasi, 2020). In Nigeria, VTE institutions are increasingly recognized as important for addressing unemployment and fostering entrepreneurship. However, the integration of innovation into VTE remains a challenge due to outdated curricula, inadequate infrastructure, and limited funding (Oladipo, 2021).

However, Ajokorise, (2018) stated that innovations in higher education is facing across the globe including: pressures from globalisation; changing supply of and demand for higher education; and changes in higher education funding. They further recommend that building supportive relationships and trust between the relevant actors (students, academic staff, support staff, IT staff, managers and, where applicable, employers); Collect and analyse feedback information (from learners, institutions, employers etc) on performance and impact, and inform all relevant actors; Consider the needs of different actors including home and international students, academic and support staff, quality assurance agencies, employers and sponsoring bodies; Satisfy different national regulatory and quality assurance regimes amongst others.
Innovation in VTE refers to the introduction of new ideas, methods, and technologies that improve educational outcomes and enhance skill development (Aslam, 2019). Innovations may involve curriculum reform, digital learning platforms, industry partnerships, and experiential learning approaches. VTE has traditionally focused on manual skills, but with rapid industrialization, there is a need for innovation to match labor market demands (Adeoye, 2020). These innovations foster the acquisition of technical, entrepreneurial, and soft skills required for economic growth and self-reliance.

Adamawa Central, located in Adamawa State, Nigeria, presents a unique case for studying the role of VTE in economic development. Despite its strategic location and population, the town faces significant socio-economic challenges, including high unemployment rates, limited industrialization, and underdeveloped infrastructure. Therefore, there is an urgent need to investigate how innovative approaches in VTE can help foster sustainable economic development in the region. This research is to assess the state of VTE in Adamawa Central, identify existing innovations, examine their contributions to economic development, and recommend strategies to enhance their effectiveness. Therefore, the following research objective were formulated to guide the study:

1. To assess the current state of innovation in VTE in Adamawa Central of Adamawa state.
2. To determine the contribution of these innovations to sustainable economic development in Adamawa Central of Adamawa state.
3. To identify the challenges faced by VTE institutions in implementing
4. innovative practices in Adamawa Central of Adamawa state.
5. To recommend strategies for enhancing the role of innovation in VTE for economic sustainability in Adamawa Central of Adamawa state.

Methodology

This study used a descriptive survey research design to gather data on the perceptions of the respondents in FCE Yola concerning innovation and its contribution to sustainable economic development. The survey method was chosen to provide a broad understanding of the current state of VTE in Yola and the opinions of those directly involved in its delivery. The population for this study consisted of VTE educators, students, and administrators from VTE departments in FCE Yola. A purposive sampling technique was used to select 150 respondents, comprising 50 VTE educators, 80 students, and 20 administrators. These respondents were selected for their direct involvement in the implementation and oversight of VTE programs. A structured questionnaire was developed to collect data from respondents. The questionnaire was divided

into two sections: Section A captured demographic information, while Section B focused on the key areas of innovation, challenges, and strategies for sustainable development in VTE. The questions were rated on a four-point Likert scale, where 1 represented "Strongly Disagree," and 4 represented "Strongly Agree." To ensure the validity of the questionnaire, experts in the field of VTE were consulted for their input on the content and structure of the instrument. A pilot study was also conducted with a small sample of 20 respondents from a different, but similar, population to assess the reliability of the instrument. The reliability coefficient (Cronbach's alpha) for the questionnaire was calculated at 0.82, indicating a high level of reliability. The data collected were analyzed using descriptive statistics, including mean and standard deviation. The mean scores were used to measure respondents' perceptions of innovation in VTE, while standard deviation provided insights into the variability of responses.

Data Analysis

Using the responses to the questionnaire items, the data analysis is conducted using mean and standard deviation (SD) to summarize the respondents' perceptions. The results are presented in tables for each research question

Table 1: Analyses on the innovations implemented in VTE institutions in in Adamawa Central of Adamawa state.

S/N	ITEMS		SD	DECISION
1	VTE institutions have introduced new teaching methods (e.g., project-based learning, flipped classrooms).	3.55	0.58	Agreed
2	ICT tools (computers, internet access, etc.) have been integrated into teaching and learning processes in VTE institutions.	3.63	0.49	Agreed
3	VTE institutions have established collaborations with industries for hands-on training and internships.	3.40	0.65	Agreed
4	VTE programs now include entrepreneurship education to foster self-employment among graduates.	3.60	0.52	Agreed
5	New assessment techniques (e.g., competency-based assessments) have been implemented in VTE institutions.	3.48	0.57	Agreed
	GRAND MEAN and SD	**3.53**	**0.56**	**Agreed**

In table 1, the mean values for all items are above 3, indicating that respondents agree with the statements regarding the innovations implemented in VTE institutions. The highest agreement is on the integration of ICT tools (mean = 3.63), followed by entrepreneurship education (mean = 3.60). The responses are relatively consistent, as indicated by the low standard deviations.

Table 2: Analyses on the contribution of innovation in VTE for sustainable economic development in Adamawa Central of Adamawa state.

S/N	ITEMS	MEAN	SD	DECISION
1	The introduction of ICT tools in VTE has improved students' productivity and employability.	3.50	0.59	Agreed
2	VTE graduates with entrepreneurship skills have contributed to the growth of small businesses in the region.	3.58	0.53	Agreed
3	Industry collaborations with VTE institutions have enhanced job placement opportunities for graduates.	3.45	0.60	Agreed
4	Innovations in VTE have improved the quality of skills available in the labor market.	3.47	0.58	Agreed
5	The innovations in VTE are equipping graduates with the skills necessary for sustainable economic development in FCE Yola.	3.52	0.57	Agreed
	GRAND MEAN and SD	**3.50**	**0.57**	**Agreed**

In table 2, the mean values reflect a strong agreement among respondents that innovations in VTE are contributing to sustainable economic development. The highest score (mean = 3.58) is related to entrepreneurship skills, which respondents believe play a key role in economic development through the growth of small businesses. The overall responses show consistency (SD = 0.53 to 0.60).

Table 3: Analyses on the challenges to the successful integration of innovations in VTE in Adamawa Central of Adamawa state.

S/N	ITEMS	MEAN	SD	DECISION
1	Inadequate funding limits the ability of VTE institutions to adopt new technologies.	2.80	0.79	Agreed
2	There is a lack of qualified instructors to implement innovative teaching practices in VTE institutions.	2.75	0.82	Agreed
3	Resistance to change among educators and administrators hinders the adoption of innovations.	2.90	0.77	Agreed
4	Insufficient infrastructure (e.g., labs, equipment) restricts the integration of new teaching and learning methods.	2.85	0.80	Agreed
5	Lack of policy support from the government affects the implementation of innovations in VTE.	2.70	0.85	Agreed
	GRAND MEAN and SD	**2.80**	**0.81**	**Agreed**

In table 3, the mean scores indicate moderate agreement that funding, qualified instructors, resistance to change, infrastructure, and policy support are challenges to innovation

in VTE. The relatively lower means (below 3) indicate that respondents view these factors as barriers to successful innovation integration. The standard deviations show slightly more variation in opinions, especially regarding government support (SD = 0.85).

Table 4: Analyses on the strategies implemented to enhance innovation in VTE to ensure sustainable economic growth in Adamawa Central of Adamawa state.

S/N	ITEMS	MEAN	SD	DECISION
1	Increasing government funding for VTE institutions can enhance the adoption of innovative practices.	3.68	0.50	Agreed
2	Professional development and training for educators are essential for fostering innovation in VTE.	3.75	0.48	Agreed
3	Strengthening partnerships between VTE institutions and industries will enhance practical skill acquisition.	3.65	0.52	Agreed
4	Introducing modern equipment and facilities in VTE institutions will boost the implementation of innovative methods.	3.70	0.47	Agreed
5	Updating the VTE curriculum to align with global standards will support sustainable economic growth.	3.72	0.49	Agreed
	GRAND MEAN AND SD	**3.70**	**0.49**	**Agreed**

In table 4, the high mean values (above 3.6) for all items indicate that respondents strongly agree that strategies such as increasing government funding, providing professional development, strengthening industry partnerships, modernizing equipment, and updating the curriculum are essential for enhancing innovation in VTE. The low standard deviations show that there is strong consensus on the effectiveness of these strategies.

Discussion of Findings

From the analysis, respondents reported a strong presence of innovations in VTE, particularly in the areas of ICT integration and entrepreneurship education. These innovations are seen as crucial to improving the quality of education and enhancing employability among VTE graduates in Adamawa Central of Adamawa state. Furthermore, the analysis suggests that innovations in VTE, especially entrepreneurship education and industry collaboration, contribute to sustainable economic development. VTE graduates are seen as contributors to small business growth and economic productivity in in Adamawa Central of Adamawa state. The findings also reveal that the major challenges identified include inadequate funding, insufficient infrastructure, lack of qualified instructors, and limited government support. These factors hinder the successful integration of innovations in VTE institutions. Finally, the respondents strongly believe that increasing government funding, providing continuous professional development, enhancing industry partnerships, upgrading infrastructure, and updating the curriculum are key strategies for promoting innovation in VTE. These strategies are essential for ensuring that VTE institutions can contribute effectively to sustainable economic growth especially in in Adamawa Central of Adamawa state.

Conclusions

The study concludes that innovation in VTE plays a critical role in promoting sustainable economic development in Adamawa Central of Adamawa state. Key innovations, particularly in ICT integration, entrepreneurship education, and industry collaboration, have significantly

improved the employability of VTE graduates and contributed to the local economy. However, challenges such as inadequate funding, outdated infrastructure, and a lack of qualified instructors hinder the full realization of innovation in VTE in Adamawa Central of Adamawa state.

Recommendations

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

i. The government should allocate more funds to VTE institutions to support the adoption of new technologies and innovative practices.
ii. Continuous training and professional development programs should be provided for VTE educators to equip them with the skills needed to implement innovative teaching methods.
iii. VTE institutions should strengthen their collaboration with industries to ensure that students gain practical skills and exposure to real-world applications.
iv. VTE institutions need to invest in modern equipment and facilities to create an environment conducive to innovation.
v. The VTE curriculum should be regularly updated to align with global trends and address the evolving needs of the economy.

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POLITICAL IDEOLOGY AND THE STATE OF NIGERIA'S ECONOMY IN SUSTAINING EARLY CHILDHOOD CARE AND EDUCATION PROGRAMMES

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Abstract
The sustainability of Early Childhood Care and Education (ECCE) programmes in Nigeria is closely tied to political ideology and the state of the naion's economic development. This paper explores how political and economic factors influence the capacity of ECCE to meet the development needs of children, particularly in fostering cognitive, physical, emotional and social growth. It highlights the roles of key stakeholders – governments, private sector, non-governmental organization (NGOs), educators, parents, and the community – in ensuring the successful implementation and sustainability of ECCE programmes. The government is responsibility in policy formulation and funding, private sector involvement in quality service delivery, and the critical roles of NGOS in underserved areas are examined. The paper also discussed the challenges in sustaining best practices in ECCE, including inadequate funding, lack of trained educators and socio-economic disparities and offers solutions for overcoming these challenges. By addressing these issues and promoting collaboration among stakeholders, Nigeria can create a robust and sustainable ECCE system that fosters long-term child development. The recommendations provided aim to enhance the efficiency of ECCE programmes, making them more inclusive and accessible to all Nigerian children, especially in marginalized regions. The early childhood education is a right and should be recognized as such by parents, governments and all stakeholders.

***Keywords*:** Early Childhood Care and Education (ECCE), Political Ideology, Economic Development, Sustainability, Stakeholders, Policy, Non-Governmental Organizations (NGOs), child development.

Introduction
Early Childhood Care and Education (ECCE) is critical for the holistic development of young children, shaping their physical, cognitive, emotional, and social growth. In Nigeria, ECCE programmes are recognized as a key strategy for achieving sustainable development. However, the economic situation and political ideologies shaping policies significantly impact the sustainability of these programmes. This paper examines how political ideology and Nigeria's economic condition influence the sustainability of ECCE, considering the role of stakeholders, challenges, and strategies for long-term success.

Early Childhood Care and Education (ECCE) is globally acknowledged as a foundation for lifelong learning and development, playing a critical role in shaping a child's future. In Nigeria, ECCE is considered essential for fostering cognitive, social, and emotional development during the formative years, which significantly influences future educational

outcomes and contributions to society. The Nigerian government has recognized the importance of ECCE by incorporating it into national education policies and development plans, such as the National Policy on Education (2020) and the Sustainable Development Goals (SDG 4), which emphasize inclusive and equitable quality education.

However, the sustainability of these programmes remains a significant challenge, largely due to political and economic factors. Political ideology, which shapes the policies enacted by governing parties, directly influences the allocation of resources for education, including ECCE. In Nigeria, the government's approach to education funding has fluctuated with changes in political leadership and economic conditions, affecting the consistency and quality of ECCE services. For instance, during periods of economic recession, as Nigeria experienced between 2016 and 2017 and during the COVID-19 pandemic, budget allocations for education, particularly for early childhood, were significantly reduced, impacting the operational efficiency of ECCE centres (Olanrewaju & Ibrahim, 2023).

Economic development is another critical factor affecting the sustainability of ECCE in Nigeria. A stable and growing economy allows for increased investment in social services, including education. In contrast, economic downturns often lead to austerity measures, which disproportionately affect sectors like education. For ECCE programmes to be sustained, adequate funding, infrastructure, and human resources are required. Yet, the Nigerian economy, heavily relied on oil exports, is vulnerable to global price fluctuations, which in turn affect the government's ability to consistently fund these programmes (Adewuyi & Babalola, 2023).

Moreover, the political landscape in Nigeria is characterized by frequent shifts in ideology, from socialist to neoliberal economic models, resulting in inconsistent policy implementation. These ideological shifts, coupled with economic volatility, create challenges for the long-term sustainability of ECCE programmes, as funding and policy priorities change with different political administrations. The privatization of some ECCE services, driven by neoliberal ideologies, has also led to inequality in access, where wealthier families can afford better services, while children from low-income families are left behind (Akinyemi, 2022).
This paper aims to explore the intersection of political ideology and economic conditions in sustaining ECCE programmes in Nigeria. It will examine the roles of stakeholders, challenges faced in maintaining best practices, and propose solutions to ensure the continued growth and sustainability of ECCE, particularly in the face of changing political and economic landscapes.

Concept of Political Ideology and Economic Development

Political ideology refers to the set of beliefs, values, and ideas that shape how a government approaches governance and policy-making, including education. In Nigeria, political ideologies have played a critical role in determining how the state manages resources, prioritizes sectors like education, and addresses societal challenges. Political parties and governments in Nigeria have shifted between various ideologies, such as socialism, neoliberalism, and mixed economies, each influencing education funding and policies in different ways.

During Nigeria's post-independence era, a socialist-leaning ideology influenced education policies, with the government heavily involved in the provision of public education services. This period was marked by significant government investment in education, including

ECCE, with the view that public education was a national priority for fostering economic development and national unity (Akeem & Salihu, 2023). The socialist perspective emphasized state control and financing of social services, which helped tomestablish a foundation for ECCE during the early stages of Nigeria's development.

However, starting from the 1980s, Nigeria embraced neoliberal economic policies under the influence of global financial institutions like the International Monetary Fund (IMF) and the World Bank. These policies prioritized free-market principles, leading to the privatization of many sectors, including education. Neoliberalism advocates for reduced government involvement in social services and promotes private sector participation. As a result, education, including ECCE, became increasingly market-driven, with a shift from state-funded programmes to private provision, leading to disparities in access and quality (Akinyemi, 2022).

This ideological shift towards neoliberalism significantly affected the sustainability of ECCE programmes. The government's reduced role in direct funding of education meant that ECCE centres, particularly in rural and underserved areas, suffered from underfunding and lack of adequate resources. Private ECCE institutions, which thrived in urban areas, were often expensive, making them inaccessible to children from lower socio-economic backgrounds. The unequal distribution of resources across different socio-economic groups became a key challenge for achieving universal early childhood education in Nigeria (Oluwaseun & Balogun, 2022).

Economic development, on the other hand, is the process by which a country improves the economic well-being and quality of life of its citizens. In Nigeria, economic development has been driven largely by oil revenues, which account for a substantial portion of government income. However, Nigeria's dependence on oil has made its economy vulnerable to external shocks, such as fluctuations in global oil prices. These economic fluctuations have a direct impact on government spending on education, including ECCE programmes. For instance, during periods of economic recession, such as the oil price crash of 2016, government revenues fell, resulting in budget cuts for social services like education (Umeh, 2021).

Furthermore, political instability and corruption have compounded the challenges of sustainable economic development in Nigeria. The mismanagement of public resources, coupled with frequent changes in government, has led to inconsistent policy implementation. Each administration often introduces new policies, which sometimes leads to the abandonment of previously successful ECCE programmes. Political ideologies that prioritize short-term political gains over long-term investments in education further undermine the sustainability of ECCE programmes (Adewuyi & Babalola, 2023).

In summary, political ideology and economic development are closely linked in determining the sustainability of ECCE in Nigeria. While socialist-leaning policies historically prioritized state-funded education, neoliberal policies shifted the focus towards privatization, leading to disparities in access to ECCE services. Nigeria's economic development, influenced by global oil markets and internal political instability, continues to impact the ability of the government to consistently fund and sustain ECCE programmes.

Child Growth Needs for Sustainability

Early Childhood Care and Education (ECCE) focuses on addressing the holistic development

needs of children, which are essential for their overall growth and future success. For sustainability, ECCE programmes must cater to a wide range of developmental domains, including physical health, cognitive abilities, emotional well-being, and social skills. These needs are foundational for preparing children for formal education and enabling them to become productive members of society. The early years of a child's life, particularly from birth to age five, are critical for brain development, and the quality of care and education during this period has long-term implications for individual and societal progress (Udo, 2023).

Cognitive Development

Cognitive development refers to the process by which children acquire knowledge, problem-solving skills, and critical thinking abilities. High-quality ECCE programmes provide stimulating environments that encourage exploration, curiosity, and learning through play. These programmes incorporate educational materials and activities that promote literacy, numeracy, and reasoning skills. In Nigeria, where literacy rates among young children remain a concern, providing ECCE centres with the resources to support cognitive development is essential for improving school readiness and long-term academic performance (Adeyemi & Olawale, 2022).

Studies show that children who attend well-resourced ECCE programmes demonstrate better school performance and have higher chances of completing their education (Eze & Ekanem, 2023). However, many ECCE centres in Nigeria, especially in rural and underserved communities, lack adequate instructional materials and trained teachers. This gap in quality hinders the cognitive development of children and widens the educational divide between urban and rural areas.

Physical Health and Nutrition

Physical growth is another critical aspect of child development that must be supported for sustainable outcomes. ECCE programmes need to ensure that children have access to proper nutrition, healthcare, and physical activities that promote healthy development. Malnutrition, which remains a significant issue in parts of Nigeria, negatively affects children's cognitive abilities and physical health, leading to developmental delays and poor academic outcomes (Adamu & Musa, 2023).

Nutrition plays a crucial role in brain development during early childhood. According to the United Nations Children's Fund (UNICEF), nearly 37% of children under five in Nigeria suffer from chronic malnutrition (stunting), which can impair cognitive function and learning capacity. Sustainable ECCE programmes must incorporate feeding schemes or partnerships with health services to ensure children receive adequate nutrition and medical care. Moreover, providing safe and stimulating physical environments that promote active play and motor skill development is essential for supporting children's overall health (UNICEF, 2023).

Emotional and Social Development

Emotional and social development in early childhood involves learning to manage emotions, build relationships, and develop social competencies. These are critical for children's ability to interact effectively with others and succeed in group settings, such as school. ECCE programmes provide children with opportunities to practice social skills like cooperation, empathy, and conflict resolution, which are essential for their social integration and emotional

well-being.

A key component of sustainable ECCE is fostering emotional security by creating a supportive and nurturing environment. This involves having caring, well-trained educators who can attend to children's emotional needs and model positive social behavior. In Nigeria, where many children experience stress due to socio-economic challenges or conflict, ECCE programmes that prioritize emotional and social development can serve as stabilizing environments that promote resilience (Ibrahim & Suleiman, 2022).

Language Development

Language development is a critical area that directly influences literacy and communication skills. ECCE programmes play a significant role in exposing children to rich language environments, which are crucial for the development of vocabulary, speech, and comprehension. Studies show that children who receive language stimulation in early childhood are better equipped for reading and writing when they enter primary school. Sustainable ECCE programmes should ensure that children, particularly those from disadvantaged backgrounds, have access to educators who can facilitate language-rich interactions (Oladipo, 2023).

Inclusive Education for Special Needs

For ECCE programmes to be truly sustainable, they must also accommodate children with special needs, providing inclusive environments where every child can thrive regardless of their abilities. In Nigeria, there are limited provisions for children with disabilities in ECCE centres, which further marginalizes these children. Sustainable programmes must address this gap by training teachers in special education and providing the necessary resources to support the diverse developmental needs of all children (Okoro & Nwachukwu, 2023).

The Role of Parents and Caregivers

Parents and caregivers are central to the sustainability of child development efforts in ECCE. They are the primary caregivers and educators of their children in the early years. Therefore, ECCE programmes must involve parents in the learning process, equipping them with knowledge on how to support their children's growth at home. Parental involvement has been shown to enhance children's academic performance and social development, and ECCE centres should foster partnerships with families to create a holistic support system for the child (Adesina & Thomas, 2023).

In summary, for ECCE programmes to sustainably support child development, they must address children's physical, cognitive, emotional, social, and language development needs. By ensuring access to quality resources, trained educators, and inclusive learning environments, these programmes can help children achieve their full potential, contributing to broader societal progress.

Responsibilities of Stakeholders

The sustainability of Early Childhood Care and Education (ECCE) programmes in Nigeria depends on the active involvement and commitment of various stakeholders, including the

government, private sector, non-governmental organizations (NGOs), educators, parents, and the community. Each of these stakeholders plays a vital role in ensuring that ECCE programmes are well-resourced, accessible, and able to meet the holistic developmental needs of children. Their collective efforts determine the long-term success and sustainability of these initiatives.

1) **Government:** The government holds the primary responsibility for setting policies, standards, and frameworks that guide ECCE programmes in Nigeria. At both the federal and state levels, the government is expected to establish clear policies for ECCE, ensure adequate funding, and oversee the implementation of these programmes. The National Policy on Education (2020) emphasizes the importance of ECCE as part of Nigeria's broader educational goals, highlighting the government's commitment to early childhood development (NPE, 2020). However, the sustainability of ECCE programmes requires consistent financial investment from the government, particularly in infrastructure, teacher training, and instructional materials.

   The government must also ensure that ECCE programmes adhere to international standards, such as those set by the United Nations Sustainable Development Goals (SDG 4), which prioritize inclusive and equitable quality education for all children. Regulatory bodies, such as the Universal Basic Education Commission (UBEC), are tasked with monitoring ECCE centres to ensure compliance with educational standards and safeguarding the welfare of children (Olorunfemi & Adeyemi, 2023). Additionally, governments need to collaborate with international organizations and donors to mobilize additional resources for ECCE, especially in underserved areas.

2) **Private Sector:** The private sector plays an increasingly important role in providing ECCE services, particularly in urban areas where private schools and daycare centres have proliferated. Private sector involvement is often driven by market forces, leading to higher quality services in some cases but also creating disparities in access based on socio-economic status (Akinyemi, 2022). Private ECCE providers are responsible for delivering high-quality early childhood education and ensuring that their services align with national standards set by the government. They are also expected to invest in teacher training, curriculum development, and child-friendly facilities to promote effective learning environments.

   In addition to running ECCE centres, private organizations can contribute to the sustainability of ECCE by partnering with the government and NGOs to support public programmes. Corporate social responsibility (CSR) initiatives, for example, can provide financial assistance, infrastructure development, and learning materials for government-run ECCE centres, especially in disadvantaged communities. Such partnerships can bridge funding gaps and improve the quality of public ECCE services (Okeke & Olawale, 2023).

3) **Non-Governmental Organizations (NGOs)**: NGOs play a crucial role in advocating for ECCE, providing services, and supplementing government efforts, particularly in underserved rural areas. These organizations often focus on capacity building for educators, child health, nutrition, and inclusive education for children with special needs. NGOs such as the United Nations Children's Fund (UNICEF) and Save the Children have been active in promoting early childhood education in Nigeria through initiatives that improve access to ECCE for marginalized populations (UNICEF, 2023).
   NGOs also serve as watchdogs, holding governments accountable for their commitments to ECCE and ensuring that resources are used effectively. They often conduct research and advocacy campaigns to raise awareness of the importance of early childhood education, while also providing data and recommendations to inform policy development. In some cases, NGOs directly manage ECCE centres, particularly in conflict-affected areas or regions where government presence is limited (Adesina, 2023).
4) **Educators:** Teachers and caregivers are on the frontline of delivering quality ECCE services. Their role is central to child development, as they provide the daily instruction and care that form the foundation of children's learning and socialization. The sustainability of ECCE depends on the continuous professional development of educators, ensuring they are equipped with the necessary skills to foster holistic child growth, including cognitive, physical, emotional, and social development. Unfortunately, many ECCE centres in Nigeria face a shortage of trained professionals, particularly in rural areas (Oluwaseun & Balogun, 2022).
   Educators are responsible for creating inclusive learning environments, promoting play-based learning, and addressing the diverse needs of children. They also collaborate with parents and the community to ensure that children receive consistent support both at home and at school. Ongoing teacher training and support are crucial to maintaining high-quality ECCE services, and governments must invest in teacher education programmes to address this need (Ibrahim & Suleiman, 2022).
5) **Parents and Caregivers:** Parents and caregivers are the primary educators of young children and play a fundamental role in supporting their development at home. They are responsible for ensuring that their children attend ECCE programmes and for reinforcing the learning that occurs in those settings. Parental involvement in ECCE is associated with improved cognitive and emotional outcomes for children, as engaged parents are more likely to create a stimulating home environment that promotes early learning (Adesina & Thomas, 2023).
   In Nigeria, parental involvement can be challenging due to socio-economic factors, such as poverty or low literacy levels among parents, which may limit their ability to support their children's education. ECCE programmes need to actively involve parents by providing them with the tools and knowledge to support their children's development. Workshops, parent-teacher meetings, and community outreach initiatives can help bridge the gap between the school and the home, fostering a more integrated approach to child

development (Oluwaseun & Balogun, 2022).

6) **The Community**: The broader community also plays a vital role in sustaining ECCE programmes. Community members can provide support through volunteer efforts, donations, and advocacy for better education policies. In rural areas, where formal government support for ECCE may be limited, the community can mobilize resources to establish local ECCE centres and ensure that children have access to early education. Traditional and religious leaders are also influential in promoting the value of ECCE within the community and encouraging parental participation (Adamu & Musa, 2023).

In summary, the sustainability of ECCE in Nigeria depends on the coordinated efforts of all stakeholders. The government must provide the policy framework and funding, the private sector must ensure quality and accessibility, NGOs must supplement government efforts, educators need proper training, and parents must be involved in supporting their children's learning. By working together, these stakeholders can ensure that ECCE programmes are sustainable and able to meet the developmental needs of all Nigerian children.

Political Ideology and the Sustainability of Early Childhood Care and Education (ECCE) Programmes

Political ideology significantly influences the sustainability of Early Childhood Care and Education (ECCE) programmes by shaping government policies, resource allocation, and the overall educational framework. Political leaders' beliefs and approaches to governance determine whether ECCE is prioritized, adequately funded, and integrated into national development strategies. Different political ideologies—ranging from socialism, liberalism, and conservatism to neoliberalism—affect the extent to which the government intervenes in and supports early childhood education.

1. **Government Commitment to ECCE and Political Ideology**: The extent to which ECCE is sustained in Nigeria depends largely on the political will of the ruling government, which is guided by its ideology. Governments that adopt a social democratic approach tend to view education, including ECCE, as a public good that requires significant government investment (Obanya, 2023). In contrast, neoliberal governments emphasize private sector participation, often reducing public funding and shifting responsibilities to individuals and private entities (Akinyemi & Olayemi, 2023).

In Nigeria, policies such as the National Policy on Education (NPE) 2020 and the Universal Basic Education Act (UBE) 2004 have shaped the framework for ECCE. However, inconsistent political ideologies across administrations have led to fluctuating levels of commitment and funding for early childhood education. For instance, some administrations have increased budgetary allocations for education, recognizing ECCE as a fundamental right, while others have deprioritized it due to competing economic interests or shifts towards privatization (Ogunyemi, 2022).

2. **Policy Formulation and Implementation in ECCE**: Political ideologies influence whether policies supporting ECCE are effectively implemented. A government with a progressive or welfare-oriented ideology is more likely to support universal access to early childhood

education, emphasizing inclusivity, free education, and equity (UNICEF, 2023). Conversely, administrations with a conservative or market-driven ideology may prioritize cost-sharing mechanisms, where ECCE is mainly financed by parents and private investors, reducing government intervention (Adesina & Thomas, 2023).

In Nigeria, political instability and policy discontinuity have negatively impacted ECCE sustainability. The frequent change of governments, each with its own ideological stance, has led to the abandonment of some ECCE programmes and inconsistent funding structures. For instance, while some administrations have supported free ECCE programmes, others have introduced policies that limit government expenditure on early childhood education (Ibrahim & Suleiman, 2022).

3. **Public Funding and Budgetary Allocation**: One of the primary ways political ideology sustains or hinders ECCE is through budgetary allocation. Governments that adhere to egalitarian principles tend to allocate more resources to education, ensuring that public ECCE centres are well-equipped and accessible to all children, especially those from disadvantaged backgrounds (Okeke & Olawale, 2023). On the other hand, governments favoring fiscal conservatism may argue for reducing state intervention, leading to lower budgetary allocations and increased dependence on private funding (Olorunfemi & Adeyemi, 2023).

In Nigeria, the budgetary allocation to education has often been below the UNESCO-recommended 15–20% of national budgets, affecting the sustainability of ECCE programmes (UNESCO, 2023). The ideological stance of political leaders determines whether these recommendations are met or neglected. For example, progressive administrations have attempted to increase ECCE funding through initiatives such as the Early Childhood Development Programme under the UBE Act, while others have cut funding due to economic constraints or ideological opposition to state-funded education (Ogunyemi, 2022).

4. **Inclusivity and Equity in ECCE**: Political ideology also affects the inclusivity of ECCE programmes. Governments with a socially inclusive ideology prioritize marginalized groups, ensuring that children from rural areas, low-income families, and children with disabilities have access to quality ECCE (Adamu & Musa, 2023). However, administrations influenced by elitist or exclusionary ideologies may focus on urban-based ECCE programmes while neglecting rural and disadvantaged communities.

For example, in some states in Nigeria, ECCE programmes are primarily available in urban centers, while rural areas suffer from inadequate infrastructure and teaching personnel. This disparity is a direct consequence of policy decisions influenced by political ideology, where governments with a stronger commitment to social justice have implemented targeted interventions to bridge these gaps (Akinyemi, 2022).

5. **Political Stability and Long-Term Planning for ECCE**: Political stability is essential for sustaining ECCE programmes. Countries with strong political institutions and consistent ideologies are more likely to implement long-term educational policies that support ECCE. However, in Nigeria, frequent government transitions, coupled with ideological shifts, have led to policy discontinuities that hinder ECCE growth. A new administration may abandon or

modify previous ECCE policies based on its ideology, causing setbacks in educational development (Oluwaseun & Balogun, 2022).

For instance, some Nigerian states have experimented with public-private partnerships (PPPs) in ECCE, influenced by neoliberal ideologies, only for subsequent administrations to reverse these policies in favor of state-funded ECCE programmes (Okeke & Olawale, 2023). Such inconsistencies disrupt progress, leading to inefficiencies in early childhood education delivery.

By conclusion Political ideology plays a crucial role in shaping and sustaining ECCE programmes in Nigeria. Whether through funding, policy formulation, inclusivity measures, or long-term planning, the ideological stance of political leaders determines the effectiveness of ECCE implementation. To ensure sustainability, there must be a non-partisan commitment to ECCE, with policies insulated from political shifts. A stable and well-funded ECCE system requires political will, inclusive governance, and a long-term vision that prioritizes early childhood education as a fundamental pillar of national development.

Challenges in Sustaining ECCE Best Practices

Several challenges hinder the sustainability of ECCE best practices in Nigeria, including:

i. Inconsistent Funding: A significant challenge is the lack of consistent funding. ECCE programmes are often the first to suffer from budget cuts during economic recessions, leading to inadequate infrastructure and resources (Umeh, 2021).
ii. Low Teacher Motivation: Many ECCE educators face poor working conditions, low wages, and insufficient training opportunities, leading to high turnover rates (Abubakar, 2022).
iii. Political Instability: Changes in government can lead to policy reversals, affecting the continuity of ECCE programmes. Political instability creates an uncertain environment for long-term educational planning.
iv. Cultural and Social Barriers: In some communities, cultural beliefs and practices hinder the participation of children, especially girls, in formal ECCE programmes.

Solutions/Way Forward to Challenges in Sustaining ECCE Best Practices

Addressing these challenges requires a multi-pronged approach:

i. Increased Government Investment: The government must prioritize ECCE in budget allocations, ensuring that centres are adequately funded to meet children's developmental needs.
ii. Public-Private Partnerships: Collaboration with private entities and NGOs can provide additional resources and expertise to improve ECCE delivery.
iii. Teacher Development and Incentives: Increasing wages, offering professional development opportunities, and improving working conditions for ECCE teachers can reduce turnover and enhance teaching quality.
iv. Policy Stability: Ensuring policy continuity, regardless of political changes, will help sustain ECCE programmes and allow long-term planning and implementation.
v. Community Engagement: Raising awareness about the importance of ECCE, particularly in marginalized communities, can help overcome cultural and social barriers.

Conclusion

The sustainability of ECCE programmes in Nigeria is deeply intertwined with the nation's political ideology and economic stability. While significant strides have been made in establishing ECCE centres and policies, the fluctuating political landscape and economic challenges present ongoing obstacles. It is crucial for the government and stakeholders to remain committed to supporting ECCE initiatives to ensure the long-term development and well-being of Nigerian children.

Recommendations

To sustain ECCE best practices in Nigeria, the following recommendations are made:

- Allocate at least 20% of the national budget to education, with a specific focus on ECCE.
- Establish long-term policies that transcend political administrations, ensuring the continuity and growth of ECCE programmes.
- Provide financial incentives and professional development for ECCE educators to attract and retain qualified teachers.
- Promote community-based ECCE centres, particularly in rural areas, to address cultural and economic barriers to early childhood education.
- Strengthen monitoring and evaluation frameworks to track the implementation and effectiveness of ECCE programmes across the country.

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GENDER ISSUES IN SUSTAINABLE COMMERCIAL AGRICULTURE IN NIGERIA A WAY FORWARD

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Abstract

Women play a significant role in food production and food security on agricultural enterprise. In most parts of rural Nigeria, division of labour within the households is gender specific and according to age. Women perform different roles; have unequal decision-making power as well as differences in access to land and control over agricultural productive resources. As a result of these challenges, their views, needs, priorities and constraints to improving their productive potentials differ. This affects their various outputs even in sustainable agricultural development. Therefore, understanding of gender participation and constraints in food production, processing and marketing among rural farmers in Nigeria is important due to the current threat to food security as a result of the economic recession .facing the country and this calls the need to increase and sustain the enterprise among farmers. Despite the important roles women play in family farming in Nigeria, they are hardly given any attention in the area of training and/or visitation by extension agents with improved technologies, lack of access to Banks loans, are rarely reached with improved seeds, fertilizer, other farm inputs and are highly disadvantaged in economic empowerment for agricultural development. Government should pay more attention to breaking the gender barriers in farming and there is need to review the existing land tenure system.

Keywords: *Gender, Issues, Sustainable, Agriculture, Nigeria*

Introduction

Home Economics Agriculture is prestigious, noble and lucrative profession that can no longer be left in the hands of novices and old people to be operating with crude implements. Women play important roles in agriculture, going through a broad sphere of activities that relates to food production, processing and marketing (Commonwealth, 2005).Women participation in agricultural production therefore cut across various agricultural processes such as planting, weeding, harvesting, processing, and marketing as well as tending livestock (Soubh, 2006). Hence, the women's role in agricultural production in the developing nations, including Nigeria, cannot be overemphasized (Damisa and Yohanna, 2007). Agricultural production process is involving and highly demanding. Women farmers in the rural area play crucial role in food production and food security. Women have much more limited access to resources than their male counterparts especially in the areas ,f education, land, agriculture extension and access to credit, all of which combine to restrain women's ability to increase their productivity and incomes. Afolabi (2008) contends that women are very strong pillars of the economy in

Nigeria as far as agricultural activities are concerned. It has been found that rural women in Nigeria are the major contributors to food production and that these rural women have contributed a lot to the management of human and economic resources to achieve optimum results (Brown, Feldstein, Haadad, Pena and Quisumbig, 2001). They maintain that output from the farms of these rural women particularly contributes to food production that addresses food shortage crises. It is important to add that those women who engage in the cultivation of staples of agriculture produce are significantly predisposed to improved incomes that tend to positively impact on the livelihood stakes of people in the rural communities.

Despite the significant contribution of women to food systems, they continue to face challenges that hinder their full participation. Women are disproportionately affected by gender-based violence, which can undermine their physical and mental health, as well as limit their ability to participate in the workforce. Additionally, women's unpaid care work responsibilities leave them with limited time to engage in income-generating activities, further exacerbating their economic vulnerability. Mkindi (2023) emphasizes that despite the significant contribution of women to food systems, they continue to face challenges that hinder their full participation. Limited access to resources, including land, water, and agricultural inputs, coupled with limited access to education, information and training, poor infrastructure, gaps in government policies, and limited access to credit and financial services further restrict women's participation in food systems. Mkindi (2023) also stated that these challenges perpetuate gender inequalities and hinder the creation of more sustainable and resilient food systems in the region. Recognizing the critical role of women in food systems and addressing the underlying barriers they face is essential to promote gender participation and achieving sustainable development.

Most Sub-Saharan Africa countries now recognize that the fight against gender bias in agriculture is crucial to sustaining economic growth and ensuring food security. This is particularly germane in countries where the vast majority of the populations earn their incomes from agriculture-based activities. According to recent statistics, agriculture accounts on average for 30% of the Gross Domestic Product in Sub-Saharan Africa countries, provides about 45% of earning sources, and employs over 65% of the total labour force (World Bank, 2015). If these countries could harness the full potential of their agricultural sector, then the impacts at household and national levels would be substantial.

Roles of Women in Agriculture

Women play a central role in crop production, processing and marketing, contributing about 58% of total agricultural labour in the south west, 67% in the southeast and 58% in the central zones of Nigeria (FAO, 2014). However, they almost entirely responsible for virtually all the activities like ridging, planting, weeding, harvesting, transporting, sorting, processing, marketing and domestic chores which provides them with additional income-earning opportunity to enhance their ability to contribute to household food security Mgbako (2013). Rural women are involved in both crop and livestock production at subsistence and commercial levels. They produce food and cash crops, providing two thirds of the food crops and manage mixed agricultural operations, involving crops, livestock and fish farming that considered as part of the agricultural labour force Food and Agriculture Organization (FAO, 2011).. According to Mbah, Saror and Agada (2016) reported that 97% of women in Nigeria were involved in weeding (97%), processing (92%), transportation (91%), marketing (79%) planting

(50%) and harvesting (35%). They are also involved in collection of fuel wood and water, caring for family members and maintaining their homes. Many of these activities are not defined as economically active employment but they are essential to the well-being of rural households. An understanding of gender contributions to food output in rural households in Nigeria is important. This will ensure effective allocatiOn of production resources within the rural households. Given equal opportunities to both men and women will increase the farm output of the households and improve their standard of living. Numerous studies indicate that rural development policies directed at the household may not have their intended effects or produce unintended negative outcomes, unless the role and position of gender in rural households are explicitly taken into account (Chinasaokwu, 2012). According to the author Socio-economic and political obstacles have for long been intensifying gender inequality and exacerbating poverty among women.

In rural settings, the contribution of women in agriculture should not be faced with irony and mirage. Women contributed most especially in all facets of agriculture except where culture and norms placed barrier from their participation. They engaged seriously in farming activities like; land preparation, planting, weeding, fertilize application, processing of agricultural produce. They participated heavily in farming of crops like rice, okro, sweet potato, cowpea, cassava, melon, maize mention but a few. However, if equal opportunity could be given to all farmers in the area that is allowing both men and women to grow whatever crops he/she wants to crop without gender disparity, there is tendency to boost food security in Nigeria.

Gender Issues in Sustainable Commercial Agriculture

Agriculture is the world's oldest profession. Nature has placed food and water at the second list after air in order of importance and services in the world. In order of priority, nature has made this ranking a necessity of life. Food is the product of agriculture and water and from biological perspective; water is one of the classes of food reported by Nnebedum (2020). Therefore we must embrace agriculture at all cost to sustain life and progress. Under male dominated social structures and political systems, women do not derive equal access to land, technology, education and resources Uduji and Elda (2022). The problem of food shortages in Nigeria has been attributed to an acute dearth of gender equality and a shift of farm responsibilities to the women (FAO, 2020). There has also been a great disparity between women and men in the size of land holdings as well as any overall trend of increasing landlessness pressure. In the light of these, the key constraints affecting women's ability to improve efficiency in agriculture in Nigeria includes; lack of knowledge and skills, capital, institutional support limited availability of inputs, restricted market information and adverse macroeconomic conditions.

Lack of Access to Loan

Agricultural credit is seen as one of the strategic resources for crop production, which has led to an increase in the standard of living for the rural poor. There are two main sources of agricultural credit: formal and informal. Farmers in the across the six geo-political zones have not benefitted from the formal sources (bank and government). It is the view of the women are not likely to have access because • face barriers such as poor financial literacy and high illiteracy, and hence are unfamiliar with loan procedures, collateral requirements, and negotiating male-dominated banking facilities (FAO, 2018) In Nigeria, women farmers receive less than 10% of the credit offered to small-scale farmers. Women farmers are deterred from

applying for formal loans because of the complexity of the administrative process, unsuitable loan sizes and credit rates. These aforementioned problems affect women who want to go into farming. According to Yidau, Tafida and Yusuf (2021) inadequate funds for women may lead to the abandonment of some projects limiting their ability to contribute to the extent they should have being to be involved in commercial farming.

Lack of Access to Information and Communication

Women participation in farmer training is low due to the lack of awareness, society barriers, and transportation facilities. Women farmers in Nigeria do not participate fully in agricultural training. Due to the fact that some of them may not be aware of the training. There is need to disseminate information across to everybody through town crier and radio station (Arthur, Kwarteng and Dorinaa, 2016). Mulauzi (2020) reported that varied technologies can be employed to different records, to take advantage of technology-based management.

High Cost of Farm Inputs

Women farmers are unable to use inputs due to high cost in the open market. FAO, (2018) reported tractors used to be provided, subsidized by the government, but these are currently individually owned. Both men and women have physical access to such agricultural equipment, but not equal economic access, as men are more likely to have more financial resources. Women have small landholdings and low capital, and hence have limited access to agricultural equipment. Groups of women do come together to contribute money to hire a tractor or animal traction for land preparation. Some farmers also access tractors through registered farmers' cooperatives connected to agricultural banks; this may need to be explored. In the same vein Yidau (2022) indicated that necessary farm inputs such as disease resistant variety and fertilizers should be provided by government at reasonable prices and right time in the local markets and provide storage/processing facilities to reduce the loss of farm produce.

Land Ownership

Women in the community generally own less land due to traditional authority. According to the 2012 Gender report in Nigeria by the British Council, women own 4% of land in the North-East, and just over 10% in the South-East and South-South has less than 10% of land allocated to women. (Karl, 2005). Therefore, lack of land ownership significantly reduces the chances for women's access to produce enough food due to limited land assigned to them. Sequel to this, farmers in the area said that the major factors that constrain women involvement in commercial farming and processing in the community are non-ownership of farm land; their pre-occupation with household chores, inadequate farm size, as well as high cost of processing. FAO (2018) stated that one of the challenges that must be tackled by the proposed sustainable agricultural farming is that of women's landlessness in the face of diminishing arable land. Women's participation in the commercial farming depends largely on adequate access to land.

Conflicts and Civil Insecurity

The spread of communal war and conflict interrupted production of food and displaced people leaving fertile land uncultivated. Also, there are occasional communal crisis that has had devastating effects on the community economic development especially in the area of food production. Other conflicts may take the form of physical fighting, structural violence without

declaring war which may result from premeditated pervasion of poverty, rich oppression of the poor, police brutality, intimidation of the common citizens by politicians, women and children oppression and monopolization of resources and power.. As a matter of fact, in many rural communities where there were many female farmers, the fear of conflicts and insecurity has discouraged many from continuing the farming activities which have resulted in rising scarcity of food and poverty (Afolabi, 2022).

Climate Change and Natural Disasters

Global climate change is another important driver of food insecurity that cannot be overlooked. Climate change is responsible for biodiversity loss in the ecosystem as well as other physical access. It has become one of the key factors that is redefining the global food equation and thus having so much impact on the food security of developing nations. Natural disasters and climate variability constitute other key factors making people from less developed nations vulnerable to food insecurity. According Pudmenzky, Lisk, Vitos Ribero, Millar, Steinbach, Bannon, Drew Alis, Sjaavik, Galasch, Tripathi and Tapia (2022) stated the improving community on awareness, women's understanding of climate change and disaster risks.

Lack of Technology for Processing and Storage

The use of modem technologies in the production and distribution of agricultural products is very low in the community so the farmers depended more on manual labour for farm activities. This is because of lack of innovation in local technology, particularly as it relate to mechanization of agriculture to improve productivity. Local farmers can hardly afford imported technologies and lack maintenance capacity. Inadequate or lack of facilities to preserve food items such as cereals, yam, beans, and so on. can result in wastage thereby further deepening the insecurity level of food. Also, lack of food processing apparatus sometime leave farmers with no choice than to consume significant fraction of their harvest within short period. Food processing is an important aspect of agriculture that prevents wastage of food items that cannot be easily stored in their original form by transforming them into other form that can enable their preservation. To achieve a sustainable food security, effort must be made to avert any wastage. Bamigboye and Ademola (2019) pointed out that usage of technology in Nigeria is inadequate skilled manpower; mostly women farmers are unskilled and uninformed in terms of new farm technology.

Gender Inequality

Gender inequality is one of the primary driving forces of food insecurity because this is the most important concern of people who are denied access or unable to engage in labor. Women face lots of discrimination both in seeking education, land for cropping and job. They face similar fate even at home within the household, yet women are mostly responsible for preparing meals and taking care of 'he children. They mostly spend all or a good fraction of their income on feeding and their children's needs. The role of women in ensuring adequate land use, as well as food production, processing, distribution and marketing cannot be over emphasized. Women often deprived of access to agricultural assets, inputs and service when compared to men. Analysts, have suggested that if women where to have the similar access as men to productive resources, yield would increase by 20% - 30%, boosting the total agricultural output by 2.5% to 4% in developing countries. If gender inequality is minimized and women are given better access to agricultural facilities, achieving food security will be much easier. It has been

established over time by raising women's status, poverty will decline and nutrition will be enhanced. FAO (2018) indicated that most of the gender issues in agriculture have their roots in gender inequality. The most common involve the non-recognition of the productive activities of women and the unequal distribution of resources, benefits, opportunities, and decision-making powers. Women are responsible for half of the world's food production, and in most developing countries produce between 60% and 80% of the food, yet they continue to be regarded as home producers or assistants on the farm and not as actual farmers and economic agents.

WAY FORWARD

Addressing gender issues in sustainable commercial agriculture is not just a matter of equity; it is a strategic imperative for national development. A gender-inclusive agricultural sector can drive food security, economic empowerment, and environmental sustainability.

To move forward:

- Stakeholders must adopt a holistic, gender-sensitive approach to agricultural development.
- Government agencies, NGOs, financial institutions, and community leaders should collaborate to dismantle barriers that limit women's participation.
- Data collection and research must be gender-disaggregated to inform evidence-based policies and interventions.
- Youth and rural women should be targeted for mentorship and empowerment programs that position them for leadership in agribusiness.

CONCLUSION

Women farmers cultivate smaller land, have less access to inputs, advisory and extension services, display a lower rate of modern inputs application than their male counterparts, and suffer from discriminatory land laws. Despite the dominant and important roles women play in family farming in Nigeria, they are hardly given any attention which have led to gender productivity differentials in Nigeria. Reallocating productive resources evenly between female and male farmers may unlock the productivity potential of women farmers.

RECOMMENDATIONS

1. **Land Reform Policies:**
   Government and traditional institutions should ensure women have equal rights to own, inherit, and control land. This includes legal reforms, awareness campaigns, and enforcement mechanisms.
2. **Gender-Responsive Credit Schemes:**
   Microfinance institutions and agricultural banks should design products tailored to women farmers, such as group lending, low-interest rates, and collateral-free loans.
3. **Capacity Building and Education:**
   Empower women through training in agribusiness, financial literacy, and use of agricultural technologies. Gender-sensitive extension programs should be developed to reach more women.
4. **Subsidized Inputs and Mechanization:**
   Women farmers should be targeted in input distribution and mechanization schemes to

enhance their productivity and encourage commercial farming.

5. **Inclusive Policy-Making:**
   Ensure that women are adequately represented in agricultural decision-making bodies and that their voices are heard in policy dialogues.
6. **Improve Market Access:**
   Develop rural infrastructure—such as roads, storage facilities, and marketplaces—to ease access to markets. Promote women's inclusion in agricultural cooperatives and value chains.

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INFLUENCE OF PRE-WRITING ACTIVITIES IN PREPARING THE GIRL CHILD FOR POLITICAL AND ECONOMIC EMPOWERMENT

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Abstract
This paper sets the stage for examining how systematic pre-writing prepares stakeholders to actively participate in political processes and promote enduring economic activity. It explores various pre-writing activities or strategies such as identifying topics, audience and purpose. Other pre-writing activities are brainstorming, concept mapping and outlining, emphasizing their role in preparing individuals and groups for informed civic engagements and sustainable economic practices. By engaging in these activities, the girl-child can develop critical thinking skills, identify key issues, and formulate effective strategies for advocacy and policy development. The integration of pre-writing strategies not only enhance personal empowerment but also contribute to the broader goal of creating resilient and economically self-sufficient communities. The paper became necessary to curtail challenges in Nigeria's political processes, poor leadership style and the present dwindling economic sustenance. One of the recommendations is that, curriculum planners should integrate political participation in subject areas. In conclusion, English language teachers should incorporate political preparedness and participation in teaching writing for enduring economic sustenance.
Keywords: Pre-writing, activities, political, empowerment, girl-child

Introduction

Empowering the girl-child through education is crucial for her future political and economic engagement. Literacy skills like writing, plays a significant role in enabling individuals to fully engage in political and economic activities. However, the girl-child especially from disadvantaged background is often face with challenges in developing writing skills. Graham and Perin (2007) identify pre-writing activities in preparing students (girl-child inclusive) for writing tasks. By exploring the influence of pre-writing on the girl-child political and economic empowerment, it will help people to identify how the girl-child can be supported and empowered to participate in politics and economic activities. Budryte (2024) posits that political empowerment refers to the process of transmitting various elements of power (resources, capabilities and positions) to all sundry.

The relevance of women empowerment cannot be emphasized. When women are empowered, it gives them some sense of independence and liberation from poverty and discrimination. Live and Learn Women (2022) opines that when women are living safe, fulfilled and productive lives, they can reach their potentials, contribute their skills to the workforce and can raise happier and healthier children. This can also enhance the sustainable economies of a country and benefit societies and humanity at large. Contrary to the preceding

statements, women are engulfed with diverse challenges, especially, discrimination and violence in the political scenario to violence at home and the society.

Nevertheless, to contain with these issues, is to prepare the girl-child in schools to help them break the shelves bedeviling their potentialities. Pre-writing activity is an offshoot of the process approach which through it political and economic empowerment will be incorporated as activities for learners to explore in form of topic identity, audience and purpose, brainstorming and concept mapping. These pre-writing activities, apart from learning the skills of writing, they enhance confidence as students discuss and share ideas in groups and work as individuals. It gives the participants good sense of belonging as members and citizens of Nigeria to begin to vie for political offices in school clubs, associations and the society at large.

Political and Economic Empowerment of Girls: Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and rights to influence change for themselves and others. Political empowerment refers to the process of transferring various elements of power (resources, capabilities and positions (Budryte, 2024). Nigeria's ideology of political and economic empowerment is patriarchal, meaning is a world of men. This is harnessed by societal values and beliefs to the extent that women and girls have succumbed to this dictatorship. But in the real sense, empowerment include giving access to various political offices including positions in government even to the members of disadvantaged population. In order to pursue stronger empowerment for women, Nacire and Fredwald in collaboration with united Nation women Global Compact (2010) give principles that can guide women empowerment; high level corporate leadership; treat all women and men fairly at work without discrimination; employ health, well-being and gender equality; enterprise development; supply chain and working practices; community initiatives and advocacy and measurement and reporting.

The importance of women empowerment cannot be taken for granted. When women are living safe, fulfilled and productive lives, they can reach their potentials, contribute their skills to the work force and can raise happier and healthier children. Actually, when opportunities are given to women they can help to fuel sustainable economies and benefit societies and humanity at large (Live and Learn Women, 2022). It is a strong fact that, empowering the women and girls is the key to economic growth, political stability and social transformation. Another key relevance of empowering the women and girls is through educating them. Those women and girls who are sent to schools can pursue meaningful work and contribute to their country's economy later in life. Educating women enhances political participation and holding key positions in government. It is on record that most of the women vested with national and international powers are solidly responsible for empowering many women and girls. Apart from that, educating women also carries characteristics such as minimized fertility, improved fertility, improved child-care and child survival and increased human capital of future generations (Dahlum, Knutsen & Mehcova, 2022).

In spite of the relevance of empowering women and girls, the terrain of events show that they continue to face discrimination and violence in many countries. Live and Learn Women (2022) posits that 750 million women and girls alive today married before the age of 12 years. Another is in every five women, have experienced physical or sexual violence in the

last one year. It was also reported that there were only 23.7 percent representation of women in political positions. It is very poor, it is hoped that more women will rise to the challenge and be given the chance for fair representation in political positions and economic activities.

Pre-writing: The pre-writing stage is the level of generating ideas, which of course, sources information from the long term memory. There is no guided rule to source for the information. It can be described as the level of brainstorming for anything related to the subject matter (Novita, Sibarani & Saragih 2020). Sometimes, the ideas may look contradictory, unconnected and unrelated in thoughts, but actually they give a sort of direction to the writer. In this stage the writer can generate a "working thesis" or a main idea that you can explore and then commence the collection of information; for instance, it can be an individual or group work of reviewing journals, assignments and newspapers. Other times, the writer may use graphic organizers connected to the subject matter. It is a state to determine what you know and what you do not have or know.

The pre-writing stage is an essential stage that should be given enough and adequate time for planning and should account for 70% of the time given for the planning. It is saddened that most students spend about three minutes in their planning to write; therefore, less time is given to thinking and sourcing for information related to the subject matter. Pre-writing stage also, involves varied activities and opportunity given to learners to brainstorm around a topic after which the ideas are structured into a meaningful text within a particular session, subsequently, learners would engage in multiple drafts and the next thing would result into revision. The instructor will guide and give the learners feedback which is crucial in the writing process.

Pre-writing Activities: Choice of Topics; Writing consists of different genres and these are narrative, expository, descriptive and argumentative. The teacher selects one and discusses its characteristics with learners. The teacher provides models of the type of writing needed for students to write, gets the model of the genre selected, and assigns individuals to read to the hearing of their classmates. The tutor also shares students in groups to discuss the writing model. It is good to direct students in a manner that will help them to have a better understanding of a good text. Afterwards, creates questions and make them to work together to find answers to the questions. For example, what are the features used in the introduction that is captivating? In other words, the teacher does not give the learners a topic but allows them to choose topics of their interest.

Brainstorming: Brainstorming is one of the important techniques in generating ideas in writing. It has been in existence over seventy (70) years. It was originated by Alex Osborn. Osborn's intention is to create ideas without inhibition and to engage learners in solving a range of writing problems (Wahyumi, 2019). The author further says that brainstorming is a cooperative approach in which students are grouped as a team to start to put down points. It is not an individual affair but brainstorming exercises are done collectively. Usually, a problem is created by the instructor simply for learners to rack their brains and agree upon a solution after different ideas are synthesized and analyzed.

Brainstorming is an act of notes taking prior to the writing exercises. It prepares the learner through the various stages of writing where plenty ideas are noted and sieved. The relevant ones are accepted and others rejected (Mohammed & Alnoori, 2021). The authors equally emphasized that it is an act of defining a problem with the purpose of harmonizing ideas

surrounding the subject matter. Such ideas are noted down as they come in their numbers without specification but related or not to the subject matter. Tension is not created in brainstorming but learners open their minds through the process and contribute to sharing ideas. Brainstorming is an organized way to allow the mind to produce ideas without getting bogged down trying to check which points are relevant and which are not. Spellings of words are ignored and checking of correct sentence instruction and other linguistic properties are not considered but are put in mind at the appropriate time when starting to edit. The essence of continually noting down points is to generate large ideas. To accrue large chunk of ideas, learners rule out criticism; there is freedom to express oneself; have it in mind that quantity is wanted and contribution and improvement are sought. Such guidelines when followed, provide plenty of materials for making production.

Brainstorming stimulates students who have negative attitude towards writing. This is because it involves teamwork, learners get excited to share and make use of other learners' points. It encourages learners to think and reflect on the subject matter. Brainstorming makes learners to activate their previous knowledge about the topic and to identify appropriate skills they need to develop, Muhammed and Alnoori (2021). Moreover, writers can progress in brainstorming without any prior preparation. As a result, points can appear in phrases, clauses and sentences.

Brainstorming promotes the generation of large chunks of ideas and select relevant points closely related to the subject matter. Also, it establishes students to develop well organized skills and ideas before they start to write. It is problem solving on content, form and grammatical issues. Brainstorming gives learners, the opportunity to create deeper knowledge of different subject matters and apply them in real life situations. Abdulkaleq (2019) opines that brainstorming enhances educational performance. It gives learners that satisfaction as they begin to write and it helps them to save long term memory of events. In summary, Wahyumi (2019) says the benefits are impactful to learners as students are active to express ideas; students think fact and logically; it stimulates students to always argue based on the topic; it increases students' participation in receiving the lessons; weak students get help from the teacher; students feel happy and joyful; democracy and discipline can be cultivated.

In brainstorming exercise, Wahyumi (2019) suggests procedure in brainstorming session: brainstorming list – list out words, phrases and every idea on the topic. The essence is to list out as much as possible; edit brainstorming list – merge ideas and cross those that are related and cross out ideas that are not relevant to the topic; organize the list – put ideas according to time and space order, from the first to the last – each step starts with a capital letter; make an outline by adding and giving topic sentence – include title on the centre on top of the topic sentence – below the topic sentence are steps to follow in presentation of points; write the paragraphs based on the outline made:

Concept mapping: It is a major technique that connects topics with ideas using lines to show how closely they are related. The main concepts under study are placed at the peak while the subordinate ideas are positioned underneath. Furthermore, concept mapping classifies ideas in boxes and the linking ranks between these concepts specify ideas which are related to the topic. Concept mapping is rated as an organizer in writing and when applied it makes learners confident in the writing process. Concept mapping connects what students are learning and what they have learnt. This benefits learners a lot because the subject matter is tackled in

understanding, internalizing the subject matter and it connects information to what they have already known (Zarei & Feizollahi, 2018).

Concept mappings are techniques for visualizing the relationship between concepts and ideas. This technique can be applied in different levels of educational learning because it is impactful in acquiring knowledge and boosting learners' attitudes (Gowon & Yashim 2021). Concept mapping can be used as a pre-writing technique to ease students' thinking on their writing process. Specifically, it helps students to organize their points before writing (Kazeq & Abualhomos, 2019). It assists learners to arrange their thoughts hierarchically from one paragraph to the other. It facilitates the sequential flow of ideas. It directs learners to identify what is captured and the points that are not captured. Concept mapping makes students to become responsible in their writing exercise because of its explicit presentation.

Concept mapping enhances collaborative task because learners show satisfaction in language learning as they share ideas. In the process, the weaker students are encouraged and they develop confidence in the writing tasks. Concept mapping on students writing generates higher marks. It enhances the connection between learners' previous knowledge and new concepts. It leads to deeper understanding of the subject matter. Also, it guides learners where there is misunderstanding. Concept mapping leads to original production of ideas. It leads to meaningful learning, hence, Zarei and Faizollahi (2018) suggest the process of concept mapping to include; the main topic is located at the top or centre of the sheet of paper with lines to connect to the sub-topics; the subtopics are ordered from the most general to the most specific; a verb statement, phrase or preposition is used to link the concept to each other. Such a process enhances the generation of points and the sequential presentation of items.

Pre-writing Activities in Preparing the Girl-child for Political and Economic Empowerment: Preparing girls for political and economic empowerment in schools have become necessary and this is to change the narrative for increased productivity and economic sustainability. The empowerment of girls require global and national attention to give them space to start vying for positions in school clubs, associations societies and also to actively participate in both decision making and development(Siti, Namirah & Ruwaida, 2020). This fact can be achieved through the use of pre-writing activities. Pre-writing activity is the first stage of the writing process followed by drafting, editing and the final version. During pre-writing, learners acquire knowledge and experiment with ideas. Research has it that, learners exposed to pre-writing activities outperformed those that were instructed to start writing without any preparation (Ilhamham, 2021). When students apply pre-writing activities in their writing task, it clears tension and helps to deal with the state of confusion. It improves efficacy by aiding the writer in mapping out, planning and brainstorming on their ideas.

One of the pre-writing activities is selecting a topic. Normally and in the traditional method of teaching, topics are given by teachers, but in the twenty first century, students select topics of their choice and identify the aspect of writing, audience and purpose (Caldswood, Surber & Fredrickson, 2023). If the teacher can be involved in topic selection is to write varieties of topic on the board while they allow the learners to select their topic of choice and in this process, these activities and other subject matters can be incorporated. Examples of topics on the board can be in these forms, women's empowerment principles, why a woman president? Why is empowering girls and women so important? Such topics can be developed during interactive sessions among students while the teacher guides.

Brainstorming is another pre-writing activity that can be used to guide learners in schools and during writing lessons to explore and generate ideas related to those topics previously identified, "why a woman should be Nigeria's president" and "how can I empower women and girls?" This activity allows learners into in-depth brainstorming for ideas. These ideas prepare girls to start developing interest and the passion to aspire for positions in school clubs, associations, unions and societies. Sadoon (2020) asserts that brainstorming is to guide learners' new ways of thinking and to brace with the common way of thinking and this suites the topics they have identified which is likely that they will apply in the future.

Concept mapping is a prewriting activity that connect familiar concepts with new ones. Similarly, the concepts that have been identified (political and economic empowerment) can be used to generate many ideas using concept mapping. Zarei and Felzollahi (2018) opines that concept mapping is developed in a process. Firstly, the main topic must be located at the top or centre of the page while students draw lines to link the sub-topic from the most general to the most specific. Connectives like verb statement, phrase or preposition must be used as linkages to connect concepts to each other, such concepts might be empowerment, economic empowerment, vie for positions, access economic grants, Nigeria's president. Learners benefit from concept maps in understanding and internalizing the subject lesson and in connecting new information to what they already know. It encourages students to explore and think deeply. It is classified as an organizer in writing when applied, and it makes students to be confident in their presentations

Challenges of Women in political and economic empowerment

Lack of education has hampered women's participation in politics and many have been deprived of being educated because of diverse reasons. Some communities prefer to send and support the male children to school and other economic activities. The reason being that, they will always have the sons but the girls will end in their husbands' houses, so sad to say that, such families think is a waste of resources. Because of this, Ekundayo and Anna (2014) posit that women have constituted a large percentage of the illiterate group in Nigeria.

Financial constraint is another setback for women's political and economic empowerment. Nigeria's politics means you have gathered fund to make oneself successful in vying for political position and capital intensive to embark on big and petty business. It is believed that for one to be successful, they must have some attachments to rich sugar daddies, parents and friends. Government is not helping matters because they have their choices which they usually impost on the people and usually they are their male counterparts. Even when it comes to government disbursement of funds to support women and youth in economic activities, it usually falls into the scoffers of the rich and strong but the woman is regarded the weaker sex.

Early marriage has thwarted the ambition of many women especially those who have the passion for politics and economic activities. Some of them are left to manage such sicknesses like vesico-virginal Fistula (VVF) and others are mentally derailed because they are forced to marry strange and violent husbands. Worst still, they are controlled indoors without participating in any economic activity.

Conclusion

The influence of pre-writing activities in preparing the girl-child for political and economic empowerment cannot be overemphasized. One of it is that, through the series of activities learners are enlightened and encouraged to participate in politics and economic

activities. Apart from such, learners become acquainted to good writing skills. In the light of this, teachers should use pre-writing activities to incorporate early preparation of the girl-child in political and economic empowerment for a sustained development of the nation.

Recommendations

Parents and educated women should ensure that the girl-child is sent to school, no girl around the neighborhood should be deprived of this right. They should take up the challenge to sponsor them in schools. The relevance of education cannot be taken for granted because socialization, abilities, capabilities and career choices are identified in the school setting. Also, government should make education almost free so that greater enrollment of girls, even in the rural areas can be enhanced.

Financial constraints should never be a problem at all. Women organizations, associations and societies both national and international should pick wise and educated women who have contributed immensely in organizations and community service and sponsor them in politics.

Early marriage should be prohibited because it destroys the future of the girl-child. There should be a clearly defined law against early marriage and the rights of women. The law that was adopted by the United Nations in1989 was ratified by Nigeria in March 19191 but it is quoted thus, "A child means every human being below the age of 18 years, unless, under law applicable to the minority, the minority is attained earlier." It is not definite as Agage (2017) assert that, it is a weak defense for the child.

The government together with institutions should organize workshops, seminars and refresher courses both international and internal to give awareness and training on what is obtained in the 21st century pedagogical applications. Many of the language units can be used to incorporate values, beliefs and norms apart from the language skills.

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EFFECT OF USING STORY-TELLING TEACHING APPROACH IN CORRECTING PRE-PRIMARY PUPILS' LISTENING SKILLS DEFICIENCY IN YOLA METROPOLIS, ADAMAWA STATE

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Abstract
This study examines the effect of using story-telling teaching approach in correcting pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State. The study adopts experiment design. The study randomly sampled 70 pre-primary pupils from seven public primary schools in Yola metropolis, Adamawa State. Thus, 30 pupils from three school where storytelling was used as teaching method were considered as experimental group while the remaining 40 pupils from remaining four school where other method were used for teaching served as control group. The study used listening skill observation scale for data collection. Data were analysed using descriptive analysis which include frequency count, percentage and mean. The study found that pupils taught using storytelling had better improvement in their listening skill compare to those taught using other methods. Gender does not significantly influence listening skill development among pre-primary pupils. Storytelling teaching method has significant effect on pupils' academic achievement in pre-primary school compare to other method. The practical activities during storytelling significantly improves listening skill of pre-primary pupils. The study concluded that adoption of story-telling teaching approach significantly corrected pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State. The study recommended among others that the head teacher in primary school need to encourage teachers to use storytelling in order to address listening skill deficiency among pupils.
Keywords: *Story-telling, Pre-Primary Pupils, and Listening Skills Deficiency.*

Introduction

Listening skill of individual pupils determine their hearing attentiveness and their ability to respond positively. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. According to Markgraf (2019) listening is one of the fundamental language skills. It is a medium through which children, young people and adults gains a large portion of their education, information, understanding of the world and of human affairs, their ideas, sense of values, and appreciation. In this day of mass communication (much of it oral). It is of vital importance that our pupils be taught to listen effectively and critically.

Storytelling is known to be the oldest method of education. It is worthy to be wondering on the rationale behind global practices of people where by tales is always use as a way of passing down their cultural beliefs, traditions, and history to future generations. The fact remains that stories are considered as the core of all that makes us human. Storytelling is still largely featured in both entertainment and communication, with a firm footing in every human

institution: churches of all kinds, schools and universities, businesses and families (Paquette, 2019). All kinds of stories are to be found on television, film, email, magazines, books and in the press amongst others. Storytelling is also a means through which people communicate with one another by telling stories about their day-to-day existence, giving advice or telling children what will happen if they misbehave. In addition, researchers have found that storytelling is coming back as a teaching and learning tool in both education and businesses (Alkaff, 2018). There is a growing number of national and international storytelling guilds, indicating a gradual expansion of oral storytelling into diverse realms, encompassing political and cultural domains. Nowadays, children who are active listeners can incorporate the things they hear faster in their framework of knowledge than a more passive counterpart. In his own view, Rankin (2019) observed that children can also exhibit better concentration and memory when they develop good listening skill. Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Cherry, 2018). Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Alkaff, 2018). Listening is central to a child's development of other skills, including survival, social and intellectual skills. Listening comprehension is considered one of the skills most predictive of overall, long-term school success (Oduolowu, 2019). In their studies, Rankin (2019) and Dairo (2019) revealed that storytelling improves the listening skills of children.

In spite of many advantages embedded in teaching and learning activities for the children at schools, the initial observation in our primary schools revealed that most pupils are not actively participating in classroom activities, which could be attributed to lack of learning interest that can result from poor listening skill. This supports the report of Papa and Glenn (2019) that despite the fact that teachers are rigorously changes styles of their teaching to get best out of their learners, the interest of most learners is not within the lesson and most at time the attention is seem lacking. Thus, this could show that method of teaching chose by teachers are not influencing listening skills among learners. Specifically at primary school level where pupils need to be actively involved in classroom activities so that learning will effectively take place. In Nigeria, especially in northern part of Nigeria, the participation of pupils in the school activities is not at best (Sadik, 2018). There are several factors earlier identified as causes of less attentiveness and low participation among pupils at primary education which include teachers' competency, school factors, parental background, environmental factors, pupils' factors, peer-pressure among others, less research attention has been paid toward the listening deficiency among primary school pupils as one of factors that can lead to overall poor language competency among pupils. Therefore, this study is an attempt to determine whether using story-telling as teaching approach could correct pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State.

Statement of the Problem

One of the oldest means of transmitting ideas and visuals is via storytelling (Gocen- & Duman, 2020). Parents, grandparents, uncles and aunts used to tell stories to young children in ancient African civilizations. Children's stories and tales are powerful and valuable listening materials for developing listening comprehension and literacy (Zazkis & Liljedahl, 2020). Folktales, according to Dairo (2019), played a significant part in Nigerian communal life. Despite the fact that the stories were never written, they have been passed down through the centuries without

losing their uniqueness.

The purpose of teaching young children at early education is to increase their development and language competency. However, the trend of less attention by most young learners and poor language development pointed at the possibility of having pupils with poor listening skills. Evidences from earlier studies have shown that pupils are presently less concentrated at schools (Dairo, 2019, Güler & Bilal, 2020). Likewise, Zazkis and Liljedahl (2020) have shown that special teaching skills need to be adopted in order to increase the listening skills among young leaners. Therefore, Oduolowu (2019) and Cherry (2018) have suggested storytelling as one of the teaching approaches needed to be introduced back to school especially in the early education in order to develop learners listening skills.

In Adamawa State including Yola metropolis, the need for improving pupils learning attention through correction of listening deficiency has made it important for the teacher to try other teaching method such as storytelling method. Therefore, this study attempts to determine the effect of using story-telling teaching approach in correcting pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State.

Objectives of the Study

The specific objectives of the study are as follows;

i. To ascertain whether storytelling improve pupils' listening skills of pre-primary pupils in Yola metropolis, Adamawa State.
ii. To examine the effect of gender on the listening skills ability of Pre-Primary pupils in Yola metropolis, Adamawa State.
iii. To ascertain the impact of stories on pupil and their academic performance in Yola metropolis, Adamawa State.

Research Questions

The following research questions were answered in order to achieve the objectives of the study. The questions include:

i. Does storytelling improve pupils' listening skills among pre-primary pupils in Yola metropolis, Adamawa State?
ii. Does gender have effect on the listening skills of pre-primary pupils in Yola metropolis, Adamawa State?
iii. Does storytelling have any impact on pupil's academic performance in Yola metropolis, Adamawa State?

REVIEW OF LITERATURE

Concept of Listening

Needham (2015) considered listening as an active process, he added that when one listens to his mother tongue, understanding normally seems effortless because the experience of the spoken language is enormous. Calvin (2019) mentioned further that when going back to the time when one was born, s/he was exposed to quantities of language and different speakers, and variety of topics. Because of that experience the listeners can easily identify the message, phonological and grammatical patterns, as well lexical items. Secondly, the experience of language caused the awareness of all factors that help to predicate what is likely come next. Thirdly, because there are a number of contextual clues to help the teacher in listening

comprehension to know about the participants, the setting, the topic and the purpose. Not all listening situations, are easy, especially when one cannot see the speakers particularly facial expression. Needham (2015) expressed that the length of time of listening without participating may cause memory problems. To avoid this problem, the writer suggested two ways of responding; firstly, interacting by which the listener participates as a speaker in a conversation or discussion. Secondly, reacting that is the listener does or says something as a result of what he/she has heard.

Listening Strategies

Productive listening can also be represented in terms of the strategies and techniques the listener uses during the process of listening. A pondering looks on how to listen raises the issues of listening strategies. Chikamadu, Chidi-Onwuta and Nkem-Iwe (2022) specified two kinds of strategies in listening:

i.) **Cognitive Strategies:** These strategies represent mental activities related to the processes in which the brain comprehends and stores input in the working memory or long-term memory for later retrieval to be used in the future. Thus, these strategies include comprehension processes that related to operating linguistic and nonlinguistic input by the listener. Also, cognitive strategies include storing and memory processes that related to the storing of linguistic and nonlinguistic input in the working memory.

ii.) **Metacognitive Strategies:** These strategies represent conscious or unconscious tasks related to the brain performing an executive function in the management of cognitive strategies in reality.

iii.) **Assessing the Situation:** Through a group of conditions and procedures surrounding a language task by assessing the learner's knowledge, his available internal and external resources, and the limits and barriers of the situation before getting to the task.

iv.) **Monitoring:** Determining the effectiveness of one ‘s or another ‘s own performance while engaged in a task.

v.) **Self-evaluating:** Through stating the effectiveness of the performance of a learner or his peers after getting to the task.

vi.) **Self-testing:** Here there is a test to the learner to determine the effectiveness of his own language use or the lack he may have (Chikamadu et al., 2022).

Concept of Storytelling

Story is unique and most children love stories. Stories use in an approach to language learning leads to unconsciously language development in learners. Thereby, teachers need to formulate storytelling activities that will foster this kind of acquisition. Teachers can use stories to help children practice their reading, writing, speaking and listening skills. Story time also creates a safe space for young learners and provides listening experiences with fun activity. People in all times and places have told stories. In the oral tradition, storytelling includes the teller and the audience. The story teller creates the experience, while the audience perceives the message and creates personal mental images from the words heard and the gestures seen. Most of the children love stories, and storytelling was regarded as a learning tradition (Fryer, 2018). It plays a very important role in children’s language learning. With meaningful contexts, natural repetition, lovely characters and interesting plots, stories can be used to develop children’s language skills, such as listening, imagination and predicting. Young learners exercise their imagination through stories. They can become personally involved in a story as they identify

with the characters and try to interpret the narrative and illustrations (Eder, 2019). This imaginative experience helps pupils develop their own creative potential. Stories also "develop the different types of 'intelligences' that contribute to language learning, including emotional intelligence" Stories "develop children's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing".

Importance of Storytelling on Learners' Listening Skills

According to Paquette (2019), teaching a foreign language requires strategies in order to allow the child to become a more efficient learner. When teaching listening, storytelling is one of the methods teachers can use as it is assumed to promote skills such as listening and speaking (Mittelstadt, 2018). During storytelling, the teacher is able to center learners' attention on the target language and work together with pupils while in a warm and happy atmosphere (Kolb, 2019). Moreover, young learners do not get bored listening to the same story several times, and this repetition can create opportunities to introduce or review vocabulary or sentence structures (Mittelstadt, 2018). Pupils acquire new information and are able to consolidate what they already know through listening to stories told by their teachers, if suitable to their language level. It is also important to bear in mind that storytelling is not a passive activity. According to Dennehy (2019), when being told a story, children listen and observe the storyteller's gestures and movements. This enables them to notice subtle differences in her/his voice and they are able to match any visuals shown to the language they are hearing, which allows them, in turn, to build up their own pictures in their heads, predicting what comes next, guessing the meanings of new words and so on.

In short, while listening to a story, a great deal of information-processing takes place in learners' heads and it stimulates the pupils' awareness regarding sentence construction in the target language (Kolb, 2019). Furthermore, storytelling encourages and enhances children's listening skills. Usually, children talk a lot more than they listen which can be a problem especially in the classroom, due to their short attention span (Mittelstadt, 2018). However, if listening to stories becomes a habit, it can help them become better listeners as it provides them the necessary training to listen and understand more, while becoming aware of rhythm, intonation and pronunciation of the target language (Fortunes, 2020).

RESEARCH METHODOLOGY

Research Design: This study adopted the experimental research design. The choice of descriptive survey design in this study is to enable the researcher to critically and objectively describe the effect of using story-telling teaching approach in correcting pre-primary pupils' listening skills deficiency in Yola metropolis, Adamawa State. This design is also considered very appropriate for this study because the researcher will not manipulate any of the variables in the study.

Population: The target population of this study was 458 pre-primary pupils across the 7 public primary schools running early childhood education in Yola metropolis, Adamawa State.

Sample Size and Sampling Technique: The sample size for this study is 70 pre-primary pupils from across seven public primary schools in Yola metropolis, Adamawa State. Thus, 30 pupils from three schools served as experimental group while remaining 40 from other four

schools served as control group. The researcher apply systematic random sampling technique to rationalise participants into 5 groups for easy data collection.

Research Instrument: The instrument used for the data collection in this study was an observation scale which considered aspect of pupils' listening skills. The observation scale contained subjective that is researcher as well as class teacher were used to rate the listening skills of each pupil during lesson.

Method of Data Collection: Data were primarily collected through observation by the researcher who observed the listening skills of pupils while in the classroom at rate of 10 pre-primary pupils per class. Thus, the experimental group were taught using storytelling while other methods were used in remaining control group. The observations of pupils were repeated across all the seven pre-primary classes in the selected primary schools in Yola metropolis, Adamawa State. Data collection exercise was completed within 2 weeks.

Method of Data Analysis: The responses were analyzed using the descriptive statistical tools which include frequency count, percentage and mean, as means to provide answers to the research questions.

RESULTS

Research Question 1: Does storytelling improve pupils' listening skills among primary pupils?

Table 1: Mean Rating of Teacher on Pupils' Listening Skills while Using Storytelling and Other Methods

Method of Teaching	Scale	Frequency	Percentage	Grand Mean Rating	Remark
Storytelling	3.6 – 5.0	10	33.3	3.56	Average Skill
	2.6 – 3.5	12	40.0		
	0.0 – 2.5	8	26.7		Below Average Skill
Other Methods	3.6 – 5.0	5	12.5	2.45	
	2.6 – 3.5	12	30.0		
	0.0 – 2.5	23	57.5		

The result on table 1 reveals the teacher rating for their pupils on listening skills for those taught using storytelling and those taught using other conventional method. The results shows that 33.3% of pupils were rated between 3.6 – 5.0 indicating above average skill, while 40.0% of pupils were rated between 2.6 – 3.5 indicating average skill and remaining 26.7% were below average (0.0 – 2.5). The grand mean value 3.56 indicates that pupils in the storytelling classes averagely recovered in listening skills.

Also, in the category of those pupils taught using other conventional method 12.5% were rated between 3.6 – 5.0 indicating above average in listening skill, while 30.0% were rated between 2.6 – 3.5 indicating average listening skill and remaining 57.5% were below average (0.0 – 2.5). More so, the grand mean rating of 2.45 reveals that pupils taught using other method are

below average in listening skills development. Therefore, the researcher is of the opinions that the storytelling skills improves pupils' memories and reading skills. Though, other methods show some level of improvement, compare to storytelling significantly influence pupils listening skills beyond average level. This implies adopting storytelling teaching approach for primary schools' pupils especially those in the lower classes, could boost their listening skills and addresses listening deficiency usually observe among early school children.

Research Question 2: Does sex have effect on the listening skills of primary pupils?

Table 2: Effect of Gender on Listening Skills among Primary Pupils

Teaching Method	Gender	N	Mean Rating	Remark
Storytelling	Male	15	3.53	Average
	Female	15	3.59	Average
Other Methods	Male	20	2.21	Below Average
	Female	20	2.69	Average

The result on table 2 show mean rating of pupils on listening skills based on gender for those taught using storytelling and those taught using other method. Thus, in the category of those pupils taught using storytelling, male pupils were rated 3.53 indicate average listening skills, while female pupils rated 3.59 indicates average listening skills.

In the category of those pupils taught using other method, male pupils were rated 2.21 indicating below average while female pupils were rated 2.69 average skill. This shows that female pupils in both categories are fairly rated higher than their male counterpart only that their respective rating are not significantly higher. The responses above shows that female pupils concentrate more than their male counterpart in the area of listening skills. Though, the difference is not statistically significant when consider those male and female pupils taught using storytelling.

Research Question 3: Does storytelling have any impact on pupil's academic performance?

Table 3: Academic Performance of Pupils Taught Using Storytelling and those Taught Using Other Method

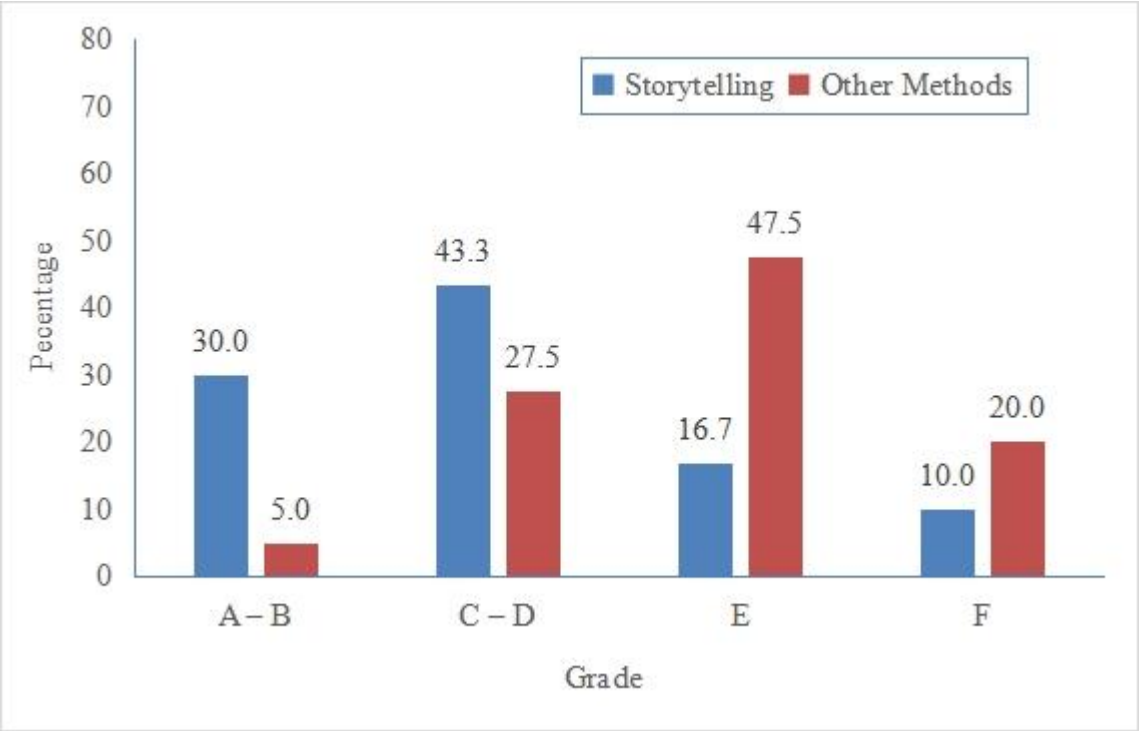


Figure 1: Distribution of Pupils According to Grade of Performance

The distribution of academic performance of pupils are presented in Figure 1 above. The results show that in the category of those pupils taught using storytelling dominated grade A – B by 30.0% compare to those taught using other method with 5.0%. Similar, pattern was obtained in Grade C – D dominated by those pupils taught using storytelling 43.3% to 27.5% of those taught using other methods.

Also, it is observed on the chart that pupils in the other teaching methods dominated Grade E and F with 47.5% and 20.0% respectively. This result show that pupils in the category of storytelling have higher proportion of A – B and C – D grade than those taught using other methods that have higher proportion of E and F grades. This imply that pupils who are taught using storytelling happen to perform far better than those taught using other method. Thus, the storytelling method yield more result than other method in academic performance as well as listening skill. This further suggests the consistency of storytelling as teaching approach that can be used by teacher to boost the listening skill as well as academic performance of primary schools' pupils.

Discussion of Findings

Findings from this study show that pupils taught using storytelling had better improvement in their listening skill compare to those taught using other methods. This may not be unconnected with the fact that using storytelling appeal to different pupils' listening modes. This concurs

with the finding made by Murat (2020) and Watson and Barker (2019) that adopting storytelling as teaching method directly unluck active listening among learners such as keeping attentive focus on teacher during lesson. Likewise, Susanti (2020) found that using storytelling improve learners' skills of listening of paying attention to teachers' non-verbal cues. The effectiveness of listening skills among early education pupils was reported by Papa and Glenn (2018) creating open mindedness among young learners such as listening to the end of story without interruption. Thus, one of the beauties of storytelling is that listeners will always want to hear the end-tail of the story, which encourage patience among them. Finding by Murat (2020) and Fryer (2018) has established direct linkage between storytelling and empath listening skills among learners, where pupils listening with emotion or pretend to be part of the story. Though, studies by Susanti (2020); and Phillips (2018) found that effect of storytelling are less among pre-primary pupils. However, their studies measured advanced listening skills such as biased listening, discriminative listening, false listening, partial listening and relational listening which require high cognitive capacity of learners.

Findings from second research question of this study shows that gender does not significantly influence listening skill development among primary pupils. This may be due to fact that listening is one of human attribute irrespective of gender that make them relevant to various happening within their environment. This finding is in accordance with the earlier finding by Sadik (2018) that gender does not significantly influence listening skills among learners. Likewise, Markgraf (2019) found that male and female equally develop listening skills irrespective of method of teaching. Thus, male and female learners can listen equally well and the listening ability appears to be more due to individual differences and circumstances than gender. Likewise, Oduolowu (2019) found that gender is not a bias factor for listening skills among learners irrespective of method of teaching. Pupils have diverse learning styles, and storytelling accommodates visual, auditory, and kinaesthetic learners. A well-told story can cater to different preferences and effectively convey information. Both male and female pupils benefit from the critical thinking skills that storytelling promotes. Phillips (2018) expressed that it is important to consider the diversity within a classroom and ensure that stories are inclusive and free from gender stereotypes. Educators can choose a variety of stories that reflect a range of experiences and perspectives, making the learning experience enriching and relevant for all pupils. Additionally, creating a supportive and inclusive learning environment contributes to the overall effectiveness of teaching methods, including storytelling.

The findings from third research question of this study show that storytelling teaching method has significant effect on pupils' academic achievement in primary school compare to other methods. This could be attributed to development of retention and recall rate among pupils as they are listening to their teacher telling the story. This finding is in line with the finding by Murat (2020) that storytelling promotes academic achievement of pupils due to high retention and recalling rate. The positive contribution of storytelling to academic achievement of learners could be linked with pictorial effect of story, where each learner develops particular picture representing the story in their minds, thereby allow for mapping and recalling later days. Similar finding was made by Benjamin (2019) and Olajide (2015) that storytelling directly influenced academic achievement of learners. Tuba and Okur (2021) found direct relationship between storytelling rate and academic achievement.

Conclusion

The relevancy of storytelling on listening skill of primary pupils has been established in this study. Specifically, this study through its findings has reiterated that storytelling had better improvement in pupils listening skill. Likewise, it has been proved by the findings of this study that gender does not significantly influence listening skill development among pre-primary pupils.

It has also been evidently shown through the findings from this study that storytelling teaching method has significant effect on pupils' academic achievement in primary school when compare to other method. Thus, adopting storytelling significantly influence learners listening deficiencies among primary pupils.

Recommendations

Based on the finding and conclusion from this study the following are the recommendations

i. The head teacher in primary school need to encourage teachers to use storytelling in order to address listening skill deficiency among pupils
ii. Adamawa state Ministry of Education should organize training workshop for teachers on best ways of using storytelling approach with pre-primary school pupils.
iii. Storytelling method can be integrated with other teaching method in order to further improve academic achievement of primary school pupils.

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POLITICAL IDEOLOGY AND NATIONAL ECONOMY IN VOCATIONAL EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract
The study examined the crucial role of integrating political ideology and National economy in vocational education to achieve sustainable national development. Aligning vocational training with national goals and value, and addressing labor market needs, countries can faster a skilled and patriotic workforce, drive economic growth, and promote social cohesion. The research explores the intersection of political ideology, national economy, and vocational education, highlighting best practices and strategies for sustainable national development. The findings emphasize the importance of curriculum alignment, industry partnership, and sustainable practices in vocational education, ultimately contributing to a more skilled, innovative and responsible workforce. The study's conclusions inform policymakers, educations, and industry leaders on effective approach to integrate political ideology and National economy in vocational education, driving sustainable national development.

INTRODUCTION

Vocational education has long been recognized as a vital component of sustainable national development, playing a pivotal role in shaping the skills, knowledge, and attitudes of a nation's workforce. As the global economy continues to evolve, the importance of vocational education in driving economic growth, reducing unemployment, and promoting social cohesion has become increasingly evident.

Effective vocational education systems equip individuals with the practical skills and competencies required to thrive in an ever-changing job market, fostering a culture of innovation, entrepreneurship, and self-reliance. By aligning vocational education with national economic goals and priorities, moreover, vocational education has the power to transform individuals, communities, and societies.

In Nigeria, such response saw the adoption of National Economic Empowerment and Development Strategies (NEEDS) and the Universal Basic Education (UBE) schemes which focus on poverty reduction and access to education, respectively. The overall objective of these strategies is to place Nigeria in its right place in the world economy using education as the springboard. Perhaps this partly explains why Onoriode, (2015) opined that the height of development of any nation finds its root in education as it pervades every spheres of a nation's life in pursuit of self-sustainability. This underscores the need for nations to effectively articulate and pursue educational policies that best suit their peculiar situation and development agenda. The success or otherwise of such policies depends largely on all stakeholder's ability

in resource mobilization and efficient allocation.

However a critical look at the Nigerian Education System, portrays a picture of a system that is yet to be fully integrated and focused to brace up to the challenge of the changing world and propel the nation to self-sustainability.

Consequently according to Egbele and Momoh,(2017) the education system has continued to produce more of those individuals that lack job skills and attitudes for employment then those the economy requires to remain vibrant and competitive.

In collaboration, The Guardian (2017) asserted that the unemployment index is rising not just because there are no jobs but essentially because the skills available are not sufficiently relevant to the needs of industry. Besides, the available skills are not sufficiently dexterous to be able to undertake the available jobs to be done. Okonjo – Iweala (2015) supported this assertion when she said that the present Nigeria system of education is a system that emphasizes theoretical knowledge at the expense of technical vocational and entrepreneurial education. Suffice to say that there is need for more attention to be given to a functional practical skill based education in Nigeria on both implicit and explicit values to harness the nation's vast natural resources for economic prosperity.

Vocational education offers this type of education and with the changing global order, more roles and responsibilities for stakeholders in the education system have equally emerged. This of course is the thrust of this paper which seek to examine the contribution of vocational education to the nation's drive towered self- sustainability with emphasis on the roles and responsibility of stakeholders.

As the world grapples with pressing challenges such as climate change, technological disruption, and demographic shifts, the significance of vocational education in sustainable national development cannot be overstated. This article explores the critical intersection of political ideology, national economy, and vocational education, highlighting the imperative for policymakers, educators, and stakeholders to prioritize vocational education as a cornerstone of sustainable national development.

The Role of Vocational Education in Sustainable National Development

With a vast deposit of natural resources and a growing population of over 125 million people, Nigeria offers a good example to explain the paradox of poverty in the African continent. The Nation's natural endowments are in diver's forms and locations which need to be harnessed with the right skills, attitudes, ideas and will for self-reliance. Thus, the increasing incidence of poverty, shrinking industrial landscape, widening inequality between the rich and the poor, the embarrassing height of unemployment especially graduate unemployment, brain drain among others/point to the fact that Vocational Education has not been given its right place in the Nigerian education system. A nation's claim to wealth could only be guaranteed when members of the society are knowledgeable and skilled enough to positively control at least both the industrial and agricultural sectors of the economy to ensure food security and foreign

exchange.

Vocational education offers the individuals the skills, knowledge, attitude and ideas to explore his environment and harness resources within it for prosperity, Vocational Education could train, encourage and engage people in the various components of Agriculture, Home Economics, Fine and Applied Arts and Business Education at different levels, thereby contributing their quota to national development. The National policy on education (2004) stated the goals of (VTE) Vocational Technical Education as to:

(a) Provide trained manpower in the applied sciences, technology and business particularly at crafts, advance craft and technical levels;

(b) Provide technical knowledge and vocational skills necessary for agricultural commercial and economic development;

(c) Give training and impart the necessary skills to individuals who shall be self- reliant economically. It is however, pertinent to note that nothing in this regard could be achieved in abstraction. In other words, the tenets of VTE would remain a mirage unless they are professionally taught, particularly learned and pragmatically applied.

Arguing from a philosophical stand point, Egbele and Momoh (2017) noted that knowledge per say is ornamental. It is the knowledge that is acted upon (usefully applied) in a socially useful way that yields good results. This, according to them implies that all the variables of national development at all stages and in the final analysis are traceable to knowledge, skills and attitudes; hence the carninal significance of VTE in national development. (Egbele and Momoh 2017.

In recognition of the strategic position of Vocational Education in the nation's drive towards development, the interest of the government to promote VTE in Nigeria is gradually gaining ascendancy with policy statements and reform proposals and initiatives. Be that as it may, what then are the challenges of Vocational Education in Nigeria that need to be addressed.

Challenges of Vocational Education in Nigeria

The value system and societal expectation are perhaps the greatest challenge facing VTE in Nigeria. The value system is negatively skewed towards general education with graduates seeking white collar jobs after school. It is believed in the society today that when a student graduates, he gets a paid job either in government employment or multinational company. This societal expectation partly explains why graduates of functional practical skills based disciplines such as agricultural science, Home economics, Fine and Applied Arts, Business Education and other related fields of study are also queucing up in the labour market thereby spurring the unemployment figure. Somewhat related to the issue of societal expectation is the perception of the Nigerian society about the actual meaning of vocational education which leaves more to be desired. The society regards vocational education as a type of education meant for drop-outs, delinquent and low intelligent people in the society as a result it is looked upon as inferior to the conventional grammar school / libral system of education. It may not be

out of place to assert that even some Vocational Educators today are in the field by fate because many of them never took vocational education as a choice of course in their admission application. The perceived structural imbalance in the education system today as evident in poor student's enrollment in VTE buttresses this assertion adequately.

There is the general problem of poor funding of education in Nigeria which Vocational education has to share. This is evident in the shortage of instructional .materials, equipment's and facilities in some VTE, institutions / departments. Even where some of these facilities are provided, the problem of electricity is still there to contend with such that some of the machines and equipment meant for practical classes are left to rust away idly which make them to be prone to theft and damages. Facilities and machine supplied to some rural schools for the takeoff the 6-3-3-4 system is a case in mind.

The UNESCO standard on funding of education recommended 25 % of national budget to be devoted to education every year. However, the nation's budget for education is a far cry from that recommendation. Olayemi (2012), asserted that Lecturers no longer enjoy facilities like; research grant travel sponsorship for conferences abroad, new journals and text books are not available and generally avenue to share on contemporary thinking in the various fields with counterparts abroad have virtually evaporated.

The problem of underfunding according to Onoriode (2015) is further compounded by the cases of corruption rocking the sector. He note that a situation where budgetary provisions are not totally released and the f w ones available to the sector are either misappropriated or embezzled by officers who are often enmeshed in the web of corruption - corruption of greed and corruption of need is quite appalling.

The Teacher

The Teacher form the corner stone of the education system. Fafunwa (2009) stated that the teacher is the key in the entire education programme, for a teacher can make or mar the best education programme in the world. In similar vein, Ukeji (2005) pointed out that if the child is the center of the education system, the teacher is the pivot of the process. On his own part, Igwe (2005) believes that the success of any system of education depends to a large extent on the number of teachers, their quality, their devotions to duty and their effectiveness on the jobs, these underscore the need for teachers to brace up to the challenges of the education in the emerging new Nigeria.

Statutorily, the teacher is charged with some duties and responsibilities in the school setting. For instance he is expected to diligently and resourcefully teach the subjects in the curriculum, inculcate by precept and example the habit of good conduct and behavior among students, encourage and guide students in the pursuit of learning and school activities among other things.

However, with the changing global order and development in education as a result of improvement in technology, teacher's responsibilities have been heightened. Globalization and information and communication technology (ICT) are gradually exerting influence on our

Educational frameworks manifesting in changes and improvement in facilities, concepts, ideas, information packaging, and so on, which is shaping our ways of thinking and methods of working today. It is much easier now than before to transfer ideas across continents. Children of today could easily learn on the television, radio, computers and even internet. These trends have made it imperative for teachers and educators in this part of the world to see the need to be continually relevant, up to date and to meet up with other parts of the world. (Akomolafe, 2015) Educators are therefore expected to provide quality academic leadership and guidance while involving methods of coaching that meet the demands of the new age.

Conclusion

The integration of political ideology and national economy in vocational education is crucial for sustainable national development. Effective vocational education systems can drive economic growth, promote social cohesion, and foster environmental sustainability.

Emphasis on practical and functional oriented system of education in Nigeria is imperative if the nation is to make meaningful progress in the development arena and be self-sustaining.

This emphasis should however be extended beyond rhetoric to practical efforts. Stakeholders must therefore brace up their roles and responsibilities in this regard.

It is the belief of the authors that such efforts by stakeholders would manifest in overcoming all the challenges facing vocational education in the country and guarantee a safe landing for the nation in the comity of developed nations of the world.

Recommendation

In light of the foregoing discussion, it is hereby recommended that;

(1) The State need to translate the stated political will of the administration towards vocational education to concrete actions. In other words government should be honest enough to honour its pronouncements on refocusing vocational education.
(2) While arresting the inadequacy of educational infrastructures and facilities in VTE institutions/departments, the issue of power supply should be seriously considered.
(3) The perception of members of the society about vocational education should be corrected through proper enlightenment campaigns and our value syst in need to be reprioritized.
(4) Training opportunities for vocational educators should be made more regular and comprehensive in view of the changing world.
(5) Educators should envolve and strengthen the conceptual links between vocational education and self-employment and make them explicit in their teaching.
(6) Investigate successful vocational education models and their scalability.
(7) Analyze the impact of political ideology on vocational education outcomes.
(8) Examine industry Partnerships and collaborations in vocational education

Call to Action:

Policymakers, educators, industry leaders, and stakeholders must prioritize vocational education as a driver of sustainable national development. By working together, we can:

- Enhance vocational education's relevance and effectiveness, drive economic growth and competitiveness. Promote social cohesion and equity

Final Thoughts:

Vocational education has the power to transform individuals, communities, and nations. By integrating political ideology and national economy, we can unlock its full potential and build a brighter future for all.

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THE IMPACT OF POLITICAL IDEOLOGY ON ENGLISH LANGUAGE AND EDUCATION POLICIES IN NIGERIA FOR SUSTAINABLE DEVELOPMENT.

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Abstract
Language policy is a delicate issue especially one set in a multi-lingual context as found in Nigeria. The role of language in education as a means of achieving sustainable development in any given society is a truism. Language education in Nigeria is a complex and dynamic field that reflects the intersection of political ideology and national economy in shaping sustainable national development. The dominance of English as the official language underscores the historical legacy of colonialism and the desire for linguistic unity in a multiethnic society. However, the emphasis on English has often marginalized indigenous languages and dialects, leading to concerns about linguistic diversity and cultural preservation. As a result, there is a strong emphasis on teaching English in schools to equip students with the language skills needed for success in a competitive globalized world. Conversely, indigenous languages are often neglected in the education system, potentially eroding cultural heritage and hindering inclusive development. To promote sustainable national development through language education in Nigeria, policymakers must navigate the complexities of political ideologies and economic imperatives. Balancing the promotion of linguistic diversity, cultural heritage preservation, and economic competitiveness is essential for fostering a harmonious and prosperous society. By adopting inclusive language education strategies that value both indigenous languages and internationally recognized languages, Nigeria can create a more equitable and culturally rich educational environment conducive to sustainable national development.

Keywords: *Language education, Language policy, Political ideology, Sustainable national development and English language.*

Introduction

The term 'language' could be appled to man's ability at exercising his innate vocal endowment (Zygmunt, 2016). It could also be seen as a means of expression available to a given speech community for the purposes of communication and socialization as well as that of showcasing, preserving and transmitting culture. Nigeria is a country so richly endowed with language that she has about 400 languages (Igiri, Awa, & Rose, 2022). Ethnic divisions in Nigeria are linguistically determined. Consequently, the existence of many languages implies the existence of many antagonistic ethnic nationalities. Three languages, Hausa, Igbo and Yoruba were elevated to major languages while the rest are seen as minor languages. This is predicated on the fact that the Hausas, Ibos and Yorubas are the three major tribes in Nigeria (Ogundiya, 2010). The national language question saw the English language emerging as the lingua franca and the official/national language due to its neutrality in a multi ethno-linguistic and multicultural setting as Nigeria (UNESCO, 2023).The language has also been adopted as a

medium of instruction in our school system. The English language, a foreign language plays multifarious roles in Nigeria being the second language, the lingua franca, official language and the language of instruction. The elevation and status of the English language has been saddled with numerous criticisms and condemnations. Opponents see the language as elitist in nature, having the tendency of excluding the majority of Nigerians from involvement in, and participation in national issues that concern them. In our education setting, they argue that academic underachievement in Nigeria is traceable to failure to comprehend teaching concepts owing to linguistic deficiencies. Haddy, (2011), in this regard establishes the relationship between thinking and linguistic abilities. He notes that "there is a medium in which we think, and of course it is a language". This implies that the English think in English, the Hausas think in Hausa, the Yorubas in Yoruba and the Igbos in Igbo. Supporters of the use of the English language as our official language, the lingua franca and the medium of instruction in schools base their arguments on the fact that the use of the English language engenders mutual understanding, co-operation and peace in a country bedeviled with too many ethno-political problems. They see it as neutral and have the capacity to be accepted by all as a national language more than any other indigenous language. They also remind their critics that the majority of Nigerian indigenous languages are still in the process of language engineering while some are yet to be codified. Language and society are so much related. Their relationship cannot be underestimated. Language is the oil that lubricates activities within any human society (Ugboja and Ijoko, 2022. It is an indispensable medium that helps man to achieve effective communication as it mirrors the mind in deep and significant ways.

The English language has taken the position of a national language in Nigeria. There is no gain saying the fact that English has become a Nigerian language (Adegbite, 2004). The language has become an invaluable legacy of the British colonial masters. Several years after independence, English still survives and has assumed a more important status in Nigeria. This paper examines English as the language education, the language of economics and the language of unity in Nigeria. These are very important avenues for meeting the much needed sustainable development that we all need in Nigeria. The importance of English language as a veritable tool for sustainable development in Nigeria forms the core of this paper.

Thus, language education serves as a crucial force in shaping the cultural fabric, national identity, and socio-economic progress of a country. The interplay between political ideology and national economy significantly influences language education policies and practices, impacting the sustainable development trajectory of a nation. This introduction provides a comprehensive overview of the intricate relationship between political ideologies, economic factors, and language education for sustainable national development, with a specific focus on the case study of Nigeria. However, the emphasis on English has raised concerns regarding the marginalization of indigenous languages and dialects, potentially eroding linguistic diversity and threatening cultural sustainability within the country.

The confluence of political ideologies and economic forces in shaping language education policies in Nigeria underscores the complexities and nuances that underpin sustainable national development. A balanced approach that appreciates linguistic diversity, preserves cultural heritage, and fosters economic competitiveness is imperative for creating an inclusive and equitable educational landscape conducive to sustainable growth. By critically examining the case study of Nigeria, policymakers, educators, and stakeholders can glean

invaluable insights into the intricate dynamics at play and chart a course towards a more holistic and culturally enriched educational system that propels sustainable national development.

In light of these considerations, this paper delves into the multifaceted interplay between political ideology, national economy, and language education within the context of Nigeria, offering a nuanced analysis of the challenges and opportunities that lie at the nexus of linguistic diversity, cultural resilience, and economic vitality. Through this exploration, the complex mosaic of language education emerges as a catalyst for a change, underscoring its critical role in shaping the sustainable development course of nations worldwide.

Purpose of Study

The purpose of this study is to examine the nuanced relationship between political ideology, national economy, and English language education in Nigeria, with a focus on their collective impact on sustainable national development.

Language Diversity in Nigeria

The number of languages spoken in Nigeria has been variously estimated from one hundred and fifty (150) to about four hundred (400) (FRN, 2013). Everywhere in the world, there appears to be one language problem or another. All the former British colonies were left with the English language on the departure of the colonial government. Nigeria has English as her official language. The use of English as the official language in Nigeria defuses ethnic conflicts and yet questions the authenticity and identifies of the users. This has always resulted in arguments about the choice of indigenous languages for official and national purposes because the use of English as our official language strikes at the root of national pride since English is a colonial language. The Nigerian constitution stipulates that English, the language of our colonial masters and indeed a second language to Nigeria is our official language. Paragraphs 51 and 91 of the 1988 Constitution of the Federal Republic of Nigeria further confirm the status of English as follows:

The business of the National Assembly shall be conducted in English language, and in Hausa, Igbo and Yoruba when adequate arrangements have been made in paragraphs 51.
The business of the State House of Assembly shall be conducted in English but the house may in addition to English conduct the business of the house in one or more other languages spoken in the state.(Federal Republic of Nigeria, paragraph 91).

This implies that official transactions of government, administration, trade and commerce, law and justice, instruction in the education sector, should be done in the English language. Nigerians, as a matter of fact, would have wanted to have one of the four hundred ethnic languages to be recognized as the official language. But the multiplicity of the languages poses a problem to the ethnic conscious Nigerians. The situation is a very difficult one and that is why it has been concluded that “the national language issue in Nigeria is a sensitive ad controversial one” (Obiegbu, 2015:19). The reason is that each language has a geographical boundary which sees her language as a mark of social identity. The selection of one as a national language over others would bring in disagreement.

Language in Education

The goal of education is to help the learner develop his natural ability by creating the necessary environment that will facilitate, challenge and involve him socially, physically, intellectually and emotionally in the art of learning and doing. The relationship that exists between language and the mind is such that language is a reflection of the mind and a means of conveying knowledge and information stored in the mind (Akindutire and Ekundayo, 2012). Language plays an important role in learning at any level of education. The normal teaching-learning process thrives on effective communication by which the teacher and his/her learners are required to command the language of instruction. This means that no matter how expertly learning experiences are selected and organized, the ultimate objective of the teaching-learning exercise; which is a change in behavior, would not occur if the teachers cannot relate these experiences in the appropriate language. Consequently, language becomes a veritable tool for any form of education (Aminigo, 2003).

The Concept of sustainable Development

Sustainable Development is development that meets the need of the present without compromising the ability of future generations to meet their own needs. The Government of the Federal Republic of Nigeria is interested in sustainable development. This means making the necessary decisions now to realize our vision of stimulating economic growth and tackling the deficits, maximizing wellbeing and protecting our environment, without affecting the ability of future generations to do the same (Efemini, 2002). The government takes account of sustainable development as a part of how it develops its policies, how it runs its buildings and how it buys its goods and services. All departments are responsible for making sure that their own policies and activities contribute to sustainable development. The English language forms a key factor to sustainable development in Nigeria.

English as a Tool for Sustainable Development in Nigeria

This paper looks at English language as a tool for sustainable development in Nigeria in the areas of education, economic growth and as a driving force for national unity in Nigeria.

The Role in Education

The purpose of education in Nigeria is for national unity and development. This has informed many of the reform programs of successive Nigerian governments. There have been initiatives by government on nomadic education, technical skills development, professional enhancement and continuous education among others. It is only through the English language that these basic educations at different levels can be achieved. Even the nomadic education has to be done in English language because the concept to be used in teaching at a higher level (right after primary three) has to be provided in the English language.

The English language is the language of Education in Nigeria Ndimele (2006) . Apart from the first three years of a child's life in the primary school that was mentioned in the National Policy on Education, the rest of the child's life in the primary, secondary and tertiary institutions, all academic activities must be done in English language. English is the language of prestige per excellence and a firm knowledge of it is an assurance of climbing the educational ladder of success in Nigeria. Credit in five subjects including English and mathematics in the

West African School Certificate is a passport to any Nigerian university and subsequently offers a speedy access to employment in the job market.

Before development can come to a people, there must be a means of communication and language quickly comes to play. Considering the many indigenous languages present in Nigeria today, it is quite difficult to impose an indigenous and unifying language because they number over four hundred. The language scenario in Nigeria would have been close to what happened at the Tower of Babel had not a foreign language, English, been introduced and used in the country.

English Language and Economic Growth

Economically, English language is the avenue to sustainable development in Nigeria. Economists in Nigeria believe that English is crucial for economic growth, as it helps them trade more widely on an international scale. Nigeria can do international businesses because we have English as our official language. The international community can easily and comfortably be reached because of the prestigious language. English is very important when hiring a new employee. This underlines the fact that English language skills enhance business and trade, while also improving an individual's economic conditions.

English Language and National Unity

English language serves as a tool for sustainable development in the area of national unity in Nigeria. Amidst the compounding complexities and wars in the northern part of Nigeria, the only language that still emits the spirit of oneness in Nigeria is the English language. More often than not, activities conducted in indigenous languages are seen as being ethnic or tribal, except in cultural celebrations or ethnic displays. This explains why, even during the first republic and during the colonial era, when English had not attained its present level of ascending in national and international affairs, political parties were formed in English language. However, the parties might have regional bases but the fact that they were named in English entailed their national identity. The Northern People's Congress (NPC), The Action Group (AG), The National Council of Nigeria Citizen (NCNC) after the excision of Southern Cameroun, National Elements Progressive Union (NEPU), were formed to integrate all Nigerians and give them a sense of belonging. This trend has necessarily survived until today with all the national political parties formed and sloganeered in English. English is equally the language of nationalism (Obiegbu, 2008). The love of a country has to be manifested through the language that everybody can understand lest the ethnic agenda be implied. This was why, even in the old political days, nationalists like Herbert Macaulay, Obefemi Awolowo, Ahmadu Bello, Nnamdi Azikiwe etc. had to use English language as a weapon of nationalist struggle (Odo, 2015). A nationalist bases his patriotic views in English. If English language is not used to express the same ideas for which he is known as a nationalist, he is seen instantly as a tribalist and not a nationalist. English is the language of authenticity in Nigeria (Mekiluwa, 2001).

Collective identity of Nigeria is stamped on national institutions through the medium of English language. The Army, the Navy, the Air Force, and the Police, that all safeguard the territorial

integrity of Nigeria and its peaceful existence is propelled with English language (Standard British English and Pidgin English) (Bowen, 2005). The National Youth Service Corps (NYSC) which is aimed at bringing together all the educated Nigerian youths from the universities is a great ideal of the Nigeria government. This ideal would not have been possible without the English language which binds all together at the camps and at their primary places of assignment. The idea of the National Youth Service Corps is geared towards reinforcing the spirit of oneness among Nigerian youths (Egbezor and Okanezi, 2008). However, on-going challenges of security and national unity which the vicious Boko Harams have caused in the northern part of Nigeria are causing a lot of threat to this good scheme of the Nigerian government because the youths are now afraid to go to the northern part of the country for the service scheme. We believe that with providence on our side, the English language will continue to bind us together (Dorcas, 2019).

The constitution of the Federal Republic of Nigeria is written in English to create a level playing ground for all Nigerians. The National flag, the National Anthem, the National Independence Day, the National Associations as well as several national monuments are designed in English and all of these "assert" that English is the foundation of the giant structure called Nigeria. All these have the effects of reducing what (Cote, 2021),refers to as "deep rooted mutual suspicion that result in prejudice, stereotypes and subtle linguistic hostility among various linguistics groups". English language remains a very big tool in favor of sustainable development in Nigeria. Having seen the role of language both as a veritable tool for education and as an instrument for sustainable development, there is need at this juncture, to examine Nigeria's language policy and its implications for sustainable development.

Nigeria's Language Policy

Both the documents of the Constitution of the Federal Republic of Nigeria (2013) and the National Policy on Education (2004) have made some stipulations that could be termed Nigeria's language policy. Section 55 of the Constitution of the Federal Republic of Nigeria stipulates that "the affairs of the National Assembly shall be conducted in English, and in Hausa and Igbo and Yoruba when adequate arrangements have been made thereof". Similarly, in the National Policy on Education, government recognizes the role of language as a means of social interaction and national cohesion; and preserving cultures. For this reason, it stipulates that:

a. every child shall learn the language of his immediate environment and in the interest of national unity is required to learn one of the three Nigerian languages.

b. for smooth interaction with our neighbours it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in primary and junior secondary schools. Specifically for early childhood/pre-primary education, the policy stipulates that government shall "ensure that the medium of instruction is principally the mother tongue or the language of the immediate community". Therefore, a summary of Nigeria's language policy reveals the following:

a. Use of English in the affairs of governance at the national and state levels and any of

the three major indigenous languages.

b. Use of the mother tongue at the pre-primary level
c. Use of the mother tongue, the English language and the French language at the primary level.
d. Use of English, French and any one of the three major languages (provided it is not the child's mother tongue) at the junior secondary level.
e. Use of English and any indigenous language at the senior secondary level. (French and Arabic are language options).
f. No specific prescriptions are made in the policy document for language education at the tertiary level (Federal Republic of Nigeria, 2013).

Implications of this Policy for Sustainable Development

In essence, Nigeria has a multilingual/multicultural policy on language in the training of manpower needed for the development of Nigeria. It recognizes the strategic roles of both the native languages and English in education and overall manpower development (Curry, Nembhard, and Bradley, 2009). However good the intentions of government are in the stipulations of these policies, the implementation is far from realization especially in the use of the mother tongue, and hence, the objectives of the policy are far from being achieved (Aina, Nathaniel and Ibitomi, 2017). There is therefore, the need to overhaul the policy as it regards the use of the mother tongue with respect to the provisions and implementations.

In line with Ndimele, (2015), a framework that relates linguistic communication to educational, socio-economic and political needs in Nigeria are hereby proposed: - that English be used at international and interpersonal levels, for broadcasting, business and economic transaction; and as a medium of (and subject in) higher education. That the three major languages as well as other native languages which have had their orthography developed be used at the inter-zonal levels, and as a medium of primary and lower secondary education and a subject at all levels of education. It stipulates that other minority languages be used for informal purposes, semiformal use at inter-zonal level, for instance, in customary courts, at lower levels of administration, and so on. These reforms become necessary against the backdrop of the fact that researches have shown that the child learns best in his mother tongue. With this, Haddy, (2011) submits that:

If the Nigeria child is to be encouraged from the start to develop curiosity, initiative, industry, manipulative ability, mechanical comprehension and co-ordination of hand and eye, he should acquire these skills and attitudes through his mother tongue; after all, this is the most natural learning medium.

The developments attained by Asian countries according to Sherine, (2013), were partly because they held on to their local languages. For this reason, the Nigerian government has serious tasks to carry out in both ensuring that the process of language engineering for native languages is set off. This does not call for mere provisions of a blue print, but rather, an urgent and pragmatic approach to the implementation of the any of such proposals (Vuzo, 2019). Against the background of the multilingual composition of Nigeria and that language planning and engineering is not easy; against the stark realities of globalization, the status, roles and functions of the English language in Nigeria in relation to education, to empower, secure and

achieve advancement is undoubtedly a foregone conclusion.

Conclusion

Language is central to the sustainable development of any society. Consequently, it must not be wrongly located in Nigeria's national reforms in her march for sustainable development. A monolingual policy of language in Nigeria is counter-productive. The consequences of such policy are dire! A monolingual policy in favor of any native language, or even the English language for that matter against the socio-political and linguistic composition of Nigeria; non-existent language planning and engineering, functions and roles of the English language as a world language and the language of globalization, is an impediment to sustainable development in Nigeria. It only stands to reason therefore, that the multicultural policy to language in Nigeria remains the best option in view of the role of language in sustainable development (Khatib, 2008). However, there is obvious need to overhaul and reform the policy as suggested in this paper to situate language properly in its role in Nigeria as a tool for sustainable development. Thus, the promotion of English as the primary medium of instruction serves as a way to foster national unity and integration in a country with diverse linguistic and cultural backgrounds.

However, with the transition to democracy, there has been a growing recognition of the importance of promoting indigenous languages and cultures in the education system (Karaca-Atik, Meeuwisse, Gorgieusk and Smeets 2023). This shift in political ideology has led to policies that aim to incorporate local languages into the curriculum alongside English, with the goal of preserving cultural heritage and fostering a sense of identity and belonging among students (Kansanen, 2004). In conclusion, the impact of political ideology on English language education policies in Nigeria is a balancing act between promoting a global language for economic and social mobility, and recognizing the importance of local languages for cultural preservation and identity formation. A sustainable approach to English language education policies in Nigeria would involve finding a harmonious balance between these competing priorities, taking into account the diverse needs and aspirations of the population, in order to ensure inclusive and equitable development for all.

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EXPLORING THE INTERPLAY BETWEEN POLITICAL CLIMATE AND ECONOMIC FACTORS ON ENTREPRENEUSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

The paper explores the implication of politics and economy on the entrepreneurship education in relation to sustainable development. It delved into the intricate relationships between Nigeria's political landscape, economic conditions, entrepreneurship education and sustainable development. The paper focused on how political instability and economic volatility impact the effectiveness of entrepreneurship education hindering sustainable development. A mixed method approach was employed to investigate the implication of political and economic factors on entrepreneurship education, highlighting the need for a synergistic approach to achieve sustainable development. It was found that politics and economies have serious relationship with entrepreneurship education and are among the main factors that determine sustainable development of a nation. It recommends that political stakeholders and economic gladiators need to give entrepreneurship education the priority it deserves towards sustainable national development. The opinions in this paper provided valuable insights for policy makers, educators, and entrepreneurs, underscoring the importance of a stable political climate and robust economic framework in fostering entrepreneurship education and sustainable development in Nigeria.
Keywords: Entrepreneurship education, sustainable development, political instability, economic volatility, Nigeria.

Introduction

The promotion of entrepreneurship as a solution to solving numerous economic and social challenges facing the world has attracted significant attention by governments, policy makers and the academia. In Nigeria, entrepreneurship development is gradually taking the centre stage it deserves in economic planning and national rebirth. Entrepreneurship has now been included in the national education curriculum at all levels and various schemes have been inaugurated to promote entrepreneurial skills among the teeming youth. The global attention to entrepreneurship development option is born out of its effectiveness in tackling unemployment, poverty and social ills as well as its crucial efficacy in the achievement of economic growth and overall national development (Ali & Abdulganiyu, 2021).

Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to

enable them start and manage a business. It aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business (Agu, 2016). Entrepreneurship education aids students from all socio-economic backgrounds to think outside the box and nurture unconventional talents and skills. It creates opportunities, ensure social justice, instills confidence and stimulate the economy. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Introducing young kids to entrepreneurship develop their initiative and help them to be more creative and self –confident in whatever they undertake and to act in a socially responsible way (Success, 2017)

The importance of entrepreneurship education cannot be overstated; as it plays a crucial role in economic growth and development of a country (Eniola, 2018; Chukwuma and Ogbeide, 2017; Aduku, Nafiu & Yakubu, 2016; Aliyu, 2018). Yet, this importance of entrepreneurship education is touched in Nigeria by some factors of politics and economies. Entrepreneurship development and education are often politicized and used as campaign tools rather than genuine effort to create entrepreneurs and metamorphose the productive capacity of the nation. This leads to policy changes, several abandoned projects, unfulfilled dreams and waste of resources (Asikhia, 2018 & Eze, 2012).

Economic instability is another serious factor that hinders entrepreneurship development and education in Nigeria. Entrepreneurship teachers and students are not well motivated due to their low economic status. Several micro businesses die prematurely for economic predicaments. Small businesses could not grow into medium or large –scale business for the same factor of economic imbroglio (Olohundare & Kayode, 2014; Shehnaz & Ramayah, 2019). This paper therefore delves into the effects of politics and economic factors on entrepreneurship education for sustainable development in Nigeria.

Entrepreneurship Education

Entrepreneurship education is made of all kinds of experiences that give learners the ability and vision of how to access and transform opportunities of different kinds and increase their ability to participate and respond to societal changes (Olohundare & Kayode, 2014). Entrepreneurship education deals with those attitudes and skills that are necessary for the individual to respond to his/her environment and explore its potential in the process of conserving, starting and managing a business enterprise ((Dougherty, Neubert & Park, 2019). This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons (Dougherty et al; 2019). Entrepreneurship education involves all forms of training, instruction, teaching and learning programmes that intend to equip the youth with functional knowledge and skills, promote innovation and build up their character, attitude and vision. Entrepreneurship Education is aspect of educational curriculum whose aim is to assist students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Such experience will in turn produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development.

A major defect the Nigeria educational system, inclusive of the universities, is its theoretical inclination. Most Nigerian institutions of learning produce graduates who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. This accounts for the high rate of unemployment and unemployable graduates in the country. This problem of theory with no practice made Nigerians job seekers rather than job creators. This problem reached its peak in the early 2000s that the Federal Government in 2004 had to mandate the Ministry of Education to make the study of Entrepreneurship compulsory for all Nigerian students irrespective of their specializations (Aduku et al, 2016).

In the year 2006, the Federal Ministry of Education directed Nigerian higher education institutions to include Entrepreneurship Education as a compulsory course for all students with effect from the 2007/2008 academic session. This led to the inclusion of Entrepreneurship Education in the curriculum of universities and all other higher institutions in Nigeria. Most higher institutions in Nigeria now have centre for entrepreneurship education in their institutions and Entrepreneurship education has also been extended into the curriculum of the secondary and basic education in the country.

The need for Entrepreneurship Education at all levels of education in Nigeria made government to review the curriculum for basic and post basic education in the recent time. The basic education programme now has vocational studies as part of subject for pupils at basic school levels. Entrepreneurship related subjects like Animal Husbandry, Marketing, Electronic Repair and Maintenance, Information and Communication Technology (ICT) and so on are also made part of compulsory subjects for Secondary Schools.

The mode of Entrepreneurship Education and training in Nigeria in recent years according to Ali and Abdulganiyu (2021) include Direct teaching and learning of Entrepreneurship as part of school curricular, apprenticeship method, industrial attachment or Student Industrial Working Experience Scheme (SIWES), Entrepreneurship Development Workshop, Skills Acquisition Training, Vocational and Technical Training, Agriculture Training and Information and Communication technology (ICT) Training.

Importance of Entrepreneurship Education

The importance of entrepreneurship education cannot be overemphasized; especially in the millennium education has however gone beyond the rhetoric of classroom teachings only. Marlborough (2023) observed that entrepreneurship education in the present super-computer age focuses on developing real-world skills that will help learners to lead exceptionally in a rapidly changing world. Entrepreneurship education teaches students crucial life skills, such as:

- How to collaborate and work with a team
- How to speak in public and prepare an effective presentation
- How to collect and analyze data
- How to use social media as an advocacy tool
- How to solve real, complex problems that do not have a definitive answer
- How to use curiosity and creativity to find an innovative approach to difficult problems.

Entrepreneurship students learn to understand product development cycle, come up with their own unique business proposals, and deliver multiple pitch presentations. This process

results in a superior experience that serves the students long after they have graduated from school. Entrepreneurship education does not just benefit those entering the fields of science, technology, and business. Students of art, music, and humanities can develop their imagination and learn how to apply creative thinking skills to real-world problems (Marlborough, 2023).
Entrepreneurship education prepares students for an uncertain future. We live in an age of unprecedented global and technological transformation. Today's students face an uncertain future full of complex global, social, and environmental issues. According to the World Economic Forum's Future of Jobs survey (2020), half of today's work activities could be automated by 2055. Creating completely new roles, responsibilities and challenges for the future workforce. Therefore, we cannot predict exactly what students will need to know after they graduate. Entrepreneurship-focused programs thus teach students crucial life skills that will help them navigate this uncertain future (Dougherty, Neubert & Park, 2019). These skills include problem solving, teamwork, empathy, as well as learning to accept failure as a part of the growth process.

Through entrepreneurship education, students learn creativity and collaboration. As standardized testing becomes more common in schools, opportunities for student to innovate and collaborate with others have become more essential. Entrepreneurship Education encourages creativity, innovation, and collaboration. These attributes are highly valued by employers in the world and will have student well beyond school (Dougherty et al, 2019).
Problems identification is another skill entrepreneurship education teaches. Students need to learn how to identify problems before they learn how to solve them. Problem-solving has been taught in school for decade but the same cannot be said for problem identification. Traditionally, problem-solving is taught by presenting students with issues that are already clearly defined by someone else. In the real world, problems can only be solved when they have been properly identified and described. Entrepreneurship education teaches children to identify problems they have never encountered before a skill that will be very useful in tomorrow's world.

Grades, Resilience, Intelligence and Techniques (GRIT) are also developed in a student through entrepreneurship education and training. GRIT according to Duckworth (2022) may be the single most important factor in a person's long-term success. GRIT consists of passion and sustainable persistence applied toward long-term achievement. The demanding and uncertain entrepreneurship journey requires more passion and sustained persistence than most other activities. This makes an entrepreneurship-focused program ideal for developing GRIT in the students.

Entrepreneurship education also makes the world a better place for individuals, communities organizations and nations. Entrepreneurs seek to solve problems, meet needs and ease pain points with the help of their products and services. They are hard-wired to make a difference and make the world a better place. By participating in entrepreneurship programs, students do not just become ready to create their own futures; they become ready to change the world (Duckworth, 2022).

Challenges of Entrepreneurship Education in Nigeria

There is no doubt that entrepreneurship education in Nigeria is faced with numerous challenges that affect its effectiveness. The challenges are not outrightly different from what faced the Nigerian education system as a whole (Aliyu, 2018; Olohundare & Kayode, 2014). Challenges of entrepreneurship education in Nigeria range from politics, unavailable fund and facilities to inadequate personnel and enabling environment (Dougherty et al; 2019). Barriers to effective youth entrepreneurship and vocational education in Nigeria according to Oyekunle (2019) include poor perception of entrepreneurship education by public, mismatch between training and labour market skills demand, economic inconsistence and uncertainty of funding for self-establishment.

Arowolo (2012) and Oyekunle (2019) believe that politicization of entrepreneurship development project is the biggest challenge of entrepreneurship in Nigeria. Aliyu (2018) opined that the challenges of entrepreneurship education in Nigeria include poor capacity of teachers, absence of curricular capacity to support the training, lack of infrastructural support, over-emphasis on theory delivery and absence of research support and linkages.

Challenges facing entrepreneurship education can therefore be summarized as follows: (Arowolo, 2012).

1. Political interest
2. Economic instability
3. Poor funding
4. Inadequate qualified teachers and instructors as well as supporting staff
5. Inadequate facility and equipment for teaching and learning
6. Poor planning, supervision and evaluation of the programme
7. Emphasis on theoretical knowledge rather practical knowledge due to lack of entrepreneurship education centres.
8. High level of corruption and poor maintenance culture
9. Poor enabling business environment
10. Poor knowledge based economy and low spirit of competition
11. Poor societal attitude to entrepreneurship education development.

The Politics in Entrepreneurship Education

Virtually everything in Nigeria is politicized; including religion, education and security (Jega, 2017; Dada, 2007). Although politics cannot be separated from entrepreneurship education and economy; since government is the policy maker, the executor and end benefactor of all sectors; politics and indeed government policies in Nigeria have direct impact on the state of entrepreneurship education. Government policies serve as guidelines and frameworks that define the objectives, strategies, and implementation process of entrepreneurship education programs (Imhonopi & Urim 2018).

The governance and policies shape the curriculum, funding, and support system for entrepreneurship programs in education institutes and their implications on the availability of resources, the development of entrepreneurial skills, and all the overall growth of the entrepreneurial ecosystem are inordinate. By understanding the impact of governance and policies, stakeholders can identify areas for improvement and advocate for changes that

promotes a thriving entrepreneurship ecosystem in Nigeria. It is therefore crucial for policymakers, educational institutions, and entrepreneurs to work together to create an enabling environment that fosters entrepreneurship education and supports aspiring entrepreneurs in their journey towards economic success (Adamawa State Government, 2014). By understanding the significance of governance and policies, we can gain insights into the evolution of entrepreneurship education, analyze the progress made and identify areas for further improvement in entrepreneurship education in Nigeria.

According to Imhonopi & Urim (2018), the political system in Nigeria has remained iron-gated manned by mean and supercilious political ironsides whose goal in governance is to perpetuate personal and clannish interests, objectives and motivations. The entrepreneurial environment that could have weaned some of the youths off idleness and crime is challenged and experiences paroxysms manifesting systemic neglects, disinvestment, primordial corruption and politicized or partisan citizen assistance. Thus, Nigerian youths have become the new denizens treated as undeserving of equitable state interventions.

The political plinth has been used by many nations as the veritable lever that helped to galvanize their youth out of poverty, social and economic deprivations. The political fulcrum in China, Canada, the United States, the United Kingdom, France, Singapore, Malaysia, Botswana, Rwanda, South Africa under Mandela, Libya under Ghaddafi, became a planisphere for fine-tuning and polishing the youths of those nations, giving them a sense of direction and hope and galvanizing them into becoming tools for positive change in their political economy (Imhonopi & Urim, 2018; Oteh, 2009).

However, it seems that the political elite in Nigeria suffer from a complexed amnesia state when it comes to the management and investment in Nigerian youth. It also appears that the political process is treated as some sort of dystocia that is difficult to manage but impossible to let go for the interests and benefits of minority that wields political power. Else, how would educated Nigerians be allowed to emigrate in their thousands to other countries of the world, deepening the brain drain catastrophe that the country already faces, and bringing these youths in the harm's way such that they are now enslaved and commoditized by some host countries where these youths find themselves when such a cataclysm is avoidable (Imhonopi & Urim 2018).

Entrepreneurship Education and Economic Instability

National politics often determines the quality of education policies, programs and processes and eventually the products (Imhonopi & Urim 2018). Government underfunding and commoditization of education is likely to worsen the crisis in education. The current economic crisis confronting many governments is creating severe conflicts in educational sector of many nations. On the one hand they had to reduce their budget deficits to avoid excess indebtedness. On the other hand, they had to promote education firstly to alleviate unemployment as a short run crisis measure and secondly to avoid the public funding, which greatly affect the education sector. Some government carried out overall budget cuts. These had negative effects on teachers, students and families.

A research by Bamigboye, Ede and Adeyemi (2021) on the impact of economic crises on education in the South-West part of Nigeria shows that the current economic crisis in

Nigeria had an observable impact on the education sector as many States Governments proceeded to drastic budget cuts on education. Only few governments however, acknowledged the importance of the educational sector in overcoming the current economic crisis. These few states see the need of increased spending on education, supporting students, families and education providers as a way to enhance productivity and efficiency of state economy. The result of the research shows a great difference between the states cutting budget on education because of economy, economic downturn and those pumping more fund into education sector in the midst of economic crises. This research concludes that adequately funded educational system, if genuinely promoted and honestly managed is capable of creating mass-fully developed human talent whose creative thinking would get any nation out of the economic crises and permanently shut the door to its future occurrence (Bamigboye, Ede & Adeyemi, 2021, Adamawa State Government, 2014).

Nigeria has been hit by the global economic crises together with developed and developing countries all over the word. The term economic crisis can be defined as a situation where there is a recession in nation's economic activities, a situation where the world's economy seems to be standing on its head. In Nigeria, the educational system is almost completely dependent on government budgetary allocation and with the economic crisis, the sector no doubt witnessed its fair share of budget cuts which affects not only the teachers but also the students and families (Oteh, 2009). Teachers' salaries represent around two-thirds of public expenditure on education, which explain why in some countries the first sign of a slowdown had a direct impact on pay when the economy is in crisis, and graduate unemployment is high, the teaching profession used to be a safer and more attractive choice than other occupation because of the respect given to the profession and regular payment of teachers' salary but nowadays contrary is the case. But significant salary reductions due to economic crisis can also have a negative impact on a country's attempt to attract the best individuals to the teaching profession. As a consequence, countries will find it more difficult to maintain the quality of learning in the future.

Economic crisis has affected all aspects of education delivery. Education which is the foundation of development ought not to be treated casually by its stakeholders. A situation where parents could not afford even one-time meals for themselves and their children due to general inflation, such a family will rather take the children into child labour than schooling. A situation where teachers struggle for transport fare due to high pump price of fuel, classes will be missed and curriculum would hardly be covered. A situation where entrepreneurs usually complain of high cost of running business and many eventually folded up, would rather discourage future entrepreneurs and entrepreneurship education process.

Entrepreneurship Education for Sustainable Development in Nigeria

Governments, all over the world, situated within the developed, transition or emerging economic taxonomies, have discovered the benefits that entrepreneurship provides in the creation, escalation and sustainability of employment opportunities and income generation among their citizens (Anyadiko, Emeh &Ukah, 2012; Surajo, & Karim, 2016; UNCTAD & Commonwealth, 2015). Entrepreneurship has been seen as having the capacity positively impacting a nation's economy and the quality of life of its people (Maina, 2014), bringing about economic growth and expansion of youth-led enterprises (Adegun & Akomolafe, 2013; British

Council, 2015; Fadeyi, Oke, Ajagbe, Isiavwe, & Adegbuyi, 2015; Oteh, 2009; UNCTAD & Commonwealth, 2015). However, while every administration in power put in place diverse programmes to potentiate the entrepreneurial ecology with intention for greater youth participation (Ayoade, & Agwu, 2016; Odia, & Odia, 2013) the impact of these programmes considering the high youth unemployment in the country and the perennial challenges locked within the entrepreneurial space, has been everything but effective. Thus, the concern of this paper is straightening the potential atmosphere to accommodate education and entrepreneurship for sustainable development of Nigeria.

Conclusion

For Nigeria to achieve her sustainable development goals, there is a need for paradigm shift from theory to practice of entrepreneurship. Entrepreneurship development has been the goal of every well-meaning leadership in the world due to its unquantifiable prowess to make a nation truly independent. For entrepreneurship to develop, entrepreneurship education is indispensable. Effective delivery of entrepreneurship education curriculum in theory and practice rest strongly on an enabling environment devoid of unnecessary politicization and economic imbroglio. Politics is interwoven in every human endeavour; it has to be objective and directed toward effective productivity. Entrepreneurship is for economy as economy is for entrepreneurship. A situation where one suffocates the other may not lead to development. Stakeholders in Nigeria education, politics and economy therefore need to work a balance that will prioritize national development rather than the self-interest in our education, politics and economic objectives.

Recommendations

1. For sustainable development in Nigeria and for Nigeria to compete successfully among the comity of nations in this era of productivity; entrepreneurship development through concerted efforts in entrepreneurship education is inevitable.
2. Efforts on entrepreneurship development, project and education should devoid of unnecessary politics that undermine productivity and results.
3. Political stakeholders and economic gladiators in Nigeria need to give entrepreneurship education the priority it deserves to achieve sustainable national development.
4. There should be a deliberate effort by government and stakeholders for some economic reliefs to entrepreneur to cushion the effects of some though economic policies on survival of businesses.
5. Due to its importance and inevitability, entrepreneurship education deserves more attention through budget allocation and motivation of entrepreneurship teachers and students for sustainable development in Nigeria.

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INTERSECTION OF POLITICS AND EDUCATION: NAVIGATING POLITICAL IDEOLOGY IN CURRICULUM AND INSTRUCTION FOR SUSTAINABLE DEVELOPMENT

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Abstract
As educational institutions increasingly become battlegrounds for ideological conflicts, the impact of political beliefs on educational content and pedagogy becomes more pronounced especially for the achievement of sustainable development goals. This paper investigates the complex relationship between politics and education, particularly how political ideologies influence curriculum and instructional practices in modern classrooms towards sustainable development. The paper examines education, politics and curriculum frameworks, and their implications for curriculum design, teacher autonomy, student engagement, and sustainable economic development. The paper looked on one hand, at how politics affects curriculum content, teaching strategies, and resource allocation, and on the other hand how education influences civic engagement, policy-making and social equality. The paper concludes that rather than attempting to eliminate politics from education, we should promote transparency, inclusivity, and critical thinking within the curriculum and instructional practices. Such an approach will empower students to navigate complex issues and become better informed and engaged citizens that will drive the economy forward towards the achievement of sustainable development goals.

Keywords: *Politics, education, political ideologies, curriculum and instruction, sustainable development*

Introduction
The 2030 Agenda for Sustainable Development is a plan of action for people, planet and prosperity, with countries and all stakeholders acting in collaborative partnership to implement this plan. The Agenda also seeks to strengthen universal peace and provides a common vision for peaceful societies. It is a unanimous call for 'a people-centred and planet-sensitive agenda to ensure human dignity, equality, environmental stewardship, healthy economies, freedom from want and fear, and a renewed global partnership for sustainable development' (UN General Assembly 2014). In his report to the UN General Assembly, A Life of Dignity for All: Accelerating Progress towards the Millennium Development Goals and Advancing the UN Development Agenda beyond 2015, the UN Secretary-General recommended the development of a universal, integrated and human rights-based agenda for sustainable development, addressing economic growth, social justice and environmental stewardship, and highlighting the link between peace, development and human rights (UN General Assembly, 2013). The UN Secretary-General reiterated much of this in his synthesis report on the post-2015 Agenda,

The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet (UN General Assembly, 2014). The debate over political ideology in curriculum and instruction has long been a contentious issue in education (Apple, 2004). As a reflection of society's values and beliefs, educational content often mirrors the prevailing political climate, raising questions about objectivity, bias, and the role of schools in shaping students' worldviews (Freire, 1970). In line with this, this article explores education, curriculum and instruction, politics and sustainable development as follows:

Education

Is a continuous process by which a society makes its members to understand and imbibe its acceptable culture and values for their constructive development and to make laudable contributions to their societies and its sustainability in future. Education is critical in shaping individual and collective knowledge, skills, values and attitudes to enable people to move along pathways towards sustainable development, and as a catalyst for development itself. It is a key determinant of social and economic transformation, and an essential precursor to peace, tolerance and sustainability. It equips learners of all ages with the knowledge, skills, values and attitudes needed to be responsible global citizens, such as respect for human rights, gender equality and environmental sustainability. According to UNICEF (2015), In addition to increasing economic growth and reducing poverty, quality education provides numerous other human development outcomes, including improved health and wellbeing, a lower likelihood of conflict and improved socio-economic prospects for future generations. So also Target 4.7 of the Sustainable Development Goals vision 2030 signals the need to ensure that individuals contribute to sustainable development through enhancing their competencies across the learning phases of education. It states that: 'By 2030, ensure that all learners should acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development'. As such, education is both a goal in itself and a key enabler for ensuring the achievement of the other 16 Sustainable Development Goals.' this knowledge and skills required for sustainable development can only be achieved through education and the curriculum specifically designed and implemented towards the realization of these goals.

Curriculum

Curriculum refers to the formal and informal content, experiences, and knowledge that students encounter in educational settings. It encompasses planned and unplanned learning experiences, including explicit and implicit messages, values, and beliefs that shape students' understanding of the world. The curriculum includes not only the formal syllabus but also the hidden curriculum, which consists of the unwritten rules, norms, and values that influence student learning. Education for sustainable development is a pedagogical approach that aims to make sustainability relevant to all students; no matter what subject they study. It prioritizes active and applied learning and takes a holistic definition of sustainability, incorporating social, economic, and environmental concerns as set out by the United Nations sustainable development goals.

Politics

Politics refers to the social and economic structures, institutions, and processes that shape power relationships, resource allocation, and decision-making within society. In the context of education, politics influences what knowledge is valued, whose perspectives are represented, and how students are prepared for citizenship. Easton (1981) described politics as the authoritative allocation of values for a society, while Fabunmi (2005) defined politics as any power-structured relationship or arrangement whereby one group of persons is controlled by another. These definitions give insight into the issues of power, control and values and their relationship in terms of what people will get. It is thus clear that politics is centred on power acquisition for the control of a group of people as well as their resources to achieve set goals. The idea of power acquisition, which is a central issue in the definitions, signifies that it will be characterized by struggle. This is the reason why politics at all level is considered as a struggle. For instance, Nwolise (1997) considered politics whether at the national or international level fundamentally and ultimately as the struggle for the minds and resources of men and nations. The definition of politics put forward by Fabunmi and Alimba (2005) as "the power to allocate powers between individuals, communities, and nations" signals the fact that the essence of getting power is to ensure the proper organization of a society by ensuring that powers are equitably distributed among the competing units to better the lives of people in a society. Politics can therefore be described as the process through which power is acquired with the concerns to improve the welfare and well-being of people for sustainable development. From the above illustrations, one can confidently argue that politics connotes power, authority, control and influence acquisition of resources which can be used effectively for sustainable development through provision of free and compulsory education, access to free books and writing materials, good schools and formulation of favourable education policies that will gear the nation towards economic growth and achievement of sustainable development goals.

The Politics of Education

Education has always been political, as it involves decisions about what knowledge is valued, whose perspectives are represented, and how students are prepared for citizenship (Kumashiro, 2009). Political ideology influences what knowledge is deemed essential for students, with some approaches emphasizing critical thinking and student-centered pedagogues, while others focus on rote memorization and standardized testing (Cochran-Smith, 2004). Babalola (2005) also posited that politics is the protection of domain, acquisition of power, support building, influence gathering and self-service. Equally, politics has been defined as the process of conflict resolution.

This diverse opinions shows that politics is solemnly an activity that is centered on human beings. However, the basic elements deduced from the above is that: politics involves the allocation of values (Alimba, 2017) and use of legitimate authorities (Fabunmi, 2005) on human beings and how it can be used as a tool to improve the welfare of people in a particular place. Sustainable development is an approach to growth and human development that aims to meet the needs of the present without compromising the ability of future generations to meet their own needs. The aim is to have a society where living conditions and resources meet human needs without undermining planetary integrity. Education for Sustainable Development requires participatory teaching and learning methods that motivate and empower learners to change behaviours and take action for sustainable development.

Curriculum development is also a critical site for political ideology, as it determines what knowledge is deemed essential for students (Ladson-Billings, 1995). Political leanings can influence the selection of texts, historical narratives, and scientific theories, potentially marginalizing certain perspectives or promoting a dominant ideology (Oakes, 2005). This shows that variations exist in the way curriculum activities are designed and determines what the society values in-terms of education. This was pinpointed by Ijaduola, Odunaike and Ajayi (2012) who posited that no educational system can escape from the political community in which it operates. The system must reflect what the political community wants it to do. The idea and orientation formulated by the political community will be imparted on the populace by the educational system to moderate their behaviors and attitudes to reflect the acceptable way of the people. The National Policy on Education (FGN, 2004) also, which is the political document that gives direction to how education should operate in the country, stipulates in section 1 sub-section 9 (f) that "efforts shall be made to relate education to overall community needs". The document further indicated, in the same section, that "a nation's policy on education is government's way of realizing that part of the national goals which can be achieved using education as a tool" (p.1). This explains the importance of politics in education as well as the significance of education in politics. The contribution of one will influence the way the other will behave.

Curriculum Development: The Framework for Sustainable Development

In the light of the global adoption of the 2030 Agenda, the mandate of the 19th Conference of Commonwealth Education Ministers and the priorities of the Commonwealth Secretariat's Strategic Plan 2013/14–2016/17, Curriculum Framework for the Sustainable Development Goals to support countries in addressing all 17 Sustainable Development Goals, and their 169 targets, through education. This framework reinforces the connections between the sustainable development goals (SDGs) and education through a holistic life course approach (early childhood care and education (ECCE), primary education, secondary education, technical and vocational education and training (TVET)/skills development, tertiary education, and adult education and learning), taking into account the Sustainable Development Goal targets and the relevant indicators. The Curriculum Framework focuses on relevance to enable the delivery of the SDGs; which is integral to quality of education. A relevant curriculum provides space for learners to explore, analyse and engage with their environment and the world around them and, in the process, strengthen the knowledge and skills that will enable them to understand and deal with complex issues that affect the environment and society now and in the future. The Curriculum Framework will articulate this vision of learning for sustainability. The Curriculum Framework is intended to be a flexible, non-prescriptive tool that follows a competency development model through a combination of knowledge, skills, values and attitudes. It also aims to enable the delivery of the SDGs by ensuring that each population has the relevant skills, knowledge, values and attitudes for social, economic and environmental development, and to work in partnership to create peaceful societies.

By serving as a guide for member countries to review or develop their national curricula, the Curriculum Framework aims to ensure that all citizens of the Commonwealth develop the knowledge, skills, values and attitudes they need to flourish in life, learning and work through education, and to appreciate their place in a diverse world, while building and

strengthening pathways to peace and tolerance. It aims to help all those involved in planning and delivering education and learning, across all sectors and settings, to bring about the transformation changes needed for people to lead fulfilling lives. The knowledge, skills, values and attitudes identified are relevant from the early years right through to adult learning, and they set the foundation for a holistic, values based participatory and action oriented education system, which is essential for generating positive change and sustainable development.

The Curriculum Framework can support the design, delivery and evaluation of national curricula across the Commonwealth, set the foundations for research and development, provide consistency across programmes for achieving the SDGs, and support the creation of learning and evaluation tools to align with the framework. This framework will guide countries in defining their contextual needs and the basic requirements related to competencies that must be demonstrated or acquired in order to achieve the objectives of the SDGs through education, and within the current or evolving policy contexts. The framework is therefore necessarily broad and can be applied to diverse learning contexts, including formal, informal and non-formal learning. It provides a holistic picture and a lens or model to help frame the entire curriculum in alignment with sustainable development (assessing countries' strengths and weaknesses as well as current and future challenges). It will provide a tool to ensure that the SDGs achieve transformative outcomes through education by developing a multisectoral mechanism to catalyse work across sectors. The framework is a tool for orienting towards sustainability through education. It supports a holistic life course approach involving:

i. new paradigm thinking (systems thinking, integrative thinking, critical and creative thinking);
ii. new learning and delivery approaches;
iii. integration of different types and forms of knowledge including indigenous and traditional knowledge systems;
iv. core competencies;
v. the interconnectedness of the challenges and linkages between the SDGs;
vi. the integrated continuum of the complex interplay of social and environmental factors mixed with biological, behavioural and psychological issues that help to define learning outcomes and skills development across the course of a person's life
vii. values, attitudes and ethics, including inclusion and democracy, respect for people and all life forms, equity and social justice, quality of life, care and duty, and sustainability;
viii. strengthened equity, tolerance and respect for others;
ix. enhanced individual and collective responsibility; and
x. new learning delivery and approaches.

Sustainable development goals; the intersection of politics and curricullum/instruction

The importance of effective teaching and learning throughout all learning phases, both in motivating learners to continue learning throughout their lives and in equipping them with the knowledge and skills to do so cannot be over emphasized. This according to Amartya (2013) is that the 'nature of the curriculum, is of course relevant to the development of technical skills (such as computing) that facilitate participation in the contemporary world. However,

there are other issues involved which could hinder the acquisition of the skill values and attitudes as stated in the sustainable development goals. This is also shown in the inter relatedness of the sustainable development goals, failure to achieve goal number one for example; 'End poverty in all its form everywhere' could lead to failure to achieve several other goals. Education and poverty are inversely related. Populations with high education levels have a lower number of people in poverty, as education imparts knowledge and skills that garner higher wages. The direct effect of education on poverty reduction is through increased earnings or income. The indirect effect of education on poverty is that education improves income, and thus makes the fulfillment of basic necessities easier and raises living standards, reducing human poverty. Education indirectly helps in the fulfillment of basic needs such as water and sanitation, utilization of health facilities and shelter, and also affects women's behaviour towards reproductive health and family planning (Jeffery & Basu, 1996). Conversely, poverty is a barrier to education. This shows that when political leaders eliminate poverty in the society through provision of food, good housing, clean water, affordable and free healthcare, schools, free education, and employment opportunities the people will feel powerful enough to affect their lives and the powers that govern them. It means that the people will feel secured enough to come to school an learn the knowledge, skills and values that are essential for sustainable development as designed in the curriculum. Government need human capital in order to utilize its physical and natural capital, technological and skills, and these human capital can only be made possible through education and the development of rich curriculum content and instructional strategies.

The education sector contributes to food security through several components, including 1) food availability (e.g. through growing produce in school gardens); 2) proper use of food (e.g. sanitation, hygiene, and nutrition education); and 3) as a safety net, the provision of school meals helps to keep children in school and thus helps families to educate their children and protect their food security in times of crisis (World Food Programme, 2016). Education and food security interact in multiple, mutually reinforcing ways. People who are well nourished live, learn and work longer, and contribute to achieving their societies' aspirations for inclusive economic growth, human development, environmental health and innovation. Education plays a key role in helping people move towards more sustainable farming methods, promoting sustainable small scale agriculture and understanding of nutrition. Investing in agricultural education and training is essential. This includes rural agricultural development through agricultural colleges and universities (teaching, research and outreach) at all levels, for farmers, extension service providers, researchers, etc. to develop a knowledge system and support network, and upgrading the skills and capacities of individuals involved in all aspects of agricultural innovation.

Instructional practices are also shaped by political ideology, with some approaches emphasizing critical thinking and student-centered pedagogies, while others focus on rote memorization and standardized testing (Giroux, 2011). These differences in approach can impact students' ability to engage with complex issues, think critically, and develop informed opinions (Westheimer, 2015).

Impact of Politics on Student Learning

The infusion of political ideology into curriculum and instruction can have significant consequences for student learning (Bowles & Gintis, 1976). On one hand, it can foster critical thinking, empathy, and civic engagement by exposing students to diverse perspectives and encouraging them to question assumptions. On the other hand, it can lead to a narrow, biased education that reinforces existing power structures and limits students' understanding of complex issues. Politics in education is an indispensable area of educational administration that focuses on the best decision making process regarding how allocation and distribution of resources should be for the performance of education and sustainable development. This informs the need to take the issues of politics seriously, to ensure that it is not left in the hands of the incompetent ones so as to prevent the defilement of education. This is because politics can influence education in various ways, which can be positive or negative in nature. When the influence is positive, education will grow and develop considerably as expected for the benefit of individuals and the society at large. However, when the influence is negative, education will be adversely affected and sustainable development will be hindered. These shows that politics has an important impact on education in any society.

Effects of Politics on Education and Curriculum for Sustainable Development

1. **Curriculum Content:** Political ideology influences the selection of texts, historical narratives, and scientific theories, potentially marginalizing certain perspectives or promoting a dominant ideology (Kumashiro, 2009). For sustainable development the content of curriculum most reflect world's best practices and tools that will equip students with skills and knowledge necessary for innovation and problem solving.
2. **Teaching methods:** Political learnings shape instructional practices, with some approaches emphasizing critical thinking and student-centered pedagogies, while others focus on rote memorization and standardized testing (Cochran-Smith, 2004). To achieve sustainable development the methods of instruction to be used in teaching should be skill based and student centered this will ensure that all the needs of the student to learn, innovate and solve problems has been catered for.
3. **Resource allocation:** Political decisions impact funding, leading to disparities in resources, facilities, and opportunities for students (Oakes, 2005). Education is resource based and for sustainable development to be ensured through education and learning a huge percentage of the yearly budgetary allocations of government both at the National, State, and Local level should be pledged for the funding of education. Not only pledged but proper policies for implementation should also be put in place so as to avoid misappropriation and diversion with sanctions where necessary for defaulters. Government at all level should ensure that the funds allocated are properly used for the intended purpose.
4. **Teacher Autonomy:** Political pressures can limit teachers' ability to design curriculum, choose materials, and teach controversial topics (Ladson-Billings, 1995). The teacher is the backbone of all education system and behind every successful curriculum there is a teacher. In order to achieve sustainable development through education, Government must provide

the education sector with adequate manpower to manipulate the resources available and to teach effectively and with adequate enumeration, wellfare and incentives the teacher will not only teach effectively but will also drive the nation towards economic growth and sustainable development.

5. **Student outcomes:** Political ideology can influence student assessment, graduation requirements, and post-secondary opportunities (Giroux, 2011).

Effects of Education and Curriculum on Politics for Sustainable Development

1. **Shaping civic engagement:** Education prepares students for citizenship, influencing their political participation, voting habits, and community involvement (Westheimer, 2015). This shows that when governments provide the resources for effective schools adequately, education will ensure that students are better prepared to serve the government and promote its economic growth thereby increasing output and sustainable development.
2. **Informing policy decisions:** Educational research and data inform policy decisions, shaping political agendas and resource allocation (Ladson-Billings, 1995). This shows that with the impact of research carried out through education, government officials are provided with a breath of knowledge capable of moving the nation to a higher stride enabling policy makers to make informed decision about policies that can move the nation forward towards achieving sustainable development.
3. **Reproducing or challenging social inequality:** Education can perpetuate or challenge existing power structures, influencing social mobility and political representation (Bowles & Gintis, 1976).
4. **Fostering critical thinking and media literacy:** Education can empower students to critically evaluate information, navigate political polarization, and engage in informed discourse (Giroux, 2011).
5. **Developing future leaders:** Education shapes the knowledge, skills, and values of future political leaders, influencing the trajectory of political ideologies and policies (Apple, 2004).

Conclusion

This article probed into the issues of politics of education, curriculum and instruction and its implications for sustainable development. The issues of politics, education and politics of education and curriculum were conceptualized with the insight to increase understanding of how they operate thereby easily establishing their inter-connectedness with achieving sustainable development goals. The imperativeness of politics in education as well as the relevance of education in the wider political landscape was elucidated to show their importance for the greater good of humanity. The idea of political behaviour often displayed in education was examined, emphasizing the intricacies of the different political behaviours and curriculum frameworks, Politics is inextricably linked to education just as education underpins the efficacy and efficiency of the politics in the society. The performance of political leaders hinges on their training and exposure acquired through education. The review concludes that the intersection of political ideology and education is complex and multifaceted and rather than attempting to eliminate politics from education, we should strive for transparency, inclusivity, and critical

thinking to empower students to navigate complex issues and become better informed, better engaged, and innovative critical thinking citizens so as to derive the economy forward and ensure the achievement of sustainable development goals as stipulated by the united nations.

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INVESTIGATING THE POTENCY OF *GMELINA ARBOREA*MORPHOLOGICAL CHARACTERIZATION AS A PHYTOREMEDIATOR IN HEAVY METAL CONTAMINATED SOIL TOWARDS SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract
This study investigated the phytoremediation potential of Gmelinaarborea seedling grown on soil contaminated with spent engine oil in quest of eco-friendly measures for sustainable national development. Environmental degradationis one of the current challenges of national development thus the need to seek remedies. This study examined the potency of Gmelina arboreain remediation of soil contaminated through mindless deposits of spent engine oil. The study was guided by two research questions. The experiment design was a 4 factorial in Completely Randomized Design (CRD) carried out in 15 replicates. Ripe fruits of Gmelinaarborea were collected from the ground besides standing trees inside University of Nigeria, Nsukka campus. The fruits were depulped mechanically and viable seeds were soaked for 24 hours in water at room temperature. Top garden and compost soil samples were obtained at10 cm depth from the new Botanical Garden of the Department of Plant Science and Biotechnology, University of Nigeria, Nsukka. Soil was taken for analysis in the Department of Soil Science of the same university. Soil was further mixed with poultry manure at a ratio of 6:2 and was watered daily for two weeks. Experimental plants were categorized into four groups: A, control (Ctrl), B, slight pollution, C, moderate pollution and D, severe pollution. Each of these treatments had fifteen pots. To simulate spillage, each of the 15 soil bags in groups B, C, and D was polluted with10mls, 50mls, 100mls, of spent engine oil. The control (group A) had no spent engine oil. The plantlets were transplanted after forty-three days of germination into polythene bags each containing 20 kg of the amended soil. Pollution was repeated 57 days after planting (DAP) with20 mls, 100 mls, 650 mls in groups B, C, and D which made it a total of 30mls, 150 mls and 750 mls of spent engine oil respectively. This was done when it was observed that the transplanted plants were stable. The comparisons of the mean of morphological characterization were observed at 57 DAP and 163 DAP. The results showed that there was significant difference ($p>0.05$) in the Gmelina arborea morphological characterization of soil polluted with spent engine oil between 57DAP and 164DAP.The result therefore showed that G.arborea has the ability to phytoremediatesoil contaminated with spent engine oil.

Key words: *Gmelina arborea,* phytoremediation, spent engine oil, DAP(days after planting).

Introduction

Sustainable national development requires an environment devoid of pollution or in reduced quantity. In part, eco-friendly environment is foundational in terms of national development because it is indispensable for the healthy growth of plants used for pharmaceutical, dietary,

aesthetic and economic purposes, all of which are essential for national development. It is also crucial for the heath of human beings who constitute critical capital for national development. Notwithstanding the above, human activities such as industrialization, urbanization, farming, and waste disposal practices have resulted in the large-scale contamination of soil and water with organic compounds and heavy metals, with detrimental effects on ecosystem and human health. Conventional soil remediation methods are expensive and often involve the storage of soil in designated areas, postponing rather than solving the problem. In the last decade, the pressing need to find alternative methods has highlighted the scientific and economic benefits of plant and their associated microorganisms, which can be used for the reclamation of polluted soil and water (Meagher, 2000).This is an elegant and low-cost approach for the decontamination of polluted sites and has been greeted with a high degree of public acceptance, therefore prompting research into the use of phytoremediation technology to address the large areas of land and water currently affected (Krämer, 2005; Vangronsveld, Herzig, Weyens, Boulet, Adriaensen and (&) Ruttens, 2009; Lee, 2013). Land and water are precious natural resources on which rely the sustainability of agriculture and the civilization of mankind. Unfortunately, they have been subjected to maximum exploitation and severely degraded or polluted due to anthropogenic activities.

When engine oil is used in automobile, it picks up a number of additional compounds from engine wear. These include iron, steel, copper, zinc, lead, barium, cadmium, sulfur, dirt and ash etc. Because of the additives and contaminants, used motor oil disposal can be more environmentally damaging than crude oil pollution. These additives and contaminants may cause both short and long term effect if they are allowed to enter the environment through water ways or soil. Once engine oil is drained off an engine, it is no longer clean because it has picked up materials, dirt particles, and other chemicals during engine operation, thus such lubricating oil is now classified as Spent Engine Oil (Uchendu & Ogwo, 2014).

The disposal of spent engine oil (SEO) into gutters, water drains, open vacant plots, and farms which is a source of metal contamination is a common practice in Nigeria especially by automobile and power generator mechanics. This oil, also called spent lubricant or waste engine oil, is usually obtained after servicing and subsequently draining of expired oil from automobile and generator engines (Anoliefo & Vwioko, 2001). Most of the time, the artisans discard the spent engine oil by pouring much of it into the soil. Plants growing in soil contaminated with such oil usually experience difficulty due to poor water penetration into the soil as a result of hydrophobicity nature of oil as reported by Ajuziogu, Abu, Aino, Ideyi, Udoh, and Ojua, (2019).

Due to the effects of metal contamination of the soil, there is need for cleaning up the soil. Several methods are already being used to clean up the environment from these kinds of contaminants, but most of them are costly and difficult to get for optimum results (Bieby, Siti, Abdullah, Mushrifah, Nurina & Muhammad, 2011). This study aims at investigating the potency of *Gmelina arborea* morphological characterization in remediating soil contamination with spent engine oil which is a source of metal contamination to the soil.

Literature Review

Gmelina arborea

*Gmelina arborea*be longs to the family Verbenaceae, is commonly known as 'Gamhar'. *Gmelina* is one of the important genera of the family, consisting of about 33 species. It is a beautiful fast growing deciduous tree, which is a vital ingredient of the "dasamula". It is one of the herbs mentioned in all ancient scriptures of Ayurveda. It is known to have been used in traditional Indian medicine. The whole plant is medicinally very important.

Gmelina arborea as a fast-growing exotic deciduous tree grows naturally throughout India (Keay, Onochie, and Stanfield, (1989). It was introduced in Nigeria in 1924 and since then has been widely cultivated in the country (Tewari, 1995). *G. arborea* covers a total land area of 0.11million hectares representing about 59.3% of the total plantation area in Nigeria (Ekukudo, 2000). It attains a height moderate to large up to 30m with a girth of 1.2-4.5m with a clear bole of 9-15m.

Ekukudo (2000), maintained that *G. arborea* is among the trees recommended for quick vegetal cover of erosion sites. The leaves are harvested for fodder for animals and silkworms (Agbogidi, Eruotor & Akparobi, 2006a). Agbogidi, Dolor and Okechukwu, (2007a), reported the *G. arborea* displays a lot of multipurpose uses even at the peak of the dry season thereby ensuring an all-year supply of foliage and fodder.

The word "phytoremediation" derives from the Greek «phyton», meaning "plant", and Latin «remedium», which means "to remedy" or "to correct". Phytoremediation can be understood as the use of plants (trees, shrubs, grasses, and aquatic plants) and their associated microorganisms in order to remove, degrade or isolate toxic substances from the environment as an eco-friendly approach Dickinson, Baker, Doronila, Laidlaw and Reeves,(2009).With the development of industrialization and urbanization, the abundance of heavy metals in the environment has increased enormously during the past decades, which raised significant concerns throughout the world (Ashraf, 2017).

Statement of the Problem

This study has become crucial due to the environmental degradation caused by spent engine oil in our environments, as its spread takes place immediately. Environmental pollution from oil activities in major oil-producing countries such as Nigeria is inevitable. Agbogidi, Eruotor and Akparobi, (2006).

The disposition of soil contaminated with heavy metals is one of the most difficult tasks, especially on a large scale. Various studies have shown that plants accumulate heavy metals in different sites where spent engine oil is being spilt. These heavy metals are toxic to plants and may affect seed germination, plant growth, and crop yields and eventually affect human health. When these affected crops are consumed by animals and humans, the heavy metals might adversely affect some specific tissues, reproduction, and development Monisha, Tenzin, Naresh, Blessy, and Krishnamurthy, (2014).

Purpose of the Study

1. To investigate the potency of *Gmelina arborea* morphological characterization in remediating soil contaminated with spent engine oil in oil spillage environment.

2. To investigate the effect of different concentrations of spent engine on the morphological characterization of *Gmelina arborea*.

Research Questions

i. To what extent does Gmelina arborea morphological characterization remediate spent engine oil polluted soil in an oil spillage environment?
ii. What are the effects of different concentrations of spent engine oil on morphological characterization of *Gmelina arborea*?

Area of Study

This study was carried out in the Botanic Garden at the University of Nigeria Nsukka in Enugu State, located between longitude 7.39º E and latitude 6.86º N with elevation of 456m above sea level (Chicago, 2015). Nsukka annual rainfall ranges from 1845mm to 2000mm. The climate of Enugu is tropical with two major seasons, wet (April - October) and dry (November – March) seasons. Nsukka is a commercial and agricultural town *Gmelina arborea* grows there.

Methods

Mature fruits of *Gmelina arborea* used for this study were collected from the ground beside the trees around Faculty of Biological Sciences University of Nigeria Nsukka. The fruits were de-pulped mechanically. Seed pre-treatment was not necessary, though, for quick germination, the seeds were soaked between 6 - 24 hours in cold water. The seeds germinated within 20 - 50 days under ideal conditions; it met the average germination rate of 60% for a healthy seed lot. More plants were easily raised by transplanting, which was carried out in the rainy season and watering was done in the early hours of the morning when there was delay in rainfall.

Ten (10) centimeters depth of top garden and humus soil samples were obtained from the new Botanical Garden of the Department of Plant Science and Biotechnology, University of Nigeria, Nsukka. Soil was taken for analysis in the Department of Soil Science UNN to check for physical and chemical contents of the soil, both for pre and post-analysis. Poultry manure was collected at Nelo farm, Odoru phase 11 Nsukka. The soils were further mixed with poultry manure at a ratio of 6:2 and were watered for two weeks with adequate turning. 60 polythene bags were filled with 20kg of the mixture of soil. The polythene bags were perforated underneath which prevented water logging and allowed water drainage during the entire experiment. Up to ten seeds of *Gmelina arborea were* sown in each bag. The polythene bags were observed daily, for seedling emergence. The days on which the first seedling emerged were expressed as days to initial germination according to Sadat, Babalola, Shonubi and Olubukanala,(2014).

The experiment was carried out in 4 factorial in a Completely Randomized Design (CRD) and replicated 15 times. The bags were watered and kept under the sun and rain-fed since the experiment was carried out during the rainy season. Experimental plants were categorized into four groups: A, control (Ctrl), B, slight pollution, C, moderate pollution, and D, severe pollution. Each of these treatments had fifteen bags. To simulate, spillage, each of the 15 soil bags in group B, C, and D was polluted with 10 ml, 50 ml, and 100 ml, of spent engine oil respectively. Group A served as control and therefore was not polluted.

The plantlets were transplanted forty-three days after germination into some of the polythene bags each containing 20kg of the amended soil. The transplanting was done in the evening to

avoid excessive effect of transpiration on the plantlets. The plants were irrigated with tap water at an interval of two days for two weeks for the plantlets to stabilize before the application of spent engine oil. When transplanted plants were stable, (14 days later) that is57 days after planting (DAP) pollution was repeated with 20 ml, 100 ml, and 650 ml, which gave a total number of T0, T1, T2, and T3 respectively of spent engine oil. The control had no spent engine oil.

Data Collection/Determination of Morphological Characterization of *Gmelina arborea*

The morphological characterization of the plant such as plant height, stem length, number of leaves per plant, petiole height, leaf length, leaf width, stem circumference, number of roots, root length, and root diameter were determined on the 57 days after planting (DAP). After pollution, the same vegetative parameters mentioned above were still taken, that is 57 days (initial parameter) and 106 days (final parameter) which was at 163 DAP. The various means of the observations were recorded.

Plant Height: The plant height was measured with the aid of a meter rule from the soil level to the plant apex and recorded in centimeters (cm).

Stem Length: The stem length was measured with the aid of a meter rule from the soil level to the end of the stem before topmost leaves and recorded in centimeters (cm).

Stem Girth/Diameter: This was determined by winding a thread around the main stem and strengthening it on a ruler and measurement was recorded in centimeters (cm).

Number of Leaves: The number of leaves was determined visually by counting. The leaf scars from fallen leaves were included.

Petiole Length: This was determined by measuring the length of the petiole with a thread starting from the point it is attached to the node to the leaf base and then placing it on a ruler to ascertain the length in centimeters (cm).

Leaf Length: This was done by measuring the length of two selected largest leaves in a *G. arborea* plant starting from the base to the tip of the leaf using a ruler. Values were recorded in centimeters (cm).

Leaf Diameter: This was done by measuring the broadest parts of the largest leaf samples in *G. arborea* with a meter rule. Values were recorded in centimeters (cm).

Results

The morphological characterizations presented in table 1 shows the mean comparisons of the plant height, stem height, leaf length, leaf diameter, number of leaves, root number, petiole, root length and root diameter of *Gmelina arborea* grown on soil polluted with varying volumes of spent engine oil (SEO). The study shows that the heavy metals increased in their concentrations as the spent engine oil (SEO) increased.

Table 1: Comparisons of the Means of Morphological characterization

		Control	T1	T2	T3	LSD
Plant Height (cm)	57 DAP	110.09 ± 11.28^{a}	101.60 ± 8.68^{a}	79.08 ± 7.36^{a}	91.71 ± 5.98^{a}	NS
	163 DAP	224.20 ± 6.60^{a}	194.93 ± 4.98^{b}	143.61 ± 7.56^{c}	34.97 ± 5.11^{d}	17.44
Stem Length (cm)	57 DAP	104.97 ± 11.29^{a}	97.54 ± 8.64^{a}	74.13 ± 7.35^{a}	86.44 ± 5.98^{a}	NS
	163 DAP	222.13 ± 6.60^{a}	186.32 ± 4.96^{b}	138.95 ± 7.73^{c}	33.17 ± 5.06^{d}	17.55
Stem Diameter (cm)	57 DAP	2.50 ± 0.32^{a}	2.31 ± 0.25^{a}	1.73 ± 0.20^{a}	2.27 ± 0.14^{a}	NS
	163 DAP	5.13 ± 0.39^{b}	4.35 ± 0.31^{b}	4.49 ± 0.51^{b}	13.07 ± 3.53^{a}	5.11
No. of Leaves	57 DAP	39.87 ± 5.40^{a}	35.33 ± 4.82^{ab}	22.33 ± 3.79^{c}	24.60 ± 4.09^{bc}	12.94
	163 DAP	129.80 ± 33.79^{a}	98.87 ± 18.63^{b}	24.63 ± 2.71^{c}	3.09 ± 0.72^{c}	54.80
Petiole Length (cm)	57 DAP	26.85 ± 3.97^{a}	18.83 ± 1.71^{b}	15.50 ± 1.80^{b}	17.52 ± 1.43^{b}	6.94
	163 DAP	17.59 ± 0.60^{a}	17.07 ± 0.69^{a}	14.38 ± 1.16^{b}	6.35 ± 1.04^{c}	2.56
Leaf Length (cm)	57 DAP	46.50 ± 7.16^{a}	34.63 ± 2.49^{b}	28.29 ± 2.46^{b}	34.33 ± 1.83^{b}	11.58
	163 DAP	22.04 ± 0.87^{a}	21.95 ± 0.72^{a}	19.47 ± 0.65^{b}	5.52 ± 1.01^{c}	2.34
Leaf Diameter (cm)	57 DAP	44.83 ± 7.20^{a}	34.74 ± 2.32^{a}	29.42 ± 2.47^{a}	34.76 ± 1.99^{a}	NS
	163 DAP	20.96 ± 0.83^{a}	20.33 ± 0.78^{a}	18.97 ± 0.60^{a}	1.59 ± 0.23^{b}	4.15

Data are presented with mean ± standard error. Means with different alphabet superscripts along each row represents significant differences across treatments separated using LSD- least significant difference at $P < 0.05$; NS- not significant.

1.1. Effect of Spent Engine Oil (SEO) on Height of *Gmelina arborea*

The mean analysis of plant height showed that there was no significant difference ($p < 0.05$) in height of the plants in all the treatments which were recorded 57 DAP. But at 163 DAP, there was a significant difference ($p < 0.05$) in height of *Gmelina arborea* among the treatments. The tallest plant was observed in control(224.2 cm) which was followed by treatment with T1 of spent engine oil (194.93 cm). The control was not significantly different ($p < 0.05$) from T1 treatment but was significantly different ($p < 0.05$) from T2 and T3 treatments. However, the latter two treatments (T2 and T3) were also significantly different ($p < 0.05$) in comparison (Table 1).

1.2. Effect of Spent Engine Oil (SEO) on Stem Length of *Gmelina arborea*

The control produced the highest mean stem length in 163 DAP (222.13 cm) followed by T1 and T2 treatments. The least was that of T3 treatment. There was no significant difference ($p < 0.05$) between control and T1 treatment, but when compared with T2 and T3 there was an observed significant difference ($p < 0.05$), as well as between T2 and T3 treatments. There was no significant difference ($p < 0.05$) in lengths of stems in 57 DAP (Table 1).

1.3. Effect of Spent Engine Oil (SEO) on Stem Diameter of *Gmelina arborea*

Results of the stem diameter of *G. arborea*at 57 DAP showed that there was no significant difference ($p < 0.05$) among all the treatments (control, T1, T2 and T3). Table 5 showed that the control had the highest diameter of 2.50 and were not significant at ($P < 0.05$), when compared to those of other treatments within the same DAP. More so, at 163 DAP, plants polluted with T3 of SEO showed the highest stem girth of 13.07cm, followed by the control at 5.13 cm. T1 and T2 of SEO had almost the same value of 4.35 cm and 4.49 cm respectively. The highest value was obtained from the plant polluted with T3 of SEO, which was significantly different ($p < 0.05$) from the rest of the treatments. However, there was no significant difference ($p < 0.05$) among the rest of the treatments (Table 1).

1.4. Effect of Spent Engine Oil (SEO) on Number of Leaves of *Gmelina arborea*

At 57 DAP, the mean of the number of leaves of *G. arborea* in the control did not differ significantly ($p < 0.05$) from those of the rest of the treatments. However, there were significant difference ($p < 0.05$) between the mean number of leaves at T1 and T2 treatments, but there was no significant difference ($p < 0.05$) between those of T2 and T3. At 163 DAP the highest mean value was observed in the control (129.80). This was followed by that of T1 and T2 respectively. The least number of leaves was that of T3 treatment (3.09). There was significant difference ($p < 0.05$) between the control and T1 pollution but when compared with the T2 and T3 treatments, there was no significant difference ($p < 0.05$). There was also a significant difference ($p < 0.05$) between the T1 and T2 treatments as well as T3 (Table 1).

1.5. Effect of Spent Engine Oil (SEO) on Petiole of *Gmelina arborea*

Results showed that the control, with the longest petiole,(26.85 cm) was significantly different ($p < 0.05$) from the rest of the treatments at 57 DAP. Meanwhile, at 163 DAP, control was not significantly different ($p < 0.05$) from that of T1 treatments, but differed significantly ($p < 0.05$) from those of T2 and T3 treatments respectively. In the same vein, there was a significant difference between the mean lengths of the petioles in T2 and T3 treatments (Table 1).

1.6. Effect of Spent Engine Oil (SEO) on Leaf Length of *Gmelina arborea*

At 57 DAP, control recorded the highest leaf length of 46.50 cm, showing a significant difference ($p < 0.05$) with T1 andT3 treatments. However, the T2 treatment significantly differed ($p < 0.05$) when compared with the other two treatments. Meanwhile, at 163 DAP there was no significant difference ($p < 0.05$) between control and T1. But there was between control, T2, and T3 treatments. A significance difference ($p < 0.05$) also existed between T2 and T3 treatments (Table 1).

1.7. Effect of Spent Engine Oil (SEO) on Leaf Diameter of *Gmelina arborea*

The result showed that at 57 DAP, there was no significant difference ($p < 0.05$) among the treatments. However, at 163 DAP, there was no significant difference in the mean leaf diameter of the control, T1 and T2 treatments. That of T3 treatment differed significantly ($p < 0.05$) from all other treatments (Table 1).

Discussion

According to the study's findings, most of the morphological characterization were not significantly different at 57 DAP but were significantly different at 163 DAP, either in terms of a drop in or an increase in the morphological data. Spent engine oil, when clearly visible, greatly decreased the plant height, stem height, leaf length, leaf diameter, number of leaves, number of roots, petiole, root length, and root diameter of *Gmelina arborea* with increase in maturity time. The decrease in plants height was in line with Nwachukwu, Azorji, Adjero, Green, Igwe and Nnadozie, (2020) who reported that high concentration of SEO noticeably decreased the height of plants. The decrease in plant height could be attributed to the high oil concentration in the soil (Oyedeji, Kayode, Besenyei and Fullen, 2015; Njoku, Akinola and Busari,2012). There was plant inhibition of growth and performances as a result of its exposure to SEO pollution (Njoku, Akinola and Busari,2012). There was an exceptional increment in the growth of the morphological characterizations of the stem diameter with increment in SEO concentration. This is comparable to the findings of Ogbuehi, Ezeibekwe & Ejiogu, (2011) who found that *Arachis hypogea* plants' height, number of leaves, percentage of germination, and leaf area all significantly decreased as a result of exposure to used engine oil. Agbogidi and Eruotor, (2012) also noted decreases in the plant height, leaf area, and quantity of *Jatropha curcas* leaves that were contaminated with used motor oil. *Telfairia occidentalis* and *Zea mays* planted on soil contaminated with used motor oil experienced a decrease in the number of leaves and a suppression of radicle and plumule growth during early seedling growth. According to Otunne and Kinako, (2010), *Abelmoschus esculentus* (L.) Monech also saw a decline in height, petiole length, and leaf area with an increase in the concentration of wasted engine oil pollution, according to (Okon and Mbong, 2013). With an increase in the concentration of applied waste engine oil, the height and petiole length both dropped. This outcome is comparable to that of

Otunne and Kinako (2010), who showed that seedlings of *Telfaria occidentalis* and *Zea mays* experienced greater growth inhibition as used engine oil concentration increased. This present finding supports the reports of Osawuru and Abioye (2012) on their work on *Abelmuschus esculentus* where the control plants grew better than plants sowed in soils treated with spent oil. The significant increase seen 163 DAP demonstrated that used motor oil, in addition to extending the maturation period, increased stem diameter after pollution. More so, the leaf area of the plants exposed to greater concentrations of SEO were usually smaller than the control plants. This investigation made by Olaranont,Stewart and Traiperm(2020) who pointed that plants in soil with low water concentration frequently show reduction in leaf areas techniques of balancing their water content available in their tissue. Plants growing in soil contaminated with oil usually experience difficulty in water penetrating the soil because of hydrophobicity nature of oil as reported by Ajuziogu, Abu, Aino, Ideyi, Udoh and Ojua (2019). Some of the leaves of plants in the heavily polluted soils curled upwards from their tips and

withered, resulting to death of such plants. This suggests that apart from the level of pollution, the age of plant has much influence on the survival of plants to oil pollution. As suggested by Agbogidi, Dolor and Okechukwu (2007) the higher resistance of the older plants to spent oil pollution may be due to the presence of already cutinised tissues in such plants.

Conclusion

With the growing human population and improving quality of life, there will be an inevitable increase in the amount of land pollution released into the environment. Disposal of spent engine oil indiscriminately as a common practice in Nigeria have adversely affected the soil, water etc. When SEO are impacted on the land at a higher concentration, it alters some changes on the plants found there. *G. arborea* is a fast-growing exotic deciduous tree that occurs naturally in so many regions. It is known for its quick vegetal cover of erosion sites, medicinal uses, good timber etc.

This study assessed the impact of used engine oil on the *Gmelina arborea*morphological characterizations. The different mean comparisons of the different DAP, between 57 and 163, of the plant to the pollutant were often dose-dependent. With the exception of the stem diameter, which increased gradually, a reduction in the different morphological characterizations metrics was clearly seen at the 163 DAP. The results of the current investigation have demonstrated that soil contaminated with used engine oil significantly reduces nearly all the morphological characterizations of the *Gmelina arborea* plant. It should therefore be the concern of all and sundry to guard against spent engine oil pollution in our environment to satisfy our quest for sustainable national development.

Recommendations

The following recommendations are made based on the findings of this study:

- Public enlighten on the need for sustainable natural resources / national development and exploitation should be intensified in our environment to raise the level of awareness of the local community on the effect of SOE on the soil.
- There is need for good and adequate measures such as afforestation with *G. arborea*, reafforestation, good land planning in our environment as preventive and remedial measures against stresson vegetation by natural hydrocarbon seepage.
- Such plant species should be grown in polluted cities, road sides, around industrial areas in order to create a sort of ‘shield or curtain’ that will absorb pollutants and screen the environment from such effects.

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POLITICAL IDEOLOGY AND NATIONAL ECONOMY IN VOCATIONAL EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA

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Abstract
The paper is on Political Ideology and National Economy in Vocational Education for Sustainable National Development in Nigeria. The researcher looked into what politics is all about and political ideology. Definitions of national economy and vocational education were given. The role of vocational education in sustainability of nation development were outlined. The impact of political ideology and its effect were discussed. It was concluded that vocational education graduates should be job creator and not job seeker. Some suggestions were made which includes; government should invest in Human Capital Development to Increase funding for education and healthcare to build a healthy and skilled workforce. Should diversify the Economy to reduce dependence on oil by investing in other sectors such as agriculture, mining, manufacturing, tourism, and ICT to favor vocational education for national economic development.

Keynotes: *political ideology, national economy, vocational education and sustainable national development.*

Introduction:

Education is very important in our society today. Education is the bedrock to development processes in any country in this world, without education the world would have been in serious darkness of ignorant. Education brings knowledge, understanding thereby molding the character of the individual who is educated. Abiodun in Abi, (2023), opined that education in Nigeria is an instrument "par excellence" for effecting national development. It has witnessed active participation by non-government agencies, communities, and individuals as well as government interventions. It is therefore desirable for the nation to spell out in clear and unequivocal terms the philosophy and objectives that underline its investment in education. This, perhaps, informed and led to the various editions of the National Policy on Education which seek to fulfil that noble role. stated that formal education occurs within a structured institutional framework, while informal education can be given anywhere not necessarily within the coffer of the classroom. It does not follow any specific structure it happened whenever without any clear objectives as predetermined goals. Vocational education is an education when received enables one to gain skills that will help the individual to be self-reliance. Effective acquisition of vocational skills will inculcate entrepreneurial skills that will help the youth to be self-employed, this will in turn bring national development.

Today, the Nigerian youth who went through formal education such as the university, polytechnic and Colleges of Education in vocational education is seen roaming the streets seeking for jobs that they cannot fixed into due to the syndrome of getting a certificate not the knowledge and skills in their fields of specialization. A graduate today in our contemporary

society cannot manipulate the relevant skills that they supposed to acquire while in schools due to the present political dispensation. The political class which are presently leading Nigeria do not believe in having knowledge or skill to get into the office of Nigerian government. The issue is do you have the certificate? The syndrome of having a certificate and not the knowledge has brought a great damage into the present Nigerian economy. (Abi 2023).

Concept of Politics:

Politics means the set of activities that are associated with making decisions in a group or other forms of power relations among individuals. Cambridge dictionary in Abi (2023) defined politics as activities of the government members of law-making organization, or people who try to influence the way a country is governed. Politics is the coming together of like mind individuals who wish to form a political party for the purpose of taking power in a community or country. On the hand it can also be viewed as the act of a fight for power to rule others

Alapiki in Akpokighe, and Ejovi, (2020), Assert that democracy entails policies in the way of discussions, debates, negotiations, consensus or compromises over how best to organize the states, nations or nation-states for the common wellbeing of the citizens at large. The essence of politics is the citizens' interactions and interfacing over state or national issues with a view to finding common grounds, common understanding, over the state issues or problems. Such state problems fundamentally concern the basic functions of government in guaranteeing public safety of life and property, maintenance of law and order, ensuring citizens' freedom, and the guarantee of justice to all the citizens under the law without exception. In democracies party politics is very essential for necessary definition of national or state issues and for shaping and sharpening them as to facilitate the citizens' understanding of the national issues and problems. This, in effect, amounts to individual party's prospective methodological approach and or perspective in solving the national or state problems when voted to power. In party politics, various parties contest for the opportunity to be in power for the sake of solving national or state issues or problems, and for any party to fly with the electorate or win the majority votes of the electorate as to gain the mandate to be in charge of the state affairs, it has to convince the electorate it has a veritable blue print. To convince the electorate, therefore, demands a clear demonstration of the party's aims or intentions and objectives and how they can achieve the desired result of good governance. Hence, party ideology is a systematic articulation and outlining of how to achieve the self-avowed political goals if given the political mandate. Party ideology also includes the political party strategy for capturing the targeted majority votes of the electorate which will empower the party to take charge or the control of affairs.

Political ideology is therefore very essential for political campaigns in communicating the uniqueness of each contending political party; its understanding of the state or national issues; and its intentions on how best to solve such issues so as to enable the electorates assess each contending party against others with a view to ascertaining the party with most authentic programmes of action for national progress and development. (Adepoju, 2019).

Political Ideology and Vocational Education

Political ideology refers to a set of beliefs and principles that guide a political party or leader's approach to governance, including education. In Nigeria, successive governments have implemented educational policies influenced by their ideological leanings. For instance, during

the military regimes, vocational education received less attention due to centralized governance and a preference for elite academic education. In contrast, the democratic era has witnessed more inclusive educational policies, such as the Universal Basic Education (UBE) program, which incorporates vocational elements Alapiki in Akpokighe, and Ejovi, (2020), Some administrations have emphasized privatization and entrepreneurship in line with capitalist ideologies, leading to the promotion of Technical and Vocational Education and Training (TVET) for economic empowerment. However, policy inconsistency and political instability often disrupt vocational education reforms, limiting their impact (Basil, and Tamunosiki, 2019).

The political ideology of our political leaders today has destroyed the minds of our youths who are the future leaders to believe that education or skill does not matter to make one a leader. This is why the economy of Nigeria will continue to fall leading to unstable economy. UNICEP in (Basil, and Tamunosiki, 2019). stated that one in three children is out of school in Nigeria, with 10.2 million children in primary school and 8.1 million in junior secondary school (JSS) not attending school. Additionally, 12.4 million children have never attended school and 5.9 million left school prematurely. The report shows that Nigeria's out of school population represent 15% of the global total, a staging figure worsened by growing of insecurity, banditry, extreme multidimensional poverty and illiteracy in African's most populous country. The only solution to this country's predicament is to lay more emphasis on vocational skills technologically to enhance sustainable national development.

Okolocha, and Baba, (2016). Stated that vocational education is a practical approach to education that equips individuals with the skills needed for employment and self-reliance. In Nigeria, vocational education has the potential to address youth unemployment, foster entrepreneurship, and drive sustainable development. However, its effectiveness is largely influenced by political ideologies and economic realities. Political leaders often align educational policies with their ideological beliefs, which may either advance or hinder vocational education. Likewise, fluctuations in the national economy affect funding, infrastructure, and the quality of vocational programs. Political ideology refers to a set of beliefs and principles that guide a political party or leader's approach to governance, including education. In Nigeria, successive governments have implemented educational policies influenced by their ideological leanings. For instance, during the military regimes, vocational education received less attention due to centralized governance and a preference for elite academic education. In contrast, the democratic era has witnessed more inclusive educational policies, such as the Universal Basic Education (UBE) program, which incorporates vocational elements (Adebambo, 2007). Some administrations have emphasized privatization and entrepreneurship in line with capitalist ideologies, leading to the promotion of Technical and Vocational Education and Training (TVET) for economic empowerment. However, policy inconsistency and political instability often disrupt vocational education reforms, limiting their impact, (Okwelle, and Okeke, 2021).

Ideology:

Ideology is said to be a set of opinions or beliefs of group or an individual. Akpokighe, and Ejovi, (2020), stated that ideology is the manner or content of thinking characteristics of individual, group or culture. It assert that, it is the integrated assertions, theories and aims that constitute a sociopolitical program. Every country has their own ways in which they organize

their political structures. They have their political structures with different ideologies. This is the fourth Republic, and each of this leaders had their own ideologies in ruling Nigeria. The political ideology of each of these leaders has its advantages and disadvantages.

Policies of fourth Federal Republic of Nigeria.

The policies that have been implemented since 1999 to 2024 as listed by Akpokighe, and Ejovi, (2020), are as follows:

President Olusegun Obasanjo (GCFR) (1999 – 2007)

1. **Economic Reforms**: Introduced the National Economic Empowerment and development strategy (WENDS) to promote economic growth.
2. **Anti-corruption**: Established the Economic and financial crimes commission (EFCC) to combat corruption.
3. **Political Reforms**: Introduced the Independent National Electoral Commission (INEC) to conduct free and fair elections.
4. **Infrastructure Development**: Invested in road construction, power generation and telecommunications.
5. **Education**: Introduced the Universal Basic Education (UBE) program to improve access to education.

President Goodluck Ebele Jonathan (GCFR) (2010 – 2015).

1. **Economic Reforms**: Introduced the Nigerian content development monitory Board to promote local content.
2. **Power Sector Reforms**: Unbundled the Power Holding Company of Nigeria (PHCN) to improve electricity supply.
3. **Education**: Introduced the Almajiri education programme to address out-of-school children.
4. **Health Care**: Launched the National Health Insurance Scheme (NHIS) to improve access to health care.
5. **Infrastructure Development**: Invest in road construction, airports and seaports.

President Muhammadu Buhari (GCFR) (2015 – 2023):

1. **Anti-Corruption**: Continued EFCC's efforts, prosecuting high-profile corruption cases.
2. **Security**: Launched military operations against Boko Haram and other security threats.
3. **Economic Diversification**: Focus on agriculture, mining and manufacturing to reduce oil dependence.
4. **Infrastructure Development**: Invested on road construction, rail networks, and power generation.
5. **Social Welfare**: Introduced the National Social Investment Programme (NSIP) to support vulnerable populations.

President Bola Ahmed Tinubu (2023 to date).

1. **Economic Growth**: Focused on promoting private sector investment and entrepreneurship.
2. **Security**: Priotized national security, particularly in areas of terrorism and banditry.
3. **Infrastructure Development**: Plans to invest in transportation network, energy, and digital infrastructure.
4. **Education**: Aims to improve access to quality education particularly underserved areas.
5. **Health Care**: Promises to strengthen the health care system, focus on primary health care.

All the above policies are aimed to improve the lives of the Nigerian citizens through the provision of good health care, steady electricity power supply, good roads, quality education, employment opportunities, guarantee of security and many more, but what are the improvement today rather inflation is increasing every day. According to inflation reports National Bureau of statistics in (Okwelle, and Okeke, (2021), inflation stands at 29.90% as against 14.50% in the last regime, what is the solution as the poverty rate is at the highest rate? The solution will be to diversify policies by investing more on vocational education which will increase self-reliance to reduce unemployment and abject poverty from Nigeria.

UNESCO in adepoju (2019) sees vocational education as an educational process which involves, in addition to general education, it is the study of technology and related sciences and acquisition of practical skills and knowledge relating to occupations in various sectors of the economy and social life. European Union (2021) sees vocational education as an education that prepares people for work and develops citizens' skill to remain employable and response to the needs of the economy; Wikipedia contributors (2024) stated that vocational education is education that prepare people for a skill craft as an artisan, trade as a trade person or work as a technician. It also stated that vocational education can also be seen as that type of education given to an individual to prepare that individual to be gainfully employed or self-employed with requisite skills.

According to Attah and Chiejile (2024) sustainable development on the other hand, is a development that meets the needs of the present without compromising the ability of future generation to meet their own needs. National development means sustainable economic development. It is the process in which the exploitation of natural resources, the direction of investment, the orientation of technological development and institutional change and reforms are all in coordination and harmony and enhance both the current and future potential for meeting human needs.

John, (2023) opined that "national development" is an improvement of a country in all areas including the political, economic, social, cultural, scientific and material spheres. The capacity of a nation to enhance its citizen's standard of living is indicator of the national level of development

John (2023) outlined component that make up Nation development as follows:

1. Improvement of conditions in rural areas
2. Increase the amount of food produced through Agriculture.
3. Broadening the understanding of economics

4. Manage population increase in highly populated areas
5. Elimination of all forms of poverty.

Therefore, for any country to be able to have sustainable national development, the youths must be well empowered to be able to cater for their daily needs, which will be the ability to acquire skills that are viable enough through vocational studies.

According to Ibene in Attah and Ochiejile (2014). Vocational technical education is an educational programme that prepares students mainly for occupations requiring manipulative skills or non-technical occupations in such fields as Agriculture. Business Education, Home-Economic, Painting, decorating and others, organized to secure confidence and experience by the individual students.

Role of Vocational Education for Sustainable National Development:

Nigeria's national policy on education (2023), emphasized vocational education as a crucial component of human development, focusing on qualitative technological advancement to produce skills and self-reliant craftsmen, technicians and technologists. The aim of the policy is to see that basic tools for further educational advancement are provided to enhance educational development that prepares the individual for trade and vocational skills for economic development.

Aliyu (2011), outlined key objectives of national policy on education for vocational education as follows:

1. Provide trained manpower in applied science, technology and business.
2. Equip students with technical and vocational skills essential for various economic pursuits.
3. Promote self-employment and entrepreneurship.

Osaghae, in Abi, (2023), also stated that Vocational Education plays a crucial role in sustaining national development in the following ways:

1. Job creation: Vocation education equips individuals with skills for self-employment
2. Reduction of poverty: The skills acquire help the individual to provide means of livelihood for themselves.
3. ICT Skills: Technological knowhow of the individual held in data analysis and cyber security.
4. Vocational education skills enhances individual capabilities and competitiveness.
5. Vocational education in agriculture ensures sustainable food production.
6. Skill acquisition in vocational education enhances socio-economic status and many more. Recent development has shown that the Federal Government has initiate a re-validation of National policy on vocational skill development. The aims of this move is to revitalize and expand vocational education to meet Nigeria's socio-economic needs of the country.

Hindrance to Vocational Education Training in Nigeria:

There are so many hindrances to vocational education today due to government policies which are pronounced but do not see the light of the day. According to Okonkwo and Oko, (2014) the following are few of the hindrances:

1. **Manpower**: The manpower which are the trainers are very few.
2. **Interest on the side of the students and parents**: Vocational education historical was look down at as an education for low learners, this notion scared both parents and students from enrolment to study the courses in tertiary institution.
3. **Equipment**: Most vocational education department in tertiary institution do not have the needed equipment to facilitate training of the student effectively. Those who have are outdated.
4. **Funding**: This has been the major problem in the training of vocational courses. Proper allocation has not being given to this section. Government lacks the political will to admit that vocational education is a proper tool to combat the present unemployment and reduction of poverty.
5. **Curriculum of vocational education**: A curriculum with practical content is very important in vocational education. Olunlaya in Okonkwo and Oko (2014) noted that one of the issues confronting the design of appropriate curriculum for vocational and Technical education is preparing students for the shift from theory to ICT paradigm in Technology practice. We need curriculum that generates graduates who are a generation of job creators than job seekers (Osuala 2004 in Okonkwo and Oko (2014).

Impact of Political Ideology on Vocational Education in Nigeria:

Okonkwo and Oko (2014). Stated that, Nigeria's vocational education has been influenced by various political ideologies in different political dispensation. Since the inception of Democratically Government in Nigeria, there had been emphasis on:

1. Entrepreneurship, business and industry, specific skills.
2. Focus on social welfare, community, development and equality.
3. Traditional skills, apprenticeships and industry relationship
4. Innovative flexible and inclusive vocational education.

All the above is intended to impact positively on the economy of the Nation but the opposite is the case as Nigeria government is always proposing to take on one project and the other but most of their proposals failed in the implementation. Government always pronounce one good project after another but the implementation that will lead to the national economic growth and for sustainable national development is always poor. The hardship Nigerians are experiencing today is due to poor implementation and management of the nation's resources. Nigeria is not a poor country but our political leaders do not have the poor masses at heart that is why, the country is experiencing unstable economy with inflation rising every day.

Conclusion:

Education particularly vocational education is the answer to the present situation in Nigeria. Vocational Education graduates should not wait for white color jobs, but step down to what they have learnt in school by being self-employed to reduce this high level of poverty in the land. All vocational and technical graduates should practice their area of specialization effectively to increase national development.

The notion of having a certificate without proper knowledge and proper acquisition of vocational skills should be discourage if this country must move higher in development. Vocational education graduates are not supposed to be seen roaming the street looking for jobs that do not exist, since every vocational education graduate is to be self-employed.

Suggestions:

Government should:

1. Invest in Human Capital Development to Increase funding for education and healthcare to build a healthy and skilled workforce.
2. Should diversify the Economy to reduce dependence on oil by investing in other sectors such as agriculture, mining, manufacturing, tourism, and ICT to favor vocational education for national economic development.
3. Strengthen Anti-Corruption measures to improve transparency and accountability in government spending and contracts in order to strengthen institutions like the EFCC and ICPC to effectively combat corruption.
4. Promote Small and Medium Enterprises (SMEs) Provide access to low-interest loans and grants for startups and small businesses and reduce bureaucracy in business registration and operations to encourage entrepreneurship.
5. Improve Infrastructure Invest in power generation and distribution to support industrial activities also rehabilitate road networks, railways, and ports to improve transportation and logistics.
6. Equip vocational education department in tertiary institutions with modern technology equipment to enhance entrepreneurial skills in the learners

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INFORMATION AND COMMUNICATION TECHNOLOGY AND E-LEARNING AS A TOOL FOR ENHANCEMENT OF SCIENCE EDUCATION.

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Abstract
Information and communication technology (ICT) and e-learning are changing the society, so cannot be expected that education and training should be affected. Unlike the days when learning was confined to the four walls of classroom. Today learning has moved into virtual environments that culminate in E-teaching and E-learning. The prospect of deploying electronic teaching and learning methodologies in our contemporary society come with varied issues and challenge, hence the call for this work. The study was carried out in other to find out the extent to which information and communication technology and E-learning enhances science education. This was done by finding out the concept of ICT and E-learning, E-learning and the teaching of science, how E-learning enhances the teaching of science education, challenges in E-learning in science education, recommendations and conclusion. It was found that social interaction in E-learning is only online and the basic computer skills such as word processing, browsing, and software required by learners could be very expensive. Based on the findings; it is recommended that funds be made available by government and NGO to institutions of learning to purchase ICT equipment needed by the learners.

Introduction
As Nigeria and other parts of the worlds are experiencing rapid education al and technological growth, there is need for different application of teaching and leaning process. The question therefore is, through which educational practice will science education be enhanced? It is based on this that the application of information and communication technology (ICT) leading to the introduction of E-learning in our educational system came into play.

The phrase information and communication technology has been used since 1980s by the academic researchers but became more popular after 1979, after its appearance in the governmental report in United Kingdom (UK). E-learning system have their roots in the concept of computer assisted instruction (Mean, Toyom, Pakia and jones, 2009), according to world learning (2015), computer assisted instruction refers to the use of computer to present drills, practice exercise and tutorials sequences to the students in a dialogue about the substance of the instruction.

E-learning system is widely used from academia to industry. The usage of E-learning system raises new research context. Multiple collaboration learned systems were implemented to improve people's interaction, communication and working, coordinating activities. Specializing and learning. E-learning system plays a significant role in the enhancement of science education (Linus, 2019).

Akinyili, (2009) opined that mastering learning of science is an integrated instructional

system, a logical step to step method of creating a learning process in which most students can achieve a higher level. According to the author, E-learning through the use of information and communication technology and learning of science in addition to shaping force opportunities. The use of E-learning has the potential to transform the nature of science education where and how learning takes place and the roles of students and teachers in learning process. E-learning library service and laboratories support facilities, make for better performance.

The study examines the level of enhancement in which information and communication technology and E-learning support the development of science education. Initially when E-learning was introduced people were frightened and criticized but today, it is generally gaining general acceptance not only in the academic field of endeavour but also help in the progress of the nation.

The concept of information and communication technologies (ICT):

Information and communication technology (ICT) is the technology that merges computing with high speed communication links carrying data, sound and video.

Information and communication technology is the use of multimedia technologies to communicate information, news or messages to the target audience. The multimedia technologies include the computers, satellites, fax machines, fibre optics, digital network and ultimately the internet and information supper high way.

BET software(2023), defined ICT as a set of integrated technological resources that provide, through hardware, soft ware and telecommunication functions, automation and communication of business processes, scientific research and teaching and learning Information and communication technologies refer to the role of communication in modern information technology. It is understood that ICT consist of all the technical means used to process information and assist in communication, which include computer hardware, network and mobile phones.

According to K. M. P (2018) information and communication technology (ICT) first appears in the mid 1980s and was defined as "All kinds of electronic system used for broadcasting telecommunication and mediated communication". ICT is made of computer and communication technology. Computer technology is a tool for storing and processing information in digital form, while communication technology help us to transfer and disseminate digital information.

Additionally, ICT means a variety of technological application. The word ICT is a combination of two words information, communication and technology. Information means knowledge, and technology means computer and communication. The term ICT can therefore be defined as "the integration of computing, networking and information processing technologies and their applications". In other word, ICT means a combination of computer application and communication technology for gathering, processing, storing and disseminating information (Ashikuzzaman, 2023). This is evidence enough to say that ICT contribute in no small measure to the development of science education.

Concept of E-learning:

The concept of E-learning is taken from Anglo-saxon literature. The term E-learning according to Linus, (2019) refers to the different kinds of information and communication technologies

and electronic devices in education.

Conen and Nyez (2000), defined E-learning as using technology to meet societal needs for learning. To him information science framework help us to understand that teaching in to meat societ necas higher education involve a cast of roles that might best be performed by different specialist

Nyez (2006), defined e-learning as a current technological solution to problems of finding the best match between needs of a given set of learners to learn using a given set of learning tools Koohang and Harman (2005), defined E-learning as the delivery of educational activities relevant to instructing teaching and learning through electronic media. The electronic media could be internet, internet satellites, TV, radio audio tapes or CD. According to national science teachers association, learning system based on formalised teaching with the help of electronic resources is known as E-learning while teaching can be based in or out of the classroom, the use of computers and the internet forms the major component of E-learning. E-learning can also be termed as a network that enables transfer of skill and knowledge, and delivery of education is made to a large number of recipients at a small or different time. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning. Today it is the key to teaching and learning of science education

However, with the rapid progress in technology and the advancement in learning system, it is now embraced by the masses. The introduction of computers was the bases of this revolution and with the passage of time, as we get hooked to the smart phones, tablets ete. These devices now have an important place in the classroom for learning. Books are gradually being replaced by electronic educational materials like optical disc or pen drives

E-learning and the teaching of science

The use of E-learning in the teaching of science makes it exciting, energetic and emotional. The use E-learning in the teaching of science will go a long way to promote the development of science skills such as observation, identification, classification and independent study as well as inquiry into the unknown. Over the years the child learning experience largely depended the teaching among other factors. The teacher was seen as the posting of on knowledge and the learner as a mere recipient of knowledge. This made for poor performance in science. The result of the second international science study indicated that out of the forty different countries that participated in the study, Nigeria became second in the ranking of secondary schools science study (Rossier cited in 1999) in report by Shelter Rights initiative a nongovernmental organization (NGO), in Kalu, (2006) candidates from Nigeria who attempted WASCE between 1999 and 2002 with regards to overall achievement were behind those of Ghana, Serial Leone in physics and other science subjects. To make up the number of candidates for science courses some institutions in Nigeria now admit students on remedial studies in science. It will appear that the poor teaching quality of science contributes to students' poor in science. There is also a worrisome decline in enrolment in secondary school physics. Momolle (1997). The problem of poor achievement and low enrolment has put pressure on researchers and science educators to show concern by empirically addressing the problems. This explain why Agulana cited by Ukozor (2004) called for the use of methods for improving teaching and learning which will ensure quality education enabling our students compete favourably and meet with scientific

and technological challenges of the 21" century,

E-learning using information and communication technology (ICT) have come to save the teacher the stress of preparing instructional materials manually leading to the effectiveness and mastery based on the fact that information communication technology arouses interest of the learner. Okebukola (1997) maintained that Nigeria for example enacted a policy in computer education in attempt to keep pace with technological development

The use of E-learning gives opportunity to students to identify problems and find solution. E-learning is activity based oriented which is paramount in science education. Cohen and Nyer (2006) in the study “learning objectives and their roles in E-learning", maintained that understanding the various roles involved in teaching and possibility of task specialization lead to a fuller understanding of the impact of learning objective of higher education.

Bernard (2001) observed that use of E-learning laboratory system for biology teaching and learning will stimulate scientific curiosity in young minds and encourages more young people to pursue a life in science to fulfill the growing shortage of research talent.

E-learning, information and communication technology and challenges in science education.

A lot of challenges have occurred in our educational system, in particular with regard to information bearing technologies, and those changes are faced with a lot of challenges. Ajudeoma (2007), maintained that such challenges include, that social interaction in E-learning is online only, learners require basic computer skills with words processing intimate browse and e-mail soft ware's which could be expensive.

The implication is that adequate finance limit the level of operation of information and communication technology (ICT) used for E-learning studies.

1. The learner requires technological literacy and computer literacy. Sherry (1994) maintained that without relevant knowledge of the use of relevant tool, E-learning will degenerate into the old correspondence course model
2. The computers that are used for E-learning, radio, television, software and other hardware requires the use of electricity which is not readily available. In most countries electricity are provided only for those living in the urban areas thus making it difficult for the use E-leaming in teaching and learning.
3. The cost of computers and other information and communication technology (ICT) and devices that are used for E-learning are expensive and pose much financial to the government and the students since all the studies are online, this makes it inevitable that both students and teachers must purchase their individual laboratory tops which is not readily affordable; this reduce the number of interested learners thus not making education accessible to all.
4. Lots of self-discipline and motivations are needed for the learners. Gana (2007) maintained that there are no structure meeting time and no regular instructor contact, learning means the learner must be independent and self motivated to complete the programme.

E-learning and enhancement of science education

The role of ICT in E-learning cannot be overemphasized. The learning process achieved by using digitally delivered content or interaction is E-learning. E-learning focuses mainly on the use of computers whether in distance or in a classroom content to student. The extent to which E-learning exist or replace other teaching and learning approaches is variable; ranging on a continuum from non to online learning. A variety of descriptive terms have been used employed to categorize extent to which technology is used. Example, 'hybrid learning or blended learning may refer to the classroom in which traditional classroom time is reduced but not eliminated and is replaced with some online learning. "Distributed learning may describe either the E-learning component of a hybrid approach, or fully distance learning. Other sources describe the level technology support as "well enhanced" web supplement and web dependent. (Linus 2019) listed the following as the possible ways in which E-learning can enhance the development of science education:

- You are able to link the various resources in several varying formats
- It is a very efficient way of delivering courses online
- Due to it convenience and flexibility, the resources are available from anywhere and at any time.
- Any one who is a part time student or is working fulltime can take advantage of web-based learning
- Web-based learning promotes active and independent learning As you have access to the net, you can train yourself anytime and from anywhere
- It is very convenience and flexible option; above all, you don't have to depend anyone for anything on
- Not only can you train yourself on day to day bases, but also on weekends or anywhere you have the free time to. There is no hard and fast rule.
- Through discursion boards and charts, you are to interact with anyone online and also clear your doubts if any.
- The video instructions that are provided for audio learning can be rewound, seen and beard again and again if you do not happened to understand the topic first time around.
- Through discursion boards and charts, you are to interact with anyone online and also clear your doubts if any.
- The video instructions that are provided for audio and video learning can be rewound and seen and hared again if you did not happened to understand the topic first time around.

Recommendations

Manpower development is the process of acquiring and increasing the number of persons who have the education, skills and experience which are critical for the development of science education. To make a sustainable progress in education using information and communication technology and E-learning in the teaching and learning of science, the following recommendations are made:

1. Since the fundamental information and communication technology (ICT) for E-learning are computers and telephones, most of which are not available, some that are available are not functioning and the level computer education literacy is still very low. Farel (2001) observed that many rural people do not have computing and literacy skill to access E-leaning. It is

therefore necessary for the government of every nation extend information and communication technology communication to rural areas.
2. More effort should be made by government and other interest groups to make power supply very regular in both cities and rural communities.
3. There should be in-service or on the job training of science teachers to the use of internet
4. The school curriculum should emphasis computer education or makes it compulsory for students from secondary schools to enable people meet up with the new innovation and equip them for higher education.
5. Funds should be made available to institutions of learning to purchase information communication technology (ICT) equipment as to provide the students with adequate skills in information communication technology (ICT) to enable them succeed when using E-learning in science education

Conclusion

Use of information and communication technology and E-learning in science education is a necessity for a sustainable economy of any nation. Science is inquiring and search for how curiosity can be satisfied. It therefore means that any method that is to he used in the teaching and learning of science must be such that make the learner develop to the best of his aptitude. This can be achieved by ICT and E-learning which involve step by step teaching and learning. Accommodating slow and fast learner, not considering time and space. Products of information and communication technology and E-learning in science are therefore employable and productive and efficient making for better future. E-learning has come to stay due to its contributing roles and impacts bridging educational gaps, improving. enriching, and updating people in science and other professions for better performance and higher performance.

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CHALLENGES AND OPPORTUNITIES OF DIGITAL LEARNING IN TEACHERS EDUCATION IN NIGERIA

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Abstract
The concept of digital learning is a product of technological advancements which encompass the use of technology in education. A review of challenges and opportunities of digital learning in teacher education in Nigeria have been adequately discussed in this paper. The paper x-ray the impact of technology in teacher's education. Digital learning helps in evaluating and measuring a students' knowledge with aid for technological efficiency. There are, also opportunities to integrate technology as a tool for facilitating distance learning through the use of emails, video conference, teleconferencing, skipping and other synchronous and asynchronous communications. This paper seek to address the fact that digital learning limits physical interactions, impacting students who are reluctant to receive education. This means that digital learning in teachers' education poses poor internet connectivity, absence of human interaction. Lack of opportunities of collaboration, learning, supervision of teachers, decline of hands on-learning and poor assessment of examination. This study discussed personalized education because, digital learning provides a chance for personalized learning in teachers' education, covers the fact that technology often reduce oversight of students, which could be detrimental for education. This does not take away the fact that the quick succession of online learning has been a saviour.

Introduction
The concept of 'Digital learning' is a product of technological advancements which encompass the use of technology in education (Haleem, Javaid, Qadri & Suman, 2022). Technology improvements impacted the education sector greatly due to the development of collaboration and discussion tools that aid learners and tutors to help one another to communicate each other. Digital learning in teachers' education help in evaluations and measuring a student's knowledge with the aid of technological tools. By so doing. the assessment becomes easier and more efficient. Replacing pen and paper, which almost seems redundant now. by conducting online exams seems to be the more viable option for schools and colleges now. Digital learning in teachers education enhances teachers learning in different forms. Teachers integrate the technology as a presentation tool: by using PowerPoint, animations, video, simulations etc. Technology can also be integrated as a learning platform using Moodle, Blackboard, Rcampus and other virtual learning environments. There are also opportunities to integrate technology as a tool for facilitating distance learning through the use of emails, video conferencing,

teleconferencing, Skyping and other synchronous and asynchronous communications. In recent development of educational technology, most of the technology used in education are moving beyond the normal classroom teaching and learning to virtual learning (Kafyulilo, 2015). In this respect, digital learning in teachers' education in Nigeria has inherent challenges and opportunities. This paper will take a cursory look at these challenges and opportunities.

Opportunities of Digital learning in Teachers Education

Easy Access to Learning Materials: One of the great opportunities of digital learning is that it gives learners full-time access to resources with ease. Haleem et al, (2022) present that technology companies are providing digital solutions to educational institutions and predict that advancements will ensure the availabiflty of online learning resources in regional languages. In this case, digital learning gives learners flexibility over where and when they study. As a result, it enables students to control their studying period. Digital learning technologies can ensure that educational materials are available for learners at all times. In this respect, digital learning has the opportunity to ensure students access resources quickly. Additional reading materials provided through digital learning platforms allow learners to maximize their studying since they will have adequate materials for their challenging subjects and areas. Therefore. digital learning has the opportunity to ensure that students acquire extra information for their study easily

Personalized Education: Besides, digital learning provides a chance for personalized learning in teachers' education, considering individuals have particular studying methods and techniques suiting them. Technological enterprises are revolutionizing classrooms through innovations that personalize learning to impact teaching practices (Van Schoors et a!. 2023, p. 315). Digital learning technology inventions are geared towards personalizing studying to enhance performance. Hence, digital learning is helping tutors and students to understand effective approaches suitable for them. Digital personalized learning is expanding because it can leverage learners' performances and motivation while supporting tutors interacting with extensive heterogeneous class groups (Van Schoors et al. 2023, p.3 15). Therefore, digital learning has made learning and teaching more effective by promoting customization. In this respect, students have to adopt efficient learning approaches and paces. As a result, digital learning technology's capability of personalizing education will guarantee more understanding of classroom content among students.

Increasing speed and availability of internet access can reduce many of the geographic constraints that disadvantage poor students. Schools serving higher-resourced families are often able to recruit better teachers and adniinistrators—perhaps the most important school resources—even without additional funding. Unlike teachers, however, technologies have no preferences for the schools in which they work. The resources available on the internet, for example, are equally available to all schools with the same internet access and internet access costs the same for all schools in the same area, regardless of the student population served. Students can now access online videos that provide instruction on a wide variety of topics at various skill levels, and participate in real-time video conferences with teachers or tutors located in a state (or even a continent) away.

Similarly, the evolution of touch-screen technology has enabled very young children to engage in technology-aided instruction. Prior to tablets, it was difficult for pre-school,

kindergarten and even early primary grade students to work with educational software because it required use of a mouse or keyboard. Now there are a hundreds of applications that can effectively expose children to early literacy and numeracy skills (Haleem et al., 2022).

More so. advances in artificial intelligence technology now allow teachers to differentiate instruction, providing extra support and developmentally-appropriate material to students whose knowledge and skill is far below or above grade level norms. The latest "intelligent" tutoring systems are able to not only assess a student's current weaknesses, but also diagnose why students are making specific errors. These technologies could enable teachers to better reach students who are fufher from the average within their classroom, potentially benefiting students with weaker academic preparation.

And these technologies scale easily so that innovations (or even good curriculum) can reach more students. Much like a well-written textbook, a well-designed educational software application or online lesson can reach students not just in a single classroom or school, but across the state or country.

While technologies such as virtual instruction and intelligent tutoring offer great promise, unless the challenges that are associated with implementing them are fully understood and addressed their failure is almost surely guaranteed. To date, there is little evidence that digital learning can be implemented at scale in a way that improves outcomes for disadvantaged students.

Hundreds of thousands of students attend full-time online schools, but a study released last year found that students of online charter schools had significantly weaker academic performance in math and reading, compared with demographically similar students in conventional public schools. Computer-aided instruction has been studied extensively over the past twenty-five years and the findings have not been encouraging. Consistently, programs that are implemented widely and evaluated with rigorous methods have yielded little to no benefit for students on average.

Challenges of Digital Learning in Teachers Education

Limited Physical Tutor-Student Contact: digital learning inhibits direct interactions between learners and tutors, which might contribute to reduced motivation and understanding. Online teaching has several challenges, including restricted interaction changes affecting student-teacher relationships (Vagos & Carvalhais, 2022). In this case, digital learning impact students' oversight since learners study in different environments and have contradicting understanding capability. In this respect, digital learning contributes to disengagement in studies affecting students, especially those performing poorly. It encourages students to study independently, which demotivates students who are reluctant in education to engage in learning. Interpersonal interactions are significant in teaching particular skills and concepts. Besides, direct interactions ensure learners have adequate discussion opportunities in challenging areas. Therefore, digital learning hinders physical contact between teachers and learners, affecting students' perception of education.

However, these technologies often reduce oversight of students, which could be particularly detrimental for children who are less motivated or who receive less structured educational supports at home. It is also possible that these technologies will be less able to engage reluctant learners in the way a dynamic and charismatic teacher can (Vagos, & Carvalhais, 2022).

Moreover, approaches that forgo direct interpersonal interaction completely are unlikely to be able to teach certain skills. Learning is an inherently social activity. While an intelligent tutor might be able to help a student master specific math concepts, it may not be able to teach students to critically analyze a work of literature or debate the ethics of new legislation.

The experience of Rocketship, a well-known charter school network, illustrates this concern. Developed in the Bay Area of California in 2006, Rocketship's instructional model revolves around a blended learning approach hi which students spend a considerable amount of each day engaged with computer-aided learning technologies. The network received early praise for its innovative approach to learning and, most importantly, for the high achievement scores posted by its mostly poor, nonwhite student population. In 2012, however, researchers and educators raised concerns about graduates from Rocketship elementary schools, noting that they had good basic skills but were struggling with the critical analysis required in middle school.

More broadly, it is important to realize that technologies can be either substitutes for or complements to resources already in the school. To the extent that they are substitutes, they are inherently equalizing forces. For example, well-designed and structured online content might provide critical support to a novice teacher who is too overwhelmed to produce the same coherent and engaging materials that some more experienced teachers can create.

However, in many cases it may be more appropriate to think of technologies as complements e.g., when they require skilled teachers or students with strong prior skills to be implemented well. In these cases, technologies must be accompanied with additional resources in order for them-to benefit traditionally underserved populations.

Perhaps most importantly, systems that blend computer-aided and face-to-face instruction are notoriously difficult to implement well. In recent studies of the popular Cognitive Tutor math programs, teachers reported trouble implementing the program's instructional practices that revolve around collaborative work, making strong connections between computer-based activities and classroom instruction, and maintaining the expected learning pace with many students who lacked prior math and reading skills (Vagos, & Carvalhais, 2022).

Finally, even with the best implementation, digital learning is likely to benefit students differently depending on their personal circumstances and those of their school. For instance, non-native English speakers might benefit from online instruction that allows them to pause and look up unfamiliar words. Likewise, we might expect an online course to be more advantageous for students attending a brick-and-mortar school with very low-quality teachers. In recent years. the worlds of online learning and computer-aided instruction have converged to some extent, morphing into what is often referred to as blended- or personalized-learning models.

Conclusion

Although digital learning inhibits physical contact, it provides a chance to personalize education and easily access study materials. Digital learning technologies ensure learners have an extensive database for accessing education resources easily and at any time. Besides, digital learning promotes personalization, allowing students and teachers to utilize their effective approaches. Several educators, teachers as well as students have spoken out in favour of digital

education despite its challenges. Digital learning in education has become the preferred mode of education. Nevertheless, digital learning limits physical interactions, impacting students who are reluctant to receive education. Nevertheless, it would be imperceptive to believe that digital learning in teachers' education poses poor internet connectivity, absence of human connection, lack of opportunities of collaborating learning, supervision of teachers, decline of hands-on-learning and poor assessment of examinations are some of the trials and tribulations online education platforms face. This does not take away the fact that the quick succession of online learning has been a saviour.

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FOSTERING ECONOMIC DEVELOPMENT THROUGH EFFECTIVE POLITICAL IDEOLOGY IN NIGERIA:A CRITICAL EXAMINATION

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Abstract

Not mindful that Nigeria is highly blessed with abundant human and natural resources, her economic development has been hindered by ineffective political ideologies, leading to widespread poverty of about 40.1% in 2022, inequality, instability, inflation of 32.15% in 2023 and high rate of unemployment (which is estimated to be 23% in 2023). The rate of poverty, unemployment and insecurity has been high overtime to the un-comfortability of Nigerians both home and abroad and accusing fingers has always been pointed at the political class. This study examines the nexus between political ideology and economic development in Nigeria, identifying strategic enhancements for improved outcomes. By analyzing the country's historical and contemporary political landscape, this research highlights the need for a balanced, inclusive, and pragmatic ideology. Recommendations include strengthening institutions, promoting economic diversification, enhancing good governance, and fostering social cohesion. This paper contributes to the discourse on political economy, providing actionable policy recommendations for Nigeria's sustainable economic growth.

Keywords: Economic Development, Political Ideology

Introduction

Nigeria, Africa's largest economy, faces numerous economic challenges. Nigerian's economy was shaped by British colonialism, focusing on extractive industries (oil, minerals) and neglecting diversified development. The focus of the colonial government was to get raw materials from Nigeria to develop their nations industrial sector (Ajakaiye and Adedeji, 2018). The shaping of the economy by the colonial is seen to be more of extortion than development. The post – colonial era (1960s – 1980s) in Nigeria experienced rapid growth, but mismanagement, corruption, and dependence on oil exports hindered sustainable development (Iyoha and Oriakhi, 2002). It was within this period that Nigeria experienced Oil boom and the abundance experienced usher in corrupt practices, mismanagement and neglect of the once famous agriculture that was fetching the economy money and useful to the industrial sector. According to Falola and Heaton (2008) the era of oil boom brought about laziness and turned the attention of Nigerians more towards white collars' job therefore, more importation was welcomed to the economy which has metamorphosized to a problem today.

The Structural Adjustment Programs (SAPs) era of 1980s-1990s witnessed IMF/World Bank-imposed reforms which led to privatization, deregulation, and trade liberalization. This reform

was meant to help the economy but it worsened the poverty level and increase inequality among Nigerians.

Political Ideology in Nigeria

Political ideology refers to the set of beliefs, values, and principles that shape the country's governance, policies, and decision-making processes. Political ideology is a certain set of ethical ideals, principles, doctrines, myths or symbols of a social movement, institution, class or large group that explains how society should work and offers some political and cultural blueprint for a certain social order (Klarin, 2020). It encompasses various perspectives on: Economy (capitalist, socialist, or mixed), Governance (democratic, authoritarian, or hybrid), Social issues (conservative, progressive, or liberal), National identity (nationalist, regionalist, or ethnic) and International relations (globalist, isolationist, or pan-Africanist). Ideology can be used either to initiate change in the society or to encourage continued adherence to a set of ideals in a situation where conformity already exists.

Nigeria's political ideology has been influenced by various factors such as Colonial legacy, Post-colonial nationalism, Military rule, Democratic transitions, Ethnic and regional diversity, Religious and cultural values, Globalization and international relations.

Key political ideologies in Nigeria as identified by Klarin, (2020) includes:

1. Nationalism: emphasis on Nigerian unity and self-determination
2. Social Democracy: mixed economy, social welfare, and democratic governance
3. Liberalism: free market economy, individual freedoms, and human rights
4. Conservatism: traditional values, social order, and limited government intervention
5. Progressivism: social justice, equality, and human development

These ideologies are not mutually exclusive, and Nigerian politics often blends elements from multiple ideologies.

Akinbobola, (2019) identified some notable Nigerian political thinkers and their ideologies includes:

1. Nnamdi Azikiwe (Nationalism)
2. Obafemi Awolowo (Social Democracy)
3. Ahmadu Bello (Conservatism)
4. Olusegun Obasanjo (Progressivism)
5. Muhammadu Buhari (Nationalism)

Economic Development in Nigeria

Economic growth is a significant contributor and necessary component of economic development. Economic development is the creation of enabling conditions that promote and stimulate rapid and substantial increase in the basic material well-being of the majority (Oyekola, 2015). This is achievable by the implementation of political leadership policies to promote economic growth through land reforms, capital intensive industrialization, educational stimulus and effective public health system. Economic development must be measured through such areas as the reduction in the opportunities for malnutrition, the considerable reduction in high infant mortality rates, the availability of potable water, the availability and access to quality educational material, the growth of public health, greater opportunities for employment, the gradual socio-economic level generated by the majority of the people whereby an average

level of society is established, the reduction in the level of high inflation and unemployment, indices of per-capita income, and through the efficient allocation of resources in regulating the type of social relationships.

The term "economic development" according to Ogunleye and Adeleye (2018) can be viewed from the perspective of a false dichotomy in the development process. The dichotomy resulted due to the identifying of economic development with the advancement of the "center" (the more developed and industrialized countries, usually capitalist, on the one hand) and the possibilities of the "periphery" (viz the less developed, under-developed, undeveloped or developing countries, often countries of Asia, Africa and Latin America, on the other. What the political economist referred to frequently as "economic growth" – a sustained increase in the output of goods and services of a country, usually measured at one sector of the economy most times through the increase of the Gross National product (as one of the forms of indicators of economic development) is often confused with economic development itself.

Historically, Nigeria's economic development has evolved significantly, shaped by its rich endowment of natural resources, governmental policies, and its interactions within the global economy. Nigeria's oil and gas sector accounts for about 90% of export earnings and more than 50% of government revenue (Central Bank of Nigeria, 2022). This over-dependence on oil and gas has made the country's economy highly susceptible to global oil price fluctuations. Efforts have been intensified in recent times, to diversify the economy through the development of the agricultural sector, which accounts for about 70% of the labour force and about 24% of the country's GDP (National Bureau of Statistics, 2022).

The Manufacturing sector, though still nascent, holds great promise, in terms of its contributions to the nation's GDP. This is the clear focus of the Nigeria Industrial Revolution Plan (NIRP), designed to support the manufacturing sector to become globally competitive by increasing the sector's manufacturing base (Federal Ministry of Industry, Trade and Investment, 2022). The services sector has recorded the fastest growth in Nigeria, with telecommunications driving the expansion of mobile telephony and internet penetration. The financial services industry has been revolutionized, enhancing financial inclusion (PwC, 2023). Despite such progress, especially in the services sector, Nigeria's economic development is still hampered by challenges of corruption, insecurity, political instability, and unacceptable unemployment rate, especially among the country's youth population. Poverty is also widespread, as a significant portion of the country's human population continues to live below the poverty line. Nigeria's political leaders are today, also strained by contemporary socio-economic and geopolitical problems.

Some of the current challenges that are being experienced in the Nigeria economy that hinders economic development according to Ibrahim (2020) ranges from:

1. **Over Dependence on Oil Exports:** about 90% of Nigeria export earnings come from oil, making Nigeria vulnerable to global price fluctuations.
2. **Corruption:** Widespread graft, embezzlement, and mismanagement both at the Federal, State and Local level stifle economic growth.
3. **Insecurity:** Boko Haram insurgency, banditry, and kidnappings discourage investment and hinder economic activity.
4. **Infrastructure Deficits:** Inadequate power supply, roads, and transportation networks hinder business operations.

5. **Unemployment and Poverty:** 23% unemployment rate (2022 est.) and 87 million Nigerians living in poverty.
6. **Inflation:** High inflation rates (12.8% in 2022) erode purchasing power and reduce savings.
7. **Foreign Exchange Volatility:** Naira fluctuations affect import costs, inflation, and business planning.
8. **Limited Diversification:** Over-reliance on oil and neglect of other sectors (agriculture, manufacturing, services).
9. **Brain Drain:** Skilled professionals emigrate due to poor economic conditions and lack of opportunities.

The impact of political ideology on economic development in Nigeria.

The impact of political ideology on economic development in Nigeria is a complex and multifaceted issue. At its core, political ideology shapes the interactions between economic policies and their social and political context. In Nigeria, various political ideologies have influenced economic development, with some promoting growth and others hindering it. Indigenization, privatization and cashless policy are good examples.

Some of the key challenges of political ideologies on economic development as identified by Onyishi, (2018) are:

- **Ideological Contradictions:** Nigeria's political landscape is marked by contradictions between socialist and capitalist ideologies, posing challenges to economic development.
- **Lack of Institutional Frameworks:** Inadequate institutional frameworks have hindered the effective implementation of economic policies.
- **External Influences:** International policy advisors and global economic trends have significantly influenced Nigeria's economic development, sometimes conflicting with domestic ideologies.

Positive Impacts of Political Ideology in Nigeria:

Some of the positive impacts of political ideology on economic development experienced in Nigeria as opined by Kalejaiye and Alliyu (2013) ranges from Economic growth, Social welfare and National unity.

i. **Economic Growth:** Some political ideologies, such as socialism, have driven economic growth in Nigeria by emphasizing state-led development and investment in key sectors. The government is made to see overall development of the nation, states and local government as a collective responsibility. Resources are gathered together and shared for overall development of the entire economy.
ii. **Social Welfare:** Political ideologies like social democracy have improved social welfare by prioritizing education, healthcare, and poverty reduction. Illiteracy, poor healthcare delivery and poverty are collectively seen as hindrances to national economic growth and development and enemies to social welfare, hence the battle is been fought by all tiers of government with the Federal government taking the lead. All politicians aspiring for various political offices in their electioneering campaign do promise to make policies that will enhance improved education, proper healthcare delivery and poverty reduction or eradication a priority if elected to power. Definitely, these are the request of the citizen and the priority of any serious government.
iii. **National Unity:** Nationalist ideologies have promoted national unity and stability,

essential for economic development. The National Anthem, the National Flag, the Coat of Arm, our National Teams (Football and others) etc are symbols of our national unity and bound. All these are born out of political ideology of Nigerians and uniting us.

iv. **International Cooperation:** Ideologies promoting global engagement can enhance trade, diplomacy, and international relations. Overtime, the government and political leaders have come up with policies or embrace ideas that promotes the nations cooperation with other nations of the world and paving ways for the gains that comes with it. International cooperation has brought about International trade, ECOWAS, IEO etc.

Negative Impacts of Political Ideology in Nigeria:

Just as we have positive implications of political ideology on economic development so we have the negative impacts too which Ross (2015) mentioned to includes Corruption, Inequality and Insecurity.

i. **Corruption:** Political ideologies that prioritize individual interests over collective well-being have led to widespread corruption, undermining economic development. Most politicians and people occupying political offices poses the ideology that public offices are meant for self-enrichment, personal and family gain instead of service to the masses and humanity. It is unfortunate that majority of those who blames the corrupt officers are not better than them in idea and plan only that they are yet to have the opportunity. Corruption has been the worst of the negative impact of political ideology that we have at present.

ii. **Inequality:** Certain ideologies have exacerbated income inequality, hindering economic growth and social cohesion. The political ideology in Nigeria has led to the elimination of the middle class in the country. You either belong to the upper class or the lower class, the middle class seize to exist. The margin between the rich and the poor is wide and same is applicable to the social class.

iii. **Insecurity:** Ideologies that prioritize short-term gains over long-term stability have contributed to insecurity, discouraging investment and hindering economic development. The rate of kidnapping and insurgency is so high that it is difficult to do businesses and farmers too are finding it difficult to farm. Some hold on to the ideology that the nation should be made ungovernable once they are not in power while some believe that they can only strive amidst insecurity and unrest.

iv. **Unemployment:** Ideologies that does not care about investment in human capital and infrastructure has led to high unemployment. Among such is poor ideas about industrialization, agriculture and human capital development.

Long-term Consequences of Political Ideology:

Some of the long-term consequences of poor or bad political ideology identified by Ogunleye and Adeleye (2018) are: Brain drain, reduced competitiveness, environmental degradation and social injustice.

i. **Brain Drain:** Talented individuals may emigrate due to unfavorable economic conditions. When the economic situation of a nation is not favourable and the effects of bad ideology is been felt over time such as insecurity and banditry, many nationals will be leaving such an economy and the talented individuals will have a better chance of relocation. A good example is the “Japa Syndrome” in Nigeria.

ii. **Reduced Competitiveness:** Inefficient economic policies can reduce global

competitiveness especially where there is favourism of a group or a set of individuals. It may be in term of tax pardon or issue of issuance of license which gives such people or groups edge over others.

iii. **Environmental Degradation:** Ideologies neglecting environmental concerns can lead to degradation and resource depletion. When trees are cut indiscriminately, carbon are released into the atmosphere through burning and other activities, refuse are dumped without caution etc. depletes and degrades the environment.

iv. **Social Injustice:** Ideologies prioritizing individual interests can perpetuate social injustice. Where the rich are better citizen than the poor, where the law is meant for a category of some people while some are above the law, where good education becomes a heritage of some while others sees sound education as a mirage. These and others happen where there are poor ideologies.

Conclusion

This critical examination of the relationship between political ideology and economic development in Nigeria highlights the imperative of adopting an inclusive and pragmatic ideology to drive sustainable growth. The analysis reveals that Nigeria's economic challenges are deeply rooted in its political landscape, characterized by patronage politics, corruption, and inefficiency.

The study demonstrates that effective political ideology can foster economic development by promoting economic diversification and competitiveness, encouraging good governance and institutional strengthening, addressing social inequality and poverty and enhancing regional cooperation and international relations.

To achieve sustainable economic development, Nigeria must transition from a patronage-based system to a knowledge-driven, inclusive, and participatory ideology. This requires strengthening democratic institutions and the rule of law, investing in human capital and infrastructure development, encouraging entrepreneurship and innovation and fostering regional cooperation and international partnerships.

Ultimately, Nigeria's economic future depends on its ability to adopt a forward-thinking, people-centered political ideology that prioritizes collective well-being over individual interests.

Recommendations

Nigeria's economic future hinges on its ability to adopt an effective political ideology that prioritizes sustainable growth, social justice, and national unity. This study contributes to the ongoing discourse on Nigeria's economic development, emphasizing the urgent need for a paradigm shift in its political ideology.

Therefore, to foster economic development, it is recommended that:

1. Nigeria must transition towards a knowledge-driven economy, leveraging education and innovation.
2. Nigeria must transition towards a participatory democracy, ensuring inclusive decision-making.
3. Nigeria must transition towards a corruption-free governance, promoting transparency and

accountability.

4. Policy continuity and long-term planning should be encouraged
5. The government should foster public-private partnerships for infrastructure development.
6. Effective anti-corruption measures should be Implemented.

Together, we can unlock Nigeria's potential for sustainable economic growth and development.

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STRATEGIES FOR PROMOTING YOUTH EMPOWERMENT THROUGH HOME ECONOMICS IN RIVERS STATE

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Abstract
This paper examines the strategies for promoting youth empowerment through Home economics in Rivers State. A sample of 24 Home Economic teachers, 16 school administrators and 51 Home Economics SS2 students were selected from the three senatorial districts using stratified random sampling technique and simple random sampling technique. A structured questionnaire based on four responses options was used for data collection, three research questions were asked and answered using sample percentage and one hypothesis was tested using ANOVA. Some of the findings of the study include a significant difference between the strategies used by teachers, school administrators and students towards Home Economics for empowerment. Teachers' strategies include building of self-confidence into the students, teaching them creative thinking and provision of laboratory materials to help improve students' interest in the subject. Based on the findings of the study, three conclusions were made and the recommendations of the study include some of the following; that government in the state should employ qualified Home Economics teachers and establish more practical centres to enable the teachers and students practice and that more Home Economics centres should be established in the rural communities and adequately equipped where the youths can go to acquire skills that will make them self-reliant.
Keywords: Strategies, empowerment, unemployment, and Home Economics.

Introduction
The acquisition of vocational and technical knowledge and skills has been long recognized globally as powerful instruments for empowering youth to be self-reliance. This recognition led to the integration of various vocational education programmes such as Agricultural Education, Business Education, Fine and Applied Art Education and Home Economics Education into the Nigeria education system (Muhammad, 2018). The aim of these vocational education programmes among others is to empower the recipients with relevant knowledge, skills and aptitude for self-reliance and to be useful members of the society in which they live (Federal Republic of Nigeria, 2014).

Home Economics as one of the vocational education programmes designed to equip learners with knowledge, skills and aptitude for self-reliance is seen as a broad-based programme. According to Achor (2014), Home Economics education adopts a multi-disciplinary and trans-disciplinary approach to equip recipients with various marketable skills that can ensure their self reliance and employability. Supporting this, Alabi and Keswet (2015) note that Home Economics is a broad field programme that equips its recipients with

knowledge and skills relating to food and nutrition, clothing and textiles, family life and human development, household and institutional resource management and community health through education and research. The authors also noted that the knowledge and skills acquired through Home Economics can help the recipients to be self-reliant and contribute to the socio-economic development of their immediate environment. Ahmed (2018) notes that Home Economics as a vocational course, teaches its recipients numerous skills aimed at empowering them to be self-reliant in catering services, tailoring, housekeeping, day care services, interior designs among others.

Nevertheless, despite what can be achieved in terms of graduate skills development and empowerment through Home Economics and vocational education programmes, many Nigeria youths (graduates and non-graduates) have been severely trapped in the cycle of poverty (Alabi & Keswet, 2015). This situation has been blamed on ignorance and lack of vocational skills for self-reliance amongst the youth. Supporting this, Ofoha (2011) notes that majority of Nigeria youth are idle and some are involved in various vices due to lack of requisite skills for self or paid employment which has pushed them into unemployment and underemployed status. Ahmed (2018) notes that the high rate of youth and graduates unemployment in Nigerian is due to lack of skills to compete in today's global labour market. Corroborating these earlier positions, Babatope (2019) reports that 66.8 million Nigerian youths of working age are without employment. The author also notes that most of these youths are not only unemployed but are also unemployable due to lack of requisite skills for self-employment or employment in active sectors of the economy. Consequently, to address these problems, the issue of youth empowerment for self-employment has taken the centre stage of many academic discourses. It is in order to contribute to this important academic discourse that the present study is being conceived.

Statement of Problem

Unemployment and poverty are the twin macroeconomic challenges many Nigeria youth face. These are said to be caused by bad governance, corruption, global economic melt down and economic recession experienced over the years. The situation of unemployment in Rivers State is very alarming from 36.4% as at the end of Q3 of 2019 to 43.7% as at the end of Q2 of 2020. It is important to note that youth constitutes more than 70% of the unemployment populations in Rivers State (National Bureau of Statistics, 2020, p. 3). Consequently, their unemployment and poverty means they will face poor socio-economic standard and cannot contribute to nation building. Okafor (2011) noted that this situation has aggravated the youth negative behaviour and most are found engaged in antisocial activities such as thuggery, arm robbery, militancy, restiveness, ethnic-political clashes and other social vices increasing the crime rate across Nigeria. Youth involvement in antisocial activities rather than exploiting opportunities for wealth creation around them has also been traced to their lack of exposure to marketable and sufficient vocational skills for self-employment (Ofoha, 2011; Babatope, 2019). To address these problems, many authors have suggested the need to use education and training to empower the youth with skills for starting and managing self-business (Abdulkarim, 2019; Babatope, 2019). Home Economics has been identified as one of the vocational educational programmes that can be used to empower youth with skills for self-employment and self-

reliance. However, the issue of the best strategies to adopt in achieving this goal is skill hanging in the balance, since many youth are yet to embrace this programme and the impact of the programme is yet to be significantly felt in youth empowerment for self-reliance. Therefore, the need to identify strategies for promoting youth empowerment through Home Economics in Rivers State cannot be overemphasised. It is in order to address this issue that the researchers deem it fit to investigate the strategies for promoting youth empowerment through Home Economic in Rivers State.

Objectives of the Study

The main aim of this study is to examine the strategies for promoting youth empowerment through Home Economics in Rivers State. Specifically, the objectives of the study include the following:

i. Identify the strategies teachers use to promote youth empowerment through Home Economics
ii. Identify the strategies students can adopt to improve their capacity in Home Economics
iii. Find out the strategies school administrators can use to address the problems facing students' empowerment in Home Economics

Research Questions

The following research questions guided the study:

i. What are the strategies teachers can use to promote youth empowerment through Home Economics?
ii. What are the strategies students can adopt to improve their capacity in Home Economics?
iii. What strategies can the school administrators adopt to address the problems facing students' empowerment in Home Economic?

Research Hypothesis

Based on the research questions, this hypothesis was tested at 0.05 level of significance.
There is no significant relationship between the strategies adopted by teachers, school administrators and students toward Home Economics for empowerment.

Literature Review

Concept of Empowerment

Empowerment is seen as the process of enabling individuals with the ability to act on their own economically, socially, and politically rather than at the direction of others. Supporting this, Tope (2011) defined empowerment as the process of strengthening individuals and communities in any aspect of life from spiritual, political, social to economical. Lemchi (2011) noted that empowerment enhance the power, capacity and/or opportunity for people to act independently in their decision making concerning various aspects of life. Consequently, empowerment relating to youth centres on enhancing their economic, social and political independence by enabling them to act for themselves rather than follow orders. Akintayo and Adiat (2013) opine that youth empowerment is concerned with enhancing their motivation perform socio-economic roles independently without being coerced. Mike (2014) notes that

youth empowerment is receiving much attention because of its relevant to securing the future prosperity of the youths and their nations. Jegede, Irewole and Dada (2019) note that youth empowerment through vocational education programme is targeted at ensuring that they acquire skills for formal and informal sectors as well as for entrepreneurial activities to enable them initiate private businesses for self-employment and reliance.

Strategies for Youth Empowerment

Teaching and Encouraging Creativity through Home Economics

Achor (2014) opines that one of the strategies to empower graduates of Home Economics to be entrepreneurs is through developing their creativity in different aspects of Home Economics education. The author noted that this has implications on the content of instruction and methodologies used by Home Economics educators to enhance creative entrepreneurship capabilities of their graduates who mostly are youth. Ofoha (2011) opines that creativity skill development is an aspect of entrepreneurship; hence, without such skill for driving unique self-employment opportunities, youth in Nigeria cannot function as catalyst of her socio-economic agenda. Ihensekhein and Cas-Ogiegbaen (2014) also opines that creativity is the main genesis for entrepreneurial activities and it is deposited in every human at varying degree which can be enhanced through training. Ahmed (2018) asserts that Home Economics education has the major function of inculcating creativity skills amongst its students to enable them be entrepreneurs. Alabi and Keswet (2015) finds out that teaching and encouraging creativity in Home Economics is an effective strategy for reducing poverty amongst Nigerians, youth inclusive. Ahmed (2018) finds a positive relationship between Home Economics education and the development of creativity skills for wealth creation. Mbanefo & Eboka (2018) noted that creativity skills are entrepreneurial skills that learners need to bridge the gap between the school learning and self-reliance in the society.

Developing Knowledge, Skills and Aptitude necessary for Effective Management of Limited Resources to meet Desired Goals through Home Economics

According to Adeyemo (2010), aptitude has to do with an inborn trait that enables people to have an easy disposition to perform better in one operation than in another. The author notes that performance is at best when the right aptitude is called into play. This means that helping youth through Home Economic students to develop the right aptitude to manage their limited resources effectively can impact positively in their ability to harness scares resources and take on self-employment opportunities in the society. Ewubare and Asarah (2017) opines that Home Economics education is a skill-oriented course which focuses relevant skills and knowledge for gainful employment and wealth creation through effective utilization of available human and material resources.

Adequate Knowledge of and Skills in Clothing and Textile

Clothing is a subset of textile industry. Sarkar (2013) opines that young people can be empowered to easily start business in clothing and textile because this sector provides vast opportunities in the area of cloth manufacturing, sub-contracting, wholesale business, clothing store, printing and embroidery units, garment washing units, retailing units, consultancy units,

advertisement and promotion of different types of apparels. Veena and Josh (2017) note that the textile industry is one of the important industries driving foreign exchange earnings, output and jobs creation for the teeming population across Asia. Alvarex (2020) outlines garment production skills needed that can be used to empower youth to include ability to find, choose and purchase suitable fabrics and accessories, ability to plan sizes, ability to cut accurately, ability to correct faults and ability to deliver the produced garment on time to the market.

Nair (2017) states that for success in cloth making business, certain abilities must be possessed. These abilities are noted as ability to ensure adequate supplies, ability to maintain standards, ability to improve on workflow through the effective maintenance of technological and human resources, and ability to ensure efficient use of resources in a manner that increases outputs. Neelam, Anamdita and Radhika (2016) notes that a business's success or failure is very dependent on whether the business reaches the market (its potential customers), stimulates the interest of the market with the results of research and influence the markets' buying decision. According to Anyakoha (2017), opportunities in clothing avail in the area of cloth designing, cloth construction, dry cleaning and laundering, dying and batiking, modelling, fashion merchandising, and knitting and crocheting business. Supporting this, LaMacro (2018) opines that young people can easily be empowered to start cloth business and come out of their economic woes.

Methodology

This study is a descriptive survey, and the area of study is Rivers State. The population of the study comprised all the Home Economics teachers/principals and Home Economics students, those offering Home Economics. Statistically, data from the State Ministry of Education indicated that there are 99 Home Economic teachers, 168 SS2 Home Economics students. To select the number for this study, a stratified random sampling technique was applied; the three senatorial districts in the state were used. From each district, one local government area was selected each through the use of random sampling technique and all the public secondary schools were identified and used. In all, 16 school administrators, 24 Home Economics teachers, 51 Home Economic students were adopted and used for the study.

The instrument for data collection was a researchers' structured questionnaire containing items. The responses options were based on Strong Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Data collected were analysed using percentage of responses to answer research questions and Analysis of Variance (ANOVA) to test the hypothesis at 0.05 level of significance.

Results

The presentation of the data is organized in accordance with the research questions and the hypothesis and is presented in tables below.

Research Question 1: What are the strategies teachers can use to promote youth's empowerment through Home Economics?

Table 1: Percentage presentation of the responses of the teachers on the strategies to empower students through Home Economics

S/N	Strategies to Empower Student	SA	A	D	SD	Total
1.	Building of self-confidence into the students.	12 (30%)	14 (35%)	8 (20%)	6 (15%)	40 (100%)
2.	Teaching students to think positively	13 (32.5%)	17 (42.5%)	6 (15%)	4 (10%)	40 (100%)
3.	Teachers should organize projects like school talk shops	9 (22.5%)	15 (37.5%)	7 (17.5%)	9 (22.5%)	40 (100%)
4.	Teachers should respect students' ideas and questions to foster creative thinking.	14 (35%)	16 (40%)	6 (15%)	4 (10%)	40 (100%)
5.	Teachers use discovery and exploration methods to teach Home Economics.	15 (37.5%)	20 (50%)	4 (10%)	1 (2.5%)	40 (100%)
6.	Teachers should use divergent thinking strategies to help students develop critical thinking skills.	13 (32.5%)	18 (45%)	3 (7.5%)	6 (15%)	40 (100%)
7.	They should use stimulated board meeting strategies.	10 (25%)	12 (30%)	9 (22.5%)	9 (22.5%)	40 (100%)
8.	Teachers should use the formation of future business clubs.	9 (22.5%)	15 (37.5%)	10 (2.5%)	5 (15%)	40 (100%)
9.	They should use junior executive training courses.	8 (20%)	17 (42.5%)	11 (27.5%)	4 (10%)	40 (100%)
	Average response	**11**	**16**	**7**	**6**	**40**

Source: Field Survey, 2019

Table 1 above indicates the responses of teachers and school administrators on the strategies to promote youth empowerment through Home Economics in Rivers State. Table 1 analysis revealed that the strategies to promote youth empowerment through Home Economics are: building of self-confidence into the students 26 (65%), teaching students to think positively 30 (75%), teachers should respect students ideas and questions to foster critical thinking, 30 (75%), teachers use discovery and exploration methods to teach Home Economics, 35(87.5%). Other strategies revealed by Table 1 analysis include the use of divergent thinking strategies which help students to develop critical thinking skills, 31(77%), they should use stimulated board meeting strategies, 22(55%), teachers should use the formation of future business clubs, 24(60%). The table analysis also revealed that teachers use junior executive training courses 25(62.5%).

Research Questions 2: What are the strategies students can adopt to improve their capacity in Home Economics?

Table 2: Percentage Analysis of the strategies students can adopt to improve their capacity in Home Economics

S/N	Strategies to Empower Student	SA	A	D	SD	Total
10.	Students should always work in going.	12 (23.5%)	24 (47.6%)	10 (19.6)	5 (9.8%)	51 (100%)
11.	Studying books on business management.	11 (21.6%)	26 (51%)	11 (21.6%)	3 (5.9%)	51 (100%)
12.	Strategy of interacting with small business owners	9 (17.7%)	28 (84.4%)	13 (25.8%)	1 (2%)	51 (100%)
13.	Class discussions on experiences of holiday jobs in small firms.	13 (25.5%)	18 (35.3%)	10 (19.6%)	10 (19.6%)	51 (100%)
14.	Disabusing their minds that the subject in meant for the never-do-well	14 (27.5%)	16 (31.4%)	15 (29.4%)	6 (11.8%)	51 (100%)
15.	Disabuse their minds that the subject is meant for girls.	12 (23.5%)	17 (33.3%)	13 (25.5%)	9 (17.7%)	51 (100%)
	Average response	**12**	**22**	**12**	**5**	**51**

Source: Field Survey, 2019.

Table 2 above presented the responses of the selected Home Economics students on the strategies, which can help change their perception of Home Economics. Table 2 analysis revealed that working in groups improve students attitude towards Home Economics 36(71.1%), studying textbooks on business management increases students attitude towards Home Economics 37(72.6%), that the strategy of interacting with small business owners increase their positive behaivour towards the subject, 37(72.6%). Also, table 2 analysis revealed that class discussions on experiences of holiday jobs on small. Firms 31(60.8%) , disabusing their minds that the subject is meant for the never-do-well 30(58.9%) and disabuse their minds (boys) that the subject is meant for girls 29(56.8%) increase students attitude towards Home Economics.

Research Question 3: What strategies can the school administration adopt to address the problems facing students' empowerment in Home Economics?

Table 3: Analysis of the strategies school administration can adopt to address the problems facing students' empowerment in Home Economics

S/N	Strategies to Empower Student	SA	A	D	SD	Total
16.	School administrators should always engage competent Home Economics teachers.	13 (32.5%)	17 (42.5%)	6 (15%)	4 (10%)	40 (100%)
17.	Always provide adequate materials for learning Home Economics.	15 (37.5%)	18 (45%)	5 (12.5%)	2 (5%)	40 (100%)
18.	The laboratories should be adequately equipped for practical.	12 (30%)	19 (47.5%)	5 (12.5%)	4 (10%)	40 (100%)
19.	The school authorities should assist the students by providing some of their requirements for practical lessons.	9 (22.5%)	16 (40%)	11 (27.5%)	3 (7.5%)	40 (100%)
20.	Regularly supervise teacher's activities.	14 (35%)	20 (50%)	6 (15%)	- (0%)	40 (100%)
	Average response	**13**	**18**	**7**	**2**	**40**

Source: Field Survey, 2019

Table 3 analysis revealed that the strategies which the school authorities can adopt to address the problems facing students in their study of Home Economics include the following, that school administrators should always engage competent teachers, 30(75%), the authorities should always provide adequate materials for learning Home Economics, 33(82.5%) and that the laboratories should be adequately equipped for practical, 31(77.5%). Also, analysis revealed that the school authorities should assist the students by providing some of their requirements for practical lessons, 25(42.5%) and that they should regularly supervise teachers' activities. 34(85%).

Hypothesis One

There is no significant difference between the strategies adopted by teachers, administrators and students towards Home Economics for empowerment.

Table 4: ANOVA analysis of the strategies used by teachers, administrators and students towards Home Economics for empowerment

Variables	Source of Variation	Sum of Square	Df	Means Square (MS)	F. Value	Sig.	Crit.
Teachers, school administrators and students strategies	Between group	2300	2	1750	6.26	0.05	3.04
	Within group	37728	89	279.5			
	Total	**41228**	**91**				

P=<0.05

The result from the ANOVA analysis in table 4 revealed that there is a significant difference between strategies used by teachers, school administrators and students towards Home Economics for empowerment since the compared f-value of 6.28 is higher than the critical value of 3.04, the null hypothesis of no significant relationship is rejected.

Findings

Based on the analysis of data, the findings made by the study are as follows:

- The study discovered significant difference between the strategies used by teachers school administrators and students towards Home Economics for empowerment.
- Teachers' strategies include building of self-confidence into the students, teaching them to think positively and positively and provision of laboratory materials help to improve students' interest in the subject.
- Teachers' strategies include respect of students' ideas, questioning and the use of discovery and exploration strategies to influence students' interest towards Home Economics.
- Administrators' strategies include the use of stimulated board meeting, the use of divergent thinking strategies and assisting the learners by providing some of their requirements to positively influence students' interest towards the subject.
- Students' strategies include class discussion and studying in groups, disabusing the belief that Home Economics is for never-do-wells and for girls only.

Conclusion

This study concluded that the use of competent teachers who can utilize creative thinking strategies would improve students' interest in Home Economics. That the provision of laboratory equipment and the provision of materials to assist the students in their lesson requirements would help improve their interest in Home Economics. Also, as long as the authorities fail to equip the Home Economics laboratories and the teachers do not use creative strategies to empower the students with the knowledge and skills to be self-reliant students' attitude towards the subject would remain poor.

Recommendations

To help curb the menace of youth unemployment in Rivers State through empowerment in Home Economics, the study recommends the following:

1. Government in the state should employ qualified Home Economics teachers and established more practical centres to enable the teachers and student's practice.
2. More Home Economics centres should be established in the rural communities and adequately equipped where the youths can go to acquire skills that will make them self-reliant.
3. The graduates of Home Economics should be helped with soft loans by the government to enable them to start up something after school.
4. Home Economics teachers should be encouraged by the government and school authorities to teach the subject using exploration, discovery and group discussion strategies.
5. Teachers should always visit small-scale firms for their students to obtain first-hand

knowledge on how to start their own businesses.

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PROSPECTS AND PROBLEMS OF VOCATIONAL AND TECHNICAL EDUCATION IN DEVELOPING NATIONS.

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Abstact

Vocational and Technical Education is having a revolutionary impact on educational methodology globally. Vocational Technical Education has become key tools and had a revolutionary impact on education and other sectors of our economy. The goal here is to address Vocational and Technical Education in Nigeria school, prospect, problems and solutions. The paper examines the concept of education, importance of Vocational and Technical Education, the prospect of Vocational and Technical Education, problems of Vocational and Technical Education and possible solutions proffer are that: provision of equipment and tools is necessary to attain the full potential of Vocational and Technical Education, National Policy on Vocational and Technical Education should be fully implemented and that knowledge on vocational and technical education should be made compulsory right from primary school to University level.

Keywords: Vocational and Technical Education, Developing Nation.

Introduction

Education according to Samuel (2020) is a concept that is very difficult to define. However, Omotayo, Uthman and Sulyman (2019) defined education as process of total or all round development of an individual, a process whereby an individual is trained or nurtured to acquire necessary knowledge, values, attitudes, skills and abilities needed to be responsible and to be able to contributes meaningfully to the growth and development of the society which he or she lives or belongs to.

From the above definition, education can be said to a key to modernization and civilization all over the world, hence the need to promote the current technological revolution in the area of Vocational and Technical Education in our school for education to play its strategic roles in the social, technological and economic development of our country

Today the whole world is faced with Vocational and Technical Education revolution and automation is gradually taking over every sector of the economy: hence the need to promote Vocational and Technical Education at every level of our education for our graduates at various level to be able to complete favourably with their counterpart across the globe (Olaniyan, 2021)

In recent years, the Vocational and Technical Education revolution has been both dynamic and extensive with the application of modern technology it has been dynamic, limitless and extensive in use and application. In actual sense, we see demonstration of new ways in which vocational and technical skills can be used to meet some new challenges and solve complex problems daily. Vocational and technical skill is one of the greatest inventions of the 20th

century that has contributed tremendously to the service of humanity through its capacity to automate the highly needed repetitive calculation which in other inventions have necessitated.

Vocational skills can therefore be defined as an electronic machine that can perform basic input, processing and output operation within seconds and provide useful information with a minimum of human intervention. For example, if correct instruction is giving to Vocational skills, it can perform in seconds what would ordinarily take a human being hours or days to perform. It is a tool operated by taking raw data, process it and convert it into useful information: though there are other processing tools like the adding machine, the slide rules, etc. but the main distinguishing features of a vocational skills from other information processing tools are speed, memory capacity and versality. Vocational skill is able to achieve such feats because it is able to carry out a few extremely simple and complex operations accurately and very quickly.

According to Ubandawaki (2019), apart from the general objective of education in Nigeria, there are specific objective of Vocational and Technical Education. The objectives of vocational and technical education in Nigeria are designed to address specific needs and goals related to skill development, employment, economic growth, and national development. These objectives encompass a range of purposes and aims for the education sector. These are some of the key objective of vocational and technical education in Nigeria FGN, (2018)

Economic Diversification: One of the broader objective of vocational and technical education in Nigeria is to support the country's efforts to diversify its economy. By training individuals in various sectors beyond oil and gas, the education system aims to contribute to the growth of industries like Agriculture, Manufacturing, Construction, Technology and many more.

Employment and Employability: Vocational and technical education is intended to enhance the employment of graduates by providing them with skills that are in demand in the labour market. By focusing on specific industries and occupations, it aims to reduce unemployment rate and address skill shortages in the country.

Entrepreneurship Promotion: Vocational and technical education seek to foster an entrepreneurial spirit among students, By providing them with the skills and knowledge to start and manage their business, it aims to create a culture of entrepreneurship and self-employment in the country

Industry Collaboration: Another objective is to establish strong ties between vocational and technical education institution and industries. Collaboration with employers help ensure that the curriculum remain relevant to the need of the job market and that students are well-prepared for real world work scenarios.

Lifelong Learning: Vocational and technical education recognizes the importance of continuous learning throughout one's career. The sector aims to instill a culture of lifelong learning among individuals, encouraging them to update their skills and knowledge regularly.

Skill Development: The primary objectives of vocational technical education are to equip students with practical skills and knowledge that are directly relevant to the world of work, It aims to provides them with hands-on training in specific trade or professions, preparing them to be skilled and competent workers.

Social Development: Vocational and technical education also to social development by empowering individuals with skills that improve their quality of life and enable them to contribute positively to their communities.

By aligning with these objective, vocational and technical education in Nigeria strives to create a competent and skilled workforce, stimulate economic growth, and foster sustainable development in the country.

Sustainable Development: Vocational and technical education may incorporate sustainable practices and environmentally friendly approaches into various industries. By training individuals with sustainability in mind, the education sector aims to contribute to the country's sustainable development goals

Technology Advancement: The education sector aims to contribute to technological advancement in Nigeria by providing education and training in technical field. This supports the country's efforts to adopt modern technologies and say competitive in the global economy.

Literature Reviewed

The National Policy on Education (FRN, 2018), defined Vocational Technical Education (VTE) as that aspect of education which leads to the acquisition of practical and applied skills and basic scientific knowledge, It is a group of learning experiences which are meant to be systematically impacted to an individual in order to get him adequately equipped with skills for a gainful employment in a recognized occupation.

According to Yahaya (2019), Vocational and Technical Education (VTE) is that aspect of the education process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic life. This shows that Vocational and Technical Education is all-embracing and touches every aspect of human development and activity. It involves the integration of skill training with academic education and individual character development. It is an on-going process which when acquired, remains with the beneficiary for life. It can be interrupted for varying periods of life and it can be continued throughout individual life span: so it does not fade. It is a special type of education which is skill-oriented, relevant and functional hence: acting as shock absorber to unemployment stress among recipients in the already saturated markets.

Historically, a number of policies have been formulated to encourage the development of Vocational Technical Education (VTE) in Nigeria. For example, the Phelps-Stokes report of 1979called for industrial and technical school where training would be giving in industrial activities that would lead to improvement in human services (Lanlege, 1999 in Paul, Nwachukwu and Okoro) in 1964, the government embarked on a 10 years Technical Education Development plan (TED) under the Colonial Development and Welfare Act of 1940. During the first National Development Plan (1962-1968): Technical and Trade school were established. A National Technical Teacher Training College was established and facilities for teaching the subject was provided. In the second national development plan (1970-74), efforts were made to improve VTE by the expansion of the existing Technical and Trade school and establishment of new ones. The third plan (1975-1980) was a follow-up to the second national development plan (1981) dealt with implementing the provisions of the National Policy on Education.

UNESCO (2019) defined Technical and Vocational Education (TVE) as all forms and levels of education process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding

relating to occupations in the various sectors of economic and social life. The National Policy on Education (Federal Republic of Nigeria, 2018) listed the following amongst others as the goals of Vocational Technical Education.

Prospect of Vocational and Technical Education:

According to Mohammed, (2019). Vocational and Technical Education has a lot of prospect in the development countries like Nigeria, the objectives of Vocational and Technical Education as following:

Here are some of the basic key prospects for Vocational and Technical Education in Nigeria:

Collaboration with Industries: Vocational and technical education programs are increasingly being designed in collaboration with industries and employers. This ensures that the curriculum is up-to-date, relevant to the job market, and aligns with the needs of employers.

Diversification of the Economy: Nigeria's economy has been heavily dependent on oil, but there's a growing recognition of the need to diversify. vocational and technical education can play a vital role in developing skills and knowledge needed in other sectors like agriculture, manufacturing, construction, and technology.

Entrepreneurship Promotion: Vocational and technical education can foster a spirit of entrepreneurship among students. By providing them with practical skills, it enables them to start their business and create employment opportunities for themselves and others.

Government Support: The Nigeria government has recognized the importance of vocational and technical education in national development. Various initiatives and policies have been implemented to promote and improve the quality of technical education in the country.

International Partnership: Nigeria has been seeking international collaboration to enhance its vocational and technical education sector. These partnerships can bring in expertise, funding, and opportunities for students and educators.

Skills Development and Employability: Vocational and technical education aims to equip students with practical skills that are directly relevant to the job market. With a growing economy and a need for a skilled workforce, there is an increasing demand for technically competent individualism various industries.

Youth Empowerment: Nigeria has a large youth population, and providing quality vocational and technical education can be an effective means of empowering the youth to become self-reliant and contribution to the economic growth of the nation.

Problems of Vocational and Technical Education

The prospect of Vocational and Technical Education in Nigeria are laudable: However, according to Bello and Yusuff (2018), it is worth nothing that challenges exist, and they could impact the realization of these prospect. Some challenges includes:

Funding: Adequate funding is necessary to support Vocational and technical education initiatives effectively. Without sufficient financial support, the sector's growth and development may be hindered.

Overall, while there are prospects for vocational and technical educational in Nigeria addressing the challenges will be crucial to fully realise the potential benefits and impact on the nation's development.

Infrastructure: many vocational and technical institution in Nigeria still face infrastructural challenges, including inadequate facilities and outdated equipment

Perception and Societal Attitudes: There might be a prevailing societal bias towards formal university education, which can lead to under-prioritization of vocational and technical education

Quality of Education: Ensuring consistent and high-quality education across all vocational and technical institutions remains a challenge that requires continuous efforts and monitoring

.**Methodology**

The methodology adopted is historical and it is intertained with the content of education systems polities and economy.

Method of data collection

The quest for reinvention of VTE was profound in the activities of NCCE. In 2010, the National Vocational Qualification framework was used to organise a curriculum to decentralized and privatize training platforms for TVE, some colleges of Education in north centre were selected, among the institution were College of Education in Kwara state with the number of students enrol for vocational studies within the year 2020-2023. The table below shown the breakdown;

Student enrolment 2020- 2023 and percentages

Institution	2020	2021	2022	2023
Kwara state college of education, Ilorin	651 (45.1%)	750 (51.6%)	1,050 (60.5%)	1,750 (71.9%)
Kwara state college of education, Oro	410 (49.1%)	502 (52.5%)	861 (60.2%)	911 (72.8%)
sKwara state college of education (Technical) Lafiagi	301 (50.1%)	391 (61.7%)	416 (70.1%)	518 (76.8%)

Source field work 2024

Finding

The above table indicate that there is more improvement and enrolment in student in vocational tanning in those institutions. Therefore the level of education development for technical applications was verily feasible in that context of our higher learning in our nation

Conclusions

In a complex society like Nigeria, many factors affects more than one variable so solving the problems of vocational and Technical Education may deserve an interdisciplinary and integrated approach, it is not possible to highlight every problem in this write- up , therefore it is better to design an infrastructure and organization that can be better plan and design a system that will enhance the attainment of Vocational and Technical Education as contained in the National Policy on Vocational and Technical Education. Vocational and Technical Education has a key role to play in the development of education and the attainment of national

objectives, hence the need to design a system that will enable us manage both the problems and solutions to technological based learning

Recommendations

Based on the findings of the study, it is recommended as follow

. There is need for individual to be trained to acquire practical and applied skills to secure gainful employment in order to enhance the self-reliance.

. There is no doubt that vocational and technical education requires heavy funding in view of the current state of inflation in the country budgetary allocation to this type of education should be made adequate.

There should be adequate statistic of trainers and trainees in various area of vocational and technical education. This will enhance planning for years ahead

The ministry of education in each state should establish career counseling centre out reaches. A board of professional in the helping occupation can be set up for this programme.

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POLITICAL IDEOLOGIES IMPACT ON EDUCATIONAL POLICIES AND MANAGEMENT OF SECONDARY EDUCATION; IMPLICATION TO SUSTAINABLE NATIONAL DEVELOPMENT.

By

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Abstract

This study examines how political ideologies impact policy formulation and implementation and management of secondary education with a specific focus on Nigeria. The concept of political ideologies and management of secondary education and its implication to sustainable national development are examined. The research explores how different ideologies have influenced educational agendas. The analysis encompasses the dynamic interplay between political shifts and corresponding changes in educational policies with regards to secondary education, shedding light on the evolving nature of the educational system. Through an examination of vital historical happenings and policy reforms, the paper identifies patterns, conflicts, and synergies between political ideologies and educational goals. It is observed that management of secondary education is not devoid of the influence of politics because education is the substructure of the superstructure which the political system represents. The paper unveils the role of politics in the management of secondary education. It also points out that politics play significant roles in the appointment of principals, recruitment, transfer of teachers, and distribution of school facilities, among others. The implication for management of secondary education is more harm than good as it often results to principals becoming mere robots in the performance of their duties, among others. The paper recommends among others that: there should be attitudinal rebranding and value reorientation among politicians and secondary education managers in Nigeria. Understanding this node is crucial for policymakers, educators, and researchers, as it provides insights into the forces shaping the educational landscape.

Keywords: *political ideologies, politics, educational policies, management, secondary* education.

Introduction

The relationship between political ideology and educational policies is a crucial factor in determining how future generations' secondary education will unfold within the complex fabric of a nation's growth. Collier (2017) asserts that whilst some countries are experiencing

previously unheard-of levels of affluence, others are experiencing widespread poverty. The political philosophies that each nation adheres to can be used to explain this discrepancy. Political ideologies provide a framework of values and beliefs that direct decision-making inside a government, which is vital in forming policies (Harrison et al., 2018). Leaders' perceptions of the nation, individuals, and social structures are influenced by these beliefs. The economic, educational, and international policies of a state, along with its social values, are actually reflections of the ideologies that the political actors support. If educational institutions serve as the source of a country's labour force, then competent administration is what makes them such.

On the other hand, management deals with creating strategies, plans, and policies to help organisations achieve their objectives. According to Akpakwu (2014), achieving an organization's goals entails a process that includes organising, managing, regulating, coordinating, directing, and assessing its people, material, and resource resources. On the other hand, if secondary education in Nigeria and around the world is to meet the predetermined goals, management—which is defined as a rational process by which organisational resources are integrated, coordinated, or utilised to efficiently and effectively achieve the set objectives—is crucial.

Secondary school management which constitute the head and the management team, executes the management functions of planning, organizing, leading, controlling, motivating, policy making, communicating and so on to achieve the goals of secondary school. Chibuzor (2013) notes that it is not only the school heads that execute such functions, but also teachers and students who are the main purpose for which the schools are established. This implies that any mischief done by the school management and the community in which the school is situated may affect and the effective achievement of the school's goals. Therefore, it is important for secondary schools to be effectively managed for the purpose of achieving set objectives. Secondary schools occupy a strategic place in the educational system in Nigeria, and it is the link between the primary and the University levels of education. However, management of secondary education is influenced overtly and covertly by politics.

Politics, in the broadest sense, is the activity through which people make, preserve and amend the general rules under which they live. Osuji (2011) defines politics as a struggle over values, power and scarce resources in which the aim of the conflicting interests are to gain the desired values and resources at the expense of the rivals. Politics is all-embracing; it deals with power, and power involves elements of decision making, allocating of resources, settlement of conflicts, provision of social amenities as well as the provision and management of education (Okwori and Ede, 2011). Therefore, no society can think about having an established government without politics.

The role of politics in the management of secondary education in Nigeria seems to be affected by political interference. This is because politics and school management cannot be separated. In support Osuji (2011) asserts that the objectives of education, the control, production, process variables and financial provision are tied inescapably to politics. On the other hand, Okwori et.al (2012) maintains that government commits huge funds for the education of the citizenry and since government commit huge funds to the provision of education for the masses, it is incumbent on government to assert some degree of control on educational operations. Politics of education involves a complex inter relationship among

interests groups, politicians, bureaucrat and knowledge brokers, want schools to serve particular goals and needs as they define them to suit themselves. This study therefore examines how political ideologies impact policy formulation and implementation and management of secondary education with a specific focus on Nigeria.

Using Nigeria as a case study, this paper shall examine how the big ideas in politics, called political ideologies, impact the rules and plans for secondary education in Nigeria. This paper attempts to figure out the consequential implications of political ideologies on Nigeria's educational framework beginning from the curriculum to what happens in classrooms across Nigeria. Ideological beliefs influence the perception of government's role. A socialist ideology might advocate for a more significant state presence in the economy, while a libertarian ideology may prioritize minimal government intervention.

Political Ideology

Political ideologies can be seen as diverse belief systems that shape how individuals and societies perceive governance, societal organization, and values. In the words of Harrison et.al (2018), political ideology is a system of definite views, ideas, conceptions, and notions adhered to by the political class or political party. It is always a reflection of the system predominant at any given time and they shape the way societies envision governance and societal organization. In essence, political ideologies serve as guiding principles that inform the creation, modification, and implementation of policies across various domains, significantly impacting the direction and character of a government's decisions. In more specific terms, ideologies held by various political actors is connected to the policies they make based on the influence they exert in the making of such polices including educational policies. Cranston (2023) noted that political ideologies offer a vision of an ideal society, outlining fundamental principles and goals. For example, liberalism emphasizes individual freedoms and equality, while conservatism values tradition and stability. Here's a brief overview of some prominent ideologies:

a. Liberalism: Emphasizes individual freedoms, human rights, democracy, and free-market capitalism. It seeks to balance personal liberty with social equality.
b. Conservatism: Values tradition, authority, and gradual societal change. Conservatives often advocate for the preservation of established institutions and cultural norms.
c. Socialism: Focuses on collective ownership of resources, aiming to reduce economic inequality. Socialists seek to establish cooperative forms of governance and redistribute wealth.
d. Communism: Advocates for a classless, stateless society where the means of production are collectively owned. It envisions a system where wealth and resources are shared equally
e. Fascism: Characterized by authoritarianism, nationalism, and a strong central government. Fascist ideologies often involve a dictatorial leader and a rejection of individual liberties in favour of the state.
f. Anarchism: Rejects hierarchical structures, including government, in favour of voluntary cooperation and decentralized decision-making. Anarchists strive for a society without

rulers.

These ideologies are fluid and can manifest in various forms, adapting to cultural, historical, and geopolitical contexts. Additionally, many political systems incorporate elements from multiple ideologies, creating hybrid models.

A careful observation of the evolution of political parties ideology in Nigeria before independence showed that parties such as the National Council of Nigeria and the Cameroons (NCNC) founded by Sir Herbert Macaulay was not only nationalist in orientation but had a progressive and socialist ideology. The NPC (Northern People's Congress) Founded by Sir Ahmadu Bello had elite and conservative ideology while the AG (Action Group) led by Chief Obafemi Awolowo had a welfarist ideology. According to Solanke (2013), what differentiates one political party from another is their ideologies on educational issues, economic policies, welfare issues etc. But in Nigeria, political parties are often defined by personalities in the party or which party is in charge at the federal level and not any specific ideology on contemporary issues. In light of this, Solanke (2013) asserts that unlike other nations like UK and US where their political ideologies is on solving unemployment, fighting crimes, reducing poverty and managing the economy, Nigeria's political space is dominated with political leaders switching parties frequently indicating that our political parties have no defined ideological beliefs or the members are merely self-serving. Obviously, this has had a significant influence and impact on the creation and most importantly the implementation of educational policies.

Politics in Education and Management of Secondary Education

Politics, in the broadest sense, politics is a multifaceted and dynamic field encompassing the activities, processes, and structures through which societies make collective decisions, allocate resources, and exercise power. It involves the interactions among individuals, groups, and institutions within a given political system (Downes et.al, 2016). In education, politics is the intricate interplay of political forces, ideologies, and decision-making processes that shape educational policies, practices, and outcomes within a given society. It involves the influence of governmental bodies, policymakers, interest groups, and other stakeholders in determining the direction and priorities of the education system. As highlighted by Baker et.al (2016), the politics of education encompasses the power dynamics and struggles that occur at various levels, from local school boards to national ministries, impacting issues such as curriculum development, resource allocation, and the overall structure of educational institutions.

The politics of education is characterized by the negotiation of competing interests and values, as different actors seek to shape the educational agenda to align with their perspectives and goals. Francisca et.al (2019) emphasize that political ideologies play a significant role in framing educational debates and shaping policies. Whether influenced by conservative or liberal values, the politics of education reflects the broader societal values and political landscape, influencing decisions related to issues like school funding, standardized testing, and the role of private versus public education. Positive and negative political influences play a pivotal role in shaping the landscape of education. On the positive side, political commitment to education can lead to increased funding, policy support, and strategic initiatives that enhance the overall quality of education. For example, research by Olayinka (2018) suggests that effective education policies, driven by positive political will, can contribute to improved

student outcomes and economic growth.

Positive political engagement can also result in the development of inclusive educational policies, addressing issues of access and equity, and promoting innovative teaching methods. Politics has a substantial impact on the funding of secondary schools, directly influencing the resources allocated to educational institutions. The allocation of funds to secondary education is often a result of political decisions made within the broader context of government budgets and priorities. Political ideologies, party affiliations, and policy preferences can significantly shape the financial support that secondary schools receive. For instance, a study by Baker et.al (2016) emphasizes the role of political party control at the state level in determining per-pupil spending in education, illustrating the influence of political dynamics on resource allocation. According to Igbozuruike et al. (2021), the significant challenge facing the education sector in Nigeria since 20 years ago is Inadequate funding.

This does not meet up with the suggested benchmark for Funding of the education sector by the United Nations Educational, Scientific and Cultural Organization (UNESCO). This may be related to negative politics, which can have detrimental effects on funding and teacher quality in secondary schools, creating a challenging environment for educational institutions. Political decisions driven by partisanship, corruption, or instability can result in inconsistent and insufficient funding for secondary education. Such fluctuations in funding levels can impede the implementation of effective teaching strategies, hinder the acquisition of modern educational resources, and limit the overall quality of the learning environment. The truth remains that education in Nigeria has been experiencing loss of facilities, uncompleted projects, deterioration' of equipment and plants as a result of financial crises facing the system. When all these pressures do not meet with increasing revenues, the results are obvious, diminished quality and output (i.e., teaching, scholarship and services, diminished working and living condition for teachers, staff and students alike) and less increase in efficiency and productivity and (Yawe et al., 2015). Also, in many public institutions of learning, students are found standing outside the classrooms receiving lesson as their population has outstripped and outnumbered the classroom space that are available. The implication of all these is that output from this education investment process cannot actually achieve the aims and goals that were set for it.

Political considerations can also impact the distribution of qualified teachers among secondary schools. In some cases, political influence may lead to disparities in teacher quality between urban and rural schools or among schools in different socio-economic areas. This uneven distribution can result from policies related to teacher placement, resource allocation, or incentives for teachers to work in specific regions. Research by Singh et al. (2019) suggests that political decisions, such as the implementation of teacher accountability measures, can have a significant impact on teacher effectiveness. Policies related to teacher evaluations, performance incentives, and professional developments are often shaped by political dynamics and can influence the overall quality of teaching in secondary schools.

Political decisions regarding education governance structures and accountability mechanisms

can indirectly influence teacher quality in secondary schools. Policies that establish frameworks for teacher evaluation, promotion, and professional growth are often politically driven. These policies can impact the incentives and conditions that contribute to attracting and retaining high-quality teachers within the secondary education system. The influence of political connections over professional qualifications may result in the appointment of less qualified individuals to teaching positions, adversely affecting the overall quality of education. A study by Olayinka (2018) emphasizes the importance of transparent and meritocratic systems in ensuring teacher quality, as political interference can undermine the credibility of educational institutions. Igbozuruike et al. (2021) observed that political interference and corruption can compromise the integrity of education systems, affecting resource distribution, teacher recruitment, and overall educational quality. Negative politics may also result in ideological shifts that marginalize certain subjects or groups within the education system, impacting the curriculum and limiting the breadth of educational opportunities available to students.

Implication of Politics on Management of Secondary Education

From the discussion of politics and management of secondary education, it is evident that politics has implication on the management of schools. Nwabueze, et al., (2016) highlighted the following as implication of Politics on management of secondary education.

Politics make administrators of secondary schools mere robots in the dispensing of their job, since there is no synergy between the government and the administrators. They begin to put up lackadaisical attitude towards their job, this implies that principals will negate their duties of effective which will affect the school tone (Olorunsola et al, 2018).

In line with the nonchalant attitude of the principal over issues which leads to poor administration, the teachers now no longer go to school early and are not regular. Some chose to go to school only the days that they have class to teach and at the worst scenario. Aside the nonchalant attitude of principals some teachers have personal affiliation with other politicians in power and therefore believe that their jobs are secured no matter their behaviour, this pose challenges to effective management of secondary education.

Teachers are no longer interested in performing their jobs but the students are interested in passing their West African Examination. They achieve it by all means. Some pay the teachers to write the examinations for them. The worst of it is that a reasonable number of the principals are into this business. It now serves as one of their sources of income. Before the examination time, they have already told the students the amount to pay. Students who fail to pay the agreed amount stay in separate halls in order to write the examinations. Supervisors are not left out in this business. Certificates with good grades are now sold to those who can afford it. Merit now has no place in secondary education. So one can only imagine the quality of secondary school students produced in Nigeria.

The idea of principals and teachers helping the students to pass examination these days has polarized the students. The students no longer read, in the hope that during the examination help must come either from within or they hire people outside. This eventually leads to poor performances when external supervisors refuse to compromise. The unfortunate thing is that most of these young school leavers with good results cannot defend their results. They may

have a credit or an alpha in literature yet cannot tell story of any of the text they read. All these seem to relate to politics. Politics interfere either in the appointment of principals or supervisors (invigilators) who oversee the schools and conduct of examinations.

Overview of Educational Policies in Nigeria

The principles guiding education in Nigeria can be divided into two phases namely; the colonial and post-independence period. Before the establishment of colonial government in Nigeria, both the southern and northern part of the country had informal education which was geared towards developing and preparing people to fit into the society in terms of morals, cultural values and character (Fafunwa, 2004). Then the coming of the Christian missionaries to the southern part of Nigeria brought western education, with the aim of teaching the recipients to read and write in English language and train adequate manpower for civil service and the industrial revolution.

According to Sulaiman (2012), the British government introduced education ordinance in 1882, decentralizing educational administration in Nigeria. By this policy, the three regions in Nigeria were empowered to develop their education policies. This brought a major mile stone in the education sector because it was the first legislation on education covering all the regions in Nigeria.

Again, in 1950's the colonial government introduced the universal primary education system, to provide free primary school education to children from age six to twelve years and reducing high level of illiteracy in Nigeria. Though the policy had a general apathy in the Muslim dominated northern part of the country, there was significant gains in the western and eastern regions, and this created education gap between the south and the northern region.

Following Nigeria's independence, educational policies were designed to address various aspects of the education system and promote national consciousness and self-reliance (Okparaugo, 2021). From this time, the country has undergone several policy changes to enhance the quality of education. Key policies include:

The 2004 National Policy on Education (NPE) emphasized the importance of equal educational opportunities, relevance of the curriculum, and the integration of technology. In order to achieve the aims of this policy the federal government was empowered by this policy to control and finance education in Nigeria which was a departure from colonial government policy of sharing cost of education between the proprietary bodies, the local communities and the parents.The final revised edition of the national policy on education was in 2013, which was based on dynamic model of formulating education policies and adapting to changes. Some key features of NPE are:

- It was geared towards developing self-reliance and self-sufficient individuals who will meet the country's developmental needs
- It had a broad curriculum that gave equal learning opportunity to every child irrespective of their sex, ability and background.
- It also prescribes an inclusive education to take care of children with special needs, itinerary pupils through Qur'anic education programme as well as programme for out of school children.
- It made education in Nigeria government's responsibility empowering them to centralized

control and funding.

Following a revision of the UPE, the Universal Basic Education policy was enacted which proposed a 9-3-4 education system comprising of six years primary school education and 3 years Junior secondary school after which the candidate is allowed to sit for junior secondary school certificate (Federal Republic of Nigeria, 2004). One major provisions of the policy was the provision of free and compulsory education for the first nine years of a child's schooling. It was also designed to allow students to continue careers through apprenticeship and vocational training after their junior secondary school (Olaniyan and Obadara 2008).

The Tertiary Education Trust Fund (TETFund) is a government agency established in 2011. Its primary purpose is to provide intervention funds to public tertiary institutions including universities, polytechnics and colleges of education, to enhance their infrastructure, research capabilities, and academic development. TETFund is funded through a two percent (2%) education tax imposed on the assessable profit of all registered companies in Nigeria (Tertiary Education Trust Fund, 2023). The tax is collected by the Federal Inland Revenue Service (FIRS) and remitted to TETFund for allocation. This policy ensures that funds are allocated based on a formula that considers the level of enrolment and academic staff population in beneficiary institutions.

Policy Implementation and Challenges

Analysis would reveal that Nigeria cannot be said to be lacking in policy creation. The main challenge, however, is in the area of policy implementation and continuation. This is the point where aspirations are turned to reality, but it sounds, as in the Nigerian case, a marvelling situation where lofty policies have either been churned out without remarkable execution or abandoned at the process of implementation, and this calls for a thorough examination. Okoroma (2006) attributed the cause of the malfunctions in the educational system in Nigeria to a lack of potent policy implementation. Okoroma considers it to be fundamentally a result of a lack of political will, endemic corruption and lack of continuity. Dissecting Okoroma's findings, of course, will reveal that these factors, as he rightly pointed out, are among the fundamental issues bedevilling the Nigerian educational system.

However, it is worth asking how long these problems will persist and be corrected. Also, the lack of adequate human and material resources contributes to the problems, and these problems often breed the implementation gap which refers to the gulf between stated policy and actualisation of the objectives. From the flow of challenges highlighted so far, it is equally important to note that another albatross to the development in educational policies in the country stems from selecting policies to implement, most of which need more ideological significance. This issue still has its roots, mainly in the political space within the country.

The selection of policies could be traced to the government or other educational sector stakeholders to cherry-pick policies deemed appropriate to favour a class or section of people within the country. For example, establishing the Almajiri schools in the North drives home the point. Failure in policy implementation leads to a systematic failure, which is the present situation in Nigeria. It is conceived that creating policies is often not a problem in many developing nations; however, these policies cannot produce tangible results (Bolaji et al, 2015). In the words of Bolaji et al. (2015), "Achieving the desired goal of any public intention is the hallmark of policy realisation.

The Interplay between Political Ideologies and Educational Policies

The relationship between education and politics is bidirectional because both factors mutually reinforce each other. The political system provides needed funding and policies for the educational sector while the educational sector in turn produces trained personnel and citizens that participates in the political system (Fabunmi, 2005).Education is a vital platform for the transmission and sharing of political ideologies. Educational institutions through classroom discussions, curriculum and teaching materials shape the political beliefs, values and orientation of the students. Also, the content and delivery of education can be influenced by the prevailing political ideology, reflecting the dominant political narratives of a society. On the other hand, political decisions and policies has a great impact on educational systems given that government bodies and policymakers decides resources allocation, standard of curriculum, training of teachers and other reforms. Similarly, education plays an important role in preparing individuals for active citizenship and political participation. Civic education, social studies and political science courses can provide knowledge about processes, rights and responsibilities. This knowledge can in turn foster critical thinking, informed decision making and political engagement among citizens

Impact of Politics on Educational Outcomes

There is a relationship between politics and education; like the two are inseparable. Omoregie et al. (2013) address this by saying that "they are both necessary for the functioning of the social system of the society". One of the ways through which politics impacts education is exhibited through the manifesto, candidates presented for elections and in a bit of a way, the policies developed and issued by the government in power. This led to Olayinka (2018) positing that "political party influences planning, administration and management of the educational sector in power." Further, going by the words of Olayinka (2018), "implementation of educational policies operate within the political framework of the community". Therefore, political administrators, primarily represented by the government in power, set the direction of educational policies.

In more definite terms, politics bears an overarching influence on educational outcomes. It is, however, key to note that political ideologies formed by political parties or governments draw a lasting impact on the educational structure obtainable in a country; Nigeria is no different. Lack of political ideology has been considered as one of the contributing factors worsening the educational system (Erezi, 2019). This point's weight was solidly captured in a statement once made by a former deputy governor of Ekiti State, Modupe Adeola Adelabu, when she said, "Education has been established as the foundation of ideology in any society. Its efficiency is felt in a society where the politics have an ideology, where Nigeria is lacking, thus suffering our educational system" (Erezi, 2019).

Recommendations

With the troubleshooting of the challenges, it is necessary to draw out specific recommendations that would steer the educational sector on a better path, translate to better outcomes for the educational sector, and have a holistic effect on Nigeria. First, policy adjustments must be taken into consideration by the government. Static policies must be addressed, and practical and tangible policies that can effect positive change in the educational system must be introduced. Second, there should be a focus on leadership and less impact of

politics on the educational sector. Politics of allotting sensitive offices like education should not be politicized but rather should be awarded to technocrats from the field to reposition Nigeria's educational system. Third, priority must be placed on the welfare of teachers and other essential actors within the educational system. Lastly, it is also necessary that all stakeholders in the sector should have all hands on deck to ensure continuous research development to foster better outcomes and not rely solely on the government. Similarly, bureaucratic bottlenecks need to be reduced. Keiser (2011) admitted that "bureaucratic alignment in policy realization positively or negatively affects policy decisions." The institutional framework for the educational sector needs to be strengthened.

Conclusion

Politics and education are inseparable. Stakeholders including the government, politicians, community, members of the school board, school board of governors and the Parent Teachers Association (PTA) interfere in the management of secondary education in Nigeria. It is observed in this paper that these actors interfere in policy making, appointment of principals, school board members, recruitment and transfer of teachers, allocation of school facilities and funding of secondary education. At times these are associated with political factors such as tribalism, ethnic, religious and favouritism posing some implications on management of secondary education. The overwhelming and undue influence from the politicians stultifies the educational managers within the school setting. Secondary education in Nigeria cannot be standardized until adequate measures are put in place to enhance the interference of politics in the management of secondary education.

It is evident that how leaders think about running the country can really affect how schools work in terms of the policies guiding and fuelling it and Nigeria is not an exception. As Nigeria navigates its socio-political currents, this paper had the aim of unravelling the intricate interplay between ideological underpinnings and the educational landscape, shedding light on the consequential implications for the nation's educational framework. Given all the challenges highlighted in examining the Nigerian educational terrain and prevalent challenges, mainly in policy implementation, it is essential that education, being a veritable tool for effecting meaningful change, should be left to be managed by specialized experts or technocrats to address the current and inherent flaws in the system. In another breath, it is equally important to reiterate that the government needs to reduce political influence on the educational sector. It would inevitably lead to a new dimension in Nigeria's educational process. Therefore, practical policy establishment and implementation should be streamlined to usher in Nigeria's birth of a new political and educational history.

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TOXICITY OF SODIUM THIOSULPHATE TO TEST THE BEHAVIORAL ACTIVITIES AND LC_{50} ON AFRICAN CATFISH (*Clarias gariepinus*) JUVENILES

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Abstract
The effect of Sodium thiosulphate on juveniles of African catfish C. gariepinus juveniles, with mean body weight of 18.29 ± 1.00g was evaluated after 96 hours. Effects on behavioural activities, mortality and ventilation were observed. Mortality increased with increase in concentration. The LC_{50} of the Sodium thiosulphate was determined to be 18g/1L for C. gariepinus juveniles. The gill showed filament degeneration, mild sub-mucosal congestion and erosion at the mucosal epithelium in some region of the secondary papillae, the kidney showed space formation and fragmentation of nuclear chromatin. Mild hemorrhage of the interstitium, severe congestion of hemorrhage at renal interstitium. Vacuole formation and congestion of renal vessel. The result shows that the highest concentration (20g/l) of Sodium thiosulphate is toxic to fish and can cause degradation of organs and death of C. gariepinus juveniles in aquatic water bodies.

Introduction

Sodium Thiosulphate or Hypo ($Na_2S_2O_3$)

Water quality is an important factor in the production process and expansion of intensive aquaculture systems (Bullock *et al*,1997, Summer Felt *et al.*, 1997). Current methods for the disinfection of water, which reduce bacterial loading in water supplies and/or avoid blooms of potentially pathogenic of microorganisms, include treatments with antibiotics, ozone, filtration, Sodium thiosulphate, heat, and ultraviolet radiation. One of such method of disinfection is chlorination.

Water pollution has become a serious problem in aquaculture and in the environment. Only a few chemicals have been ecologically tested in Nigeria for safety in spite of their environmental and ecological impact. Recently, The Federal Government of Nigeria is emphasizing the need for adequate environmental protection in any technological and socio-economic development or endeavours by strictly asking industrial operator to sustainably manage the disposal of chemical into the natural environment (DPR, 2002).

Sodium thiosulphate is a chemical used for renal diseases, anti-fungal agent, during chemotherapy, in both film and photographic paper processing, to remove chlorine and ammonia from water environment and is generally used for the purpose (Browman*et al.*, 1980). Generally, the overdose of some chemicals causes death of the fish due to destruction of gill epithelia (Slabber and Morgan, 1982). It induces symptoms of slow suffocation, dizziness, cluster together, paralysis, destruction of gills lamellae and mucus cell depletion in several freshwater fishes; various researcher have reported on the effects of chemicals on aquatic

organisms(Jiraunghkoorskul *et al.*, 2002) the environmental factors such as P^H ,turbidity, alkalinity, dissolved oxygen. Temperature and conductivity influence the rate of reaction of the very high dose of Sodium thiosulphate applying to the water or the lethal effects on the aquatic organisms (Fagbenro, 2002).

Resorts on the toxicity of Sodium thiosulphate and heavy metals to the African mud fish, the fish is of high economic value perhaps comparable to salmon Gardner of the temperate region. The latter fish has been the subject of many researches on effect of heavy metals. *C.gariepinus* has therefore been exposed in toxicity trials to Sodium thiosulphate in the laboratory water in order to determine the toxic dose limit of Sodium thiosulphate in soft water.

Grubbs and Ladshaw (1991) reported Sodium thiosulphate as best dechlorinating agent after testing the effectiveness of several chemical dechlorinating agents because it gave off no poisonous gasses, mixed readily with water, less likely to overdose effluent which could cause oxygen depletion in the receiving stream, instant reaction with chlorine and low initial capital investment.

Chlorine although toxic to fish, chlorinated water treated with Sodium thiosulphatebe used to hold aquatic animal immediately since the Sodium thiosulphate is not toxic, but over-treatment may be dangerous though to test the effectiveness of treatment with sodium thiosulphate, fish were added to the aquarium immediately after the chemical was used.

Chorine and ammonia are the most significant water pollutants in fresh and marine water (Felding, 1992 and Tash *et al*., 1996). Chlorine has being found to affect various aquatic animals. Animals have been found to accumulate it in a variety of tissue (Du Preez and Van Uren, 1992) In fresh water invertebrates chlorine was known to affect hydro mineral balance or gill function in Crabs (Silvestre *et al*., 2002) and hemacyanm function (Prasad *et al*,1995), more also in fish chlorine and ammonia can also cause damage to gill, liver and kidneys of the fish. (Fisher-scheri*et al*, 1991).

Oxidative stress in aquatic organisms, principally fish, has great importance for environmental and aquatic toxicology. Because oxidative stress is induced by many chemicals, including some pesticides, these contaminants may stimulates reactive oxygen species and alteration in antioxidant systems, pro-oxidant factor actions in fish can be used to assess pollution of specific areas or worldwide marine pollution (Uner*et al.*, 2006 and Slcninova*et al*., 2009).Non-enzymatic antioxidants such as a –tocophera (vitamin E), ascorbic acid (vitamin C) β–carotene (vitamin A), flauonoids (quercetinrutinetc).

Justification

Fish are quite susceptible to Sodium thiosulphate and their continuous exposure to higher concentration of Sodium thiosulphate may reduce the resistance of fish against parasitic infections. In order to reduce the stress of Africa catfish (*C. gariepinus*) during the application of Sodium thiosulphate into the water body, the usage of this chemical must be minimal is because excess of Sodium thiosulphate in the water can lead to pollution of the aquatic body and inhibit enzyme activities. (Dorn *et al*, 1997) and cause oxygen stress, thereby causing various ecophysilogical disorders in fish and other aquatic fauna (Bakirel *et al* 2005;Saxena *et al* 2005). Therefore, this study was initiated to give baseline information on the toxicity of Sodium thiosulphate to C. *gariepinus* juvenilesin order to know how to apply the chemical in water, being discharged to surface water body.

Objective of the Study

The specific objectives of the study are to identify the physiological changes in *C. gariepinus* juveniles exposed to different concentrations of Sodium thiosulphate after 96 h exposure and determine the LC_{50} of Sodium thiosulphate on *C. gariepinus* juveniles;

Material and Methods

Experimental Fish

Three hundred (300) healthy unsexed *Clarias gariepinus* juveniles (18.29± 1.00g) were purchased from the Federal University of Technology (FUTA) Fish Farm and transported to the Department of Fisheries and Aquaculture laboratory for the experiment. The *C. gariepinus* juveniles were acclimatized in the laboratory conditions for 72 hours prior to the commencement of the experiment using plastic tanks (47cm x33cmx33cm) filled with 10 litres of clean fresh water. The fishes were not fed for 72 hours prior to the commencement of the experiment in other to avoid possible pollution of water as a result of metabolic waste discharge from the fish, so as to reducing production of ammonia from the fish.

Experimental Design

Twelve plastic tanks were used. The plastic tanks were washed thoroughly and then filled with 10 litres of water. All the plastic tanks were labelled. The *C. gariepinus* juveniles were weighed with electronic scale (Mettler Toledo PB8001) and distributed randomly in duplicate treatments.10 juveniles per tank where so distributed.

Collection of Sodium Thiosulphate

The Sodium thiosulphate with batch Number 00011 was purchased from Matadon Dafon Pharmaceutical Company, Akure and was stored in a cool dry place before the commencement of the experiment.

Range-finding Test

The range finding test was carried out to determine the toxicity on *C.gariepinus* juveniles to serve as preliminary test to determine the level of Sodium thiosulphate to be used in a definitive test. For the range finding test, a control and five test treatments in duplicates were used. The control and five test concentration in duplicates of 200 g, 250 g, 300 g, 350g, and 400gof Sodium thiosuphate per 10L of water were used. The *C. gariepinus* were stocked in each plastic tank for 72 hours prior to the introduction of the Sodium thiosulphate to the water from each tank. The range finding test lasted for 96 hours and observations were made at three to four hours interval. The reaction of the fish were monitored and recorded.

Definitive Test

The result obtained from the range finding test provides a guide for the concentrations to be used in definitive test. Five varying concentrations of Sodium thiosulphate representing five treatments in duplicates and a control were administered to *C. gariepinus* juveniles (10 per each treatment). The concentrations of Sodium thiosulphate used were 12g, 14g, 16g, 18g, and 20g per 1L of water in experimental plastic tanks.

Dissolution of Sodium Thiosulphate

Sodium thiosulphate was completely dissolved in a litter of water and later mixing up with the 9L left in the experimental plastic tank and there were treatments A, B, C, D and E each in duplicates, while treatment F serves as the control.

Distribution of *C. gariepniuns* Juveniles

Ten (10) *C. gariepinus* juveniles were introduced into each of the experimental plastic tanks. The duration of the experiment was 96 hours.

Fish Behaviour

The behavioural activities of *C. gariepinus* juveniles after exposure to different concentrations of *Sodium thiosulphate* were critically observed. The number of dead fishes in each concentration was counted after 24 hours; mortality rate was the criteria used for assessing the toxicity.

Water Parameter Determination

The p^H, dissolved oxygen, temperature and conductivities were determined, and their readings were recorded every 24hours until 96 hours (duration of the experiment) using methods described by APHA (1989).

The pH readings of both the treatments and control solution were measured using a pH MVC2602 dipping the electrode into each solution and the readings were recorded.

Dissolved Oxygen

Oxygen levels of both the treatment and control solution were measured using oxygen meter YS1550DO by inserting the electrode into each solution for about five minutes and the readings were recorded.

Temperature

The temperature was measured using temperature meter YS1550DO. The thermometer was calibrated in °C and dipped into the solution for five minutes to achieve a stable reading before it was recorded.

Conductivity

The conductivity of both the treatment and control solution were measured using the conductivity meter by dipping the electrode into the solutions for five minutes in order to achieve a stable reading before it was recorded.

Weighing of Experimental Fish

Average weight of fish was determined immediately after acclimatization using an electronic meter balance (Model Ja-410).

Biological Data

In the course of the experiment, some observations were also made, apart from monitoring and recording fish mortality. They were recorded in the test; changes in behaviour, erratic swimming, and loss of reflex.

Statistical Analysis

Results obtained were subjected to one way analysis of variance (ANOVA) and New Duncan's Multiple range Test was used to separate means using statistical Package for Social Sciences (SPSS) version 13.0.

Results

Fish response to sodium thiosulphate during the range-finding test

During the range finding tests, *C. gariepinus* juveniles exposed to different test concentrations displayed certain physiological responses in different levels of concentrations Sodium thiosulphate. The introduction of Sodium thiosulphate caused abnormal body

movement being displayed as the level of tolerance of *C. gariepinus* juveniles was exceeded in each treatment of the test concentration: the physiological changes noticed was based on different concentrations of Sodium thiosulphate.

The physiological effects of Sodium thiosulphate concentrations on the *C. gariepinus* juveniles noticed during the range-finding test were summarised in (Table 1). The result showed a sharp response of erratic swimming, insensitivity to external stimuli, rapid opercula movements and, at a point, all the juveniles settled at the bottom of the experimental tank.

The abnormal behaviour physically noticed in the response of *C. gariepinus* juveniles to different treatments of Sodium thiosulphate increases with increasing concentration (Table 3.1).It was also revealed from the results that the time taken by the juveniles to die with the Sodium thiosulphate ranges from 5–48hrs. At higher concentration of Sodium thiosulphate(200-400g), the effects are higher, decreasing progressively at lower concentration of Sodium thiosulphate. Total mortality (i.e. 100%) was recorded within 5hrs at the highest concentration (400g), there was total mortality within 48hrs at the lowest concentration (200g), (Table 1). There was no discoloration or deformity noticed on the body of the fish exposed to varying test concentrations of Sodium thiosulphate when compared with the control treatment (Table 1).

Table 1: Body Physiology of *Clarias gariepinus* Juveniles Exposed to Varying Concentrations of Sodium thiosulphate in the Range Finding Test

Concentration of *Sodium Thiosulphate* (G)	Control Treatment 0.0	200	250	300	350	400
Change in behaviours	–	+	+	+	+	+
Hyperventilation	–	+	+	+	+	+
Erratic Swimming	–	+	+	+	+	+
Loss reflex	–	+	+	+	+	+
Percentage of Mortality	–	100%	100%	100%	100%	100%
Discoloration Deformity	–	–	–	–	–	–

Key

+ = Indicates presence of particular observation with increase concentration

– = Indicates absence of any physical observation with increase concentration

Observation of *Clarias gariepinus* juveniles exposed to *sodium thiosulphate* concentrations in definitive test

The result obtained from the definitive test revealed that *C. gariepinus* exposed to Sodium thiosulphate at different concentrations changes in opercula rate, insensitivity to external stimuli, erratic swimming, change in behaviour, and discoloration. The death of the fish was confirmed by their floating or failure to respond to prodding even when touched with a pair of forceps. The numbers of such fish specimens were two fish per each plastic tank and removed from the test media to prevent contamination of the whole media and kept in deep freezer for the analysis.

Table 2 shows the number of *C. gariepinus* juveniles that died within 96hours at different concentrations: (12g, 14g, 16g, 18g and 20g). The LC_{50} 96hours was 18g/1L that is

the value that shows 50% mortality of test organisms within the experimental period of 96 hours at concentration was 18g/1L.

Table 2. Effects of Sodium thiosulphate on the Body Physiology and Behaviour of *Clariasgariepinus* Juveniles Exposed to Various Concentrations in the Definitive Test

Hours	24 hours	48 hours	72 hours	96 hours
Concentration of *Sodium Thiosulphate* (G)	00, 120, 140, 160, 180, 200	00, 120, 140, 160, 180, 200	00, 120, 140, 160, 180, 200	00, 120, 140, 160, 180, 200
Insensitivity to External Stimuli	– + + + + +	– + + + + +	– + + + + +	– + + + + +
Rapid Opercular Movements	– + + + + +	– + + + + +	– + + + + +	– + + + + +
Erratic Swimming	– – + + + +	– + + + + +	– + + + + +	– + + + + +
Discoloration	– – – – – –	– – – – – –	– – – – – –	– – – – – –
Change in Behaviour	– + + + + +	– + + + + +	– + + + + +	– + + + + +

[+] Indicates presence of particular observation
[–] Indicates absence of physical observation

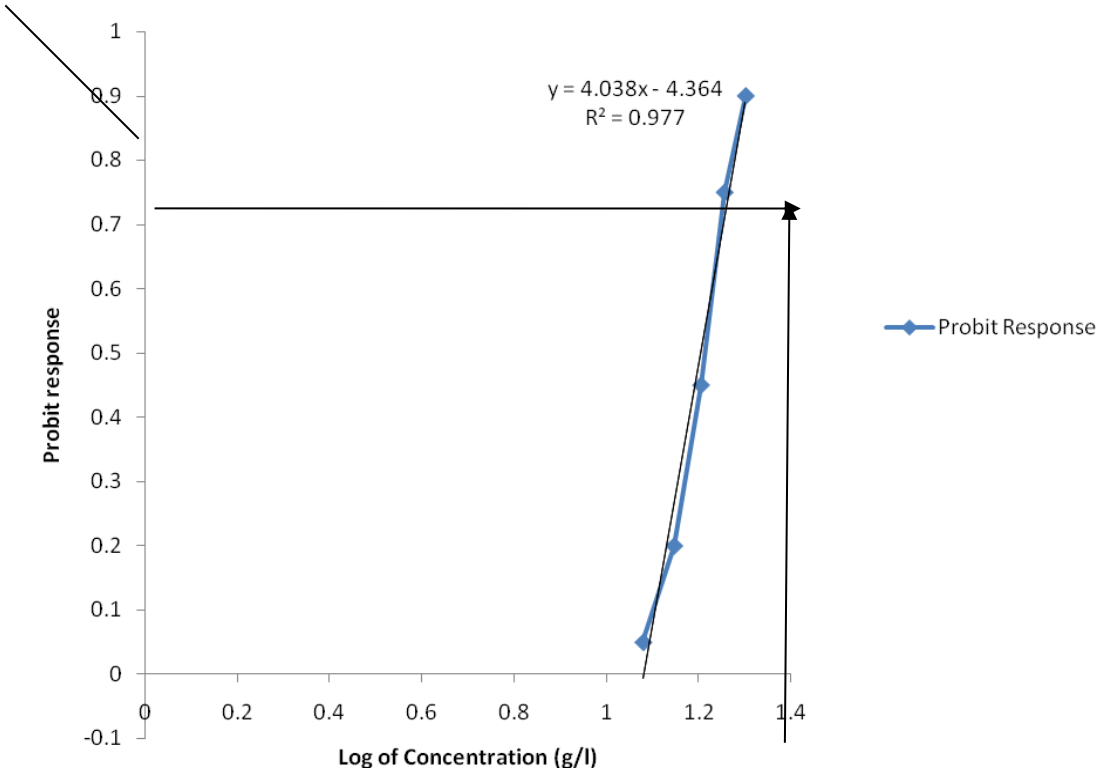


Figure 1: 96 Hours LC_{50} of *Clarias gariepinus* juveniles exposed to different concentration of Sodium thiosulphate.

Toxicity

The 96hours LC_{50} values obtained for fish exposed to sodium thiosulphate are presented in fig 3.1.The result showed the effect of sodium thiosulphate, as a toxicant, on mortality of *C. gariepinus* juveniles for a period of 96hours. It was observed that total mortality(100%) occurred at the highest concentration (20g/1L), no mortality at concentration 12g/1L and the control tank while partial mortality occurred at other concentrations (14g/1L=30%,16g/1L=40%,18g/1L (1.26g/l)=50% and 20g/1L=100%).The 96hours LC_{50} value was obtained at 18g/1L (1.26g/l) concentration. The values are shown bellow in (table 3)

Table 3: Mortality and Survival Level of Juveniles in Treatment

Cell Counts and Residuals

	Number	Concentrations	Number of Subjects	Observed Responses	Expected Responses	Residual	Probability
PROBIT	1	12.000	10	0	.417	-.417	.042
	2	14.000	10	3	1.638	1.362	.164
	3	16.000	10	4	4.104	-.104	.410
	4	18.000	10	5	7.005	-2.005	.701
	5	20.000	10	10	8.994	1.006	.899
	6	.000	10	0	.000	.000	.000

Water Quality Parameters

The mean values obtained for the water quality parameter of the test media throughout the period of the experiments. The p^H(7.21-7.00), temperature (26.0-26.1°C), dissolved oxygen (5.05-6.19mg/L) and conductivity (244.00-570.00cm^3) showed slight fluctuation value throughout the experiment. All the values are presented in Table 4.

Temperature

A slight variation occurs in the temperature (26.0-26.1^{o}C) as the concentration of sodium thiosulphate increases. After 96hours of the experiment, the significant difference has no effect on the temperature from the control to the highest concentration (Table 4).

Dissolved Oxygen

A little change occurs in the dissolved oxygen (5.05-6.19mg/l) decreases value across the treatment with increase concentration value (5.05-6.19mg/l) of the toxicant when compared to control value (4.60-5.07mg/l) After 96hours of the experiment, the significant difference has no effect on the dissolved oxygen from the control to the highest concentration as shown in Table 4.

pH

Variation occurs in the pH (7.00-7.21) as the concentration of sodium thiosulphate increases. After 96hours of the experiment, there was a significant difference in the pH (6.26-6.59) from the control to the highest concentration. The figures were showing in (table 4).

Conductivity

As the concentration of *sodium thiosulphate* used increased, variation occur in the conductivity. After 96hours of the experiment, there was a significant difference in the conductivity from the control (18.61-19.50/cm^3) to the highest concentration (244.00-570.00/cm^3) as shown in Table 4.

Table 4: Water Quality Parameters of the Water Obtained during Exposure of *Clarias gariepinus Juveniles* to Different Concentration of Sodium thiosulphate during 96hrs Experiment

Period of Exposure	Parameters	Controls	12g/1L	14g/1L	16g/1L	18g/1L	20g/1L
00hours	DO (mg/L)	4.60±0.04	4.76±0.02	5.02±0.03	5.20±0.03	4.84±0.40	5.07±0.06
	Temp (°C)	27.6±0.2	27.5±0.1	27.1±0.02	27.1±0.05	26.9±0.02	26.9±0.00
	pH	6.26±0.02	6.26±0.02	6.33±0.02	6.33±0.20	6.34±0.04	6.59±0.06
	Conductivity	19.50±0.04	19.80±0.07	19.47±0.04	19.47±7.50	19.36±0.05	18.61±0.01
24hours	DO (mg/L)	9.20±0.07	8.58±0.04	8.41±0.03	8.48±0.00	8.26±0.00	8.15±0.03
	Temp (°C)	26.3±0.01	26.4±0.10	26.4±0.02	26.4±0.03	26.4±0.00	26.2±0.30
	pH	6.86±0.23	6.47±0.03	6.60±0.01	6.67±0.04	6.69±0.02	6.79±0.02
	Conductivity	213.50±2.50	313.00±0.20	318.00±0.10	340.50±1.50	344.00±0.60	394.00±0.04
48hours	DO (mg/L)	6.87±0.06	6.44±0.01	6.13±0.05	5.95±0.06	5.83±0.03	5.72±0.40
	Temp (°C)	26.5±0.00	26.8±0.04	26.8±0.23	27.0±0.02	26.9±21.00	26.8±0.03
	pH	4.56±0.29	7.13±0.03	7.19±2.50	7.20±0.02	7.60±0.05	7.72±0.02
	Conductivity	225.50±11.50	401.50±0.04	405.50±0.06	438.00±0.00	467.00±0.27	552.00±0.01
72hours	DO (mg/L)	6.50±0.02	6.19±0.05	6.10±0.00	5.83±0.01	5.57±0.04	5.17±0.02
	Temp (°C)	26.42±0.01	26.70±0.06	26.8±0.29	26.68±0.05	26.67±0.03	26.66±0.08
	pH	7.21±0.08	7.19±0.07	7.16±0.02	7.20±0.06	7.24±0.02	7.19±3.00
	Conductivity	231.50±11.50	414.50±0.08	404.50±0.01	445.50±0.07	480.00±0.10	564.00±0.16
96hours	DO (mg/L)	6.19±0.04	5.97±0.03	5.81±0.08	5.77±0.07	5.47±0.08	5.05±0.00
	Temp (°C)	26.1±0.05	25.9±0.02	26.0±0.04	25.9±0.01	25.9±0.03	26.0±0.02
	pH	7.21±0.21	7.20±0.10	7.18±0.05	7.13±0.20	7.09±0.07	7.00±0.03
	Conductivity	244.00±7.00	422.00±0.20	418.00±0.21	453.00±0.03	484.50±6.00	570.00±0.60

Mean ± SE

Discussion

Behavioural Changes

Stressful behaviours of exposed *C. gariepinus* juveniles such as hyperventilation, regular visit to the surface to gulp in air, restlessness, erratic swimming, convulsion, loss of reflex and lastly death in this study agrees with the finding of Omitoyin *et al.* (2006) who exposed *C. gariepinus* juveniles to grammahyxachloxcyclohexane, and Chindah *et al* (2004) who exposed *Cyprinionwatsoni* to copper. Hypersensitivity is considered as a primary and principal sign of nervous system failure due to pesticide poisoning which affect physiological and biological activities Matsumura, (1975). Furthermore, this agrees with Akinbulumo (2004) who reported that *C. gariepinus* juveniles exposed to synthetic anaesthesia exhibited loss of reflex and moulting discoloration.

Physico-chemical Parameter of Water

The physico-chemical parameters of the test solutions that fluctuated slightly during the bioassays, although, it did not affect fish mortality, since they were above the acceptable range (4.67-5.07 mg/l for dissolved oxygen,26.1-26.0^{0}C for temperature,7.21-7.00 for pH and 244-570cm^3 for conductivity) recommended for rearing and culture of most tropical fishes, including the African catfish and this could be due to the environmental changes during the experimental period, and this must be within tolerance range as suggested by Mackereth (1963). The Sodium thiosulphate with the higher concentration in the water body will be toxicant to hinder the fish from utilizing the available oxygen in their environment. This agrees with Thomas and Rice (2005) who suggested that increased opercula movement may be caused by decreased efficiency in oxygen uptake or transport; thus, the rapid opercula movement displayed by *C. gariepinus* juveniles in this study is an indication of reduced oxygen uptake.

Toxicity

The study was to determine the toxicity of Sodium thiosulphate on *C .gariepinus* juveniles. LC_{50} value obtained for the test was 18g/1L. Several toxicity levels for different toxicants were reported by different authors. 4.57% was reported as the 96h LC_{50} of petroleum refinery effluent to *Chironomus tetanus* (Chronomid larvae) by Pagenkof (1983). The results obtained from this study established a limit (not exceeding 18g/1L) on the usage of sodium thiosulphate in aquatic environment, in other to remove or reduced the ammonia, chlorine and Iodine.

Conclusion

The higher the concentrations of Sodium thiosulphate in to the water bodies increasing health hazard and then the environmental pollution will occur.

The 96 -hr LC_{50} of Sodium thiosulphate administered to *C. gariepinus* juveniles in water was 18g/1L. Such stressors may prevent the fish from growing to its maximum size, expected in a conducive and stress-free environment. The Sodium thiosulphate is therefore capable of reducing or removing the ammonia and chlorine from the water bodies. The result showed that the higher concentrations of the Sodium thiosulphate may be toxic to aquatic organisms depending on the concentration of Sodium thiosulphate dissolved in water bodies.

Recommendation

The Sodium thiosulphate were used to treat water which are toxic to the fish but with this research showed that with the addition of Sodium thiosulphate, the fish farmer can reduce

the quantity required for rearing fish and not to make the use of the water inevitable for farmers**References**

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EFFECT OF POLITICS ON VOCATIONAL ARTS EDUCATION AS AN INSTRUMENT FOR ECONOMIC DEVELOPMENT AND SUSTAINABILITY IN NIGERIA

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Abstract

The paper focuses on the effect of politics on vocational arts education as an instrument for economic development and sustainability in Nigeria. The paper identified that the government wields the greatest power and influence in the establishment and building in education of any nation .In Nigeria the case is different, government established vocational art education and designed policies to be used yet the required attention that is needed in terms of funding and its implementation are neglected and the results have debilitating effect on the society. The paper also stated that vocational art education would have solved the problem of unemployment and poverty when properly addressed and would have produced world class skillful and self-employed individuals who would have effectively competed at the global level. The truth of the matter is that the Nigeria economic down turn is amplified with the high rate of unemployment, loss of employment, increasing inability to pay wages by the government as well as downward review of wages. The paper explains how political interests manifesting selfishness, colonial mentality, legitimacy and corruption be clouded the pursuit of important aspect of education in primary, secondary and tertiary institution. The paper concludes that educational leaders should be based on merit and quality societal policies are made to guide the needs of the society and the product to be produced. It also recommended that there should be adequate funding of vocational art education and other skills empowerment centres in the country.

Keywords: *Politics, Vocational Education, Arts Education and Economic Development*

Introduction

Vocational arts education equips individuals to be gainfully employed as semi-skilled or skilled worker. It also gives instruction in appropriate occupation skills, knowledge and attitude necessary for effective employment. Enamhe (2013) states that arts involves a system of values and techniques engaged in the presentation of conventional events as music and dance, drama and visual arts. He adds that arts education is a candid and very important piece of our education and should not be undermined but prioritized like other subjects in the school curriculum. Akpale (2013) emphasized that vocational education is the aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. This implies that vocational education prepares graduates or other individuals for

occupations that requires manipulative skills that are expected to be developed and ensure knowledge acquisition and self-reliance. Nigeria as a developing country has myriads of problems affecting its education system. Apart from political problems leading to political assassination and post-election crises, the frightening dimension of the problems are youth restiveness and inability to understand the benefits of skills as it relate to self employement.

Rufai (2013) posit that there is danger posted by the high incidence of unemployment in the country, arguing that only skills acquisition would stem the trend because of unemployment, male youths engage in criminal activities while the female are on high level of prostitution: many of them, both male and female engage in trafficking and so many other crimes because of lack of job and hardship in the country. The government of the day fail to invest in education especially vocational education that can help in reducing the high rate of unemployment in the country which is the major cause of hardship resulting to crimes. Okoli, Omotaya, Ibrahim and Fesina (2016) adds that Nigeria education has experienced retrogression and gross neglects as a result of bad politics in the system. The political class brought in personal interest and ethnic propaganda in governance and this has damaging consequences on human. The society political interest coloured the activities of the ruling class in their hawling of education especially vocational and technical education. The primary purpose of vocational arts education is to increase capacity of individuals or group of persons to make choices and to transform those choices into desired actions and outcomes of productivity that makes one self-reliant and self-employed and also give them the opportunity to employ and train others in their field of work

Politics

Politics has to do with the scuffle of power and it has a lot of influence on a country's education system and economic development. Mohammed and Shittu (2020) posited that politics is a struggle among actors seeking for political power and influence through authoritative allocation of values in the society. The case of Nigerian politics sound like a game of playing as they want or as it pleases them without thinking of the values of individual in the society. When corrupt individuals occupy positions without any positive agenda, there would be no positive outcome to their people. Fernandez-Soria (2012) states that good politics has its main aim to achieve transforming project for the benefit of the common goal oriented to consolidate a desirable society and reality rooted in democracy which is government of the people, by the people and for the people. Almod in Okoli (2013) added that political systems tend to perpetrate their cultures, idea and structure and these could be achieved through education. Governments of the day control and structure the educational systems globally. A good government works and serves the people with good intention but bad politics has to do with persons seeking for power for domination of self and tribal aggradizement. They seek to rule the people and enrich self and cohorts (Okolie, Omotaya, Ibrahim and Fesina 2016).

Vocational Education

The primary purpose of vocational education is to prepare individuals for employment in recognized occupation. It is an education that is geared towards self-employment, income generation and earning a living without depending on anybody or even on government employment that is not always available. Ulisan (2012) viewed vocational education as training

and acquisition of expertise, skills, and knowledge that are creative in nature. Vocational education is relatively related to occupation, trade and vocation in which a person acquires specific skills. It is a field of study that prepares individuals for gainful employment as a semi-skilled or skilled workers. Kehinde and Adewuyi (2015) viewed vocational education as veritable tool for transforming the Nigerian economy. They further added five goals of vocational education in national development. The goals are outlined thus; providing trained manpower, providing technical knowledge and vocational skills, promoting specific knowledge to the implementation and solution of general problems, introducing professional studies, giving training, impacting the skill leading to production of craftsmen, technicians and other skilled manpower for self-reliance. Kehinde and Adewuyi (2015) further adds that young men and women should have intelligent understanding of the increasing complexity of technology and how to manage it effectively for economic development and sustainability in the country.

Therefore, empowering Nigeria citizens with vocational arts skills would contribute to economic development and sustainability. When a country is sustained economically, there would be no unemployment, poverty and hardship that results to corruption, kidnapping, insurgence, cultism, banditry, yahoo, yahoo plus, smoking of weeds, army robbery and 419. Lots of person claim that they do evil because of poverty and unemployment. Momoh (2012) observed that the lack of commitment by government to vocational education and inadequate funding has weakened the vocational and technical education in Nigeria. Everybody can never depend on the government for employment because jobs are not available to accommodate all the graduates seeking for employment. With vocational arts education, there will be wealth creation, job creation, industrial development, employment, economic diversification and sustainability.

Art Education

Arts education deals largely with the study of visual arts pedagogy as it applies to teaching and learning Fine and Applied Arts, art appreciation and criticism as well as art history so as to provide learners artistic knowledge and skills to better the society. Arts education focuses on educating learners on the various areas in the study of arts. These areas of arts education includes; the history of evolution of arts, its present state and then its future, the practical activities that are carried out using various media and techniques, the theories that are taught and applied in practical. The practical aspect of arts education is the area that prepares individuals for labour market creativity that makes them self-employed.

Oloidi (2011) identified that if a good consideration of art education is made and improved guidelines on arts are made in schools and colleges, it will go a long way to improve and redeem the negative impression suffered by arts in our society. Arts education in Nigeria has been faced with lots of challenges. The survival of this engine house which services the country should be our concern of how to move it to better level that will help to improve our economic development and sustainability. The state of art has for many years been a source of concern due to neglect. This neglect runs across primary, secondary and tertiary institutions in Nigeria (Enamhe 2013). Uzoagba (2002) in Opara and Ikponmwosa (2018) believes that if a proper understanding of arts education has been made and better instructions on arts followed in our schools and colleges, much would have been done to redeem the subject from the neglect

that it has always suffered in our society. As a matter of fact, arts education neglect is in the aspect of the government who are in the right position to show case this skill employment profession by funding and making it a compulsory subject for trainers in schools and skill acquisition centers. Sadly, where art education are taught in schools, they lack funds to carry out the practicals. Vocational professions are practical oriented that involves money to buy needed materials and equipment needed for teaching and learning.

Economic Development: refers to the transition to new technologies that results to general improvement of living standards of citizens of a given country. A country is termed to be economically developed when members of the country are comfortable and can provide for themselves without living a life of poverty and evidence of reduction of unemployment. Economic development can be seen in the areas of higher incomes, better education, higher standard of living, health, less poverty, a better environment, more equal opportunities, and freedom of life (Ethan 2016). Economic development involves both quantitative and qualitative changes in the economy of a country. It is also part of the development of human capital, critical infrastructure, health service, safety of life, education advancement, environmental sustainability, living standard of the people and when general quantum growth is recorded in a society through the stimulation of some socio-economic process is enhanced.

Opara (2018) identified that Nigeria's case of development is different because the positive aspects of life and needs of this country are not developed especially the area of vocational arts that trains individuals to be self-reliant. This country is rich in human and mineral resources yet a very large number of persons cannot afford three square meals on daily basis. Economic development on the other hand is the improvement of the standard of living of the members of the society by the leaders (Government).

Sustainability development: sustainability development is referred to as the development that meets the societal needs of individual person. It implies that sustainable development major goal is to maintain economic advancement and sustainability. Kelly-Byan (2015) opines that sustainability concerns with fairness regarding the treatment of the present and future generation. Contends that for ethical reason, exploitation of resource should not leave future generations worse off than the current. Sustainability also requires the current generation to be capable of acting otherwise and should manage the resource base on the quality of life. It can be ensured potentially by all future generations (AShein, 2014). Sustainability also requires that the average quality of life be distributed equitable within the present generation and between the present and future generations (Hanley Etal 2013)

The Role of Vocational Art Education

Art education is the education of an individual physically, mentally, emotionally, intellectually, creatively, perceptually and socially. Art education focused on the education of the artist as producer that results to the artist being self-reliance because the individual persons has been trained in aesthetically creative activities as it relates to the practice of arts. Meaning that art is a tool that can be used in promoting and sustaining vocational and technical education. Nkom (2007) in Aliyu & Mamani (2022) unveil that when children are taught arts they develop skills in the use and handling of materials with which the articulates themselves in visual form thereby building in them the ability to draw accurately in science and social sciences which they do better than expressing themselves verbally or in words.

Art is a language of communication used to communicate to other people. Mbahi (2015) supports the view by adding that students communicates their insights while developing artistic skills and aesthetic judgement. Another role that art education plays is that it provide the creativity which students can work, discover and express themselves within their environment. There are lots of role played by vocational art education in Nigeria especially for economic development and sustainability. They are used for equipping individuals for useful employment in trade and in the use of resources. Vocational arts education helps natural resources to be obtained and transformed into finished products that can satisfy human wants, vocational arts education produces many job opportunities in different fields of specializations, such as being an art teacher, art director, art editor, art illustrator, a painter, a graphic designer, a textile designer, a sculptor, a ceramics and a cartoonist (Opara 2018). Therefore, when the above career prospects are achieved, individual persons who specializes in these lucrative subject areas will bridge the gap thereby reducing unemployment and poverty in the society.

Effects of Politics on Vocational Art Education in Nigeria

The truth of the matter is that the formal and informal process of education in Nigeria has remained deprived of the development that will bring the valuable change for economic development and sustainability. The society and the leaders have lost a grip of what is referred to as development consciousness which should be the guide of our integrated planning to success as the surest antidote to the economic development and sustainability in the country. Omolayam and Fesina (2016) asserted that Nigeria system of education has experienced retrogression and total neglects as a result of bad politics played in our system of education. The way the political class brought in personal interest and ethnic propaganda in their leadership has damaging consequences on the citizens and the country. (Okolie, Omotayan and Fesina 2016). Leaders should recognize the constitutional jurisdiction and the trust reposed in them through the democratic mandates of the public, even though it is on the other instances a stolen one. The rotting, selfishness and corruption are not allowing qualified or professionals to be in positions are the bane of bad government in Nigeria, and these are among what contribute to the unemployment and poverty, which in turn promote insurgence, cultism, army robbery, kidnapping, and banditry.

Okolie, Nkechi, Omotayan and Fesina (2016) also identified that politics is central in establishment and development of institutions and determine who gets what. Political leaders who give adequate attention to their countries educational system have brought transformation modernization and have cushioned unemployment and all kinds of vices that bedevils societies where leaders neglect the education of their country and invest in personal interests. Obanya in Coffender (2014) noted that Nigerians political class promote corruption and so divert funds meant for education to personal use. Education suffered terribly especially technical and vocational education training. The truth of the matter is that vocational and technical education is the education with large carrying capacity employment which upgrades the economic development and sustainability.

Sustaining Economic Development in Nigeria through Vocational Art Education.

Nigeria is a country that is blessed with natural resources such as oil and gas yet the oil and gas is not enough to sustain the citizens because of our dependence on it, whereas there are

other areas of sustainable economic development as a country that is well endowed with human and natural resource that when managed effectively will ensure the country with the expected potential in the economic sustainability. Mbah and Umurhurhu (2016) opined that functional education that create wealth and makes graduates productive element of the economy is needed. Any country that does not plan for its youths is leading them towards destruction because the future of any country depends on the younger generation who may be in position of taking over the future. The duty of the political leaders is to move the country to the next level by directing the paths of their youths to the level of career in entrepreneurship that will help them and give them the hope of taking the future whether white collar jobs or not.

Therefore sustainability of economy development through vocational art education becomes important since it equips the individuals with useful employment skills. It also helps in transformation of natural resources into finished products that can satisfy human wants all the time. It produces many job opportunities in different areas such as designers, ceramists, paintings of different kinds, textile designers (as in tie-dye, industrial work, batik weaving, silk printing, and block etc.), art illustrators, layout men, paste-up men, photographers or curators in museums. When individuals are trained in these fields they can easily be employed in their various areas of specialization and can employ others which in turn reduces theft, crimes, unemployment and poverty in the country A country is said to be economically developed when there is less much poverty and unemployment. Onoh (2011) states that economic development is the creation of wealth from which multiple benefits are realized. It is an investment activity in growing the economy and enhancing the prosperity and quality of life for all persons.

Vocational art education have positive impact in promoting sustainability in our economic development since vocational arts education exposes individuals to the practical task for developing and producing goods and services to meet the needs of the citizens through effective employment in specific occupation (Opara 2018). Already artists are economic developers by way of being self-reliant as well as in labour market because vocational arts education is a skill oriented profession. Many that went through the formal and informal learning both end up being self-reliant as well as employing and training others in various careers. Elebute and Odokuma (2016) opine that artisans and craftsmen always abhor the monopolization of the government patronage, credit and other business opportunities by the bourgeoisie and formal economy that is mainly reserved for the people with education and formal skill. Vocational arts education has a positive effect on economic development and sustainability in Nigeria since the country has no hope in accommodating all the graduates seeking for white collar jobs. We cannot continue to watch the country collapse in the name of waiting for resource from oil and gas which indirectly has fail to sustain all the citizen in the country.

Challenges of Vocational Art Education in Nigeria.

The growth of any nation can be influenced by well-articulated vocational arts education careers. Vocational art education careers is one of the bones of developmental agenda of many African country. A country like Nigeria whose major source of income over the years is the sales of oil is now facing economic hardship. Vocational arts education has faced frustration because of poor funding by the leaders. Corruption and injustice is another

challenge that vocational arts education face in Nigeria, the government do not care about our educational system because of corruption. The leader only thinks of themselves and not the wellbeing of people and they wants to get everything for themselves and more than they are necessarily entitled. Another challenge of vocational arts education is the area of lack of transparency and accountability.

Conclusion

There is no meaningful development and sustainability in any country without favourable response to the art sectors by the governments. It needs to train and give the populace the type of education that will equip them for self-employment. This can be done through encouraging funding vocational art education and other subject areas with skill empowerment. Such education will equip the individuals with the knowledge, skills and abilities that are needed to expand and increase their productivity instead of relying on the government for jobs that are not available or not enough for its citizenry. The discussion has shown the positive effect of vocational art education as an instrument for economic development and sustainability in Nigeria through skill empowerment. Vocational art education plays the role of making sure that individuals become independent and self-reliant and also give them the opportunity to employ others in their business/firms which helps in reducing unemployment and poverty in the country.

Recommendations

To address these challenges, the following recommendations are proposed:

1. There is need to appoint educational leaders based on merit and quality to ensure effective governance and policy implementation.
2. There is need to develop societal policies that guide educational outcomes to meet the country's economic requirements.
3. There should be adequate funding of vocational art education and other skill empowerment centres in the country.
4. There should be measures to reduce corruption and ensure transparent allocation of educational resources in the country.
5. It is also important to utilize statistical data and real-world examples to inform policy decisions and demonstrate the impact of vocational arts education on economic development.

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TOWARDS ENHANCING NATIONAL ECONOMY AND SUSTAINABLE DEVELOPMENT IN NIGERIA: AN INVESTIGATION OF THE POLITICAL PARTICIPATION OF WOMEN IN GOVERNANCE IN EDO STATE.

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Abstract
This study investigated the political participation of women in governance in Edo State, Nigeria. The study adopted the survey design method and random sampling technique. Two research questions were raised and two hypothesis formulated to guide the study. A structured researcher-made questionnaire was used as instrument for data collection. The data collected were analysed using the service statistical techniques such as tables, frequency, percentages and chi-square statistics. Findings of the study indicated that women are not given more opportunities in traditional and religious leadership positions. It was also revealed that women create more empowerment skills when in governance their representation in governance more confined to areas that are relatively feminine. The study recommends that: Government should commit themselves to establishing the goal of gender balance in governmental bodies and committees, as well as in public administrative positions; Government should take measures, including where appropriate, in electoral system that encourage parties to integrate women in elective and non-elective public positions in the same proportion and at this same level as men; Government should promote equal rights of women and men to engage in political activities and to freedom of association, including membership in political parties and trade unions.

Keywords: National Economy; Sustainable Development; Political Participation of Women in Governance.

Introduction

In line with global trends, the development frame work of Nigeria is evolving in the context of governance and administrative reforms. Since 1980s a wide range of governance reforms have been introduced in the country in the form of liberalization democratization and decentralization to achieve objectives of economic growth, poverty reduction, participation, transparency and accountability. (Adeyemo & Ihemeje, 2018) This new wave of governance reforms reflects the gradual shift in development thinking over time on political, social and economic roles of state and society. The governments under the new mode of governance have the responsibility to steer, facilitate and guide for effective governance as opposed to their traditional roles of command and control and sole provider of public services (Schulze, 2019). Both civil society and private sector organizations are recognized as potential partners in the process of governance. Since all development is people related their participation and involvement irrespective of gender is considered crucial in the nation's development.

Women participation in politic is crucial for economic development, as it brings diverse perspectives, skills, and experiences to decision-making processes. It stimulates economic growth,

creates jobs, innovates industries and lead to more effective allocation of Resources, prioritizing education, healthcare, and social welfare. It also ensures representation of their interests, needs, and perspectives. It leads to reduced inequality and helps to address gender-based disparities in education. Women leadership fosters stronger community engagement, social cohesion, and collective wellbeing. They benefit economically, Socially and politically.

In Edo state domain, men have been dominating over the affairs of the executive, Legislative and Judicial Arms of government despite the fact that the women constitute half (50%) of the total population of the area and majority of these women are of franchise age (NPC,2006). In order words, women continue to suffer inequality in political participation or governance and as a result cannot have access to social rewards such as money, power and prestige' unless women are fully involved in the decision making and policy formulation processes at all levels of the state, changes expected in women's political participation and to some extent, in their social and economic status will remain a mirage.

The United Nation in one of its report maintained that the issue of women's political participation first and foremost is a question of democracy, equality and citizenship rights. It has been argued that in view of the population strength of women, their under representation in politics and governance can undermine the nation's development process. Edo state has implemented programs to promote women's economic empowerment, with high rates of educational attainment (91.6%)and employment (71.7%) among women. The state has also mainstreamed gender in global politic advancing the course of women in contemporary political economy. The consequences of political apathy among women as reported by Steans, (2017) includes, under representation in politic, which means their interests and concerns are not adequately addressed, the lack of diverse perspectives in policy making, and it can lead to disenfranchisement further marginalizing already vulnerable group.

In the bid to addressing the negative political situation in Edo State, Idemudia, and Ojo.(2020) pointed out that It's essential to tackle the root causes of political apathy among women. They recommended that some of the measures that can be taken to ameliorate the situation includes, amongst others: implementing programs that empower women such as leadership training economic empowerment initiatives, advocating for policy reforms that promote women's participation in politics, and organizing awareness campaigns to educate women about their rights and the importance of political participation. They explained that, addressing these challenges and promoting women participation in politic, can work towards a more inclusive and representative political system in Edo state

Looking at the progress made so far, the Edo state Government has made efforts to promote women's participation in politic, with over 40% of positions in the Governor Obaseki-led administration held by women. The state has also implemented initiatives such as the Edo women Conference and Edo jobs to empower women and provide opportunities for them to contribute to the state's development. It's worth noting that while there has been progress, women are still underrepresented in politics in Edo state and Nigeria as a whole. However, the efforts made by the Edo State Government and women leaders are steps in the right direction towards achieving greater gender equality.(Edo State Government Reports 2018-2020)..

Some women in Edo state are recognised by Iyayi, (2019) to have made considerable contributions to politics in Edo State. These Prominent Female Politicians includes; Betsy Obaseki who was the First Lady of Edo State 2016 to 2024, and had been a strong advocate for women's empowerment and participation in politics, Marie Edeko who was the Deputy Speaker, state House of Assembly 2016 to 2024, Isoken Omo was the chairperson, Hospitality, Logistics, Protocol and security sub-committee for 2023 Alaghodaro. Historically, women in Edo state have been involved in government, with women participating in governance not as a privilege, but as a right. Although

women's representation in politics has been relatively low, there seems to be some efforts towarde increasing their participation.

Realizing the importance of gender concerns around the globe, it has received greater attention in recent decades of the 21st century resulting in an expanded role for women in the economy and changing their traditional roles and relationships to work and family. This phenomenon said to be occurring around the globe is also occurring here in Nigeria where women are being given greater representation in different sphere of the economy. In polities alone women are noted to have been given 30% representation at federal government level through a new system of devolution of powers plan 2010, has enhanced their political participation (Adeyemo & Ihemeje, 20018). Successive governments have made sure they include female representative as minister, parliamentarians and commissioner.

Many factors have continued to militate against women in governance and politics, even though the effort to empower women has continued to gather momentum. Nigeria government statistical report shows that from 1999 to 2015, only 6% of local government councillors were women, 24% of judges in the federal court were women, and an average of 7% of each type of high-level government officials and senior administrators were women (Nigeria National Bureau of statistics, 2018). There was no female central bank governor between 1999 and 2015, and the role with the highest percentage of women at 28% was a special assistant (Nigeria National Bureau of statistics.2018; Kelly, 2019).). Similarly, in the 2019 elections, women comprised 7.3% of the Nigeria senate and 3.1% of the House of representatives, and no state governors were women (NWTF,2019) According to the report of the inter parliamentary Union(IPU,2024), Nigeria had only 6.5% of seats held by women in parliament as at 31st March 2024 .It is important to note that of the 1.494 positions won in the 2023 general elections in Nigeria, only 445 women representing 30% were elected to various positions. This figure is below the 35% women representation enshrined in the 1999 constitution of the Federal Republic of Nigeria as amended. Therefore, gender disproportionate representation in power structures in Nigeria evident in the underrepresentation of women in politics offices and appointments, restricts women's ability to influence policy and legislation that impacts their opportunities. This discourages women from engaging in political activities and participating in the democratic process, ultimately undermining the legitimacy and representativeness of governance institutions in Nigeria.

Empowering women is good for governance. Equality between men and women is now a leading global political principle. Though the constitution provides women the right to be elected in political; and public representative institutions, such as parliament and local government bodies (Husain 2020) gender inequality, as a collection of interlinked problems, is manifested in the political arena too. Politics is male dominated and androcentric. There is usually slim possibility for the integration and reflection of women's perceptions and needs in state politics that are determined, directed and controlled by men. Since women are not adequately represented in political decisions making issues of public policy relating to women's equality and empowerment remain under the control of men, who may not give these issues the attention they deserve. Inspire of the recognition of the principle of gender equality in the constitution states policies seems to reinforce women's sub-ordination and have failed to prescribe bold steps for the removed of gender disparity, especially as it relates to politics.

In Edo state domain, men have been dominating over the affairs of the executive, legislative and judicial arms of government despite the fact that the women constitute half (50%) of the total population of these women are franchise age (NPC, 2006). In order words, women continue to suffer inequality in political participation or governance and as a result cannot have access to social rewards such as money, power and prestige. Unless women are fully involved in the decision making and policy formulation processes at all levels of the state, changes expected in women's political participation and, to some extent, in their social and economic status will remain a mirage.

The United Nations in one of its report maintained that the issue of women's political participation first and foremost is a question of democracy, equality and citizenship rights. It has been argued and or chested in several form that in view of the population strength of women, their under representation in politics and governance can undermine the nation's development process. Gender participation in Nigerian politics at the grass-root level is an issue of great concern because women development needs women as well as women need development. For a very long time women were relegated to the background. This made it difficult for them to take their rightful place in governance. This situation has been largely responsible for the construed social power structure, low women status and lack of access to income and basic development opportunities including education. Studies have shown that women constitute more than half of the world population as well as their enormous contribution to societal development (Afolbi & Lanre, 20013: Anifowose, 20014]. According to the 1991 census in Nigeria, women account for about 50% of the population yet they are underdeveloped and under- represented in politics (Population Reference Bureau, 2018). In order words, women participation is extremely important for an even human resource development, poverty alleviation and good governance. The roles of women in the past was under-priced and have relegate even when they were known to account for about 50% of the population. However, recently concerted and collaborated efforts have been made in this regard by providing women 30% representation in governance .Nevertheless, some factors have been identified in governance or politics including social and political relationships in a given society (Burns, Scholzman & Verba, 20013). It is against this background that this study attempts to explore or bring to the fore women's political participation in local governments governance with a view to ascertaining their level of participation and factors hindering their involvement .

Research Questions

The following research questions were used to guide this study:

1. What is the attitude of women towards governance in Edo State?
2. To what extent are women involved in governance?

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Research Hypothesis

The following hypotheses were formulated and tested in the course of the investigation.

1. Economic status will not have any significant influence on the involvement of women in governance
2. Gender discrimination will not influence women's participation in governance in Edo State.

Methodology

The study adopted the survey design method which consists of the use of primary and secondary data. The research method was adopted because it will enable one to investigate and gather data from a selected sample from the population and be able to generalize with the findings made. The population of the study consists of the entire women representative at ward level in the 192 political wards in all the 18 Local Government Councils of Edo State. The random sampling technique was used to select a total sample of 42 respondents. Those selected for the study are women from five local government areas out of the 18 Local Government Areas in Edo State. They include: Oredo, Ovia North East, Egor,Ikpobaokha and Uhunwode local government areas. The instrument for data collection is a structured questionnaire which

was designed by the researcher titled "political participation of women in governance" The questionnaire was divided into two major parts. The first part sought the demographic information of the respondents under study, while the second segment consists of items which seek to provide information to address the research questions raised for the study.
The items on the research instrument was based on four-point like scale format of SA- strongly agreed = 4 points, A- agreed =3 points, disagreed = 2 points and strongly disagreed- SD = 1 point

For the purpose of validity, copies of the questionnaire were given to two professors in the department of adult & non formal education, university of Benin, Benin City to scrutinize. After making modification and ascertaining the suitability of the items, their suggestions were incorporated while the final version of the instrument was developed to enhance the content validity of the instrument. To establish the reliability of the instrument, test-retest was used. Copies of the instrument were administered to a randomly drawn sample of 20 respondents. After two weeks intervals, the same were recollected and correlated using person product moment correlation statistic to determine the correlation coefficient. A correlation of index of 0.68 was obtained; this shows that the instrument is reliable. The data collected were analysed using descriptive statistical techniques such as tables, diagrams, frequencies, and percentages to answer the research questions. While the statistical tool used to analyses the hypotheses was chi-square statistic.

Presentation of Findings

This deals with the presentation of findings from the analysis of data obtained and discussion of results. The result are carefully interpreted and presented in tables as shown here under.

Research Question One: what is the attitude of women towards local government governance in Edo state?

Table 1.

Distribution Of Responses On The Attitude Of Women Towards Political Participation In Edo State.

VARIABLES	**SA (%)**	**A (%)**	**D (%)**	**SD (%)**
Women are not involved in public life in Edo State	Nil (0)	50 (23.8)	90 (42.9)	70 (33)
Women are not given more opportunities in traditional and religious leadership positions.	100 (47)	110 (52)	Nil (0)	Nil (0)
Women have low recognition of power within the community	60 (28)	150 (71)	Nil (0)	Nil (0)
Women could hardly be influenced to participate in governance	Nil (0)	Nil (0)	100 (47)	110 (52)
Women are more accountable in governance than men	Nil (0)	50 (23.8)	110 (52)	50 (23.8)

Women have low participation in governance.	Nil (0)	Nil (0)	90 (42)	120 (57)

A cursory look at the data in table 1 revealed that 90(42.9%) and 70(33%) of the respondent disagreed and strongly disagreed that women are not involved in public life in Edo state. While 50(23.8) of the respondent agreed on the issues. However, none of the respondents strongly agreed on this variable under consideration.

Similarly, it was also revealed that 100(47%) and 119(52%) of the respondents agreed and strongly agreed that women are not given more opportunities in traditional and religious leadership positions. However, there was no respondent that disagreed on these issues.

Again, the researcher was also interested in finding out if women have low recognition of power within the community. And form the response gathered, it was revealed the ay 60(28%) and 50(71%) of the respondent agreed and strongly agreed on this issue under consideration; while there was no respondents who responded otherwise.

In the same vein, 100(47%) and 110(52%) of the respondents disagreed and strongly disagreed respectively that women could hardly be influenced to participate in local governance. But, none of them responded in the affirmative.

In ascertaining whether women could hardly be influenced to participate in local government it was observed that 110(52%) and 50(23%) of the respondent disagreed and strongly disagreed respectively on this issue. While, 50(23.8) of the respectively agreed. However, none of the respondent strongly agreed on this variable under consideration.

The last variable in the research question one was meant to find out if women have low participation in governance. The results from the analysis revealed that, 90(42%) and 120(57%) of the respondents disagreed and strongly disagreed on this issue. However, none of the respondents responded otherwise on this issue under consideration.

On the basis of the analysis, it can therefore be easily concluded that women are not given more opportunities in traditional and religious leadership positions. Also, women have low recognition of power within the community.

Research Question Two: this question states: to what extent are women involved to participate in governance?

Table 2:

Distribution of responses on the extent which women are involved or participate in governance.

Variables	**SA (%)**	**A (%)**	**D (%)**	**SD (%)**
Women create more empowerment schemes when a local governance	120 (57)	90 (42)	Nil (0)	Nil (0)
Women representation in governance are more confined to areas that are relatively famine e.g. social welfare	100 (47)	110 (52)	Nil (0)	Nil (0)
Women tend to gain more political experience in local governance\politics	60 (28)	150 (71)	Nil (0)	Nil (0)
Women are adequately not represented in politics in edo state.	100 (47)	110 (52)	Nil (0)	Nil (0)
Most women in this state do not see themselves capable enough to hold political office.	Nil (0)	50 (23.8)	110 (52)	50 (23.8)
Political activities in this state are dominated by men and this discourages women from participating in politics.	90 (42)	120 (57)	Nil (0)	Nil (0)
On the basis of political competence, our society rates men over women	90 (42)	120 (57)	Nil (0)	Nil (0)

From the analysis on the table 2, it was revealed that 120(57%) and also 90(42%) of the respondents strongly agreed and agreed respectively that women create more empowerment schemes when in local governance. The data however showed that none of the respondents either choose to disagree or strongly disagree on the variables under consideration.

In the same vein, 100(47%) and 110(52%) of the respondents strongly agreed and agreed respectively on the view that represented in governance are confined to areas that are relatively feminine e.g. social welfare But, other was no respondent for the other options available.

Similarly, it was revealed that 60(28%) and 150(71%) of the respondents agreed and strongly agreed that women are adequately not represented in politics in Edo State. However, none of the respondents disagreed or strongly disagreed on this under consideration.

In the same vein, 100(47%) and 110(52%) of the respondents strongly agreed and disagreed respectively on the view that women are adequately not represented in politics in Edo state. But, there was no respondent for the other options available.

Again, the researcher was also interested in finding out if most women in this state do not see themselves capable enough to hold political office. And from the responses gathered, it was revealed that 110(52%) and 50(23.8%) of the respondents disagreed and strongly disagreed respectively. While, 50(23.8%) of the respondents agreed on this issue. However, none of the respondents strongly agreed on this variable under consideration.

By the same token, 90(42%) and 120(57%) of the respondents strongly agreed and agreed respectively on the fact that political activities in this state are dominated by men and this discourages women from participating in politics. There were no contrary opinions on the issue.

The last on research question two was meant to find out whether on the basis of political competence, our society rates men and women. And from the results of the analysis revealed that 90(42%) and 120(57%) of the respondent disagreed and strongly disagreed on this issue. However, none of the respondent responded otherwise on this issue under consideration.

On the basis of the analysis, it can therefore be included that women create more empowerment schemes when in local governance, their representation in governance are more confined to areas that are relatively feminine, political activities in this state are dominated by men and this discourages women from participating in politics. As well as on basis of political competence, our society rates men over women.

Hypothesis One: Economic status will not have any significant influence on involvement of women in governance

Table 3

Chi-square test analysis of Economic status influence on involvement of women in governance.

Variables	N	DF	X^2. Calculated	X^2 critical	Decision
Economic status influence on Women in governance.	42	41	282.5	7.82	Reject

Significance at 0.05 level.

The result of chi-square statistical test*on e*conomic status influence on involvement of women in governance is presented in table 3. From the calculation, the computed chi – square (X^2) value is 282.5 and it is greater than the value of 0.05 significant level, X^2 critical of 7.82, hence we reject the null hypothesis and accept the alternate and thus conclude that Economic status has significant influence on involvement of women in governance.

Hypothesis Two: Gender Equality will not encourage full participation of women in governance in Edo State.

Table 4
Chi-square test analysis of Gender Equality will not encourage full participation of women in governance in Edo State.

Variables	N	DF	X^2. Calculated	X^2 critical	Decision
Economic status influence on Women in governance.	42	41	99.94	7.82	Reject

Significant at 0.05 level.

The result of chi-square statistical test on Gender Equality full participation of women in governance in Edo State.
From the calculation, the computed chi-square (x2) value is 99.94 and it is greater than the value of 0.05 significant levels, x2 critical of 7.82, hence we reject the null hypothesis and accept the alternate and thus conclude that gender equality will encourage full participation of women in governance in Edo state.

Discussion of Results
The result of the study has been quite instructive, informative and revealing. Based on the analysis of data or information collected on the opinion of the respondents on the political participation of women in local government governance im selected local government in edo state.

In the study, two (2) research questions were raised and examined. The first research question revealed that women are not given more opportunities in traditional and religious leadership positions. Also, women have low recognition of power within the community. This result is supported by another study conducted by kosomo (2012) on the factor affecting women participation in electoral politics in Africa: challenge and protest. Findings of the study revealed that in spite of the international; declarations affirming the rights and equality between men and women, of which Nigeria is a signatory, the available literature shows that women still constitute a disprotionately small percentage of s those participating in political decision making and leadership. Many global conferences, including the cairo conference on population and development (1994), the fouth world conference on women (1995), and the world summit for social development (1995) have recognized that, despite the progress made globally in improving the status of women, gender disparities still exist, especially with regard to participation in electoral politics.

The second research question revealed that women create more empowerment schemes when in s governance, their representation in governance are more confined to areas that are relatively feminine, political activities in the state are dominated by men and this discourage women in participating in politics. As well as on basis of political competence, our society rates men over women. This result is supported by another study conducted by Akokuwebe (2015). Who assert that political equity is still obscure in African counties, although some progress has been made. As men have control over assets and have relatively better education, they have a dominant position in terms of political power. For instance , men councillors may not

necessarily be highly educated but such positions are not given ti\o women who have thee same low educational level with them. Lack of awareness leads to situations where they become dependent on male political positions or political paties.. Men's participation in leardership will focus more on issues of men's interest that on women's concerns. In some cases, women are elected into a leader.

From the first hypothesis calculate , the computed chi-square(x^2) value was 282.5 and it is greater that the value of 0.05 significant level, x2 critical of 7.82, hence we reject the null hypothesis and accept the alternate and thus conclude that economic status have significant influence on involvement of women in local governance. Similarly, in the second hypothesis it was it was also concluded that gender equality will encourage full participations of women in gorvenance in Edo state.

Conclusion

Following the analysis of data collected and findings made, the following conclusions were drawn based on the major findings of this study.

- Those women are not given more opportunities in traditional and religious leadership positions. Also, women have low recognition of power within the community.
- That women create more empowerment schemes when in governance, their representation in governance are more confined to areas that are relatively feminine, political activities are dominated by men and this discourages women from participating in politics. As well as on the basis of political competency our society rate men over women.
- That women in politics in Edo state have perform very credibly, divulge into the political process for greater involvement being able to bring about child socialization are not educated enough, do not have the financial strenght to participate in politics and the kind of occupations of women in this state . do not afford them the opportunity to participate in politics.
- That family responsibilities either women from politics, lack of access to economic resources, low educational attainment , religious beliefs and high rate of poverty , illiteracy and long traditional of women 's subordination to men.
- That the measure to enhance women 's involvement in governance in the State are ; changing the negative perception of political women through education and training, carrying out political electoral system reforms, and creation and sustaining a specified percentage of political posts reserved for women.

Recommendations

Based on conclusion drawn from the findings, the following recommendations are hereby proffered:

^Government should commit themselves to establishing the goal of gender balance in governmental bodies and committees, as well as in public administrative entities, and in the judiciary, inter alia, setting specific targets and implementing measures substantial to increase the number of women with a view to achieving equal representation of women and men in governmental and public administrative positions.

^Government should also, monitor and evaluate progress in the representation of women through the regular collection, analysis and dissemination of quantitative and qualitative data on women and men at all levels in various decision –making positions in public and private sectors , and disseminate data on the number of women and men employed at various levels in government on yearly basis , and ensure that women and men have equal access to the full range of public appointments and set up mechanisms within governmental structures for monitoring progress in this process.

^Political parties should examine party structure and procedures to remove all barriers that directly or indirectly discriminate against the participation of women in politics.

^Political parties should develop initiatives that allow women to participate fully in internal policy-making structures and appointive electoral nominating processes .

^Political parties should incorporate gender issues in their political agenda, taking measures to ensure that women can participate in the leadership of political parties on an equal basis with men .

^All political stakeholders especially, women's organizations should build and strengthen solidarity among women through formation , education and sensitization activities and also advocate at all levels to enable women influence political , economic social decisions , processes and systems , and work towards seeking accountability from elected representatives on their commitment to gender concerns.

^Finally, all political stakeholders should create a system of monitoring for inexperienced women and girls, and in particular, offer training, including training in leadership and decision-making, public speaking and self-assertion, as well as in political campaigning and develop mechanisms and training to encourage women to participate in the electoral process , political activities and other leadership areas.

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UTILIZING NIGERIA'S LANGUAGE POLICY FOR SUSTAINABLE NATIONAL ECONOMIC DEVELOPMENT.

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Abstract
The challenges in sustainable national economic development in Nigeria are traceable to a myriad of factors. Various attempts by scholars to proffer solutions have either been ineffective or impractical. This paper investigates the utilization of the Nigeria's Language Policy in achieving sustainable national economic development. Being that Nigeria is a multilingual nation with cultural diversity, the paper seeks the adoption of a language approach, using the language policy on education which reflects the nation's political ideology to proffer workable solutions to sustainable economic development in Nigeria. It examines the language situation in Nigeria; language policy and technological development; language policy and the unity of Nigeria; language policy and social attitudes in Nigeria; language policy and sustainable economic development in Nigeria. Finally, the paper gave the implications of the language policy on sustainable national economic development in Nigeria, and equally proposed a framework for a sustainable language policy that can midwife sustainable national economic development.
Keywords: Language policy, sustainable development, national economy, political ideology

Introduction

Language, politics and society are greatly interdependent. The mutual dependence fosters the progress of each. None of these concepts can successfully thrive without the other. Language as a term, refers to man`s ability to exercise innate vocal endowment. It could also be seen as a means of expression available to a given speech community for the purpose of communication and socialization as well as that of protecting, preserving and transmitting culture (Anyadiegwu, 2012 p.10). This renders the role of language in society and politics indisputably very crucial mostly in respect to communication exchange.

Language is the only sustainable adhesive that can bind a multilingual nation like Nigeria. The English Language, our colonial legacy plays a very significant role in the formation of national values and integration of Nigeria as a nation. Several decades after the decolonization of Nigeria, the English Language steadily continues to enjoy its primacy in our educational system as a medium of instruction; politically, as a medium of transmission of political ideologies and economically as a vital tool for local and international economic growth. The bleakly unity that Nigeria enjoys today is traceable to the English Language, else it would have been a herculean task.

Language is powerful enough to greatly bring people together on the basis of common linguistic and cultural affiliation thereby thinking and acting as one. It also has the potential to

divide human kind generally and can particularly threaten the economic and political stability of any people and of developing postcolonial countries like Nigeria.

Language and society are so much related. Obiegbu (2015, P.2) states that language is the oil that lubricates activities within any human society. It is indispensable in man's achievement of effective communication and thus has taken the position of national language in Nigeria. This paper examines the utilization of Nigeria's language policy for achieving sustainable national economic development.

Language planning may be seen as an attempt to interfere deliberately with a language. This attempt may center on either its status with regard to some other languages or its internal condition with a view to changing that condition (Oluwole, 2003). Thus, the first focus of language planning can be regarded as status planning. This may be in form of legislation or policy bequeathing a certain language or its variety with a status. The second focus results in corpus planning. This is an effort to improve the structure of a language or its vocabulary to make it suitable for the new needs of its speakers.

Although, there has not been a comprehensive language policy for Nigeria as a deliberate and planned exercise, indeed, language planning as an organized and systematic pursuit of solutions to language problems has remained largely peripheral to the mainstream of Nigeria national planning (Oluwole, 2003). Researchers were of the opinion that what can be regarded as the language policy for Nigeria came about in the context of other more centrally defined national concerns, such as the development of a National Policy on Education and the drafting of a Constitution for the country. It is in connection with these two documents, i.e. the National Policy on Education and the Constitution of the Federal Republic of Nigeria that reference can be made to language policy and planning in Nigeria.

The Role and Importance of Language

The primacy of language in human history has never been in doubt. Socially and politically, language functions as a medium of integration and interaction as well as an instrument of communication (Salisu and dollah, 2015). This implies that learning a languages does not only facilitate communication but maintains a variety of social bond, a shared sense of value and communal awareness that harnesses the all round development of any society. It is a system which has the capacity of contributing to the working of the whole (Oluwole, 2003). Language forms a large part of the culture of people through which they express their folklore, myths, proverbs and history. Language has sub-languages that are both ethnically and geographically defined territory identified as dialects. Some of the dialects are defined by shared settings while others are linked to progression, class or educational level or a combination of these elements. Language according to Oyetade (1992) plays a crucial role in the social, political and economic life support of the people in a given geographic entity.

According to Salisu and Dollah (2015), a useful definition of communication should include the feeling that language has been widely studied and acclaimed as the most valuable human institution and is indispensable in all spheres of life. It implies that for a country to function properly, it needs the cooperation and understanding of the people that make up the different ethnic groups, for inter-ethnic discussion that can enhance sustainable economic growth.

The Language Situation in Nigeria

Nigeria is a multilingual nation with over 512 indigenous living languages (Eberhard et al 2021). The Wikipedia identifies 525 native languages spoken in Nigeria with English being the official language and most widely spoken lingua franca. The major native languages in terms of population are; Hausa (over 63 million, including second language or L1 speakers), Yoruba (over 47 million, including L2 speakers), Igbo (over 31 million, including L2 speakers), Ijaw cluster (over 5 million) Fulfude (16milion) and others such as Kanuri , Tiv, Nupe, Edo, Igala, Mafa, Idoma, Efik, Ibibio with varying population of 2 to 3milion each.

The use of English as the official language in Nigeria defuses ethnic conflicts though questions the authenticity and identity of the users. This has always generated arguments about the choice of indigenous language for official and national purposes because the use of English as our official languages bothers on the root of national pride since English is a colonial language.

The Nigerian constitution identifies English, the language of our colonial masters, as indeed a second language. The 1988 Constitution of the Federal Republic of Nigeria, paragraph 51 and 91 confirms the status of English as follows;

The business of the National Assembly shall be conducted in English language, and in Hausa, Igbo and Yoruba when adequate arrangements have been made (paragraph 51).

The business of the State House of Assembly shall be conducted in English but the House may in addition to English conduct the business of the House in one or more other languages spoken in the state (paragraph 91). This implies that the official transaction of government, administration, trade and commerce, law and justice, instruction in the education sector, should be done in the English language.

Undoubtedly, Nigerian would have preferred one of the 512 indigenous languages to be recognized as the official language but the multilingual nature of the country rather poses a problem of ethnic consciousness and tribalism. This renders the national language issue a controversial and sensitive issue. The selection of any one of the languages over the others will generate disagreement. It is in respect of this that Obiegbu (2015) submits that, “The truth is that, no ethnic group want to be subservient to another ethnic language because the promotion of the ethnic language connotes the promotion of the corresponding ethnic group itself”. The English language therefore has come to stay in Nigeria and established as the language of upward mobility.

The Concept of Sustainable Development

Development according to Obiegbu (2015) is a positive change for the better, from conditions (social, economic, political, cultural and human) that are no longer considered good enough for the goals and aspiration of the society, to those that are most likely to meet such goals and aspirations. Thus, sustainable development according to Wikipedia is a pattern of resource use that aims at meeting human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come.

The United Nations in her Brondtland report sees sustainable development as a development which meets the needs of the present without compromising the ability of future generations to meet their needs. Sustainable development therefore is an eclectic concept

conveying a wide range of meaning. It entails a society taking a practical, realistic and positive approach to growth and development and the ability to manage their natural produce and social capital for the welfare of present and future members of the society.

The Federal Government of Nigeria is interested in sustainable economic development. This implies that necessary actions are being taken to realize the vision of stimulating economic growth, and tackling the deficits, maximizing well-being and protecting our environments without affecting the ability of future generations to do the same.

Language therefore, serves as a veritable tool for education and as an instrument for sustainable economic development. The political parties and government take account of sustainable development as a part of how it manages its policies, how it manages it buildings, and how, it buys its goods and services. All departments are responsible for making sure that their own policies and activities contribute to sustainable economic development. The English language thus, forms a key factor to the realization of sustainable economic development.

This will be examined in terms of its contribution in the areas of education, a driving force for national unity in Nigeria and economic growth.

The Role of English Language in Nigeria's Education

The constitution of the Federal Republic of Nigeria (1999) and the National Policy on Education (2004) have made some stipulations that are termed Nigeria's Language Policy. In this document, the government recognizes the role of language as a vehicle for social interaction and national cohesion and preservation of cultures. Specifically, it stipulates that;

a. In primary school, each child must study two languages, namely;
    i. His mother tongue (if available for study) or an indigenous language of wider communication in his area of domicile.
    ii. English language
b. In Junior Secondary school (JSS), which study three languages, Viz:
    i. His mother tongue (if available for study) or an indigenous language of wider communication in his area of domicile
    ii. English language
    iii. Just any one of the three major indigenous languages in the country, namely, Hausa, Igbo and Yoruba, provided the language chosen is distinct from the child's mother tongue.
c. In Senior Secondary School (SSS), which also last three years, the child must study two languages; Viz:
    i. An indigenous language
    ii. English language.

The purpose of education globally and Nigeria in particular, is for national unity and development. This has determined many of the reform programmes of successive Nigerian governments. There have been initiatives by government on nomadic education, technical skills development, professional enhancement and continuous education among others. It is only through the English language that this basic education at different levels can be achieved. Even the nomadic education that was so much invested on by the Goodluck Jonathan's administration was taught in English language because the concept to be used in teaching at a higher level (right after primary three) has to be provided in the English language.

English language is the language of Education in Nigeria Ndimele (2006) . An observation of the language policy aforementioned shows that, apart from the first three years of a child's life in the primary school, the rest of the child's life in the primary, secondary and tertiary institutions, all academic activities must be conducted in the English language. English is the language of prestige per excellence and a firm knowledge of it is an assurance of climbing the educational ladder of success in Nigeria. Credit in five subjects including English and mathematics in the West African School Certificate is a passport to any Nigerian university and subsequently offers a speedy access to employment opportunity.

Before development can come to a people, there must be a means of communication and language quickly comes to play Browny (1987). Considering the many indigenous languages present in Nigeria today, it is quite difficult to impose an indigenous and unifying language because they number over five hundred. The language scenario in Nigeria would have been close to what happened at the Tower of Babel had not a foreign language, English, been introduced and used in the country.

The Role of Language Policy for National Unity

English language also serves as a tool for sustainable development in the area of national unity in Nigeria. Amidst the compounding complexities and wars in the Northern Part of Nigeria, the only language that still emits the spirit of oneness in Nigeria is the English language. More often than not, activities conducted in indigenous languages are seen as being ethnic or tribal, except in cultural celebrations or ethnic displays. This explains why, even during the first republic and during the colonial era, when English had not attained its present level of ascending in national and international affairs, political parties were formed with their ideologies all written in English language. However, the parties might have regional bases but the fact that they were named in English portrayed their national identity and consciousness. The Northern People's Congress (NPC), The Action Group (AG), The National Council of Nigeria Citizen (NCNC) after the excision of Southern Cameroun, National Elements Progressive Union (NEPU) up to the present day People's Democratic Party (PDP), All People's Congress (APC), Labour Party (LP), etc, were formed to integrate all Nigerians and give them a sense of inlusiveness with all the national political parties formed and sloganeered in English.

According to Hanna (2008), English is equally the language of nationalism. The love of a country has to be manifested through the language that everybody can understand lest the ethnic agenda be implied. This was why, even in the old political days, nationalists like Herbert Macaulay, Obefemi Awolowo, Ahmadu Bello, Nnamdi Azikiwe etc. had to use English language as a weapon of nationalist struggle. A nationalist bases his patriotic views in English. If English language is not used to express the same ideas for which he is known as a nationalist, he is seen instantly as a tribalist and not a nationalist. English is the language of authenticity in Nigeria.

Collective identity of Nigeria is stamped on national institutions through the medium of English language. The Army, the Navy, the Air Force, and the Police, that safeguard the territorial integrity of Nigeria and its peaceful existence is propelled with English language (Standard British English and Pidgin English). The National Youth Service Corps (NYSC) which is aimed at bringing together all the educated Nigerian youths from the universities is a great ideal of the Nigeria government. This ideal would not have been possible without the English

language which binds all together at the camps and at their primary places of assignment. The idea of the National Youth Service Corps is geared towards reinforcing the spirit of oneness among Nigerian youths. However, on-going challenges of security and national unity which the vicious Boko Harams have caused in the northern part of Nigeria are causing a lot of threat to this good scheme of the Nigerian government because the youths are now afraid to go to the northern part of the country for the service scheme. We believe that with providence on our side, the English language will continue to bind us together.

The constitution of the Federal Republic of Nigeria is written in English to create a level playing ground for all Nigerians. The National flag, the National Anthem, the National Independence Day, the National Associations as well as several national monuments are designed in English and all of these "assert" that English is the foundation of the giant structure called Nigeria. All these have the effects of reducing what (Adebayo, 1985: p. 2) refers to as "deep rooted mutual suspicion that result in prejudice, stereotypes and subtle linguistic hostility among various linguistics groups". English language remains a very big tool in favour of sustainable development in Nigeria.

The Role of the Language Policy on National Economic Growth

Economically, English language is the avenue to sustainable development in Nigeria. Economists in Nigeria believe that English is crucial for economic growth, as it helps them trade more widely on an international scale. Nigeria can do international businesses because we have English as our official language. The international community can easily and comfortably be reached because of the prestigious language. English is very important when hiring a new employee. This underlines the fact that English language skills enhance business and trade, while also improving an individual's economic conditions.

An individual's economic empowerment in Nigeria is closely linked with good command of English. A wide range of business categories in Nigeria including the banking industry, technology, the pharmaceutical industry, and even vocational workers such as carpenters and electricians see increased need for English language skills. A salaried professional with good English language skills can earn an average of thirty percent (30%) more than someone with no English language skills in Nigeria. The government of Nigeria firmly recognized that English is a key element of business communication and it is essential for attracting new investments. With government and companies pushing for far more English speaking workers, it can be expected that more individuals will view English, among other skills, as a step towards career advancement and higher pay. This is a motivating factor for individuals to learn English in order to obtain well-paid jobs within the most dynamic organizations and industries in Nigeria. Clearly, we all can see that prospective employees who can speak and write English well have better opportunities economically. This way, English language is a tool for sustained national economic development.

Proposed Framework of Language Policy for Sustainable National Economic Development

Before considering the proposal for the framework of language policy, let us consider the guidelines for the formulation of a policy according to Akindele and Adegbite (1999, p. 78).

i. Development: an examination of whether the policy contributes to the development of the society in question.
ii. Democratization: an examination of whether the policy is favourable to the creation of equal opportunity for members of the society.
iii. Unity: an examination of whether the policy is going to reinforce the u nity of the society in question.
iv. Foreign relations: an examination of whether the policy could be an obstacle to communication with the international community.

The political ideology of Nigeria can be seen in the light of the principles above. The ideology is provided by the underlying assumption of its constitution and the allied derivative documents such as national development plans.

Based on the national ideology above, the following framework for the formulation of language policy is proposed:

i. Before admission into any kindergarten or primary school, parents should ensure that the child has an exposure to the mother tongue (MT).
ii. English language and mother tongue and/or any major Nigerian language should be introduced even on the first day at school.
iii. Orthography of Nigeria's major languages and some minority languages should be developed.
iv. Mother tongue (MT) and any other major Nigerian language chosen should be studied top the WAEC/SSCE level.
v. More teachers should be sponsored in the study of Nigerian indigenous languages.
vi. Translation of science and technology terms - science and technology terms should be translated and taught in Nigerian indigenous languages.

News broadcasts and programmes should equally be done in indigenous languages to reinforce what was learnt in school and cultivate a sense of pride in the indigenous language.

Conclusion

Language is pivotal to the sustainable economic development of any society. Consequently, it must not be wrongly located in Nigeria's national reforms in her march for sustainable national economic development. A monolingual policy of language in Nigeria is counter-productive. The consequences of such policy are dire. A monolingual policy in favour of any native language, or even the English language for that matter will operate against the socio-political and linguistic composition of Nigeria; non-existent language planning and engineering, functions and roles of the English language as a world language and the language of globalization, is an impediment to sustainable development in Nigeria. It only stands to reason therefore, that the multicultural policy to language in Nigeria remains the best option in view of the role of language in sustainable national economic development. However, there is obvious need to overhaul and reform the policy as suggested in this paper to situate language properly in its role in Nigeria as a tool for sustainable national economic development.

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RETOOLING POLITICAL IDEOLOGY AND ECONOMY FOR NATIONAL DEVELOPMENT THROUGH BIOLOGY EDUCATION

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Abstract
This study aims at retooling political ideology and economy for national development through Biology Education. Specifically, it dwelled on deep connection between Biology Education and political ideology for economic National Development. It looked into the transformative potential of the Biology Education as a catalyst for national economic development of the country by examining how Biology Education fosters creativity, innovations, entrepreneurship skills, it also examines the strategies of retooling biology education for national development and drives economic diversification through bringing up a scientifically literate populace from the classroom to navigate through political challenges in order to create ways and opportunities for total overhauling the economic crises of the nation. The paper concluded that Biology Education creates a lot of strategies in fostering diversifications in its field that nurtures the young populace from different potentialities for national development. The paper recommended for Education reform by the stakeholders to be carried out from classroom creativity, innovations, entrepreneurship skills development so as to be used for the economic diversification to expand as Biology education emerges as the only dynamic tool that can empower the nation for enhanced competitiveness, build a resilient and prosperous nation/

Keywords: Political Ideology, National Economy. Sustainable Development. Biology Education

Introduction

Political Ideology refers to set of ideas, values and beliefs that determine how society should be governed. This influences political behavior, policy-making, and national economic development of a nation. Common ideologies include liberalism, conservatism, socialism, and nationalism. An economy is run based on the ideological orientation of those who control the state. Development of political ideology sustains and transforms the national economy, education system, and reinforced the nation economy (Sanusi, 2023). Biology education is the field concerned with sharing scientific knowledge, and methods with people not considered part of scientific community. It is also identified as one of the major bedrock for the sustainable development of our country, which is seen as knowledge or ideas acquisition relevant to biology Nnamdi (2014). and is concerned with important of knowledge on environment, as well as others. Biology as a branch of biology and the pre-requisite subject for many field of learning contributes immensely to technological growth of the nation. The study of biology both in tertiary and senior secondary schools can equip the learners with useful concepts, principles and theories that will enable them face challenges before and after graduation. The importance of biology and biology education for sustainable national development cannot be overemphasized as it finds its way into agriculture, pharmacy, ethnobotany, medicine,

biotechnology, and other related fields. This paper intended to discuss how the biology education plays a major role in retooling the political ideology of the national economy.

Nigerian political ideology

Nigeria's political ideology is rooted in its colonial past. The British colonial administration introduced Western political systems, including parliamentary governance, and democratic elections. However, pre-colonial Nigeria had its own political systems, ranging from centralized empires like the Sokoto Caliphate and the Oyo Empire to decentralized societies governed by chiefs or councils, such as the Igbo communities Falola T.O. (2024) . Colonialism forced these diverse systems into a single political entity, laying the foundation for future political tensions. The post-independence political ideology in Nigeria was driven by nationalism, with key figures like Nnamdi Azikiwe, Ahmadu Bello, and Obafemi Awolowo advocating for the creation of a strong, unified Nigeria. However, regional and ethnic interests played a significant role in shaping early political ideologies. The country was divided into regions dominated by different ethnic groups, with the Northern region controlled by the Hausa-Fulani, the Western region by the Yoruba, and the Eastern region by the Igbo, koledade and Johnson, (2023). This regionalism was reflected in political ideologies that often prioritized ethnic and regional interests over national unity. Nigeria's political landscape has been shaped by a diverse range of ideologies, reflecting its complex history of colonialism, military dictatorship, and democracy. Since gaining independence in 1960, the country has oscillated between ideologies, influenced by the regimes in power. Early post-colonial governments, such as that of Tafawa Balewa, leaned towards a capitalist framework modeled on Western economies, while military regimes like that of Yakubu Gowon adopted more socialist policies, particularly in the control of key sectors like oil and agriculture. Nigeria's political ideology has aligned with neoliberal economics, particularly with the Structural Adjustment Program (SAP) introduced under the Ibrahim Babangida administration in the 1980s. This policy shift promoted privatization, deregulation, and reduced government intervention, reflecting a shift towards a more capitalist-oriented approach, Falola T.O. (2024).

National economy and political ideology

Nigeria is a developing country and has a long way to catch up with the more advanced countries. The quest for national development in Nigeria has been a major challenge that successive military and civilian administrations have been unable to effectively address over the past 6 decades of independence, Iheanacho, (2014). Despite various efforts in development planning, the country continues to grapple with the problem of addressing the socio-economic and political crisis that impedes desired development. The evident crisis of development in Nigeria which manifests in a high rate of unemployment, widespread poverty, lack of adequate infrastructural amenities, excessive debt burden, insecurity among others, are pitfalls of years of ineffective development planning (Iheanacho, 2014). Quite notably, the country experienced a major recession in 2020, during which its economy dwindled by 1.8% (Aitalohi, 2021). The 2020 recession, which was as a result of the economic impact of the COVID-19 pandemic and the attendant fall in oil prices, became Nigeria's second recession in five years and its worst decline since 1983 (Word bank, 2021) in Olarewaju, 2022.

Furthermore, Nigeria is largely a monolithic economy with oil revenues accounting for 80% of its export, a third of banking sector credit and half of the government's income (Word bank, 2021). As a result, the country is heavily affected by fluctuations in oil prices, which has further fuelled calls for economic restructuring and diversification (Suberu et al., 2015). Up until the era of independence in October 1960 and the formative years that followed, Nigeria heavily relied on agriculture as the mainstay of its economy. During these early years, agriculture was the major source of government revenue, accounting for employment, food production, raw materials and foreign exchange earnings (Chete et al., 2014). Following the discovery of oil in Oloibiri in 1956, Nigeria soon became an oil-producing state in 1958, which marked a defining moment in its history. By the 1970s oil became a major source of revenue arising from the oil boom occasioned by the Arab Israeli crisis (Suberu et al., 2015) in Olarewaju, 2022..

Ideology is one of the indicators of the economic system, a driving force in the development of educations. In a society like ours, there is need for individuals with appropriate knowledge and skills in the pharmaceutical, medical, agricultural, industrial and scientific aspects of the economy. For a nation to advance they must have well trained and capable persons in handling so many sensitive areas connected to health, food production, manufacturing of finished products coupled with general satisfaction with little or no importation of goods from other nations of the world. These aspects have not been achieved in Nigeria because patients are still flown abroad for medical treatment, while food and other finished products are still imported. These bring about inflation and general economic backwardness (Aina, 2013) in Sallau I. A , Bilkisu Bello S. Yau 2018.

Biology Education and National Economy

Biological science are keys that can open the door to the national economy as the only biology that study life. Biology plays a vital role in the field of biochemistry, genetics, physiology and anatomy, ecology, medicine, Olutola et al A. T. Olutola, D. S. Daramola and E. O. Bamidele (2016). The idea of saving human life brings about the idea of producing healthy environment of plants and animals, other scientific equipment used for the extraction of plant and animal products used for pharmaceutical companies. These bring about training to suit these purposes since life is precious in all its ramifications. Biology education builds human and animal life and boost food production through gene manipulation. In doing this, the non-living components of our environments such as soil, air, sun and water also play useful roles for the betterment of plant and animal lives. Traditionally, biological science has formed part of the training programs in schools from secondary to tertiary institutions where people are trained (Baba, G. I. 2014).

Biology has been made a central focus in some human activities including being a solution to the problem of food scarcity, health, hygiene, family life, poverty eradication, management and conservation of natural resources, biotechnology, ethics, various social vices and as well lack of appropriate infrastructural materials. (Aina 2013). stated that, Biology Education is important to any growing economy of a nation like Nigeria. Many graduates of Biology education are self-employed and employers of labour; many owned schools for themselves where people works and earn their living.

Obiageli C. Ejilibe (2013), explains that, Biology Education contributes to the realization of the ultimate goals of education. This is dependent on how it is taught. When it is taught properly using activity-based instruction such as inquiry method it stands to contribute immensely to general development of the students. To achieve this both teachers in high institution and Secondary schools should do everything humanly possible to produce students devoid of parasitizing the nation's economy. This can be achieved by guiding the students to realize that is hundred percent better to be innovative, creative self-reliant, entrepreneurial and productive that being dependent on government for employment and other essential of life. But biology education has not actually achieved this due to the way it is presented to the students,

The Concept of Entrepreneurship in Biology Education

An entrepreneur is someone who has ability to develop a new venture in business in order to make money, often in a way that involves financial risks (Quirk, 2003) in Obiageli 2013. Entrepreneur Education provides training experience and skills that are suitable for entrepreneurial endeavours (Ovie, 2011) in Obiageli 2013. According to Ezema (2000) entrepreneurship education is the education given to an individual which will help him develop the skills needed for the management of any business venture. This type of education helps the person to take financial risks and at the same time utilize the material and human resources available to him to achieve the aim of establishing the business According to Agbobu in Biology offers a lot of opportunity in various fields or subjects which can be taught for entrepreneurship ability among the students. These subjects will depend on the geographical locations and their biodiversity for the obvious reason that a student living far away from the sea need not be taught sea weed farming. These topics and subjects according to Nayah (2002) in Obiageli 2013 include;

- Agriculture or Bee keeping: it includes the preparation of an artificial hire to attract the honey bee and once they colonize the honey can be extracted as when required the other products include bee wax.
- Aqua Culture; this includes composition fish farming. prawn farming and crab culture, snails etc.
- Sea Weed Culture; this includes intensive sea weed farming. Products include Agar, Agarose, machines, thickening agents.
- Floriculture; growing flowers for ornamental values and for export as well as for domestic market.
- Horticulture; growing fruits and vegetable. The products can be exported as well as can be used for domestic market.
- Ecotourism; this is the most developing field where the students will be able to guide the tourist both foreign and domestic to show the bio-diversity.
- Aquarium; the fish used in the aquarium can be reared and the students can be taught to maintain aquariums .This is again a lucrative business with export market.
- Mushroom Culture; it is a source of protein and has good export market value.
- Water Conservation; it is a must in many nations of Africa for agriculture and drinking.
- Preservation of soil fertility and prevention of spreading of the desert; Biological methods are having advantage over the others.

- Poultry; rearing birds used for human consumption.
- Insect pest and their control; to increase agricultural yield.

These fields among others when properly practiced can increase the economic growth rate of Nigeria because of the export market potential thereby creating employment, this will also improve the life of those who cannot go for higher education. However it is the duty of the biology teachers to teach these entrepreneurial topics properly. For the biology teacher to inculcate entrepreneurship skills in students' demands that she in addition to being the master of the subject will be able to spur the students' interest in the subject through her method of teaching and attitude to the subject. According to Ukeje in Ezema (2000) a good teacher is one who in addition to transmitting knowledge and effective manner is also able to inspire the students to greater heights of achievement by guiding them to the full realization of their potentials.

According to Ezeudu (2008) in Oyovwi, (2022), entrepreneurship education has the following advantages

- Skill acquisition
- It will play as a complementary role in developing the occupational knowledge, job skills and work experience among teachers and students
- Creation of employment: it offers opportunities to students for job experiences at an earlier stage of life than their peers, contributing to their believe in their abilities and to a sense of self-worth
- There will be great reduction in the high rate of unemployment and poverty
- There will be great increase in self-employment, business ownership will be viable and appealing goals for today's students
- Effective utilization of local resources
- Decentralization and diversification of business
- Promotion of science and technology
- Capital formation and
- Promotion of entrepreneurship culture

Importance of Biology Education

Accorfing to C.I. Okenyi

1. It helps to promote the individuals' understanding of the man's relationship with environment as well as knowledge of the interrelationship existing between living and non-living things that abound in the environment.
2. The skills include the ability to observe, communicate, identify problems, ask questions, formulate hypothesis, analyze data, make inferences and predictions.
3. The carefulness, open-mindedness and acceptance of warranted generalization.
4. It helps to prepare the individual for vocational selection such as in Pharmacy, Medicine, Teaching, Agriculture, etc.
5. It helps to increase the individual's interest and aesthetic appreciation of nature.

6. It helps to stimulate the individual's interest in biologically-based hobbies such as growing flowers, collecting insects, etc thereby encouraging leisure activities for individual enjoyment.
7. It helps to impart factual knowledge and stimulate scientific reflective thinking so as to produce a better informed individual.
8. It helps to inculcate in the individual scientific skill

Effect of Biology Education to National Economy

To harness the full potential of Biology Education, concerted efforts are essential such as Adequate investment in educational infrastructure, curriculum enhancements that prioritize hands-on learning and critical thinking, ongoing teacher training, and public advocacy are pivotal in propelling National economy, toward a future where Biology Education is not just a tool but a cornerstone of its economic development journey (Rising, 2009). The potential reverse relationship of the contributions of biology education to perspectives on national economics of biology conveyed toward the establishment and the maintenance of the scientific enterprise which rely on the production of biology teachers through the education system

Role of biology Education to national economy; Biology education can equip future leaders and policymakers with the insights required to strike balance between economic growth and environmental sustainability. Healthcare, a cornerstone of societal well-being, benefits immensely from a populace educated in the biologys. From medical research to the development of cutting-edge treatments, biology education underpins advancements that enhance public health, reduce mortality rates, and bolster workforce productivity (Omotayo, 2010) Agriculture, a vital sector in Nigeria, can be transformed by the principles of biology. Biology education enables farmers to adopt modern practices, increase crop yields, and ensure food security, mitigating the challenges posed by a growing population and fluctuating environmental conditions. The nexus between biology education and entrepreneurship is undeniable. Armed with a solid scientific foundation, individuals are empowered to establish biology-based startups and businesses. These ventures not only diversify the economy but also generate employment opportunities, contributing to the nation's overall prosperity (Ofordum & Onyekwena 2019). For Nigeria to assert its presence on the global stage, a robust biology education ecosystem is indispensable. International collaborations, research partnerships, and access to global markets are facilitated by a scientifically literate population, fostering economic growth through an interconnected world. As Nigeria aspires to eradicate poverty, biology education emerges as a catalyst for change. By equipping marginalized populations with scientific knowledge and skills, this educational paradigm breaks the chains of poverty and ushers in avenues of socioeconomic mobility To harness According to (Ukeje, 1988 in Wanekezi, Okoli and Mezieobi, 2011), pointed out that education unlocks the door to modernization and sustainable development but that, it is the biology teacher that holds the key to the door. Thus, the teacher has the responsibility of translating educational policies into practice and programmes into action. It is clear from the foregoing that the role of the teacher in sustainable development cannot be quantified, especially in training personnel in various areas of the workforce. For national development and peaceful co-existence to be attained, there is need to give priority to investment in human capital through teacher education and

training. The Nigerian educational system needs to be responsive to the technological social and economic needs of the society and provide the type of human resources needed in the industrial and economic sector. Herein comes the role of effective teacher education programme to translate the needed skills, knowledge and attitudes to meet their needs and the societal ones. Trends, Challenges coherent teacher education programme should we will trace a set of ideas that provide a dialectic engagement with these two conflicting agendas: (a) the broadening of biology education to include the contextual positioning of biology, namely the economic dimensions of biology, thereby contributing to the research basis of biology education as well as the pragmatic scientific literacy agenda, and (b) the guarding of the proliferation and reinforcement of those aspects of economics of biology such as commodification of scientific knowledge that can promote inequity and restricted access to the products of the scientific enterprise. As biology teachers, our aim is broadly to engage in the debates in economics of biology so as to investigate the potential interactions that might exist with biology education. First, we will question the extent to which recent research in biology education promoting ‘‘biology in context’’ has articulated the economic dimension of biology. Here we will illustrate as an example how current work on NOS is underspecified with respect to the characterization of biology. This section will warrant the need to extend the theoretical characterizations of ‘biology’ in biology education research. Second, we will trace some selected notions from economics of biology and explore their implications for biology education. We will focus on the issues of patent rights and the discovery/invention dichotomy and highlight how they can be embedded in biology education. Across both instances, our discussion will be mindful of the evidence-base in biology education for effective teaching and learning. For instance, we will be cognizant to situate these notions in current biology education research such as argumentation (e.g. Erduran and Jime´nez-Aleixandre 2008) so as to ensure relevance in positioning in biology education and to forge realistic uptake in the community for further inquiry particularly from a

The impact of Biology Education on Political Ideology

Sustainable development can be conceived within the concept of growth, advancement, conservation and preservation of the gains of development for the benefit of the present and future Baba (2014). (Olorode Olorode,2016) considered sustainable development as development that meets the needs and aspiration of the present without compromising the ability of future generations to meet their own needs. Nnabuo and Asodike. Olorode Olorode 2016), stated that, sustainable development is an approach that combines the developmental needs and aspiration of the present without compromising the ability of the future while also maintaining ecological integrity. Three aspects of sustainable development have been in recognition, viz, Economic, Social and Environmental.

Challenges and prospects of Biology Education on National Economy

Aina 2010 in Okenyin (2016) is opined that security challenges that biology education faces is as follows:

1. Security: Security issue in Nigeria has been worrisome for more than ten years now because of the insurgence of the Boko Haram sector due to religious motivation. People in Nigeria live in fear of the uncertainty of death from bomb explosions or gunshots from the terrorists or from armed robbers and many a time from kidnappers. The lives of nationals living in Nigeria are in

perpetual danger due to kidnapping. Lecturers and students don't know their fate every day until they retire to bed at night because of armed robbers. The attacks on a northern university where student and lecturers were cold bloodedly murdered still remains fresh in the academic arena. Science infrastructures built with huge amounts of money for schools in which Biology departments in such schools are part of its beneficiaries were also destroyed while gas and oil installations are vandalized too. The resultant effects of these are on education. Many parents have lost their jobs and the effect is on the children. These children could not complete their education and eventually had to drop out of schools. Majority of these dropout students are very brilliant scholars who could have become renowned Biology educators the country would be proud of.

2. Corruption: Corruption has eaten deep into the Nigerian system and it is manifesting in every sector of education including biology. In Nigeria today it is not what you know but whom you know. Appointment and admission into higher institutions of learning are no longer based on merit but on whom you know and the amount you can offer for such job or space for admission. Purchases of biology equipment for schools are no longer done transparently since it is either the chief executive of the school or many of his or her relations will do the supply. In this case they neither supply according to the required specification nor the required quantity. In most cases they don't even supply anything thereby leaving most of the biology laboratories empty or with fake and obsolete biology equipment which are useful for nothing but for mere demonstration. Money meant for staff training are diverted to personal account while selection of those who benefit in staff training is on whom you know syndrome. All these will bounce back on the quality of biology educators Nigeria produces. Employment is also no longer based on merit; those who are qualified for teaching biology are not given employment because they don't have godfathers in the government. Teaching appointment is done based on neptotism and favouritism. This is affecting the biology education in Nigeria.

3. Teacher: Biology teachers are key factors to be considered when talking about improvement of biology education in any nation. There are shortages of qualified biology teachers in Nigerian schools, and the so called biology teachers are not professionally qualified. They may have the knowledge of the subject but lack the method. Aina, (2009) in his study of challenges and prospects of science teaching affirmed that there are unqualified science teachers in the country. These teachers for many years have not upgraded their certificates by going for in-services training, this affects their output and it is a problem to the development of science education of which biology is one of them.

4. Lack of Proper Curriculum Development: In biology education improvement in Nigeria, the relevance of biology education curricular cannot be ignored. Biology education has not been given an appropriate place in the Nigerian school curriculum. The, bulk of what is taught in schools is imported from other developed countries (Obiaga, 1997). It is therefore necessary to have a curriculum reform to enhance quality biology teaching in Nigeria.

5. Inadequate Fund: There is no adequate fund for the provision of conducive and enabling environment to facilitate the effective teaching and learning of biology process as well as research. Tertiary institutions are statutorily expected to be engaged in research to enrich the process of social development and not to be engaged in teaching only (Ebong, 2008). These expectations are not adequately met due to inadequate funds as research in biology requires huge investments and capital which ordinary individuals cannot cope with.

Recommendation

a. Curriculum innovators should emphasize on providing a proper curriculum for biology education.
b. Government at all levels should provide adequate instructional materials and laboratory equipments, and other facilities.
c. Government should only recruit competent and qualified teachers who can teach biology effectively.
d. Biology teachers should try as much as possible to improve their methods of teaching through innovation.
e. Excursion, demonstration and practical methods of teaching should be given much emphasis.
f. Learners should be motivated and be made to draw their attention into learning the subjects.
G There should be greater incentives for science teachers in general and for Biology teachers in particular, considering the number of students they handle.
h. Biology teachers are technologically unskilled and lack knowledge of using technological device in their classrooms/laboratories. Government and educational authorities should create conditions, in-service training that encourages teachers to utilize the new device
I. Government should ensure proper funding of Biology education to meet up with demands in terms of infrastructure and equipment.
j. More time should be allocated for practical's since science (Biology) is activity oriented

Conclusion

Biology Education creates a lot of strategies in fostering diversifications amidst political ideology of its citizenry in its field that nurtures the young populace from different potentialities for national development. The paper recommended for Education reform by the stakeholders to be carried out from classroom creativity, innovations, entrepreneurship skills development Curriculum innovators should emphasize on providing a proper curriculum for biology education; Government at all levels should provide adequate instructional materials and laboratory equipments, and other facilities; Government should only recruit competent and qualified teachers who can teach biology effectively; Biology teachers should try as much as possible to improve their methods of teaching through innovation. Excursion, demonstration and practical methods of teaching should be given much emphasis so as to be used for the economic diversification to expand as Biology education emerges as the only dynamic tool that can empower the nation for enhanced competitiveness, build a resilient and prosperous nation.

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POLITICAL IDEOLOGY AND NATIONAL ECONOMY IN INDIGENOUS LANGUAGE EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract
The translation of the students' performance in their studies through indigenous languages into everyday activities could be seen as development, which would manifest in various forms in the society and the nation at larger. Indigenous language plays fundamental role on issues such as democracy, technology, metalanguage and linguistic globalization. This study recognizes that 64 years after independence that English (the ex- colonial masters' language) is still the language of education, governance, commerce, judiciary, etc. in Nigeria and as such has hindered equal participation of the entire citizenry in governance, access to information and full involvement in government policies and programs. This paper emphasized the need to promote the indigenous languages in Nigerian education system as an alternative to foreign languages for impacting quality education towards achieving sustainable national development. It seeks to answer the question on why indigenous languages are crucial component in national development. The paper therefore, recommends that, government, stakeholders, and individuals should put effort towards forestalling exclusion of a representative population, language endangerment and possible extinction of the indigenous languages; this can be achieved through vigorous and regular language preservation and maintenance programmes. A lost language is a lost identity and that amount to a lost race and generation.

Introduction

Language is the vehicle that carries human communication and expression. It is a conduit for transmission of people's culture, norms, ideas and belief. The repository of a people's identity and way of life is encapsulated in their language as well as transferred to other people and newer generations, via the means of language. This therefore posits that a lost language is a lost identity as well as a lost race and people. It is a key that is capable of bringing about the development of a people. The development can come in form of economic, political, educational development, technological development, social development etc. All of these developments are initiated, executed, conveyed and archived by means of language (Anthony, 2013).

Language is a distinctively human system of communication based on oral and written symbols. It is the vehicle through which people's culture is transmitted. It is an extremely important aspect of a community. It is an index of identity which serves as a repository of a people's culture, industry and exploits. It is language that differentiates the Homo sapiens from other animals. The most effective engine of a people's culture is their mother tongue.

Indigenous languages are treasures of our culture and self-identity. In other words, it is the indicator of history and self-identification (Charles, 2019). Indigenous language is an indispensable cultural legacy with which all forms of human interactions are carried out**.** According to Nwadike (2004), it is the key to the heart of the people. If we lose the key, we lose the people. If we treasure the key and keep it safe, it will unlock the door to wealth or affluence.

Through language, thoughts and beliefs are the principal ingredients of human culture that identify the people, arise from their daily communal and individual practices through language, therefore, there is need for the promotion of indigenous languages through education. Education is the lubricant of human capital development, which is at the centre of every other form of development, and it takes developed individuals to develop a nation. The socio-political, economic, religious and education patterns are influenced by the instrument of language, to communicate meaning, understanding and truth.

According to Obiora (2009:73) cited in Anthony (2013), to educate means to culture a child in order to adapt to his/her environment, even as his/her needs and aspirations are taken into consideration at every stage of the child's development. This statement captures the key term which is central to the meaning of education, hence by culturing a child means to expose s/he to easily survived at every stage of his/her development in the society. In line with the above, Okediadi (2009:218) contends that, education is a means of developing human abilities to enhance the quality of life. It is the major tool for the advancement of the individual and the society. The quality of life could be made better through education, as a result of its ability to take off the veil of ignorance from people and aids them to advance in the society.

Indigenous languages are indispensable cultural legacies without which all forms of human interactions can be carried out. Sustainable national development is the development of individuals in a nation. Individuals can develop educationally, socially, politically, economically, and culturally through interaction with government agencies that disseminate policies through various indigenous languages. Development indices such as internal cohesion, integration, unity, economic wellbeing and citizens' participation in governance are promoted through indigenous languages. This paper therefore discusses political ideology and national economy in indigenous language education for sustainable national development.

Sustainable National Development

Development is the bane of our present world. The concept of development in prickly and has attracted varied debates by scholars. However, there seem to be a consensus that runs in this varied opinion and this has to do with complete transformation of areas like language, economics, culture, social, political, scientific, technological, educational progresses of a system or a particular society in order to meet its present need. Development has to do with constant and consistent growth in this aspect of human life or social well-being. Topadro and Smith (2011) see development as the process of improving the quality of all human lives and capability by raising people's standard of living, self-esteem and freedom. Development implies the conscious promotion of the well-being and security of persons in such a way that is constantly able to optimize the realization of their individual potentials".

Sustainable national development can be regarded as a situation whereby people harness the resources at their disposal in order to have meaningful life. This development

ranges from growth in education (intellectual growth), politics, economy, science and technology. In educational process, indigenous language (Mother Tongue) is the main pillar through which man has to plan, instruct and evaluate programmes. The development of individuals in respect of their aspiration in the society means development of a nation. Individuals develop educationally, socially, economically, politically and culturally through their interaction with government agencies that disseminate ideas and policies through various media in the languages that the individual best understand. According to Aziza (1998) sustainable national development is a gradual and advanced improvement or growth through progressive changes in the socio-political life of the nation. Elugbe (2006) cited in Charles (2019) asserts that sustainable national development refers to the growth of the nation in terms of internal cohesion, integration, unity, economic wellbeing, mass participation in government, and educational growth.

Indigenous Languages in Nigerian Education System

The essence of language is that, it makes the people not to be confused in the course of communication and or interaction. The indigenous languages' ability to communicate meaning amongst the educated class along with the students of all levels will go a long way to become vital force in maintaining order and peace in the society. This is because left for indigenous languages of the people, every other language is partly or wholly a language of manipulation, exploitation and marginalization. In support of this, Okoye (2007:84) argues, 'the situation becomes more complex when languages spoken in the society are many, people tend to extort and manipulate the situation into ethnic consciousness.' In a situation like this, it is difficult for the people to come into term with any person or persons they are seeing from the above point of view. In the same light, Ezeani (2007:75) states: No foreign language can replace the mother language. And no system of education can afford to disregard it without serious detriment to the mental development of the child. Thought and language work together like soul and body, one is dependent on the other for its existence, they grow and decay together. The child thinks and dreams in the language through which he acquires the first-hand experience of life, which naturally should be the mother tongue.

The attainment of social stability through appreciating the indigenous languages in Nigerian schools lies on understanding of the languages in the education and communication channels. It is on this background, Okoye (2007:88) argues that, the language one speaks influences the choice of roommates, friend, boyfriends, girlfriends, as the case may be. In the hostel complexes one observes that students from same language group do not have much misunderstanding between them when they stay together." Therefore, for effective social stability to be achieved in the society, indigenous languages of the people should be given its rightful place, mostly when it begins in the schools. In support of this, Ubahakwe (2002:270) argues, "understanding of a people begins with understanding their language, since language is the greatest single carrier of a people's culture." It is only when the teachers or lecturers as the case may be effectively used the indigenous languages of the people in the course of teaching the students is s/he said to have communicated and informed the people. This is because, if the speaker fails to inform the people, he /she has succeeded in deforming them which goes back to create social instability in the society.

Eruchalu (2007:16) contends that, meaning enable language users to determine the specific meaning of the word the speaker or writer wants to convey." The action and reaction in the use of language for communication of meaning, understanding and truth is easily observed in a common setting where indigenous languages are used to address the people. Hence it would enhance the peaceful coexistence of the students whose indigenous languages are used in the processes of their education.

The Importance of Indigenous Languages in Education for Sustainable National Development

Nigeria is the most multilingual nation in Africa with about 400 to 500 indigenous languages, which have various status - developed, developing, and underdeveloped. Language is intimately tied to man's feelings and activity, it is bound up with nationality, religion, and the feelings of self. It is used for work, worship and play by everyone" Language provides a conduit, repository, and means of transmission, expression and communication of economic belief, socio political, educational and political trajectory of the people / society. This situates that, a successful transformation of the society can only be achieved through the use of the indigenous language of the people.

One of the important roles of indigenous languages would play in Nigerian education system is to foster social stability. Language helps to bring people of one language community together, thereby building confidence amongst the user, irrespective of where they come from. Indigenous languages if adopted in Nigerian schools would help to build peaceful co-existence of the people, because of its ability to communicate meaning, understanding and truth. **Okediadi, (2008:141)** states, "Languages are means towards attaining human cooperation and co-existence." The author further says that a common language is a powerful unifying factor in the modern nation states that would help to promote a feeling of single community across tribal and ethnic lines. The human relationship she is talking about in the above statement can be effectively actualized in the use of indigenous languages in the schools which in turn manifest in the society. **Onwudiwe (2006:152)** brings the above statement home and says, "In everyday interaction, human beings use language greatly for their existence and survival."

Indigenous languages should be given prominent position in Nigerian Education System for national development to be achieved. Indigenous languages will play significance role in the education of Nigerian students, because it plays the same role languages play in the communities or societies where they are used. This is because it has the ability to expose the people to their cultures, ethics and environment. Nigeria has series of sound education policies that could not withstand the test of time, because of the poor foundation those policies were and are built upon. A look at some of these policies will bring the message of this study home for us to be in a position to appreciate the use of indigenous languages in Nigerian schools.

Education objectives in the Nigeria Constitution (2004) section 18, iv. according to Anagbogu, Anyamene and Anyachebelu (2009: 85) states, that, 'The child is entitled to education that develops his/her abilities to the fullest potential.' They go on to emphasis the importance of the child's education by citing OAU Charter on education, which says, 'state parties shall take appropriate measures to ensure that children who become mothers before completing their education shall have opportunity to continue with their education on the basis of their individual ability.**'** Based on the above, **Ukeje (1986) cited in stresses** that, the rationale for

introducing the Universal Primary Education Scheme as contained in the plan is a pre-requisite for equalizing education opportunities across the country. However, good and sound the above policies are, they go in the faulty foundation of the foreign languages. Obidike (2006:208) makes it clear to us that the problems facing education system in Nigeria is not on policy making, and cites the National Policy of Education which states, 'Education in Nigeria is no more a private enterprise, but a huge Government Venture that has witnessed a progressive evolution of Government's complete and dynamic intervention and active participation.' Like what we have seen in case of Ukeje (1986) above, the language used in Nigeria to educate our children could be seen from the angle of 'forcing a round peg into a square hole.'

The students in Nigeria are facing this challenge on the processes to acquire the knowledge of the subjects they are exposed to in foreign languages. This language imposition has done more harm than good with regards to the quality of education in Nigeria. The time-consuming aspects of using foreign languages to teach the local people is counterproductive, hence delaying the rate of development that would have come from the practical application of the knowledge acquired in the course of education. The importance of education in human capital development cannot be over emphasis. Zuofa (2008:16) gives the above statement a nice anchor and says that education makes man and man makes the world. Apart from the creator who is the greatest determinant of what the world was, is and will become, it is education that determines the ability of man to use the things of this world to improve his lot in life.

It is important to make it clear here that so far as education is concerned, knowledge is superior to the medium for imparting it, and until we make the Nigerian Education System knowledge based we are kissing goodbye to the development it could offer. Nwankwor (2003:109**)** makes the above statement closer to us when the author says that educational development is holistic development aimed at elevation of man in the animal kingdom to the rational sphere. It is fore-sighted and progressive development that can better the lot of the human being mostly in Africa. But the question one needs to ask is, how could holistic development be achieved in Nigeria when she fails to put into consideration of what she stands to gain in the use of indigenous languages in her education? The use of foreign languages which is common place in Nigerian Education System is disservice and could be seen as washing of the outer part of a cup while the inside which the important part is left dirty. Indigenous languages in Nigeria are relegated to the background in pursuit of foreign languages which the knowledge they claim to offer is mere romanticism.

By the first October 2024 Nigerian Education System will be sixty-four years, if we begin to count from her independence. Who are we waiting to tell us that we are not making head way in the present-day system of education in Nigerian using foreign languages? At this juncture, we need to make the policy that will bring life back into our education system through indigenous languages? The first step towards educating the people should be through their language. Ubahakwe (2002:270) says, "understanding a people begins with understanding their language." It is only when the students understand the language used in teaching them that education can be imparted to them is said to be effective. In line with this Onumajuru (2012: 97) says, "All peoples have an inherent right to their languages. It is the means of giving expression to their own personality however primitive they may be." This is because 'no greater injustice can be committed against a people than to deprive them of their own language.' To deprive the people from using their language is to make them less human, because as a human

creation every language is created to serve the peoples' entire need of becoming human being in society. Also, in this line of thought, Ndianefoo (2011:183) makes it clear that, 'language and truth are inseparable natural union towards man's yearning for crisis-free society since the dawn of the history.' There is no other language that could make communication of meaning, understanding and truth easy in Nigerian education system than indigenous languages.

However, the education system that can affect national development in Nigeria has to be rooted in the use of indigenous languages at all levels of Nigerian schools. It is high time we continued to enslave ourselves by holding at high esteem the foreign languages. Our children are supposed to be exposed to their environment using their first language. The use of foreign languages to educate of our children as against the indigenous languages amounts to over tasking them. Hence, the rate of decline in the students' performance in Nigerian Education System could be traced back to the 'language confusion' they are exposed to. Ndianefoo (2011:171) makes the above statement clearer by saying that a people develop a language appropriate to their needs and environment which serve them as medium of communication, transmission of knowledge, culture, value, as well as for articulation of their world view.

The above statement shows that it is more reasonable to educate the people with their indigenous languages than confusing them in the course educating them with foreign languages. It is against this background that Onumajuru (2012: 97) stresses that language plays a great role in human society and education. Hence, it is the most effective medium of communication through which knowledge is acquired and handed down from one generation to the next. The author goes on in and argues: A child who is grounded in his mother tongue has unconsciously acquired both the universal and particular language structures, which dispose him to learn with greater ease, and simultaneously, any second language (or language 's') presented to them, (sic) since what he needs in the second language is extensive acquisition of its vocabulary.

The above statement is telling us that without language, no knowledge in the society will be passed down to the next generation in form of communication and education. The emphasis here centres on how effective communication and education would be if the peoples' indigenous languages are used in Nigerian schools, which in turn helps the students to learn other languages. Obiora (2009:72-3) argues that language is of great importance for achievement of functional education for national development, because it covers virtually all the societal environmental factors. She stresses further that the reason a child should be taught with his/her immediate environment language is to attain the set goal of functional education. The essence of language is for communication. Therefore, the students need to be taught in their indigenous languages, to be at home with what their teachers are teaching them. The use of indigenous languages would be advantageous to the students, which helps in the processes of bring out the best in them. Is anything lacking in the indigenous languages? Even if anything is lacking in the indigenous languages, how can outright relegation help to revive them? It is as a result of this relegation of indigenous languages to background mostly in the schools for education of our children that Ndianefoo (2011:181) argues, "The ideal language is the language that is perfect and adequate in communicating ideas, thoughts and objects in the clearest way devoid of ambiguity". No man lives in isolation and to live is to communicate, to inform and interact with one another and this is made possible through the instrumentality of language. It is only when the students are not suffered much to understand the terms used in

any course or subject they are exposed to, that they can perform creditably in their studies. It is in this regard that Ezeani (2007:75) argues, "No foreign language can replace the mother language and no system of education can afford to disregard it without serious detriment to the mental development of the child." The indigenous languages of the people play vital roles in identifying them as well as acting as a catalyst for their education. Therefore, it is safer to educate the students using their mother tongues, than to expose them to so much mental stress through teaching them with foreign language. Seeing this ugly trend of foreign language imposition on the students,

Okoye (2007:84) says that the situation becomes problematic, when the languages spoken in the society are many. That is the more reason the use of indigenous languages becomes the effective and easy means of human interaction in the society. It is on this note that the study is advocating that indigenous languages which are easy to understand by the students at all levels would be effective for education of our children. Nwokoye and Eze (2013:223) also make their case in favour of indigenous languages when they use Igbo Language as example and say that 'indigenous language is most powerful tool with which to think, create, aspire, desire, feel, express, and enlarge mental horizon, in order to fulfill that which man is capable of.' Through adoption of indigenous languages in Nigerian Schools, the above-mentioned human activities would not be task some any longer. Hence, it will create a scenario whereby the people are the languages and the languages are the people, because at any point in time there will be no ambiguity in the use languages.

Hinderances to the Development of Indigenous Languages

The development of indigenous languages in Nigeria is facing a lot of challenges, among which are lack of knowledge of the exact number of indigenous languages in Nigeria, haphazard research, inadequate funding of research, inadequate facilities, the intangibility of language, the ideological argument against the number of indigenous languages as evidence of disunity, and epileptic utilities.

Many indigenous languages do not have orthographies and those that are available are not well developed for literary use. Many indigenous languages are becoming moribund and are on their way to extinction, as a result of lack of use. Causes of endangerment, according to Elugbe (2006), range from conquest, lack of relevance, political domination, trade and negative attitude of some elites to enforced multilingualism. The negative attitude of the speakers has struck the death knell of their indigenous languages. The first sure sign of self-colonization is when one does not know enough of one's language (Solanke, 2006). According to Haruna (2006), there is serious desertification and deforestation in the linguistic landscape of northern region. There are cases of language death caused by what Yusuf (2006) calls suicide through over borrowing from prestigious languages, or murder through language policy. Something drastic has to be done to safeguard the endangered languages. Language documentation is the panacea to language death. It is incontrovertible that the loss or death of some indigenous languages is an irretrievable loss of the peoples' collective wisdom, that is people's cultures, traditional occupations, medicine, technology and terminologies. The richness of any nation, or any civilization, is a function of its language and culture.

Conclusion

Indigenous language is thus an indelible mark of a people's identity. The core values of our people must be the pivot for national reforms. Traditional values should be embedded in honesty, transparency, respect for institutions, constituted authorities and the sanctity of human person and life. These core values are reflected in the people's identity, cultures, traditions and systems, most times encapsulated in their languages. A child that grows up guided by the positive values of the society will possess a healthy and progressive mind in adulthood. Therefore, the teaching and learning of indigenous languages will afford the learner an understanding of the problems of the society, and indeed, Nigeria.

Language is an indispensable cultural legacy with which all forms of human interactions are carried out. It is capable of destroying or mending relationships. The creation of a new democratic culture depends on language for the articulation of democratic ideals. A given political thought is usually expressed by means of language. It determines the stability and success or otherwise of a given democratic experience. Political contests depend on the use of language, as in violent or abusive language. Indigenous language is a good language of persuasion. Songs are composed in abusive diction to denigrate people and their ideals. Campaign language is a social mask for hiding party's selfish motives. The umbrella as an emblem is a sign language. These symbols communicate deep meaning. The umbrella symbolically represents the provision of shade or shelter for protection against adverse weather conditions, poverty and material deprivation. Political speeches, slogans and emblems are expected to be goal-directed. If and when the business of the National Assembly is conducted in indigenous languages, sustainable national development will be accelerated.

For indigenous languages to be used for teaching and learning, these MTs need to be developed in terms of their orthographies, spelling and vocabulary, including syntax and translation through the use of lexicographic strategies and the linguistic indigenization policy of borrowing, coinage, semantic extension.

Recommendations

i. Deliberate efforts should put for the empowerment of the indigenous languages to meet up with the technological drive of the 21st century and beyond.
ii. Government, stakeholders, and individuals should put effort towards forestalling exclusion of a representative population, language endangerment and possible extinction of the indigenous languages; this can be achieved through vigorous and regular language preservation and maintenance programmes. A lost language is a lost identity and that amount to a lost race and generation.

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EFFECTS OF WATER STRESS AT DIFFERENT GROWTH STAGES ON THE POD FORMATION OF DIFFERENT VARIETIES OF PHASEOLUS BEAN FOR ECONOMIC DEVELOPMENT

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Abstract
The study was carried out at College of Education Akwanga, Nasarawa State, Nigeria, between January to April 2023 to investigate the effects of water stress at different growth stages on the pod formation of different varieties of Phaseolus vulgaris and Phaseolus coccineus (Runner, Trailing or Emergo). Significant differences (P=0.05) were observed on number of pods per plant and number of seeds per plant. Phaseolus vulgaris had more number of pods than Phaseolus coccineus with a mean of 8.3 and 4.7 respectively. Least number of pods occurred when Phaseolus vulgaris was stressed at flowering and pod formation stages. With Phaseolus ccocineus, the least number of pods occurred when stressed at flowering stage. Longer number of days to first flower appearance and fruits sets occurred in Phaseolus coccineus than with Phaseolus vulgaris with a mean of 112.5 days and 51.2 days respectively. More leaves and branches also occurred in Phaseolus coccineus than Phaseolus vulgaris due to its morphological traits.
Key Words: **Water stress, Pod formation.**

Introduction

One of the political ideologies of the Nigeria state is the achievement of food security. Food security has the capacity to improve nutrition and promote sustainable food production. Food security ensures that a nation is able to produce sufficient food crops to meet the nutritional needs of its citizens without seeking for aids from the international communities. Political idealogy is a set of ethical ideas, principles, doctrines, myths or symbols of social movement, etc that explains how society should work and offers some forms of guide for social order. For example, Nigeria is a member state of the United Nations, which in 2016 had among other sustainable goals to achieve food security for stable continents (Valenzuela, Grimsley & Perry, 2023).

National economy on the other hand is about free market economy, where prices and distribution of goods and services are determined by supply and demand with little intervention by the government (Forsyth & Schofield, 2023). Therefore, national economic ideas in Nigeria is about production, distribution, trade, consumption of goods and services by different agents within the nation. It is all about macroeconomics, efficiency, equity, economic freedom and price stability; To achieve these goals, food production must become the focal point of the nation for national economic development, hence the aim of this paper.

Phaseolus vulgaris L. also known as French bean, kidney bean or salad bean belongs to the family Fabaceae and sub-family (Papillionoidae). They are native of America, now cultivated

in both temperate and tropical countries (Pandey, 1980). They are grown for their immature edible pods. The ripe dry seeds are rarely used as much as the immature pods. For example, in Europe, the United States and other temperate countries, they are grown mainly for the green immature pods which are eaten as vegetables. They are also canned and frozen.

The whole dried beans are cooked with tomato sauce and canned and are usually known as baked beans. The straw is used as forge (Byrne, 2023). *Phaseolus vulgaris* has a biological value of 62-68% and a protein content of 6.1% (Milner, 1975, Wikipedia n.d.). The beans is also a source of vitamin B and C which help to promote a healthy nervous system, assist the proper functioning of the digestive and maintain the blood in good condition (Kochhar, 1981, Sair, Adak, Eker & Toker, 2018)

Phaseolus beans is important agriculturally too. It is inter-planted with maize and as a legume, release nitrogen into the soil, which adds to the soil fertility and the vegetative growth of the maize (Onwueme & Sinha, 1991). The bean plants are low, erect, or twining annuals with white or coloured flowers, trifoliate leaves and slender pods (Pandey, 1980). Phaseolus beans have healing effect, it is used as pot-herb in some part of the tropics (Sair, Adak, Eker & Toker, 2018). The crop has varieties which include butter bean CP. lunatus, lima bean (*P. limensis*), Scarlet runner bean (*P. coccineus*), Snap bean (*P. vulgaris*), dry and horticultural beans (*P. vulgaris* and so on (Internet, 2025).

Morphology of Phaseolus Bean

Different varieties of Phaseolus beans are cultivated presently. These varieties of Phaseolus beans differ in their growth habit, flower, colour, size, shape and colour of pods and seeds. There are both self-supporting dwarfs and bush cultivars (20-60cm tall and trailing vine or pole types 2-3 cm tall). Bush beans are determinate in their growth habit while the pole types continuously bear races in the leaf axils, while the stems continue to elongate. The stem is slender, herbaceous and angled. The leaves are alternate, trifoliate some-what hairy, having a well-marked pulvinus at the base (Kochhar, 1981). The leaflets are ovate and entire with minute stipels. The flowers are arranged on axillaries racemes, bearing relatively few flowers. The flower structure is typical of the sub-family Papilioniodeae. The keel spirally twisted a feature common to all the species of the genus. The pods are yellow or green with or without anthocyanin blotches (Sair, Adak, Eker & Toker, 2018). They are slender (8-10 by 1- 1.5cm) straight or slightly curved with prominent beaks usually glabrous and contain four to six seeds (0.7-1.6cm long). They may be kidney in shape, oblong or globular with usually a white hilum (Kochhar, 1981). They are self-pollinated.

Planting Periods

Dwarf varieties of the beans give good results if planted in the late rains (Kivu, Asanica, Vinatoru, & Barcanu, 2021). The planting could be carried on to the dry season if there is a source of water for irrigation. The trailing varieties give the best result from planting made at the early part of the rainy season (Greensill, 1968; Jana, Mohanta, Chatterjee, Arvind & Behera, 2023). A study carried out in Germany on dwarf French bean on the effect of dry soil conditions imposed at different growth stages showed that plants which suffered drought in the early stages of growth, gave low yields even when adequate water was given later, and this suggested

that some irreversible damage was caused by drought before flowering occurred. Drought conditions during pod-setting also reduced yields (Cambidge, 1968; Manjeru, Madanzi & Makeredza, (2007). In a further pod experiment Cambidge, (1968) found that irrigation at the start of flowering and at pod set increased yields, but that at full flowering, irrigation reduced the crop yield.

Kriegbaum (1955) BoroA_i^ic, Romic, and Dolanjsk (2000) reported that irrigation applied during the period from germination until just before flowering on dwarf French bean had no effect on yield but when water was given 10 days before, and again 10 days after the end of flowering, it resulted in the highest yield. There was also increase in the number of seeds per pod. Stansell & Smittie (1980) conducted a study on the effects of irrigation regimes on yield and water use of snap beans (*Phaseolus vulgaris L.*). The stages included: sowing, flowering and pod development. Plentiful supply of water before flowering increased vegetative growth but not the yield of the beans. Irrigation given during flowering and pod development resulted in the highest yields and the largest pods. For high quality beans, irrigation during pod development was essential (Cambridge, 1968). A report from Canada on the effect of water stress showed that irrigation was particularly beneficial at the start of flowering until harvest time, but snap beans also responded to irrigation during pre-flowering period (Mackey and Eaves, 1962; Rai, Sharma, & Heitholt, 2020). However, little work appears to have been carried out on the response of runner beans (*P. coccineus*) to soil moisture conditions at different growth stages.

Statement Of The Problem

There is increased production of vegetables during dry season because there is abundance of sunshine, reduced disease incidence, but water is always very limited at this time. Consequently, some farmers are unable to irrigate regularly.

Objective

The purpose of this study was to investigate the possible effects of withholding water from the Phaseolus crop at some critical stages of the growth, and use such information to help the farmer in the planting their irrigation activities.

Methodology

The experiment consisted of two species of Phaseolus beans (*Phaseolus vulgaris* L. and *Phaseolus coccineus* L.) Soil (sandy loam) was collected from the botanical garden of College of Education Akwanga. The soil was mixed with cow dung, in the ratio of two parts of soil to one part of cow dung. The seeds of the Phaseolus bean varieties were obtained from "Farin Gada" vegetable market, Jos, Plateau state. The trial was carried out at the college of Education Akwanga. Between the months of January and April 2023. The trial consisted of eight treatment combinations of Phaseolus species and four stress conditions; that is stress at seedling stage, vegetative stage, flowering stage and pod formation stage.

Each treatment was replicated five times. A completely randomized design with five replications was used. The Phaseolus bean varieties used were runner bean (Emergo) and snap or bush or green pod. A viability test was conducted to establish the germination status of the

seeds. The seeds were sown on the 26th January, 2023. The water stress treatments consisted of withdrawal of water for one week that is at: seedling stage, vegetative stage, flowering stage, and pod formation stage. The imposition of the various stress treatment did not commence until four weeks after planting when the plants had attained the 6-7 leaf stage.

Observation made included: Number of days to seed germinate, number of leaves before water stress, number of days to first fruit set, number of pods per plant, and one hundred-seed weight. The pods were picked by hand as they matured, air dried, shelled and the total grain yield was then obtained after all pods had been harvested. The yield from each pod was kept separately. Each pot had two plants, therefore, yield per plant was obtained by dividing the pod yield by two.

Results

Number of Days to Seed Germination

Table 1: Effect of Variety on Mean Number of Days to Seed Germination

Varieties	**Mean**
Phaseolus vulgaris	5.2
Phaseolus coccineus	4.6

Table 1 shows the mean number of days to seed germination. There was a significant difference between the varieties with respect to mean number of days to seed germination. *Phaseolus vulgaris* took longer to germinate 5.2 days compared to 4.6 days for *Phaseolus coccineus*.

Leaf Number

Table 2: **Effect of Variety and Sampling Dates on Mean Number of Leaves per Plant**

Varieties	Weeks After Planning			
	5	7	8	9
Phaseolus vulgaris	7.1	3.7	3.7	2.2
Phaseolus coccineus	3.3	7.0	9.0	9.1
$LSD_{0.05}$	2.3	1.4	2.6	2.3

Table 2 shows that *Phaseolus vulgaris* had more leaves at 5 weeks after planting than *Phaseolus coccineus* but subsequently the reverse was the case at all other sampling dates and the differences were significant at (p=0.05).

Table 3: Effect of Stress and Sampling Dates on Mean Number of Leaves per Plant

Treatment	Weeks After Planning			
	5	7	8	9
Seeding Stage	11.2	5.7	7.4	6.1
Vegetative Stage	10.2	3.0	7.2	4.2
Flowering Stage	9.1	6.8	3.3	6.7

Pod Formation Stage	10.1	5.8	8.1	5.0
$LSD_{0.05}$	1.1	2.3	2.31	9.1

Table 3 shows the mean number of leaves per plant for two types of Phaseolus beans studied. *Phaseolus coccineus* had significantly more leaves per plant than *Phaseolus vulgaris* and the difference was significant at (P=0.05).

Number Of Leaves Before Applying Water Stress

Table 4: Effect of Variety on Mean Number of Leaves per Plant before Applying Water Stress

Varieties	**Mean**
Phaseolus vulgaris	7.1
Phaseolus coccineus	13.2

Table 4 shows the mean number of leaves per plant for two types of the Phaseolus beans studied. *Phaseolus coccineus* had significantly more leaves per plant than the *Phaseolus vulgaris* and the difference was significant at (P=0.05).

Number Of Days To First Flower Bud Appearance

Table 5: Effect of Variety and Stress on Mean Number of Days to First Flower Bud Appearance

Varieties	Stress Period				
	Seeding Stage	Vegetative Stage	Flowering	Pond Formation	LSD 0.05
Phaseolus vulgaris	28.6	28.4	33.8	26.9	29.4
Phaseolus coccineus	50.6	49.8	54.2	51.2	14.5
Mean	39.6	39.1	42.0	40.5	
LSD 0.05 (S)		1.5			
LSD 0.05 (V&S)		2.1			

Table 5 shows the effect of Phaseolus variety and stress on the mean number of days to first flower bud appearance. Days to the appearance of first flower bud was significantly longer in *Phaseolus coccineus* (P=0.05) than in *Phaseolus vulgaris.* In *Phaseolus vulgaris*, the longest days to the appearance of first flower bud occurred when stress was applied at the flowering stage but in *Phaseolus coccineus*, the longest number of days to the appearance of first flower bud occurred when stress was applied at the pod formation stage.

Across both types of Phaseolus, the longest period to te appearance of flower bud occurred when stress was applied at the flowering stages. In general, the differences in the first flower bud were not significantly different for the different stress periods.

Number Of Days To First Flower Appearance

Table 6: Effect of Variety and Stress on Mean Number of Days to First flower Appearance

Varieties	**Mean**
Phaseolus vulgaris	67.4
Phaseolus coccineus	112.5

Table 6 shows the mean number of days to first flower appearance. There was a great significant difference between the varieties with respect to mean number of days to first flower appearance. *Phaseolus coccineus* took longer to flower (112.5 days) compared to (67.4 days) for *Phaseolus vulgaris.*

Number Of Days To First Fruit Set

Table 7: Effect of Variety and Stress on Mean Number of Days to First Fruit Set

Varieties	**Mean**
Phaseolus vulgaris	41.4
Phaseolus coccineus	60.5

Table 7 shows the mean number of days to first fruit set. There was a significant difference between the varieties with respect to mean number of days to first fruit set. *Phaseolus vulgaris* took a shorter period to set fruits (41.4 days) compared to *Phaseolus coccineus* (60.5 days) to set fruits.

Number Of Pods Per Plant

Table 8: Effect of Variety and Stress on the Mean Number of Pods Per Plant.

Varieties	Stress Period					
	Seeding Stage	Vegetative Stage	Flowering	Pond Formation	LSD 0.05	
Phaseolus vulgaris	8.3	10.1	8.0	6.9	9.3	
Phaseolus coccineus	6.4	4.0	3.7	4.7	4.7	1.0
Mean	7.4	7.1	5.9	5.8		
LSD 0.05 (S)			1.5			
LSD 0.05 (V&S)			2.1			

Table 8 shows the mean number of pods for the various Phaseolus types. There was a significant difference in the number of pods produced per plant by the two varieties. *Phaseolus vulgaris* bean had the highest number of pods per plant with a mean of (8.3) compared to *Phaseolus coccineus* bean with the mean of (4.7). Highest number of pods occurred in *Phaseolus vulgaris* when stress was applied at the vegetative stage but in *Phaseolus coccineus.* Highest number of pods per plants occurred when stress was applied at the seedling stage. Number of pods per plant were significantly reduced when stress was applied at the flowering and pod formation stages.

Number Of Seeds Per Pod

Table 9: Effect of Variety and Stress on Mean Number of Seeds per Pod.

Varieties	Stress Period					
	Seeding Stage	Vegetative Stage	Flowering	Pond Formation	LSD 0.05	
Phaseolus vulgaris	4.1	3.1	3.2	3.1	3.4	
Phaseolus coccineus	3.3	4.5	6.5	4.9	4.8	1.1
Mean	3.7	3.8	4.9	4.0		
LSD 0.05 (S)			1.4			
LSD 0.05 (V&S)			2.0			

Table 9 shows the mean number of seeds per pod for the two Phaseolus types when stress was applied at different stages of growth. With *Phaseolus vulgaris* the highest number of seeds per plant occurred when stress was applied at the seedling stage. With *Phaseolus coccineus* the highest number of seeds was applied at the flowering stage. However, there was no significant differences in number of seeds per pod irrespective of when stress was applied (P=0.05).

100 Seed Weight

Table 10: Effect of Variety and Stress on the 100-Seed Weight.

Varieties	Stress Period					
	Seeding Stage	Vegetative Stage	Flowering	Pond Formation	LSD 0.05	
Phaseolus vulgaris	35.5	49.0	35.5	35.5	38.4	
Phaseolus coccineus	35.0	35.0	40.0	30.5	35.1	5.5
Mean	35.3	42.0	37.8	32.0		
LSD 0.05 (S)				1.4		
LSD 0.05 (V&S)				2.0		

Table 10 shows that one hundred seed weight was significantly influenced by both stress and variety. *Phaseolus vulgaris* (L.) had a higher seed weight than *Phaseolus coccineus* (L.) and 100-seed weight was highest for *Phaseolus coccineus* (L.). When stress was applied at the flowering stage. This may be due to an error in the reading of the weight table 4.

Discussion and Conclusion

Both stress and variety (Phaseolus types) had significant effects on the outcome of the study. In *Phaseolus vulgaris* (L.) there was a long delay in the appearance of flower bud when stress was applied at the flowering stage. Similar effect was also observed with *Phaseolus coccineus* (L.) suggesting that stress at the reproductive stage was very critical to the formation of flowers. This finding is consistent with the report of Mackey and Eaves, 1962.

The effect of stress on number of pods had minimal effect when stress was applied at the seedling and vegetative stages in both types. The effect of stress on seed yield was least when stress was applied at the seedling stage. Application of stress at other stages of growth produced similar effect on the number of seeds per plant.

Based on the results, the researcher concluded that Phaseolus types when stressed at the flowering and pod formation stages these adversely affected number of pods per plant. Number of seeds per plant were not significantly different irrespective of the stage of growth of the crop at which stress was applied.

Suggestion

Application of stress at any period of growth affected the number of seeds per plant adversely. It is advisable therefore, to ensure adequate irrigation during flowering and pod formation stages of growth of this crop for maximum pod formation.

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THE ROLE OF BIOLOGY IN SUSTAINABLE DEVELOPMENT.

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Abstract
This paper focused on pinpointing how the study of biology could promote sustainable national development in Nigeria. It stressed that the study of biology has the capacity to, among other things: generate a variety of jobs; improve community and personal health practices as well as the management of refuse and household waste. It can reduce ecological problems, promote good nutritional practices and conservation of Nigeria's natural resources. It was suggested that the problems militating against the effectiveness of the study of biology, which include: emphasis on passing examinations, shortage of experienced and dedicated manpower, the poor state of teacher training institutions, outdated teaching methods, lack of well-equipped laboratories and poor funding, be addressed for sustainable development in Nigeria.
Keywords: Biology, Sustainable Development, Nigeria.

Introduction

Biology is a branch of science that deals with living organisms and their vital processes (Joshi et al 2023). It is also defined as the science of life or living matter in all its forms and phenomena, especially with reference to origin, growth, reproduction, structure and behavior or the study of living organisms, divided into many specialised fields that cover their morphology, physiology, anatomy, behaviour, origin, and distribution (Oxford Languages, 2023). Charles Darwin, William Harvey, Louis Pasteur, Gregor Mendel, Alexander Fleming, and Anthony Von Leeuwenhoek were all pioneers of biology in their various fields (Roberts, 2005). Today biology has grown from the familiar areas of microbiology, biochemistry, zoology, genetics, and botany to new specializations that include neurology, endocrinology, limnology, electrophysiology, and biotechnology. (Jegede, 1989; Roberts, 2005; Idodo-Umeh, 2010). According to Ahmad et al (2018), 'It is the basis for the survival of mankind because there is no area of human existence that does not encompass the usage of Biology. Application of Biology can be found in the areas such as Bio-fermentation, Biofuels, Bioinformatics, Bioremediation and many more.'

Educating people in biology has been widely acknowledged as a way of promoting sustainable economic development, eliminating poverty and introducing social welfare. (Nwagbo, 2005). Biology has contributed positively towards national development in Nigeria numerous ways including promoting good health practices, solving the problem of food scarcity, hygiene, family life, management and conservation of natural resources, biotechnology, and ethics. (Akpeli, 2019) The study of Biology is important to a growing economy like Nigeria (Aina, 2013).

Objectives of Biology education

The objectives of biology in the National Policy on Education (FME, 2013) include:
Acquisition of adequate laboratory and field skills in biology.
Acquisition of meaningful and relevant knowledge in biology.
The ability to apply scientific knowledge to everyday life in matters of personal and community health and agriculture.
Developing reasonable and functional scientific attitude.

Biology and sustainable development.

The knowledge of biology and biology education are central to achieving sustainable development in Nigeria (Ahmad, et al 2018). Biology and its associated bio-based technologies have been reported to have a significant impact on sustainable development and should play the following roles in Nigeria:

1. **Employment.** Biology has some entrepreneurial related skills that graduates could use as a source of livelihood; a means of generating employment and a way to poverty eradication without necessarily depending on government jobs (Bello et al 2020). Ojone (2017) reported that the knowledge and skills acquired through biology can be used to eradicate hunger and extreme poverty since it has the tendency of creating jobs and improving food production. According to Bello et al (2020); creating and selling biology resources online is an avenue to make money that is yet to be fully explored by many Nigerian graduates in the field of biology. They can successfully participate in Biology-related online businesses by providing digitalized biology resources such as Biology Blogging, Bio-edutainment, Selling Online Biology courses. Biology Podcast, Creating and Selling Biology e-books and selling digital Biology Photos among others. Other job opportunities provided by the practical application of the study of biology that will enhance sustainable development in Nigeria include: Aquaculture, including fish-farming, shrimp and crab farming; Agro-consultancy services; Bee-keeping; Breeding Edible Insects - including crickets, wood cockroaches, winged termites, scorpions, mealworms and silkworms (Bradley, 2014); Biodiesel Production (Romano &Sorichetti, 2011). Composite Fertilizer Production that is biodegradable and environmentally friendly; Ecotourism; Floriculture; this is the cultivation flowers or flowering plants for ornamental purposes, usually for export as well as for domestic markets; Horticulture (the growing fruits and vegetables); Mushroom Culture; Biological Pest Control; Poultry farming (Edom, 2016); Preservation of Soil Fertility; Rabbitry (Abimbola, 2017); Sericulture (Production of silk); Soil Improvement: Waste to Wealth and Snail Farming which is a lucrative business venture and one of the most profitable farming businesses in Nigeria at the moment (Akintomide, 2020) etc.
2. **Community and personal health practices:** One major objective of biology education is to promote good community and personal health practices. Students are taught the causes, modes of transmission, symptoms, and methods to control various diseases. Waterborne diseases such as cholera, dysentery, and poliomyelitis and airborne diseases such as tuberculosis, whooping cough, and measles (Nwidu and Okoruje, 2008; Obi, 2011; Ahmad et al 2018).

The effectiveness of personal hygiene and a clean environment in preventing these diseases is stressed by biology. The control of malaria, a major killer disease of children under 5 years, has posed a major challenge to the government and health workers. Students acquire the knowledge of how to control the breeding of mosquitoes, which are vectors of malaria parasites (Idodo-Umeh, 2005).

The ravaging effect of sexually transmitted diseases (STDs), including acquired immune deficiency syndrome (AIDS), can be reduced through sex education and good health practices (Idodo-Umeh, 2005). The study of Biology can therefore reduce the man-hours lost due to ill health and the cost of maintaining various health institutions thus promoting sustainable development in Nigeria.

3. **Management of refuse and household waste:** Simple waste management principles acquired from the study of biology can provide the knowledge required to deal with the problems of waste disposal and save the nation from the attendant effects of poor waste management and the heavy cost of machinery which are difficult to maintain and frequently breakdown (Miller, 2000).
4. **Reduction of ecological problems:** Many ecological problems such as desertification, erosion, and flooding, which are common in our communities today, are made worse by human activities that include deforestation, and blocking of natural waterways and canals by property developers and refuse (Akpeli, 2019). The study of biology can provide the knowledge required to combat desert encroachment and gully erosion through the proper management of vegetation and refuse disposal. Current global challenges such as global warming, pollution, and ozone layer depletion and their solutions are some of the issues covered by biology education (Madar, 2001).
5. **Promotion of good nutritional practices:** Biology education explains the nutritional value of most food items consumed in Nigeria. The requirements of the human body for various food types such as carbohydrates, proteins, fats and oils, vitamins, mineral salts, and water are stressed, and the need for a balanced diet, which is a diet that contains the right proportion of all the food types needed by the body. This knowledge will prevent many food deficiency diseases, such as kwashiorkor in children, scurvy, beriberi, and goitre which are brought about by poor eating habits. The health implications of obesity are also explained (Idodo-Umeh, 2005). The objective of eating right is to ensure the availability of a healthy population that will contribute to national development and transformation.
6. **Conservation of Nigeria's natural resources**: The study of biology inculcates in students the need for controlled exploitation and wise use of the nation's natural resources such as minerals, plants, animals, land, and water. This is because these resources cannot be produced or replaced by man even though they have become intricately tied to human survival and health (Roberts, 2005).
7. **Overcoming misconceptions and myths:** Several myths and misconceptions in the past led to evil practices such as the killing of twins, the dedication of albinos to gods, and the belief in "Ogbanje spirits"(Ahmad et al 2018). Studying biology has enabled the modern society to understand these phenomena and enhance development.

8. **Reducing the incidence of hereditary defects:** In genetics, biology has shed more light on a number of issues bordering on human heredity. The findings now form the basis for genetic counselling. For instance, biology discourages marriage between people with inherited defects such as sickle cell anaemia (Chukwuneke, 2010).
9. **Genetically improved varieties of plants and animals** have contributed immensely to boost of the abundance of food in the nation.
10. **Control of pests and parasites:** Through the study of entomology, parasitology and related fields in biology, pests and parasites detrimental to the health of human beings, plants and animals are monitored and brought under control.
11. **Promotion of family planning:** Overpopulation is a major problem in developing countries. This is contributing to food shortages, unemployment, urban congestion, and the creation of slums. The provision of housing, schools, and health facilities cannot keep pace with the population growth. But the knowledge of birth control, through biology education, such as the use of various contraceptive methods is helping many families to control their family size and hence the nation's population (Akpeli, 2019).

Hindrances to Biology Education achieving Sustainable Development in Nigeria.

The problems militating against the achievements of the objectives of biology education include;

1. **Emphasis on passing examinations** to meet the requirements for admission into tertiary institutions. Every year the poor performance of students in the sciences, including biology, in examinations organized by WAEC, NECO, and JAMB is questioned. Very little attention is focused on whether the overall objectives of developing scientific attitudes that will enable the students to function effectively in society are achieved (Oghenevwede, 2022; Aina, 2013).
2. **Shortage of experienced and dedicated manpower.** In addition to teachers, biology education requires well-trained and experienced technologists, craftsmen, technicians, and laboratory and workshop attendants. All these are presently in short supply in the educational system (Aina, 2013). The quality of teaching taking place in our public schools leaves much to be desired (Kola, 2013; Ajayi, 2004). This is why most parents prefer sending their wards to more expensive private schools ((Thom-Otuya, 2010; Sani, 2018). The lack of dedication by teachers has been blamed on poor remuneration and lack of facilities.
3. **The poor state of teacher training institutions.** Institutions such as Colleges of education and universities have often complained of poor teaching facilities and conditions of service which are resulting in brain drain. Several attempts have been made, usually through strikes, to draw the government's attention to these problems. It is therefore not surprising, that the products of these institutions lack the expected competence expected of them (Ahmad et al 2018).
4. **Teaching methods.** Biology education is essentially a practical process requiring a lot of field study and laboratory practices which are presently absent in our schools (Neboh, 2011). The most common teaching method employed by biology teachers is the lecturing method. This is the oldest and most traditional method of teaching, where the teachers

talk and students listen and take notes. Students visit the laboratory only when the biology practical examination is two or three weeks away (Neboh, 20011).

5. **Lack of well-equipped laboratories.** The state of laboratories in our schools leaves much to be desired. If any science subject is to be taught well, it should be taught practically. However, due to a lack of laboratory equipment, practical work does not take place as required (Jegede, 1989; Ahmad, 2018).
6. **Funding.** Poor funding is a factor that generally plagues the education sector. Several strikes by the Academic Staff Union of Universities (ASUU) and others to draw the attention of the government have not yielded much (Akpeli. 2019).

Conclusion

For a country like Nigeria, that is in dire need of sustainable development, it is imperative that the teaching and learning of Biology must be taken seriously in midst of challenges, if the country must be transformed into a technologically developed society. Biology education can play an important role in sustaining development in Nigeria if the right approach is followed.

Suggestions

The following suggestions could provide the necessary solutions to the problems plaguing biology education.

The need for skilled, experienced, and dedicated teachers is central to achieving the objectives of biology education. Our teacher training institutions should be properly staffed and funded. The products of our colleges of education and universities are presently not performing up to the expected standards. There is also a need for special allowances for biology teachers to encourage them to put in extra hours needed for practical and fieldwork.

Biology education requires well-equipped laboratories with a full complement of staff such as technologists and technicians. Government should provide all the facilities needed.

Curriculum experts should incorporate bio-entrepreneurship and bio-economics into biology education at all level of the education ladder.

The private sector needs to partner with the government as part of its social responsibility. Some private sector organisations such as some oil companies have built and donated laboratories to the schools in their host communities. This is commendable and needs to be encouraged.

Government should ensure that funds are adequately budgeted for the education sector. The role of intervention agencies such as the Education Trust Fund (ETF) and the Universal Basic Education Commission (UBEC) is commendable. Apart from making funds available, the agencies must monitor the use of such funds, since the proper use of funds made available is also a major challenge.

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RELEVANCE OF ARTIFICIAL INTELLIGENCE TO THE NATIONAL ECONOMY FOR SUSTAINABLE DEVELOPMENT IN NIGERIA.

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Abstract
This paper focused on pinpointing how Artificial Intelligence could promote sustainable national development in Nigeria. It stressed that embracing Artificial Intelligence has the capacity to positively impact and advance the Nigerian economy in the areas of agriculture, healthcare, education, energy, infrastructure amongst others. It highlighted how in spite of their incredible promise, AI systems have certain disadvantages which may bring risks of harm or misuse. It was suggested that to overcome the problems militating against the effectiveness of Artificial Intelligence in Nigeria, there should be sustained investment in nurturing indigenous AI talent and at the tertiary level of education, investment in research and engineering.
Keywords: Artificial Intelligence, Sustainable Development, Nigeria.

Introduction

A "4th Industrial Revolution" has been ushered in with the development of Artificial Intelligence (AI) systems and technologies. Having the potential to improve the welfare and well-being of people, Artificial Intelligence (AI) is a general-purpose technology that could contribute to positive sustainable global economic activity, increase innovation and productivity, and help respond to key global challenges. It is deployed in many sectors ranging from production, education, finance and transport to healthcare and security (OEDC, 2024).

Nigeria faces various economic challenges with growing extreme poverty. According to Ogunleye (2021), in the struggle to eradicate poverty and achieve the UN Sustainable Development Goals, Artificial Intelligence (AI) has been identified as a potentially less costly and far-reaching tool. AI systems can make predictions, recommendations, or decisions influencing real or virtual environments. AI systems are designed to operate with varying levels of autonomy.

Artificial intelligence is all around us already, from self-driving cars and drones to virtual assistants and software that translate or invest. Impressive progress has been made in AI in recent years, driven by exponential increases in computing power and by the availability of vast amounts of data, from software used to discover new drugs to algorithms used to predict our cultural interests (Tucci, 2024).

While lauded for the numerous new opportunities it brings, several threats to developing countries have also been identified (Schwab, 2016). AI raises challenges for our societies and economies, notably regarding economic shifts and inequalities, competition,

transitions in the labour market, and implications for democracy and human rights (OEDC, 2024)..

What is Artificial Intelligence?

Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Examples of AI applications include expert systems, natural language processing (NLP), speech recognition and machine vision (Craig et al., 2024). AI or AI systems are digital and/or data-driven technologies, such as those used for automated decision making, diagnosis, predicting and forecasting, and pattern recognition (OECD, 2019).

Artificial intelligence (AI) uses computers to mimic human-like intelligence for automated decision-making. These decisions might be directly implemented (e.g. in robotics) or suggested to a human decision-maker (e.g. product recommendations in online shopping). AI often incorporates machine learning (ML) – when using data-driven predictions to make better decisions – but does not have to - for short, AI can simply be described as "smart automation" (Feeny and Elson, 2019)

What is Sustainable Development?

Sustainable Development is development which meets the needs of the present without compromising the ability of future generations to meet their own needs. It is meant to ensure a better quality of life for everyone, now and for generations to come (Bryant, 2003).

Almost all developed nations have highly developed and very effective programmes of sustainable development of important infrastructure. Their citizens usually enjoy a moderately good to high standard of living. Even the poor amongst them consider themselves better off than most people in developing nations.

In Nigeria, sustainable development has to do with the development of essential societal structures that are properly maintained. Nigeria has the potential to be a developed nation, a world trailblazer and a world power. We need to however, put in place essential infrastructure common to advanced nations today, along with ensuring proper care for high levels of efficiency and effectiveness. There must be provisions in place to maintain them if they are to serve societal needs. Without an appropriate system of maintenance and stewardship of our resources and talents, a programme of sustainable development will fail (Bryant, 2003).

In September 2015, the General Assembly of the United Nations adopted the 2030 Agenda for Sustainable Development. This includes 17 Sustainable Development Goals (SDGs). The goals build on the vital principle of "leaving no one behind", and emphasizes a holistic approach to achieving sustainable development for all. (United Nations, 2024).

The 17 Sustainable Development Goals are a call for Action by all countries – poor, rich and middle-income – to promote prosperity, while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range

of social needs including education, health, social protection and job opportunities, while tackling climate change and environmental protection (United Nations, 2024).

The Potential of Artificial Intelligence for Sustainable Development in Nigeria

In the Nigerian economy, AI innovations could be beneficial for the attainment of its development goals in some sectors, while the potential risks of AI can be avoided. In Oxford Insight's 2020 AI Readiness Index, which assesses how well governments are positioned to take advantage of AI transformation, Nigeria ranked 138 of 172 countries. AI technologies are gaining prominence across the developing world and, if implemented carefully, can expedite Nigeria's journey to self-reliance (Ogunleye, 2021).

AI in Nigeria has the potential to provide a new frontier of economic opportunity as well as social development and inclusive and sustainable growth. AI technology can potentially have beneficial impacts on the economy by increasing labor productivity, capital efficiency, and driving growth in sectors such as agriculture, healthcare, education, infrastructure, and energy (Craig, et al. 2024).

Key sectors in which AI can provide sustainable and scalable innovations in Nigeria include:

Agriculture: AI can provide smallholder farmers with the tools to engage in high-yield, large-scale farming. It can increase the labor and capital efficiency of smallholder farmers in Nigeria, allowing sector growth to enable self-sustainability and food security. AI innovation can address supply chain issues by measuring indicators of food security (e.g., stock availability, production and consumption levels and commodities costs) on a regional or national level, encouraging "precision agriculture" and automated monitoring solutions for issues such as crop infestation, soil health or animal tracking among smallholder farmers who make up 80% of farmers in Nigeria. (Ogunleye, 2021)

AI-supported agricultural practices can increase productivity and yield across farmlands in Nigeria. These solutions include: Weather forecasting services which use high-resolution weather and remote-sensed data to provide farmers with real-time advisory services on optimal sowing and harvest periods as well as the appropriate variety of crops to plant, which could make rainfed agriculture climate change more resilient. Autonomous products including GPS-enabled tractors to plough land in a sustainable and economical manner, smart drones for aerial land surveying and dispersal of pesticides, soil sensors to provide soil health information, and livestock GPS trackers to monitor grazing patterns and the health of livestock animals (Delerce, 2016)

Healthcare: AI can be leveraged to deliver medical care in low resource environments by providing digital healthcare services for diagnosis, public health monitoring and disease management (Tucci, 2024).

Telehealth tools for diagnosis, which are mediated either by health workers or self-administered, can prevent the escalation of disease or the deterioration of health. The

digitization of health records and establishment of a national public health database can also help monitor incidences of diseases and provide early warning notifications of potential pandemics or disease outbreaks.
Globally, the healthcare sector is seeing advanced AI innovation in areas such as treatment, diagnosis, and research that is growing the revenue potential of the market and helping improve the quality of life and disease outcomes for millions of people.
AI solutions can provide clinical diagnosis using image capturing and deep learning models in the first instance before patients are able to visit a physician. (Vinuessa. 2020)

Energy: by providing technologies for the generation, distribution, storage, and disposal of energy and power. Potential innovation in smart energy infrastructure and power grids can allow for the optimal allocation of energy resources, increasing efficient power supply and usage and reducing disruptions and unpredictability. The adoption of new and renewable technologies for energy generation and storage will also enable the country to move away from fossil fuels energy generation, which still accounts for 80% of energy generation in Nigeria.
The deployment of smart utility meters can help resolve issues of leakages, inefficient or wrong billing, ineffective allocation of resources, and high costs of administration (Ogunleye, 2021)..

Education: AI has a number of potential applications in education technology. It can automate aspects of grading processes, giving educators more time for other tasks. AI tools can also assess students' performance and adapt to their individual needs, facilitating more personalized learning experiences that enable students to work at their own pace. AI tutors could also provide additional support to students, ensuring they stay on track. The technology could also change where and how students learn, perhaps altering the traditional role of educators (Craig, et al., 2024). Fully digitized learning at the primary level has not proven to be more effective long term in delivering learning outcomes but providing digitally accessible tools and resources, curriculum, and learning opportunities can ensure that kids have access to quality education that will provide them with the skills and knowledge to ultimately make a decent living (Ogunleye, 2021).

Infrastructure: AI can also be used to address some of the infrastructure issues in the country. With the current administration’s focus on expanding the network of roads and railway in the country, digital and satellite data can be used to develop a picture of migration patterns and ensure smarter infrastructure investment that supports urbanization growth such as building affordable housing in areas of current and future high demand, providing adequate sanitation facilities, electrical grids, clean water supply, and public transportation services. AI technologies such as 3D modeling and modular construction can help reduce the cost of housing construction and provide cheaper housing for urban dwellers (Tucci, 2024).

Transport: AI technology can assist in the resolution of the congestion and safety issues associated with mobility and transport in Nigeria. Solutions include the collection of traffic

pattern data to provide real-time travel advisory services and provide efficient traffic flow management. Sustainable public transportation such as smart buses can also be established with digital scheduling systems and predictive traffic management, which can help mitigate congestion and overcrowding on roads.
The use of drones and other remote sensor technologies can also provide infrastructure monitoring services to ensure that energy infrastructure such as transmission wires are monitored for fault, decay or wear and tear, and to determine repair or replacement needs (Makala and Bakovic, 2020).

Traffic Control: AI-based intelligent traffic control systems with signalized pedestrian crossings, lane monitoring, and accident heat maps can help reduce the occurrence and severity of accidents. (Flir, 2020).

The Risks and Disadvantages of Artificial Intelligence.
USAID's 2018 report: 'Reflecting the Past, Shaping the Future: Making AI Work for International Development', outlines the promise of Machine Learning (ML) and Artificial Intelligence (AI) and gives reasons for caution as we engage with and integrate AI-based systems into development programming. (Jolley, et al. 2018)
Since machines always learn using data from the past, when existing patterns of oppression, exclusion or bias are embedded in data used to train ML models, these inequities will be reflected in what the models learn.
In addition, seemingly straightforward design choices — for example, how to evaluate a model's accuracy — can reflect the biases of a model's designer.
AI systems are often opaque, meaning that their ultimate decision processes are difficult for people to explain or understand, which can further undermine accountability and erode trust.

Craig, et al. (2024) and Vinuessa (2020) highlighted several disadvantages of using AI which include:

Legal issues. AI raises complex questions around privacy and legal liability, particularly amid an evolving AI regulation landscape that differs across regions. Using AI to analyze and make decisions based on personal data has serious privacy implications,
Environmental impact. The data centers and network infrastructures that underpin the operations of AI models consume large amounts of energy and water. Consequently, training and running AI models has a significant impact on the climate.
Security vulnerabilities. AI systems are susceptible to a wide range of cyberthreats,
Job displacement. AI can lead to job loss if organizations replace human workers with machines -- a growing area of concern as the capabilities of AI models become more sophisticated and companies increasingly look to automate workflows using AI.

Difficulty with generalization. AI models often excel at the specific tasks for which they were trained but struggle when asked to address novel scenarios. This lack of flexibility can limit AI's usefulness, as new tasks might require the development of an entirely new model.
Algorithmic bias. AI and machine learning algorithms reflect the biases present in their training data -- and when AI systems are deployed at scale, the biases scale, too.
Talent gap. Compounding the problem of technical complexity, there is a significant shortage of professionals trained in AI and machine learning compared with the growing need for such skills.
Technical complexity. Developing, operating and troubleshooting AI systems, especially in real-world production environments, requires a great deal of technical know-how.
High costs. Developing AI can be very expensive. Building an AI model requires a substantial upfront investment in infrastructure, computational resources and software to train the model and store its training data. After initial training, there are further ongoing costs associated with model inference and retraining.

Challenges of AI utilization in Nigeria.
First, there are limitations around data availability. High-volume and high-quality digital data can be hard to come by in developing countries, Nigeria inclusive, meaning that model developers may need to make do with data that are outdated, biased or drawn from a different context. Additionally, with a rapidly-evolving field like AI, it is virtually impossible for regulatory protections to keep up with emergent risks (Ogunleye, 2021).
Difficulties in developing and deploying local AI solutions are driven by a poor public education system with little emphasis on technical and entrepreneurial skills; the absence of an adequate data ecosystem; and low broadband penetration in the country, despite the high rate of mobile phone penetration.
Data collection and digital storage in Nigeria is poor and cloud computing remains hampered by poor internet service provision, unreliable power supply.

Suggestions
To resolve these issues the Nigerian Government should:

1. Invest heavily in the education system by embedding ICT infrastructure into primary and secondary education to encourage digital literacy and an interest in STEM disciplines from an early age.
2. There should also be investment at the tertiary level in research and engineering laboratories that can create solutions to pressing social and economic issues.
3. Expand the broadband network through partnerships with local and international companies able to provide low-cost access across the country. •
4. Improve the employability of the young labor force by providing work-based training opportunities.

5. There is the need for a sustained investment in nurturing indigenous AI talent. We must involve technology users, owners and regulators in the design process, consulting them early and often.
6. We also need to promote algorithmic literacy in Nigeria, and work to cultivate an indigenous AI workforce that can build and deploy responsible solutions to local problems.

Conclusion

AI offers unique promise. Some AI advocates even claim that the impact of AI will be as profound as electricity or fire that it will revolutionize nearly every field of human activity. With AI potentially speeding up global progress towards the achievement of the SDGs, countries that are unable or unwilling to take advantage of the opportunities may find themselves falling even further behind, thereby exacerbating global inequality. Various surveys of global readiness for AI innovations have found African countries, particularly those in sub-Saharan Africa, to be mostly not ready to take advantage of the technology revolution for economic growth and development. AI has the potential to build prosperity and support a country's journey to self-reliance, or to entrench exclusion and dependency; Nigeria must take up the challenge to harness the great potential artificial intelligence has to offer to advance its national economy for sustainable development.

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PROGRESS OF GENDER EQUALITY IN SURVEYING EDUCATION ENROLMENT INTO SCIENCE COURSES AT COLLEGE OF EDUCATION GINDIRI PLATEAU STATE.

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Abstract
This study employs a descriptive research survey design to investigate gender disparities in enrolments within the School of Sciences at the College of Education, Gindiri, Plateau State, Nigeria, from 2010 to 2019. Utilizing purposive sampling techniques, the research data comprises secondary data from students' enrolment lists for the years included in this study from the six departments in the schools of science, and the data was categorized by gender. Data were analysed to examine trends in male and female enrolments across various science disciplines. Results reveal varying degrees of gender disparity, with subjects like physics and mathematics exhibiting significant imbalances favouring male students, while disciplines like biology and integrated science demonstrate more balanced gender distributions. Analysis of enrolment trends from 2010 to 2019 highlights persistent male dominance in science enrolments, albeit with a temporary shift towards gender equity observed in 2016. The findings underscore the importance of targeted interventions to address gender disparities in Science, Technology, Engineering, and Mathematics education and promote greater gender equity in science enrolments.

Key words: Gender Disparity, Science Education, Gender Equity, gender Enrolment.

Introduction
Globally, the imperative of gender equality has garnered widespread recognition and acknowledgment, emerging as a pressing concern in contemporary society. The escalating disparity between genders has become entrenched to such an extent that devising effective solutions has proven challenging (Opatoyinbo & Babatunde, 2016). Primarily, this discrepancy stems from entrenched traditional and cultural norms, which play a pivotal role in assigning social status to individuals based on their gender. According to the United Nations Educational, Scientific, and Cultural Organization (Khan, 2017). The disparity in literacy rates between males and females transcends mere access to education; it reflects broader societal dynamics, including developmental capacity and the commitment to providing equitable opportunities for all. Despite significant strides in educational access worldwide, inequalities persist, particularly within certain regions and sectors, with education being notably affected. This inequity is particularly evident in gender-focused initiatives, particularly within tertiary education programmes.

While strides have been made to bridge the gender gap in surveying education, the issue of gender inequality remains a significant concern in Nigeria and in sub-Saharan Africa as submitted by the United Nations Educational, Scientific and Cultural Organisation. (Makama,

2013; UNESCO, 2017). The imbalance between male and female participation in surveying courses underscores the need for intensified efforts to achieve gender equality, especially within the context of Millennium Development Goal 3 (MDG 3) on gender equality and women's empowerment(Statistics South Africa, 2015). The importance of assessing gender equality in education, particularly in terms of school enrolments at the primary, secondary, and tertiary levels, has been highlighted (Sahin, 2014). Despite progress, women have historically lagged behind men in educational attainment, prompting global leaders to prioritize gender equality within the Millennium Development Goal (MDG) through United Nations (UN WOMEN, 2013). However, it is crucial to evaluate whether this equality is merely quantitative, in terms of enrolment numbers, or qualitative, in terms of access to quality education and opportunities with a special reference to science enrolment.

Gender equality, as outlined in the MDGs, aims to dismantle societal barriers that limit women's participation and hinder their development. Literature has emphasize that traditional gender roles often relegate women to subordinate positions, hindering their involvement in development efforts (Offiong et al., 2021). Moreover, certain academic disciplines, such as science and mathematics, are often perceived as masculine, while others, like home economics and secretarial studies, are considered feminine, further perpetuating gender stereotypes (Ikkatai et al., 2021).

In light of these challenges, it is imperative to reevaluate efforts to promote gender equality in surveying education and ensure that women have equal opportunities to pursue careers in this field. Addressing gender disparities in education is not only a matter of social justice but also essential for sustainable development and the achievement of broader development goals in Nigeria.

Gender Disparities and inequality is pervasive in science, technology, engineering, and mathematics (STEM) fields globally (Stout et al., 2016; Su & Rounds, 2015) Where women are underrepresented in physical sciences like chemistry, engineering, and computer science compared to men(Buchmann, 2013; Zedeck, 2003).

Gender differences in STEM Pursuits come to light as women show less interest in pursuing careers in STEM fields compared to men, often opting for other occupations (Ceci & Williams, 2010). Stereotypes associated with certain STEM fields deter women from identifying with and aspiring to careers in those areas (Cheryan et al., 2016).Another factor contributing to this challenge is shown in the gender discrepancy in academic performance, where Male students tend to outperform female students in STEM subjects like chemistry (Cheryan et al., 2016; Wrigley-Asante et al., 2023). Factors such as self-efficacy, anxiety, and spatial ability contribute to gender differences in achievement (Tenaw, 2013; Villafañe & Lewis, 2016).

Despite efforts to bridge the gender gap, women remain underrepresented in surveying and STEM fields in Nigeria's tertiary institutions (Cheryan et al., 2016; Villafañe & Lewis, 2016).The underrepresentation of women in STEM fields is influenced by societal stereotypes, lack of interest, and gender discrimination, coupled with factors such as self-efficacy, anxiety, and spatial ability, contribute to gender differences in academic performance in subjects like chemistry (Minear, 2016).While progress has been made in addressing gender disparities in STEM education, significant challenges remain in achieving gender equality, particularly in fields like chemistry and surveying(Minear, 2016). It is against this background that the

researcher sought to establish the comparative analysis of gender enrolment of students in science-oriented courses in the College of Education Gindiri.

Methods

The researcher used a descriptive research survey design. the population of the study includes students in the school of sciences, College of Education Gindiri. The purposive sampling techniques were used to select the sample population for this study using the enrolment list of students by gender in the School of Sciences of the College of Education Gindiri, from 2010 to 2020. The departments include Biology, Chemistry, Integrated Science, Mathematics, Physical and Health Education (PHE), and Physics.

Result

Since the focus of this research was on female admission into the School of Sciences, College of Education Gindiri (2010-2020). Secondary data from admission and graduation lists of the school were used for this research.

Table 1; Total enrolment (%) of male and female students into the six departments of the School of Sciences (between 2010-2019).

DEPARTMENT	**GENDER**			
	MALE	PERCENTAGE (%)	FEMALE	PERCENTAGE (%)
BIOLOGY	1084	58%	770	42%
CHEMISTRY	1,026	58%	740	42%
PHYSICS	647	71%	266	29%
MATHEMATICS	426	85%	76	15%
INTER.SC	240	45%	293	55%
P.H.E	290	54%	244	46%

Table 1 above presents the enrolment data for different subjects categorized by gender in the surveyed institution over the specified period.

Biology Enrolments: Male students constituted 58% (1084) of the total enrolments, while female students comprised 42% (770). The enrolment distribution indicates a relatively balanced representation between male and female students in biology.

Chemistry Enrolments: Similar to biology, male students dominated the enrolments with 58% (1026), while female students accounted for 42% (740) of the total enrolments. The distribution of enrolments in chemistry closely mirrors that of biology.

Physics Enrolments: Male students overwhelmingly dominated physics enrolments with 71% (647), while female students represented only 29% (266) of the total enrolments. Physics exhibited the highest gender disparity among the subjects surveyed, with a significantly higher proportion of male students.

Mathematics Enrolments: Mathematics had the highest disparity in enrolments between male and female students, with 85% (426) male students compared to only 15% (76) female students.

The enrolment distribution in mathematics reflects a significant gender gap, with male students comprising the vast majority.

Integrated Science Enrolments: Male students accounted for 45% (240) of the total enrolments in interdisciplinary science, while female students represented 55% (293). Interdisciplinary science exhibited a more balanced gender distribution compared to other subjects.

Physical and Health Education (P.H.E) Enrolments: Male students comprised 54% (290) of the total enrolments in physical and health education, while female students constituted 46% (244). The enrolment distribution in P.H.E indicates a relatively balanced representation between male and female students.

Overall, the enrolment data across different subjects highlights varying degrees of gender disparity, with subjects like physics and mathematics showing a significant imbalance favouring male students. Conversely, subjects like biology and interdisciplinary science exhibit a more balanced gender distribution. Efforts to address gender disparities in STEM enrolments should consider targeted interventions to encourage female participation, particularly in subjects with significant underrepresentation.

Table 2; Total Enrolment (%) of male and female Students into the School of Sciences (between 2010-2019)

YEAR	**GENDER**			
	MALE	PERCENTAGE (%)	FEMALE	PERCENTAGE (%)
2010	529	71%	219	29%
2011	183	67%	89	33%
2012	616	67%	302	33%
2013	225	72%	87	28%
2014	210	67%	104	33%
2015	336	66%	174	34%
2016	384	50%	385	50%
2017	625	59%	439	41%
2018	337	56%	267	44%
2019	268	45%	323	55%

Table 2: resents the enrolment data for sciences in the surveyed institution over the period from 2010 to 2020, categorized by gender.

Enrolment Trends: From 2010 to 2015, male students consistently dominated the enrolments in sciences, ranging from 66% to 72%. Conversely, female students constituted the minority of enrolments during this period, ranging from 28% to 34%.

Year-wise Analysis: In 2010, male students comprised 71% (529) of the total enrolments, while female students represented 29% (219). Similar enrolment patterns were observed in 2011, with 67% (183) male students and 33% (89) female students. Enrolment percentages remained relatively stable in subsequent years, with slight fluctuations. In 2016, a significant shift occurred where enrolments became more balanced, with male and female students each

representing 50% of the total enrolments. However, this balance was short-lived as enrolment disparities resurfaced in the following years.

Gender Disparity: The data indicates a persistent gender disparity in science enrolments, with male students consistently outnumbering female students throughout the decade. Despite fluctuations in enrolment percentages, male students consistently maintained a higher percentage of total enrolments compared to female students.

Impact of Interventions: The significant shift towards balanced enrolments in 2016 suggests that interventions or changes in policies may have influenced enrolment patterns. Further analysis is required to understand the factors contributing to this temporary balance and to develop strategies for sustaining gender-equitable enrolments in sciences.

Overall, the data underscores the need for ongoing efforts to address gender disparities in science enrolments and to promote greater gender equity in STEM education.

Discussion

The enrolment data presented for sciences in the surveyed institution from 2010 to 2020 reveals important trends and patterns regarding gender representation. The discussion below provides an analysis of the findings and their implications.

Persistent Gender Disparity: Despite efforts to promote gender equity in education, the data demonstrate a persistent gender disparity in science enrolments. Throughout the decade, male students consistently outnumbered female students in terms of percentage enrolments. This finding aligns with broader trends observed in STEM fields, where women remain underrepresented despite advancements in gender equality initiatives (Dube, 2015; Nguru, 2023; Quarshie et al., 2023).

Factors Contributing to Disparity: Several factors may contribute to the gender disparity observed in science enrolments. Societal norms and stereotypes regarding gender roles in education and career paths may influence students' choices (Di Prete & Buchmann, 2013). Additionally, systemic barriers such as access to educational resources, mentorship opportunities, and institutional support may disproportionately affect female students' enrolment in science courses.

Interventions and Their Impact: The data highlights a notable shift in enrolment patterns in 2016, where male and female students represented an equal percentage of total enrolments. While the exact factors driving this shift are not specified in the data, it suggests that interventions or changes in policies may have influenced enrolment dynamics. These interventions could include targeted recruitment efforts, scholarships, mentorship programmes, or curriculum adjustments aimed at promoting gender equity in science education (Psaki et al., 2022).

Challenges and Opportunities: Despite the temporary balance observed in 2016, enrolment disparities resurfaced in subsequent years. This underscores the challenges inherent in achieving sustainable gender equity in STEM education (Su & Rounds, 2015). However, it also presents opportunities for further research and intervention to address underlying barriers and promote inclusive learning environments that encourage female participation in science disciplines.

Research conducted by the American Association of University Women (AAUW) identifies several factors contributing to the gender gap in STEM fields, including implicit biases, lack of female role models, and limited access to resources and support networks (AAUW, 2018). Additionally, studies have shown that societal expectations and stereotypes regarding gender roles in education and careers influence students' self-perceptions and choices, further perpetuating the gender disparity in STEM enrolments (Haas et al., 2020).

The observed enrolment disparities underscore the need for continued efforts to address systemic barriers and promote inclusive learning environments in STEM education. Interventions such as mentorship programmes, targeted recruitment efforts, and curriculum adaptations can play a crucial role in encouraging greater female participation in science disciplines. By addressing these challenges, institutions can work towards achieving greater gender equity in STEM education, fostering diversity, innovation, and excellence in scientific fields.

The discussion findings are supported by scholarly research and reports from reputable organizations, including UNESCO and the AAUW, which corroborate the persistent gender gap in STEM education globally. These sources provide empirical evidence and theoretical frameworks that contextualize the observed enrolment disparities and highlight the multifaceted challenges facing female students in STEM fields.

Recommendations

1. Improve Access to Supportive Learning Environments. Create inclusive and resource-rich environments that support the academic success of all students, particularly females. This includes providing access to laboratories, learning materials, tutoring services, and peer networks sensitive to gender dynamics.
2. Conduct Regular Monitoring and Evaluation of Enrolment Trends. Institutions should establish systems for tracking enrolment data disaggregated by gender to evaluate the effectiveness of gender equity initiatives over time. Data-driven insights can inform policy adjustments and ensure accountability in achieving set equity goals.
3. Foster Partnerships with Government and Non-Governmental Organizations. Collaborations with government agencies, NGOs, and international bodies like UNESCO and AAUW can provide technical support, funding, and advocacy for initiatives aimed at narrowing the gender gap in STEM education.

Conclusion

In conclusion, the enrolment data for sciences in the surveyed institution from 2010 to 2020 highlights the persistent gender disparity in science education. While efforts have been made to promote gender equity, male students continue to outnumber female students in enrolments. The temporary balance observed in 2016 underscores the potential for interventions to influence enrolment patterns positively. However, sustained efforts are needed to address systemic barriers and promote inclusive educational environments that encourage greater female participation in science disciplines. By addressing these challenges, institutions can work towards achieving greater gender equity in STEM education, thereby fostering diversity, innovation, and excellence in scientific fields.

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INFLUENCE OF POLITICS ON HEALTHCARE DELIVERY IN NIGERIA

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Abstract
Influence of politics on health care delivery is crucial to achieving an enhanced health benefits, patient safety and a positive patient experience of health care. This article provides insight on influence of the health care delivery in Nigeria and aim to uncover the activities of government associated with the provision of health care delivery. The slow pace of development of health policies and budgetary allocations in health care delivery in Nigeria is evidenced by the poor quality of health services as well as the poor health status of the population. The pace of access of health care delivery in Nigeria is unsatisfactory. There is a need to galvanize the efforts of relevant stakeholders including the patient in charting a new agenda for health care delivery improvement in Nigeria.
Key words: Health Care Delivery, Influence of politics

Introduction
Politics has a significant influence on healthcare delivery, impacting various aspects of the healthcare system including access to care, funding, regulations, and the overall quality of services provided. The relationship between politics and healthcare delivery in Nigeria is complex and multifaceted, with political decisions often shaping the structure and functioning of healthcare systems in profound ways. Nigeria has the largest number of under-5 and maternal deaths in the world, and is not currently on track to achieve key health Sustainable Development Goals (Ogbuoji & Yamey, 2019). Health outcomes are poor not just in absolute terms, but also when compared to other countries with similar income per capita (Abubakar *et al.*, 2022). Nigeria is the world's 13th largest oil producer, but its spending on health as a per cent of GDP is second lowest in the world (Tulloch *et al.*, 2017

Policy Making and Legislation in health care delivery
One of the most direct ways in which politics influences healthcare delivery is through policy making and legislation. Government policies and laws determine how healthcare services are organized, funded, and delivered. For example, the passage of healthcare reform bills can lead to changes in insurance coverage, reimbursement rates for providers, and the availability of certain medical treatments. Political decisions also affect the allocation of resources to different areas of healthcare, such as public health initiatives, mental health services, or medical research. Health policy and politics are inextricably linked. Policy is about what the government can do to shift the financing, delivery, and quality of health care, so government has the power to shape these policies in favour of quality health care delivery.

Government have put up important health initiatives over the past decade, including the National Health Act, large-scale primary health care (PHC) programmes such as the Saving One Million Lives (SOML) programme, the National Health Insurance Authority Bill of 2022, and other major reforms. These models seek to explain the success or failure of policy reforms

in low- and middle-income countries through a two-part framework, combining analysis of the characteristics of reform-oriented policy elites (their ideas, training, professional backgrounds, ideological commitments, and personal attributes) with the political context, most notably the relative power of actors and groups in favour and opposed to the reforms. This approach recognizes that health policy elites have agency in setting the reform agenda, while acknowledging that they are constrained by the political context in which they operate in order to identify factors that explain the relative strength of different interests, can be drawn on the concept of the 'political settlement' and its relationship to service delivery (Kelsall *et al.*, 2016; Bukenya & Golooba-Mutebi, 2020). The political settlement is defined by Khan (1995) as 'the "social order" based on political compromises between powerful groups in society that sets the context for institutional and other policies. This underlying political settlement forms the basis for the relative power of different interests in the health sector. The need to classify Nigeria's political settlement according to the typology presented by Kelsall *et al.* (2016), and use this to inform the analysis of the outcomes of specific health policy debates are downstream of the fundamental political equilibrium in society. Therefore, combining a focus on the proximate determinants of policy adoption with analysis of the political settlement can enable a fuller picture of both the short- and long-run dynamics of health policy change. Access to medical care is important for health, and the state's involvement in the provision and regulation of health services delivery has impacts that can go far beyond individual or even population health. Moran's (1995) work delineating the "three faces of the health care state"—the state's role in patient care, production of medical goods and services, and allocating resources such as jobs and financing associated with health care—helped to orient a generation of comparative health policy researchers toward the politics of medical care policy. But health status matters too: for people (Sen 2002, Walzer 1984), for states and societies (Hall & Lamont 2013, Murray et al. 2000, (Pickett, 2011), and for particular phenomena in which political scientists are often interested, such as economic growth (e.g., Bhargava et al. 2001) or political engagement (Anderson et al. 2021). Medical care is, counterintuitively to many, one of the less important drivers of health (House 2016, McGinnis et al. 2002, McKeown 1979). This is because illness and early death result from a combination of exposure to health threats, vulnerability to those threats, and treatment of their effects. Access to medical care can determine if, when, and how an illness is treated (if it is treatable)—but, with the partial exception of vaccines, medical interventions do not protect against either exposure or vulnerability to a risk factor (Lynch 2020). This means that a wide variety of factors beyond medical care—for example, nutrition, the prevalence of pathogens, social and physical environments, health behaviors, and occupational safety—all have major impacts on health, as do the numerous public policies and economic forces that influence the distribution of these factors. These nonmedical determinants of health are often called "social determinants of health" (WHO 2008). The farthest upstream (i.e., most distal but also most broadly influential) causal factors, those rooted in politics and the economy, are labeled "structural," "fundamental causes," or "macrosocial determinants" (Link & Phelan 1995, McGrail et al. 2022, McKinlay 2019, Putnam & Galea 2008).

Funding and Budget Allocation in health care delivery

The allocation of funds for healthcare programmes and services is heavily influenced by political priorities. Government budgets determine the amount of funding available for public health initiatives, medical research, infrastructure development, and other essential components of the healthcare system. Political debates over budget allocations can have a direct impact on the availability and accessibility of healthcare services for different population.

Health care financing system can be referred to the process by which revenues are collected from various sources which can either be primary or secondary and include out-of-pocket payments (OOPs), taxes (indirect and direct), funding from donor, co-payment, health investments, voluntary prepayments, mandatory prepayment, which are accumulated in fund pools (Uzochukwu, et al, 2015). The pattern of health financing is closely related to the provision of services and helps determine a system's ability to achieve universal health coverage and socioeconomic development. These strategies also determine the structure and quality of health outcomes achieved by any health system (Kruk, et al, 2016). The way a country finances its health care system is an essential determining factor for achieving Universal Health Coverage (UHC) because a good healthcare financing strategy should offer adequate financial protection so that no household suffers from a burden of financial expenses (Uzochukwu, et al, 2015).

An important aim of UHC is to ensure that all have sufficient access to healthcare needs without significant OOPs at the point of obtaining care (Fusheini & Eyles, 2018). This is usually achieved by risk pooling through tax funded or Social Health Insurance (SHI) schemes. In Nigeria, healthcare financing revenue is mainly obtained from pooled and un pooled sources. The pooled sources are raised from direct and indirect taxation, budgetary allocation, and donor funding (Uzochukwu, et al, 2015). However, the un-pooled sources which include OOPs in the forms of payment for medical products and services contribute over 70% of total health expenditure (Uzochukwu, et al, 2015). This extreme reliance on OOPs creates a significant barrier to health services access and leaves a large percentage of the population running the risk of impoverishment (Fenny et al, 2018), as OOPs above 40% is deemed catastrophic health payment. Due to this, Nigeria faces a disproportionate distribution in health system financing. Over the years, healthcare financing in Nigeria has been described as inadequate with budgetary allocation to health barely exceeding 7% of the nation's total budget. This allocation clearly falls below the April 2001 Abuja declaration of allocating a minimum of 15% of national budget to health (World Health Organization, 2020).

In a report released by WHO in 2011, Nigeria and 26 other countries were listed under the category of insufficient progress towards Abuja Declaration while only 3 countries were listed as on track with respect to the health Millennium Development Goals. Furthermore, there is an uneven allocation of finance and facilities in the three tiers of healthcare system in Nigeria i.e. primary, secondary, and tertiary health care. In addition, the inadequate budgetary provision for health has resulted in the lack of adequate manpower and facilities to provide quality care for the citizens. Moreover, there is an obvious deficiency in the number of these facilities which has significantly affected healthcare provision. For instance, for TB, the financial imposed by

OOPs often discourage treatment adherence resulting into poor outcome with impact on country's economy (Adebisi, et al, 2019). By 2013, only five of the African Union countries have been able to meet the target of the Abuja declaration including Rwanda, Botswana, Zambia, Togo, and Madagascar. Swaziland was able to meet the Abuja target by 2015 with South Africa also nearing the target at 14%, both countries alongside Angola, Botswana, Lesotho, Namibia, Malawi, Mozambique, Seychelles and Tanzania are also able to keep OOPs below 20% (Adebisi, et al, 2019).

The healthcare budget for the year 2018 had a significant boost as a result of the increased allocation to the Ministry of Health and the release of NGN55.15 billion by the National Assembly for the implementation of the National Health Act which was passed in 2014. Furthermore, in 2019 and 2020, the health budget fell below 5% which reflects a decline in health expenditure compared to previous years. From our analysis, if the Abuja declaration was implemented, additional allocations of NGN 4.99 trillion, approximately 13 billion USD as of 5 June 2020, should have been injected into the health sector between 2014 and 2020. The inadequate budgetary allocation for healthcare has significantly influenced recurrent and capital health expenditure. It is worthy to note that the insufficient allocation will significantly affect capital expenditure which is a large determinant of the development of any health system.

Health Care Expenditure in Nigeria

There is a growing international focus on the need for adequate domestic government spending on a range of social services and the health sector attracts major focus in recent times (McIntyre, et al, 2017), especially in low-and-middle-income countries under which Nigeria is categorized. The rationale behind this contemporary focus is captured in the core objectives of the universal health coverage. The United Nations System Task Team on the Post-2015 United Nations Development Agenda noted that "Ensuring people's rights to health and education, including through universal access to quality health and education services, is vital for inclusive social development" and this requires investment to "close the gaps in human capabilities that help perpetuate inequalities and poverty across generations". The universal health coverage initiative is a strong drive towards achieving United Nations development Agenda as expressed. As Sustainable Development Goals (SDG 3.8) aptly stated, every country should be able to "achieve UHC including financial risk protection, access to quality essential health services and access to safe, effective, quality and affordable essential medicines for all" (United Nations, 2015).

Since, a key element of UHC includes financial protection from the costs of ill health and access to and use of needed health services within a country, reducing the reliance on out-of-pocket payments for health care is important for financial protection (Saksena, 2014). This implies that government expenditure to the health sector is crucial in achieving financial protection. In fact, the 2010 World Health Report stated that: "It is only when direct payments fall to 15% - 20% of total health expenditures that the incidence of financial catastrophe and impoverishment fall to negligible levels". Hence, government expenditure in Nigeria is crucial in the realization of UHC objectives of financial protection.

Health financing for UHC is often assessed by whether countries spend enough on health; and raising sufficient revenue for health is the first fundamental factor determining a country's ability to deliver such basic health services. However, another important factor to consider is whether countries maximize their limited resources efficiently to improve health outcomes (Hafez, 2018). From the forgoing, Nigeria health expenditure over the period under review is not sufficient enough to bolster confidence in realizing the goals of UHC, except robust allocations are made to the health sector, and efficient use of scarce resources is implemented, achieving UHC for Nigeria might be a mere mirage.

Regulatory Framework to Health Care Delivery

Politics also plays a crucial role in shaping the regulatory framework that governs healthcare delivery. Government agencies are responsible for developing and enforcing regulations that ensure the safety, quality, and effectiveness of healthcare services. Political decisions regarding regulatory policies can affect issues such as patient safety standards, licensure requirements for healthcare professionals, drug approval processes, and the implementation of new technologies in healthcare. Oikonomou, E. et al. (2019), stated that regulation is an important entity in healthcare and healthcare insurance. The role of regulatory bodies is to protect healthcare consumers from health risks, provide a safe working environment for healthcare professionals, and ensure that public health and welfare are served by health programmes. Regulation works at all levels, and the regulatory standards are developed by government and private organizations as well.

Regulations are necessary to standardize and supervise healthcare, ensuring that healthcare bodies and facilities comply with public health policies and that they provide safe care to all patients and visitors to the healthcare system (Grimm, N. et al. 2021)

Regulatory agencies thus monitor individual and corporate healthcare practitioners and facilities; inform the government about changes in the way the healthcare industry operates; ensure higher safety standards; and attempt to improve healthcare quality and follow local, state, and federal guidelines.

Access to Care to health care delivery

Political decisions can significantly impact access to care for different segments of the population. Policies related to insurance coverage, Medicaid expansion, and subsidies for low-income individuals can influence who has access to essential healthcare services. Additionally, political debates over issues such as reproductive rights, immigration policies, and other healthcare rights can have implications for access to specific types of care. Primary health care is set-back due to weak governance and accountability systems, poorly remunerated health care workers, and transparency mechanisms and procurement laws which are weakly enforced. The suggestion that the Nigerian health sector is one of the worst sectors in terms of corrupt rating is plausible given the estimated 25% of the country´s current health expenditure of about 221 per capita in purchasing power lost due to corruption. This includes both private and public health expenditure [Garuba, Kohler, Huisman, 2009]. Notably, where corruption exists, the implementation of actions to ensure effective delivery of health care often fails [Tormusa , Idom , 2016]. This is reflected in the increased cost of health services, stock-out of essential

drugs and avoidable mortalities in health facilities, especially at the PHCs in the country [Bruckner, 2019]. The Federal Ministry of Health's ability to effectively superintend the health sector is weakened due to the lack of adequate information on health outcomes, health resources, costs and the utilization of services across the various tiers including the federal, state and local levels. Our considerations on what is needed to position the country for the attainment of the Universal Health Coverage Targets include revamping and positioning of the PHC as an effective gatekeeper in the health system, government prioritization of a benefit package of services and even more importantly, strong actions against corruption to ensure wider delivery of quality health care in Nigeria. Critical to this, are the roles that multiple stakeholders play in the delivery of health care in the country. Stakeholders such as Federal and State Ministries of Health, the Local Government Authorities, the health workers, the National Primary Health Care Development Agency, the State Primary Health Care Development Agency, the Economic and Financial Crimes Commission, and Service Compact with All Nigerians

Quality of Care in health care delivery

The quality of healthcare delivery is also influenced by political factors. Government initiatives aimed at improving patient safety, reducing medical errors, and promoting evidence-based practices can shape the overall quality of care provided within the healthcare system. Furthermore, political decisions regarding investments in healthcare infrastructure and technology can impact the ability of providers to deliver high-quality services. The National Strategic Health Development Plan II recommends the elimination of financial hardship at the health care provider points through the operation of the National Health Insurance Fund which provides a basic minimum package of health services for all Nigerians [Onwujekwe, et al, 2020]. The package comprises emergency care, treatment of diabetes, hypertension, routine immunization, care for illnesses among children below five, emergency obstetric and neonatal care, labour and delivery, elective caesarian section and antenatal care. These interventions are to be provided without costs at the points of delivery [World Health Organization, 2020]. The operation of this package through the National Health Insurance Scheme (NHIS) is aimed at reducing health service inequity through its pro-poor operations especially in the rural communities to improve access and quality of care [World Health Organization,2020]. The scheme is meant to offer progressive universalism in health care delivery, providing minimum services to a larger population. Funding of the NHIS aids the purchase of affordable and effective interventions to be provided by private and public providers for about 60% of the current burden of diseases [Tormusa & Idom, 2016]. This is from the remaining 50% of the basic health care provision Fund (1% of the consolidated revenue fund). The country's general fiscal space is however about 12% of the Gross Domestic Product, which implies that the Basic Health Care Provision Fund (BHCPF) 0.12% and thus the NHIS receives 0.06%. This size of fiscal space is however about 12% of the Gross Domestic Product, which implies that the Basic Health Care Provision Fund (BHCPF) 0.12% and thus the NHIS receives 0.06%. This size of fiscal space is small when compared with the average for low- and middle-income countries between 20 and 25% [Bruckner, 2020]. Funding of the scheme should thus be complemented by the larger pool of funds from the general taxes which comprises 14% of the current expenditure [Tormusa & Idom, 2016]. This will increase access to care for the most vulnerable

population. It is also more rational to explore more state government involvement in the expansion of the insurance scheme.

Public Health Initiatives in health care delivery

Politics plays a crucial role in shaping public health initiatives aimed at addressing widespread health concerns such as infectious diseases, chronic conditions, and environmental health hazards. Government agencies are responsible for developing strategies to prevent disease outbreaks, promote healthy behaviors, and address public health emergencies. Political support for public health initiatives can have a significant impact on population health outcome. The Health of the Population described Healthy People, a public health initiative that seeks to improve health outcomes in the United States. Put forth by the HHS, the 10-year plan establishes public health priorities and data-driven objectives to improve public health and well-being over a decade. The most recent iteration of the plan, Healthy People 2030, includes 23 high-priority leading health indicators (LHIs) to improve health and well-being over the lifespan. Most LHIs address factors that affect major causes of death and disease, such as the proportion of people with access to health insurance and the number of people exposed to unhealthy air. Public health policies and programmes are what drive and establish the mechanisms by which such health outcomes are achieved.

Conclusion

In conclusion, politics exerts a profound influence on healthcare delivery through its impact on policy making, funding allocation, regulatory frameworks, access to care, quality of services provided, and public health initiatives. The interplay between political decisions and healthcare delivery underscores the importance of understanding the complex relationship between these two domains in order to effectively address challenges within the healthcare system. The inadequate budgetary allocation in Nigeria to healthcare has significantly influenced recurrent and capital health expenditure. It is worthy to note that the insufficient allocation will continue to significantly affect capital expenditure which is a large determinant of the development of any health system. With the current state of healthcare budget allocation in Nigeria, efforts need to regulate and implement the polices of healthcare delivery and ensuring quality access to health care delivery in Nigeria.

Recommendations

Political commitment to improving the health of the population should be prioritized to ensure health systems goals of efficiency, equity, quality of care, sustainability, financial risk protection for all citizens is achievable.

The implementation of the Universal Health Coverage should promote access to quality health care delivery through cost-effective initiatives to ensure good health and wellbeing without discrimination.

Adequate allocation of funds should be made available for the smooth and effective implementation of access to quality health care delivery

Government should continue to strengthen the national health insurance scheme and extend its benefits to the informal sector

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USING WOOD ASH TO GROW OKRA BY WOMEN: A STRATEGY FOR ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract
The paper examined using wood ash to grow okra by women for economic development in Nigeria. The efficacy of wood ash in growing vegetables particular reference to okra was discussed. Both micro and macro elements of wood ash were which makes wood ash effective in the vegetative growth of okra and also its fruit formation were also highlighted Okra as a vegetable, its nutritional and economic value were looked at in the paper. The cost effectiveness of female farmers using wood ash to grow okra was discussed.
Key Words: wood ash fertilizer

Introduction

United Nations resolutions in 2016 on sustainable development goals agreed on seven development goals. One of those goals is to ensure that hunger is brought to an end and to achieve food security, improve nutrition, and promote sustainable food production. To achieve sufficient crop production, a number of issues must be addressed among which is the cost of inorganic fertilizers and its availability to farmers, particularly female farmers. Food production is affected in many parts of the world, particularly developing countries like Nigeria, due to inability of farmers in accessing inorganic fertilizers, most especially female farmers. This indeed is a great challenge including the cost.

Farmlands are depleted of nutrients due to over cultivation and absorptions of those nutrients by crops during harvest, which leads to the need for replenishing the soil. Application of fertilizers will always boost the soil nutrients in order to sustain plant growth and yield. For female farmers in Nigeria to use inorganic fertilizers to enhance their okra yield, may not be economically or easy for them to afford, and also inorganic fertilizers cause negative environmental impact; for example, soil acidification and eutrophication. Therefore, it is important to use more affordable and less harmful form of fertilizer as an alternative to produce food crop and for safer environment.

Wood ash as an alternative to inorganic fertilizer, it is the residue left from combustion of wood. Wood ash contain potash and potassium (Fowler, (2020).Wood ash contain elements such as: carbon (C), 5-30%, Calcium (Ca) 7-33%, Potassium(K) 3-10%, Magnesium (mg) 1-2%, Manganese (Mn) 2%, Phosphorus(P) 0.31.3%, and Sodium (Na) 0.2-0.5% (Wikipedia). Wood ash has high P^H of (above 7) and relatively high content of base Cations and phosphorus. Due to the chemical composition of ash, it has been shown that, ash can be used to raise soil P^H and could be used as alternative to fertilizer. Wood ash can supply enough nutrients to meet the growth requirement of okra. The plants foods which is coming from the soil, are taken up by cultivated plants and removed with them from the soil, and which cannot be replaced by any other means except in the application of manorial substances, such as potash and

phosphoric acid. When these two substances are depleted in the soil, crop production almost cease, therefore, re-application will re-established the soil (Greiner, 1894).

Wood ash is cheaper and efficient in crop production due to its macronutrients. Also, plants use large quantities of potassium during their life cycle because potassium is associated with the movement of water, nutrients and carbohydrates in plant tissues. It is involved with enzyme activation within the plant, which affects protein, starch and adenosine triphosphate (ATP) production. The production of ATP can regulate the rate of photosynthesis.

Potassium (K) is one of the components of wood ash, which helps regulate the opening and closing of the stomata, regulates the exchange of water vapour, oxygen and carbon dioxide. If potassium is deficient or not supplied in adequate amounts to the soil, it causes stunted growth in plants and reduces yield. Other roles of potassium in plant growth and yield include: increase in root growth and improves drought resistance, maintains turgor; reduces water loss and wilting, aids photosynthesis and food formation, reduces respiration, preventing energy loss, enhances translocation of sugars and starch, increase plants' protein content, builds cellulose and reduces lodging and helps retard crop diseases. (Daniel, & Carl, 2018).

Okra belongs to the family Malvaceae and genus Abelmoschus. The plant is cultivated in tropical, subtropical and warm temperate regions around the world. Okra can be grown on wide range of soils, but well drain fertile soils with adequate organic matter result in high yield. Okra is widely cultivated throughout the year in the tropics especially Nigeria. In 2009-2010 (about 14years ago) the total world area under cultivation of okra was 0.43 million hectares and the production stood at 4.54 million tons. The current production of Okra today in Nigeria is 136 estimated at 1.82 million tonnes per year (FAOSTAT, 2020).The yield is low when compare to the yield of other food crops. India produces 5784 thousand tons of okra. At present, India is the largest producer of okra with 67.1%, followed by Nigeria, (15.4%), and Sudan (9.3%) This production level of production is low to meet the market needs of 230 million people in Nigeria, hence this paper. Okra (*Abelmoschus esculentus* L.) is a vegetable of high nutritional value and with great socio-economic importance worldwide and Nigeria most especially. Okra meets the needs of vegetable, because the immature fruits are a rich source of fibre and minerals (Kamalesh, Subrata, Asraf, Pranabesh, 2018; Maciel, Finzi, Marra, Carvalho, Nogueira, 2018; Petropoulous, 2018).

Economic Value of okra Production

National economic as described in literature is the production, distribution, trade, consumption of goods and services by different agents of a nation. It is about macroeconomics and also is characterized by efficiency, equity, economic freedom, economic growth and price stability. Nigeria is an open economic where buying and selling of goods and services and distribution are determined by supply and demand with little government intervention. Citizens are free to run private businesses or engage in production, distribution or rendering services and farming okra by female farmers in Nigeria is a form of production or trade which leads to income generation.

Research reports in Nigeria have shown women economic benefits in growing Okra. For example, studies done by Ewunwe, Alufobai, and Adolue (2018) in Delta state, revealed the cost ratio of okra yield by female farmers which stands at 2.99 and a return on their investment was 2.03, indicating that okra production is viable and profitable and is cultivated mostly by

women. The authors concluded that okra farming is profitable and female farmers should be encouraged by government to invest more in okra production.

Okra plant takes about 40 days to mature from planting (i.e., to flowering and fruiting), it is a vegetable that is always sort for; it can be processed by drying and preserved. The leaves are sold for use in some parts of Nigeria, therefore, farming okra by women using wood ash is a veritable business for the women. Okra is multipurpose and economic crop for farmers and marketers in Nigeria because of the income generated from the sale of immature fresh leaves, fresh and dried fruits which are made into diverse soup products (Ibitoye & Kolawole, 2022).

Nutritional Quality and Health benefits of Okra

Okra is a nutritious vegetable with many health benefits. It is rich in dietary fiber, minerals (Sodium, Calcium, Potassium, Zinc, and iron), Vitamins (A, B and C), antioxidants, and folate. Okra seed is rich in proteins (15-26%), the seed oil is edible (20-40%), and rich in unsaturated fatty acids like the linoleic acid essential for human nutrition (Olsen, 2019). The mature fruit and stems are used in the paper industry. Okra mucilage can be used as food additives (NRCNAs, 2006; Bnchasri, 2012. Kumar, Kumar & Nadendla, 2013), 2017; Gemede, Ratta, Haki, Woldegiosgis, Beyene, 2015; Dubey & Mishra, 2017).

Okra leaves are excellent source of fiber and also contain vitamin A and C, Calcium, protein and iron. Okra leaves are also used to balanced digestion and internal health (Olsen, 2019). Okra is used to control cholesterol level, stabilize blood sugar by regulating the rate at which sugar is absorbed from the intestinal tract. It is good for people who feel weak or exhausted, including people suffering from depression. It is also used in treating ulcers, lung inflammation, sore throat, as well as irritable bowel. Okra is good for asthma patient (Sengkhampan, Verhoef, Schols, Sajjaanatakul & Voragen, 2009).

Effects of Wood Ash on growth and Yield of Okra

Wood ash majorly contains potassium is absorbed by plants in the form of the potassium ion (K+). Potassium exist in solution and in exchangeable and non-exchangeable forms which are in dynamic equilibrium with each other (Cox & Singh 1999). Solution potassium and exchangeable potassium are replenished by non-exchangeable potassium when they are depleted by plant removal or leaching (Gardner & Miller, 2004). A study reported a two years trial of N.P.K. on okra. The application was: N=60; P=30 and K=30Kg/ha. (Bid, Days, & Dhua, 1971). The best growth was obtained when the three elements were applied, the two nutrient combinations, NK was the most effective, followed by NP and PK. in trials with okra cultivas, *Pusa sawani*, N and K_2O were each applied at 0-120kg/ha (Mishra & Pandey, 1987) Nat 80 kg/ha and K at 40 kg/ha significantly increased the number of fruits per plants, 1000 seed weight and seed yield. Application of K above 40 kg/ha adversely affected seed yield. Potassium is essential in photosynthesis, sugar translocation, nitrogen metabolism, enzyme activation, stomata functioning, water relations and growth of meristematic tissues (Mitchel 1970). However, excess K causes plants to be deficient in magnesium and Calcium due to induced nutrient imbalances which upset the K: Mg and K: Ca ratios.

Potassium in the Soil

The total potassium content of soils always exceeds 20,000 ppm (parts per million) (Kaiser & Rosen, 2018). While the supply of total K in soils is quite large, relatively small amounts are available for plant growth at any given time. That is because nearly all this K is in the structural component of soil minerals and is not available for plant growth. The amount of K supplied by

soils varies due to large differences in soil parent materials and the effect weathering has on these materials. Therefore, the need for K in a fertilizer programme varies across soil types.

Studies of wood ash fertilization and plant density in okra production are necessary given that an adequate plant density associated with K fertilization provides a greater yield (Sraussburger 2010; Meena, 2016). The interaction of the traits studied was reported only for broccoli by Hashem, Al- Abbas and Mohammed (2018) with significant total yield effect. Reports of wood ash fertilization and planting density on okra productivity are scarce. Potassium is an essential nutrient for plant metabolism that increase crop yield and fruit quality due to its enzyme activity increase, which metabolizes carbohydrates to synthesize amino-acids and proteins (Zahedi, 2016; Chrysargyris, Drausa, & Tzortzakis, 2017). This nutrient is essential in plants production especially in semi-arid regions, due to stomata regulation to avoid water loss through transpiration and increase the accumulation of osmoprotectants for osmoregulation during water scarcity (Meena, Bahadur, Maurya & Kumar, 2016; Jha & Subramanian, 2017).

Ideal planting density can improve the plant yield because it can reduce and suppress weed infestation when plants are closely spaced (Omouvbude & Odensi, 2018). It can also ensure the balance between vegetative growth and fruit development due to better use of nutrients and solar radiation (Straussburger 2010). However, there are fundamental factors that affects the uptake of K by plants that must be taking into consideration, they include: soil moisture, soil aeration and oxygen level and tillage system.

Sources of Potassium

Common potassium fertilizer sources are: Potassium chloride (KCL) 60-62%, Potassium sulfate (K_2SO_4) 50%, Potassium magnesium sulfate (K_2SO_4.2Mg SO_4) 20%, Potassium thiosulfate ($K_2S_2O_3$) 17%, and Potassium nitrate (KNO_3) 44%

Methods of application

It does not make much difference whether we apply the manorial substances to the land before plowing or after plowing, above the seed or below the seed, stir them in with the harrow or with the cultivator or with any other tool, and often whether we put them on the soil or in the soil, so long as we apply sufficient quantities, and apply them at an opportune time-namely, somewhat ahead of the moment that the plants will want to take hold of these foods. Select the manure in accordance with the requirements of soil and crop. Therefore, what is the method of applying wood ash? Use plenty of them. However, here are some ways of application:

1. For improvement of soil apply one to two ton per acre in early spring
2. For maintenance of soil fertility, apply annually from 500-1000 pounds of ashes per acre in fall winter and early spring.
3. For the more valuable farm crops, apply two –three ton per acre at winter.
4. Make large applications sometime ahead of planting (Greiner, 1894).

Symptoms of K deficiency in Okra

Before symptoms of K deficiency become visible in okra, there are losses that occur in both crop yield and crop quality. Disease incidences increases and crop production is severely reduced. The number of leaves are low; Leaf margins are brown yellow; brown or scorched;

abscission of scorched leaves; plants are stunted; leaves are dark green; roots are poorly developed and often affected by rot., decreased drought resistant, appearance of white, yellow or orange chlorotic spots or stripes on older leaves, chlorotic areas becomes necrotic, the tissue dies and leaves dry up. The symptoms spread to younger leaves and finally, and the entire plant in some case (Tiwari, & Gavin, 2014.) Potassium deficiency symptoms in vegetables crops. Potassium-de

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ROLE OF POLITICAL IDEOLOGY AND NATIONAL ECONOMY IN ACHIEVING SUSTAINABLE DEVELOPMENT FOR AFRICAN NATIONS: A CASE FOR NIGERIA

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Abstract
The pursuit of sustainable development in Nigeria is intricately shaped by the interplay between political ideology and the national economy. This paper explores how political ideologies—ranging from neoliberalism to social democracy—have influenced policy formulation and implementation, particularly in relation to environmental sustainability, economic growth, and social equity. In addition, the paper assesses the role of Nigeria's economic structure, driven predominantly by oil revenues, in facilitating or hindering sustainable development efforts. The study reveals that inconsistent ideological commitments and economic mismanagement have often led to policy discontinuities, underinvestment in green infrastructure, and weak institutional frameworks. Conversely, pockets of success in sustainable development are shown to align with periods of ideological coherence and economic diversification. The paper concludes by proposing a strategic framework that integrates ideological clarity with sound economic planning to achieve sustainable development. This includes strengthening democratic institutions, promoting inclusive economic policies, and fostering a national consensus on sustainability goals. The findings contribute to a deeper understanding of the political and economic preconditions necessary for sustainable development in Nigeria and offer insights for other resource-rich developing countries grappling with similar challenges.

Keywords: Sustainable development, political ideology, national economy, Nigeria, policy implementation.

Introduction
The pursuit of sustainable development has emerged as a crucial agenda for African nations, particularly in the wake of persistent socio-economic challenges such as poverty, inequality, and environmental degradation. Sustainable development, involves meeting the needs of the present without compromising the ability of future generations to meet their own needs (UNDP, 2018). This approach emphasizes a balance between economic growth, social inclusion, and environmental protection. However, in many African countries, including Nigeria, the realization of sustainable development is intricately linked to the prevailing political ideologies and the nature of their national economies. Political ideologies shape policy directions and governance structures, which in turn influence economic outcomes and the broader development trajectory (Adeleke, 2020). Thus, understanding the interplay between

political ideology and economic policies is essential for addressing the complexities of sustainable development in Nigeria.

Historically, Nigeria's political landscape has been characterized by a spectrum of ideologies ranging from socialism and nationalism during its early post-independence period to neoliberalism and market-oriented reforms in years that are more recent. Each ideological phase has brought about distinct economic policies that have significantly affected the nation's development path. For instance, the shift towards market liberalization in the 1980s and 1990s under the Structural Adjustment Programmes (SAPs) led to significant economic reforms, including deregulation and privatization, aimed at stimulating economic growth (Okafor, 2019). While these reforms brought about some economic benefits, they also introduced challenges such as increased inequality and reduced social welfare. The ideological underpinnings of such policies reflect the intricate relationship between governance, economic management, and developmental outcomes.

Nigeria's national economy is one of the largest in Africa, predominantly driven by its oil and gas sector. However, despite its renowned wealth, the country faces numerous developmental challenges, including high poverty rates, unemployment, and infrastructural deficits. These issues have been exacerbated by policy inconsistencies and economic mismanagement, often rooted in the fluctuating political ideologies of successive governments. For example, the periods of military rule in Nigeria witnessed a centralization of economic control, which often led to corruption and economic inefficiencies (Nwachukwu & Okoli, 2021). Conversely, the return to civilian government brought promises of democratic ideals and market-driven economic policies. Nonetheless, the struggle to achieve sustainable development continues, as political instability and divergent ideological stances create an environment of policy uncertainty.

In the context of sustainable development, political ideologies play a vital role in shaping economic policies that either foster or hinder progress. The alignment or misalignment of political ideologies with sustainable development goals can have profound implications on how resources are allocated, how inclusive economic growth is pursued, and how environmental sustainability is prioritized. For instance, neoliberal ideologies that favour market-led growth may promote economic expansion but often at the expense of social welfare and environmental protection (Eze, 2019). On the other hand, social-democratic or inclusive political ideologies emphasize equitable wealth distribution and social justice but face challenges in achieving rapid economic growth. Therefore, the ongoing debate around the appropriate ideological and economic frameworks for sustainable development in Nigeria remains a contentious and complex issue.

Given the multiplicity of political ideologies and the evolving nature of Nigeria's economy, it is appropriate to explore the critical role that political ideology and national economy play in achieving sustainable development in Nigeria. By examining the historical and contemporary ideological shifts and their corresponding economic policies, andto provide a nuanced understanding of how political ideologies have shaped Nigeria's developmental trajectory. It also seeks to identify the opportunities and constraints posed by these ideologies in the pursuit of sustainable development. In doing so, this study contributes to the broader discourse on the interplay between political governance, economic management, and

sustainable development in Africa, offering insights for policymakers, scholars, and development practitioners (Afolayan & Ayodele, 2022).

An Overview of Nigeria Political Ideology

Despite Nigeria's vast natural and human resources, the nation continues to grapple with significant developmental challenges, including widespread poverty, economic inequality, inadequate infrastructure, and environmental degradation. The promise of sustainable development—a development model that balances economic growth, social equity, and environmental sustainability—remains largely unfulfilled. At the heart of this issue lies a complex interplay between political ideology and economic management. Successive governments in Nigeria, driven by differing political ideologies, have implemented varied economic policies with mixed results. From the centralised control of the economy during military regimes to the market-oriented reforms of the democratic era, these ideological shifts have often led to policy inconsistencies, economic volatility, and a lack of coherent strategy for sustainable development. The fundamental problem, therefore, is not merely the lack of resources but the misalignment between political ideologies, economic policies, and the principles of sustainable development.

Furthermore, the divergent political ideologies that have shaped Nigeria's governance structures have often resulted in short-term, reactionary policies rather than long-term, strategic planning. This has led to an economic environment marked by instability, policy reversals, and limited focus on inclusive growth and environmental sustainability. In an era where sustainable development is increasingly critical for national progress, the question of how political ideologies and national economic strategies can be harmonized to achieve a sustainable future for Nigeria remains inadequately addressed. This problem is further compounded by the challenges of corruption, weak institutions, and socio-political tensions, which have historically undermined effective policy implementation. Hence the need , this study seeks to critically examine the role of political ideology and national economy in Nigeria's pursuit of sustainable development, exploring how a more integrated and ideologically informed approach can pave way for a more sustainable and equitable future.

Conceptual Analysis

The following are some concepts associated politics and ideology.

Political Ideology

Political ideology refers to a coherent set of beliefs and values that influence the policies and actions of governments and political parties. It shapes the ideological lens through which issues of governance, economy, and social justice are approached. Key political ideologies such as liberalism, socialism, and nationalism have varying implications for economic policies and development strategies. Liberalism advocates for free-market policies, limited government intervention, and individual liberties, promoting economic growth through market forces (Heywood, 2019). In contrast, socialism emphasizes state intervention, wealth redistribution, and collective welfare, seeking to address economic inequalities. Nationalism prioritizes national interests, which can sometimes manifest in protectionist economic policies. In Nigeria, the oscillation between these ideologies has directly influenced the country’s economic

policies, from market liberalization to state control, thus affecting the broader development trajectory.

National Economy

The dynamics of national economies, particularly in African countries, are shaped by various factors including historical contexts, governance structures, and global economic pressures. A mix of state-controlled and market-driven elements, resulting in mixed economies where both government intervention and market forces play significant roles (Owusu, 2021), often characterizes African economies. Some African nations have pursued market-oriented reforms, embracing neoliberal policies to attract foreign investment and stimulate economic growth. Conversely, others have maintained state control over key sectors, aiming to protect national interests and ensure resource allocation for public welfare. In Nigeria, the national economy has fluctuated between these economic models, influenced by shifts in political ideology. This fluctuation has led to diverse economic outcomes, ranging from periods of growth and prosperity to challenges of economic mismanagement, poverty, and inequality.

Sustainable Development

Sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UNDP, 2018). It emphasizes a holistic approach that integrates economic growth, social inclusion, and environmental sustainability. The United Nations' Sustainable Development Goals (SDGs) encapsulate this interconnectedness, outlining objectives that encompass poverty eradication, quality education, gender equality, and climate action, among others. Sustainable development requires policies that are inclusive, equitable, and environmentally conscious, demanding an intricate balance between economic objectives and social welfare. In the Nigerian context, the pursuit of sustainable development necessitates a re-evaluation of political ideologies and economic strategies to ensure they are aligned with these goals, promoting not just economic growth but also social equity and environmental stewardship.

Historical Overview of Political Ideologies in Nigeria

Since gaining independence in 1960, Nigeria has undergone various political and ideological transformations that have significantly affected its development. In the early post-independence era, Nigeria adopted a mixed economic approach influenced by nationalist and socialist ideologies. The First Republic (1963–1966) focused on state-led development and nationalization, especially in key sectors such as agriculture and manufacturing. However, the political instability that characterized the post-independence period led to a series of military coups, resulting in prolonged military rule. During the military regimes, particularly under General Yakubu Gowon, Murtala Mohammed, and Olusegun Obasanjo, the state maintained centralized control over the economy with the aim of promoting national unity and economic self-sufficiency (Nwachukwu&Okoli, 2021). The introduction of the Structural Adjustment Programme (SAP) in the 1980s, under General Ibrahim Babangida, marked a pivotal ideological shift toward neoliberalism. These reforms aimed at market liberalization, deregulation, and privatization to address economic crises. However, the implementation of SAP led to socio-economic challenges, including increased poverty, inequality, and the erosion of social welfare systems (Afolayan & Ayodele, 2022)

Current Ideological Landscape

In the contemporary political landscape, Nigeria has embraced a complex interplay of ideologies, characterized by a blend of liberal democratic values and elements of state intervention. Since the transition to civilian rule in 1999, the political system has been shaped by the principles of liberal democracy, including political pluralism, free markets, and the rule of law (Adeleke, 2020). The two main political parties, the People's Democratic Party (PDP) and the All Progressives Congress (APC), have championed policies that combine market-friendly economic reforms with social welfare initiatives. The PDP, during its time in power, implemented policies that reflected a mix of neoliberal and social-democratic ideologies, focusing on privatization, economic liberalization, and poverty reduction. Similarly, the APC has promoted a vision of economic diversification and infrastructural development while simultaneously implementing social investment programmes aimed at reducing poverty and promoting inclusive growth (Eze, 2019). This ideological synthesis reflects a pragmatic approach to governance, seeking to balance the demands of free-market economics with the need for social safety nets.

The prevailing political ideologies in Nigeria continue to exert a profound influence on the nation's economic policies. Neoliberalism, with its emphasis on market liberalization, privatization, and foreign investment, has remained a central theme in Nigeria's economic strategy. The Buhari administration, for instance, launched the Economic Recovery and Growth Plan (ERGP) (2017-2020), which aimed to revitalize the economy by fostering a market-friendly environment, improving infrastructure, and promoting fiscal discipline (Adeleke, 2020). This plan also emphasized economic diversification, particularly in the non-oil sectors such as agriculture, manufacturing, and technology. Alongside these market-oriented policies, there has been an increasing acknowledgment of the state's role in addressing socio-economic challenges. The implementation of programmes like the National Social Investment Programme (NSIP) illustrates an ideological commitment to providing social safety nets, targeting poverty alleviation, and enhancing human capital development (Owusu, 2021). This dual approach reflects the current ideological stance in Nigeria, which seeks to integrate market dynamics with state interventions to foster sustainable and inclusive economic growth.

Weaknesses that affect Policy Efficacy and Sustainable Development

Despite efforts to balance these ideological currents, Nigeria faces significant challenges and contradictions that affect policy efficacy and sustainable development. The neoliberal focus on market liberalization is often undermined by systemic issues such as corruption, bureaucratic bottlenecks, and institutional weaknesses, which impede the successful implementation of economic reforms (Nwachukwu & Okoli, 2021). Furthermore, the state's involvement in sectors like oil remains contentious, with ongoing debates over resource control, revenue allocation, and the equitable distribution of wealth. This tension between nationalist ideologies that advocate for state control and liberal ideologies that promote market freedom creates an environment of policy uncertainty and economic instability (Afolayan & Ayodele, 2022). Additionally, efforts to implement social welfare programmes face fiscal constraints, policy inconsistencies, and the pressures of global economic dynamics. These ideological and practical tensions manifest in economic volatility, social unrest, and

persistent development challenges, underscoring the need for a more coherent and integrative ideological framework that aligns with Nigeria's pursuit of sustainable development.

The Interplay between Political Ideology and National Economy

The interplay between political ideology and the national economy in Nigeria is evident in the formulation and implementation of economic policies. Political ideologies have been instrumental in shaping economic decisions, as seen in the adoption of market liberalization policies reflecting neoliberal ideologies. For instance, neoliberal policies like those implemented during the Structural Adjustment Programme (SAP) and subsequent economic reforms aimed at privatizing state-owned enterprises, deregulating markets, and promoting foreign investment have significantly influenced key sectors such as oil, agriculture, and education (Eze, 2019).

In the oil sector, neoliberal policies led to increased foreign participation and investment, yet they also sparked controversies regarding resource control and revenue distribution. Similarly, the emphasis on market-driven agricultural reforms aimed at boosting production and exports has been met with challenges, including inadequate support for small-scale farmers. Education, under market liberalization, has seen the proliferation of private institutions, raising concerns about accessibility and inequality. The outcomes of these ideologically driven policies have been mixed. On one hand, periods of market liberalization have led to spurts of economic growth, infrastructural development, and diversification efforts, particularly during the implementation of the Economic Recovery and Growth Plan (ERGP) (2017-2020).

On the other hand, these policies have also been associated with increased economic inequality, widespread corruption, and systemic inefficiencies, contributing to the persistence of poverty and social disparities (Nwachukwu & Okoli, 2021). This duality underscores the complexity of aligning political ideologies with the objectives of sustainable development in Nigeria.

Implications for Sustainable Development

Political ideologies significantly influence the direction and effectiveness of sustainable development policies in Nigeria. For instance, capitalist-oriented regimes often prioritize economic growth and privatization, sometimes at the expense of environmental and social considerations (Akinyemi, 2020). In contrast, socialist-leaning governments may invest more in public services and environmental protection, but could struggle with inefficiency and corruption (Ojo, 2018). The inconsistency in political ideology due to frequent changes in government leads to policy discontinuity, undermining long-term sustainability efforts (Uche& Okonkwo, 2021). Moreover, ideologies affect the allocation of resources and attention to sectors like renewable energy, education, and infrastructure, which are vital for sustainable development (Ahmed, 2019). Politicization of development projects often shifts focus from sustainability to short-term political gains (Eze, 2020). Ultimately, Nigeria's path to sustainable development is deeply intertwined with the prevailing political ideologies and their influence on governance structures and policy priorities.

In addition, Political ideologies in Nigeria have had notable positive impacts on the country's pursuit of sustainable development, particularly through policy frameworks that

emphasize social welfare, economic diversification, and environmental sustainability. For example, the introduction of the National Social Investment Programme (NSIP) under the Buhari administration reflects a commitment to social welfare, aiming to alleviate poverty and enhance human capital through initiatives such as conditional cash transfers and school feeding programmes (Afolayan & Ayodele, 2022). Additionally, economic diversification efforts, such as those promoted by the Economic Recovery and Growth Plan (ERGP), aim to reduce reliance on oil by investing in sectors like agriculture and technology, fostering a more resilient economy. The focus on environmental sustainability is also evident in policies targeting renewable energy and climate change adaptation, which align with global sustainable development goals and demonstrate the positive influence of ideologies prioritizing long-term environmental stewardship.

However, conflicting political ideologies have presented significant challenges to sustainable development in Nigeria. Policy inconsistencies and frequent reversals, often driven by ideological shifts and political instability, undermine the effectiveness of long-term development strategies. For instance, the implementation of neoliberal policies has been interrupted by subsequent administrations with differing ideological focuses, leading to disruptions in economic reforms and social programmes (Okafor, 2019). Furthermore, the emphasis on short-term gains and political expediency can overshadow the commitment to long-term sustainability, as seen in the prioritization of immediate economic benefits over enduring environmental and social outcomes. These challenges highlight the difficulties in maintaining a coherent development strategy amidst shifting political ideologies and governance practices. Specific case studies illustrate the complex interplay between political ideology and economic policy in influencing sustainable development in Nigeria. One such case is the implementation of the Niger Delta Development Commission (NDDC) aimed at addressing environmental degradation and socio-economic issues in the oil-rich Niger Delta region. While the NDDC was established to promote sustainable development through infrastructure projects and environmental restoration, its effectiveness has been hampered by issues such as corruption and mismanagement, reflecting the impact of political and ideological conflicts on policy outcomes (Eze, 2019). Conversely, the recent push for renewable energy investments under the Renewable Energy Master Plan demonstrates how ideologies prioritizing environmental sustainability can drive positive changes. These case studies underscore the need for a consistent and integrated approach to policy-making that aligns political ideologies with the principles of sustainable development to achieve lasting and equitable progress.

Conclusion

In conclusion, the interplay between political ideology and the national economy has profoundly shaped Nigeria's path toward sustainable development. The review of Nigeria's political ideologies from post-independence to the present reveals a complex landscape where neoliberal, socialist, and nationalist ideologies have influenced economic policies and development strategies. While neoliberal policies have driven market liberalization and economic growth, they have also led to challenges such as increased inequality and corruption. The current ideological blend reflects an effort to balance market-driven growth with social welfare initiatives, yet conflicts and inconsistencies persist. For Nigeria to achieve sustainable development, it is essential to

address these ideological tensions and adopt a coherent approach that integrates economic, social, and environmental objectives.

Suggestions

i. **Ensure Policy Coherence:** Develop and implement policies that are consistent and aligned with long-term sustainable development goals, regardless of ideological shifts.
ii. **Promote Inclusive Economic Strategies:** Focus on inclusive economic policies that address socio-economic inequalities and ensure that growth benefits all segments of society.
iii. **Integrate Sustainable Development Principles:** Embed sustainable development principles into all political ideologies and economic policies to ensure balanced and equitable progress.
iv. **Enhance Transparency and Accountability:** Strengthen mechanisms for transparency and accountability to combat corruption and improve the effectiveness of development programmes.
v. **Foster Multi-Stakeholder Collaboration:** Encourage collaboration between government, private sector, and civil society to create holistic solutions that address Nigeria's complex development challenges.

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INTEGRATED SCIENCE FOR SUSTAINABLE DEVELOPMENT IN NIGERIA: THE NATIONAL ECONOMY AND POLITICAL IDEOLGY IMPLICATIONS

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Abstract
This paper analyses the intricate relationship between political ideologies and the implementation of science-based economic policies for sustainable development, with a specific focus on the Nigerian context. It argues that a nation's prevailing political ideologies significantly shape its economic trajectory and its capacity to achieve sustainability. The paper explores various political ideologies: liberalism, conservatism, socialism, fascism, anarchism, nationalism, and environmentalism, and analyzes their potential influence on the adoption and effectiveness of science-driven economic policies. Using the evolution of Nigeria's Integrated Science curriculum as a case study of developmental nationalism's impact on education, the paper further discusses the challenges hindering science-based sustainable development in Nigeria, many of which are rooted in political factors. Ultimately, the paper emphasizes the critical need for alignment between the political ideologies of a nation's leaders and economic policies that prioritize long-term sustainability. It concludes that Nigeria's progress towards sustainable development is contingent upon the active political participation of economic policy experts who possess the will and courage to implement informed science-based strategies.

Keywords: Political ideology, Sustainable development, Science-based economic policies, Nigeria

Introduction

Humans are political in nature, whether partisan or not; the decision they make, how they make it and why they make is based on their political ideologies. Whatever the economy of any nation becomes, whether developed, developing or underdeveloped is equally knitted to the political ideology of her leaders. Sustainable development is the major way for enhancing the growth of any economy and this growth is at the mercy of the political ideology of her citizens. Barker & Marietta (2022) defined political ideology as a set of beliefs and values that shape an individual's or groups' understanding of political issues, governance, and the role of government in society. This provides a framework for interpreting political events and guide individuals in their political behavior and preferences. They emphasized that political ideologies are not just abstract concepts; they are deeply embedded in social contexts and can influence public policy, political discourse, and individual actions. Different ideologies, such as liberalism, conservatism, socialism, and others, offer distinct perspectives on how society should be structured and governed.

National Economy refers to a country's economic system comprising resources, production activities, trade, and services interconnected through various relations to achieve economic development and societal operation (Marchenkova, 2022). This was simply put by

Studysmarter (2024) as the production, distribution and trade, consumption of goods and services by different agents of a nation.

Sustainable development is defined as "development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs" (United Nations General Assembly, as cited in Emas, 2015). Sustainable development is an approach to social, economic, and environmental planning that attempts to balance the social and economic needs of present and future human generations with the imperative of preserving, or preventing undue damage to, the natural environment (Kulik, 2024). A development is sustainable if it makes better the lives of the 'children' than it did to the lives of the 'fathers'.

The term "integrated science" is often used as a synonym for interdisciplinary and unified science, which may be applied generally to any curriculum effort in which two or more previously separated science subjects are combined (Showalter 1975).

Types of political ideologies

Political ideology, as articulated by Heywood (2021), provides the foundational beliefs and values that shape a society's understanding of how it should be organized and governed. These ideologies invariably influence the priorities and approaches taken when formulating economic policies, including those that are purportedly "science-based." While scientific inquiry aims for objectivity, the selection of research areas, the interpretation of findings, and the application of scientific knowledge to economic challenges are often filtered through an ideological lens.

1. **Liberalism:** It is an ideology that emphasizes individual rights and freedom with limited government, the rule of law, and free markets. The Liberals believes that the government should stay away from people's lives as much as possible and that the economy will work best when people and businesses can do their own thing without interference.
2. **Conservatism:** It is an ideology generally favours tradition, established institutions, gradual change, and a cautious approach to reform .The Conservatives tend to value tradition, family, and established ways of doing things. They prefer a smaller government role in the economy and believe in personal responsibility. Often times, they are slower to adopt new social ideas.
3. **Socialism:** A broad ideology advocating for social ownership or control of the means of production, distribution, and exchange, with an emphasis on equality and social welfare. The Socialists thinks that things like major industries (like energy or healthcare) should be owned by everyone or controlled by the government to benefit everyone and not just a few rich people
4. **Fascism:** A far-right, authoritarian ultranationalist ideology characterized by dictatorial power, forcible suppression of opposition, and strong regimentation of society and the economy. The Fascists believe that their country is the most important thing and government should be very powerful to make the nation strong. The government suppresses anyone who disagrees with them and can be militaristic.
5. **Anarchism:** An ideology that opposes all forms of coercive hierarchy and domination, including the state. The Anarchists hold agree that people can organize and cooperate among themselves voluntarily without a need to be told what to do. They resist any form of forced authority and accept individual freedom and self-rule.

6. **Nationalism:** An ideology emphasizing the importance of national identity, unity, and loyalty. The Nationalists, oftentimes, want their country to be independent and strong.
7. **Environmentalism:** It is an ideology that places huge emphasizes on the importance of the natural environment and advocates for its protection and sustainability. The Environmentalists crave to protect nature and stand against human actions that harm the environment. They advocate for things like renewable energy, conservation, and life styles that makes nature more sustainable.

Political ideologies in Nigeria

From independence in 1960 to the present day, the country has witnessed diverse political ideologies which are marked by periods of clearer ideological leanings that have gradually become more complex and highly debated.

In the First Republic (1960-1966), there were distinct ideological influences which shaped the major political parties. Joseph (1978) stated that the nationalist ideology was paramount during the struggle for independence, uniting diverse groups against colonial rule. But after independence, regional parties emerged with different ideological orientations:

- The Northern People's Congress (NPC), which represents the interests of the Northern region, leaned towards conservatism, emphasizing traditional structures and gradual change (Joseph, 1978).
- The National Council of Nigerian Citizens (NCNC), which has a strong base in the Eastern region, adopted a form of pragmatic socialism, advocating for greater state intervention in the economy (Joseph, 1978).
- The Action Group (AG), which is based in the Western region, championed democratic socialism, advocating for social welfare programs and a more egalitarian society (Joseph, 1978).

The military rule came after this and suppressed apparent ideological expression and focused on maintaining power and national unity using decrees and not distinct political philosophies.

The Second Republic (1979-1983) birthed new political parties, some, attempted to revive earlier ideological leanings. These, however were also cut short by military intervention.

By the Third Republic (1992-1993), the military introduced a two-party system: the Social Democratic Party (SDP) leaning towards the left (a range of beliefs and principles that campaign for a greater role of government in the economy to achieve social equality, economic fairness, and collective well-being. It focuses the need to address inequalities and provide social safety nets); and the National Republican Convention (NRC) towards the right (a set of beliefs and principles that advocates for a reduced government participation in the economy with a greater emphasis on free markets, private enterprise, and individual economic liberty). This is a purposive attempt to develop a more ideologically structured political landscape, however, this was not sustained (Roelofs, 2024).

The Fourth Republic (1999-present) birthed the wane of clearly defined ideologies within major political parties. Eme & Ibietan (2015) argue that despite manifestos, Nigerian political parties often lack strong ideological dispositions, while factors like identity politics and the pursuit of resources take pre-eminence. Other analysts like Roelofs (2024) and Onoja & Oche (2024) posits that governing parties in the Fourth Republic have largely aligned towards a right-

leaning economic ideology. As politicians keep switching between parties, Adebayo (2018) argues that there is a potential mutability and diminution of deep-seated ideological beliefs among the political class.

The implications of political ideologies on economic policies

Heywood, (2021) and Kenton, (2025) opined that different political ideologies hold distinct perspectives on the role of the state, the organization of markets, and the distribution of resources, all of which directly impact how scientific understanding is utilized in economic policymaking.

Liberalism, with its emphasis on individual rights, limited government, and free markets, would likely favor science-based economic policies that promote innovation and efficiency through market mechanisms.

Conservatism, valuing tradition and gradual change, might approach science-based economic policies with caution. While not inherently anti-science, conservatives may prioritize research that supports existing economic structures and established practices. They might favor studies demonstrating the effectiveness of fiscal conservatism, the potential negative consequences of radical policy shifts, and market-based solutions to economic challenges. Evidence supporting the efficiency of private enterprise and the potential unintended consequences of government intervention would likely be influential.

Socialism, with its focus on social ownership, equality, and welfare, would likely champion science-based economic policies aimed at reducing inequality and ensuring social well-being. The potential for government-led investment in areas like renewable energy and public health to create jobs and improve quality of life would be favored. Scientific findings highlighting social disparities and the need for collective action would likely drive policy recommendations.

Fascism which is characterized by extreme nationalism and state control would likely prioritize science and technology to serve national economic and military power. Economic policies would be centrally directed, potentially utilizing scientific advancements to enhance industrial output and national self-sufficiency. However, scientific inquiry might be subordinate to nationalistic goals, and dissenting scientific views could be suppressed.

Anarchism, opposing state control, presents a unique challenge to the concept of centralized science-based economic policy. In an anarchist framework, economic decisions would likely be decentralized and based on local needs and voluntary cooperation. Scientific knowledge regarding sustainable resource management, ecological balance, and community-led initiatives would be crucial, but its application would be driven by local autonomy rather than national directives.

Nationalism, emphasizing national interests, would likely support science and technology development that enhances a nation's economic competitiveness and security. Policies might favor domestic innovation, protect key industries based on scientific and technological advantages, and potentially restrict the sharing of strategically important scientific knowledge.

Environmentalism, prioritizing ecological sustainability, would advocate for science-based economic policies that mitigate environmental damage and promote long-term ecological health. Research into renewable energy technologies, the economic costs of environmental degradation, and sustainable resource management would be central to policy

recommendations, potentially leading to regulations and incentives for green technologies and practices.

Political ideologies and the implementation of science-based economic policies in Nigeria

The relationship between political ideologies and the implementation of science-based economic policies in Nigeria has been complex, most times indirect and highly influenced by the changing political ideologies from independence to the present day.

In the **First Republic**, the different ideological leanings of the dominant political parties had potential implications for economic policies and those that could have been informed by scientific principles. For instance, the **pragmatic socialism** of the NCNC might have promoted state-led initiatives in industrialization and technological development, potentially guided by scientific expertise. On the other hand, the **conservatism** of the NPC might have prioritized agricultural development based on existing practices, with a more cautious approach to large-scale, science-driven transformations. The **democratic socialism** of the AG could have emphasized social welfare programs that, while not directly science-based in their creation, would require data and analysis for effective implementation (Joseph, 1978). However, the nascent stage of Nigeria's scientific infrastructure and the principal focus on nation-building meant that explicit, large-scale science-based economic policies were not as prominent as the underlying ideological orientations.

During the periods of **military rule**, while ideological discourse was often suppressed, economic policies were typically driven by the priorities of the ruling military regimes, which might occasionally incorporate scientific or technical advice on specific projects without necessarily adhering to a broader, consistent ideological framework.

The transition to the **Second and aborted Third Republics** did not fundamentally alter the landscape in terms of a strong, direct link between evolving ideologies and science-based economic policies. The focus remained largely on political stability and economic management within prevailing global perspectives.

In the **Fourth Republic**, the argument that major political parties have converged towards a **right-leaning economic ideology** (Roelofs, 2024) has implications for science and technology. A predominantly free-market approach might value private sector-led innovation and technological adoption, with the government playing a more facilitative role in funding basic research or creating an enabling environment. Alternatively, if a more interventionist approach, even within a right-leaning framework, were adopted, the government might directly fund specific scientific research areas deemed important for national development.

However, the perceived **weakening of strong ideological divides** and the emphasis on factors like patronage and ethnic considerations (Eme & Ibietan, 2015) can hinder the consistent application of science-based economic policies. When political decisions are driven more by short-term political gains and, or the distribution of resources along non-scientific lines, long-term, evidence-based strategies for economic development that rely on scientific research and innovation may be sidelined. For example, funding allocations for scientific research institutions might be influenced by political connections rather than merit or strategic national needs. Furthermore, the "poverty of ideology" (Eme & Ibietan, 2015) can lead to policy inconsistencies and a lack of a coherent long-term vision for integrating science and technology

into the economy. Without a strong ideological commitment to progress driven by research and innovation, policies might be ad-hoc, poorly funded, or inconsistently implemented, regardless of their scientific merit.

Despite these challenges, there have been instances where science and technology have informed economic policies in Nigeria, such as in the agricultural sector (research into improved crop varieties) and the petroleum industry (technical expertise in extraction and processing). However, these have often been driven by specific needs or external pressures rather than a consistent, ideologically driven commitment to science-based economic transformation across all sectors.

While different ideological orientations in Nigeria's political history could theoretically lead to varying approaches towards science-based economic policies, the practical impact has been mediated by factors such as political instability, the focus on non-ideological considerations, and the perceived weakening of strong ideological frameworks in the Fourth Republic. A more robust and consistently applied integration of science into economic policy requires a political environment where long-term, evidence-based strategies are prioritized and sustained by a clear ideological commitment to innovation and technological advancement (Onoja & Oche, 2024).

-The Integrated Science Curriculum: A science-based policy

The example of Nigeria's Integrated Science curriculum reform in the late 1960s, driven by the Science Teachers Association of Nigeria (STAN) with government support (Brown, 2015; Oludipe, 2005), illustrates how a perceived need for scientific literacy and technological advancement – a form of developmental nationalism – influenced educational policy. The government's rationale, as outlined by Oludipe (2005), aimed to prepare citizens for a scientifically and technologically evolving world. This initiative, while focused on education rather than direct economic policy, highlights how a nation's developmental aspirations, underpinned by a belief in the importance of science, can lead to significant policy changes.

The subsequent development of the Nigerian Integrated Science (NISP) and the Nigerian Basic Science Project (NBSP) by Nigerian Education Research Development Council (NERDC), based on National Economic Empowerment and Development Strategies (NEEDS) and Millennium Development Goals (MDGs) (Babajide, 2015), further demonstrates the ongoing influence of national priorities and a recognition of the role of science and technology in achieving them. However, the challenges faced by STAN in securing adequate funding underscore that even with a progressive ideological stance towards science education, practical implementation can be hindered by economic and political realities.

Challenges to the implementation of science-based economic policies in Nigeria

Sustainable development is closely knitted to the development of science and technology in any country. Babajide, (2015) listed the following as the major challenges to the development of science and technology in Nigeria.

1. Poor management of funds on the part of the government.
2. Shortage of qualified teachers
3. Poor attitudes of students towards the subject
4. Poor method of instruction

5. Lack of adequate laboratory equipments
6. Insufficient exposure of students to laboratory activities
7. Poor incentives /remuneration on part of science teachers leading to poor attitudes of teachers to work.
8. Poor working condition of teachers and learning environment of students
9. Poor socioeconomic background of students leading to lack of appropriate learning facilities
10. Poor achievement of students in science.

Other challenges of the implementation of science-based economic policies in Nigeria includes: poor policy implementation, political instability, inadequate investment in research, and over reliance on crude oil.

The problems listed above basically take their roots from political ideologies. The bulk of the blame is on the government which is saddled with the responsibility of meeting these basic needs, and then demands that the citizens do their part in order to attain a sustainable development.

The way forward

If the teaching and learning of Integrated Science in Nigeria must produce the results that other developing and developed countries of the world are having, then, reforms should be made to the curriculum to include the following.

1. The pupils and students of Integrated Science should learn early, what governance is, and how it affects the quality of their lives.
2. They should learn early the responsibilities of the government to her citizens.
3. Students should learn early that those in positions of authority (government) will determine their fate as such they should be interested in the processes that take such persons there.
4. The minds of the pupils and students of Integrated Science should be prepared early and made ready to participate in the politics that takes people to the position of power, authority, decision making and implementation.
5. The teaching and learning of subjects like Government and History should be right from the foundational classes and made compulsory for all pupils and students.
6. Pupils and Students should be made to experience what the electioneering process in Nigeria is like by allowing them to via for positions of authority in the class like the class monitor and school prefects instead of the normal way of selection by the school authority. They should learn to prepare their manifestoes and present themselves for debates with other contestants.
7. When elected, they should be held accountable for their actions. Pupils and students should learn how to hold their leaders at all levels accountable to their duties and responsibilities.
8. Scientists and her various organizations should get more interested in politics, via for positions and take charge of the implementation of the policies that will better the outcomes of the teaching and learning of Integrated Science at all levels.
9. The teaching and learning of Integrated Science should be done in such a way that the learners can see the future in what they are learning. More real life experiences should be brought into the teaching and learning of Integrated Science. Enough of memorisation of concepts that the

students and the teachers at times do not know how it can be applied to real life experiences. Concepts should be matched with real life issues especially as it relates to economic empowerment.

i. The relationship of concepts in separation techniques and economic empowerment can be established by showing:

a. How salt (NaCl) is produced from sea water via evaporation. How the process of drying crops for storage for future use or next planting season is via the process of evaporation.
b. How the process of preparing awara (soya bean curds) is by boiling, precipitation and filtration.
c. How filtration and decantation are the processes used in the preparation of akumu (pap).
d. How the process of preparing beans for moimoi is first via osmosis, then application of pressure to separate the seed from its covering (testa or seed coat), floatation, decantation and the sieving before milling the beans.

ii. Do more of practical lessons in the laboratory and relate these practical lessons to real life issues. For instance, a teacher can decide to teach oxidation – addition of oxygen/loss of electron by using rusting of metal and its effects, in the laboratory.

a. How it can be prevented by covering the metal in oil or any other protective coating that will not expose the metal to oxygen. The protective layer on the metal prevents oxygen from being added to the metal as oxygen does not react with oil under ordinary conditions. The economic importance of this is that for food to be stored in any metallic container which is the case most times, such a metal must be coated with a protective lining to prevent its oxidation and hence keeping the food in its fresh consumable state.
b. How lack of oxygen or insufficient oxygen leads to fermentation that is the process used for producing the local spice, okpuye.
c. Showing the students in the laboratory how saponification can be used for economic empowerment.

iii. Taking students to industries where they can have a real experience of some concepts taught in class.

a. Fermentation - visit to garri processing industry to see how cassava is fermented, sieved and fried to birth the product – garri
b. Palm oil production - visit to palm oil processing industry to see the effects of boiling (heat) on the structure of palm fruits. How heat has reduced the strength of bond between the mesocap and endocarp of the fruit making it easier for crushing, in order to increase the surface area of the palm fruits hereby releasing its oil contents to the water where it floats and scooped for further processing.
c. Visits to food packaging industries for students to see which concepts is used in packaging food before transportation to other locations or for future use. How expiry dates are determined before placing them on food packs.

10. The government should pay more attention to what she can produce within the country by making sure that;

a. Curriculum is planned and executed to bring about the attainment of set goals.
b. Provide enabling environment for the teachers and learners of Integrated Science to achieve set goals.
c. Remunerate, motivate and encourage Integrated Science teachers and researchers.
d. Discourage the total reliance on foreign foods which boost foreign economy at the expense of local economy.
e. There should be increased government and private sector funding for concentration on research.
f. There should be strengthening of science-based policies that promotes sustainable agriculture, industry, renewable energy and healthcare.
g. There should be adoption of policies that integrates scientific innovations into economic planning.

11. The pupils and students of Integrated Science should be taught entrepreneurship skills early as entrepreneurship is the major factor for economical growth. Entrepreneurship is the easiest way to make the money needed to participate in partisan politics.

Conclusion

No economy can grow without sustainable development. There can be no sustainable development in Nigeria if the political ideologies of her leaders do not align with economic policies that bring about sustainability. Nigeria's journey towards sustainable development will be significantly delayed unless experts in sustainable economic policies have the determination to participate in politics and lead. Without their involvement, leadership often falls to individuals who may not have the right expertise.

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CURBING POLITICAL INSTABILITY THROUGH GUIDANCE AND COUNSELLING IN NIGERIA FOR NATIONAL DEVELOPMENT

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Abstract
Political instability prevails in Nigeria mostly because of poor leadership style. Most of Nigerian leaders are deficient in integrity, patriotism and morally bankrupt. The activities of these leaders are based on personnel and tribal interests. They cause confusion in order to achieve their selfish aims resulting in political instability which is the order of the day. This paper focused on the roles of Guidance and Counselling in curbing political instability in Nigeria for National development. Key concepts in the paper were clarified. Factors responsible for political instability in Nigeria like socio-economic factors, corruption, bad governance, ethnic and religious rivalry, poverty, unemployment among others were examined. The paper also looked at the various effects of political instability on the development of the nation. It was recommended among others that Nigeria should not see politics as a business to enrich themselves but as a call to serve. Resources should be distributed fairly according to the geo-political zones. Political leaders should not divert government money to personal accounts while generality of the masses are languishing in abject poverty and unemployment. Conclusion was drawn that the leaders at both the National. State and Local levels should be models to the citizens to promote stability in the politics and the nation at large.

Introduction

Nigeria has witnessed a lot of problems as a result of political instability, crimes and crises. These have drawn the attention of various education stakeholders to initiate ways and means of establishing political stability, peace and national peace in the country. It is no more news that people are angry about the situation of political instability, conflict, insecurity and underdevelopment in Nigeria. The current political and national crises, violence and protest Nigeria has been facing since 2003 till date which includes the issue of Boko Haram insurgency, Niger Delta Militancy, Armed Robbery, Odua people congress, xenophobic strife, corruption, ethnicity, tribal conflicts, negative political electoral tendencies and many others serves as hindrance to national security, unity, peace and national development in Nigeria (Anagbogu 2011).

Globally, including Nigeria, youths are involved in perpetrating crimes and executing crises in the society. Such crises includes political wars and crises, social crimes like kidnapping, theft, murder, conflicts, religious rivalries and many more which poses a great threat to peace, conflict resolutions, economic progress, National development and security. Political instability has been an issue even before the colonia, era. Since the post- independence period, Nigeria has however witnessed series of transitions from Parliamentary democracy, military regimes and civil war to presidential democracy, each of these phases has had its own ups and downs in terms of the stability of political system. Mash, (2009) observed that, during

the colonial era, Nigerian politics have unanimously agreed on the struggle for independence and had failed to achieve the political development and reformation expected of it, considering the riches in resources and population. Political stability is a phrase with high esteemed value which can affect the survival of modernization and development. It is worthy of note that political stability is an unavoidable necessity for Nigeria's development and this requires Counselling principles to curb the problems of political instability in Nigeria. Hence, Guidance and Counselling as introduced in education should help in building consciousness in the minds of individuals to prepare them towards taking action for the peace and development of Nigeria.

Conceptual Clarifications

Guidance

Guidance is a broad concept in education designed to assist an individual to know his abilities, interest and personality traits, to develop them in order to achieve a state of complete life. It is a process of assisting an individual to understand himself and his environment Akume, Igbo and Tor-Anyiin (2008) looked at Guidance as an assistance made available by a professionally qualified and adequately trained men and women to an individual of any age to help him/her manage his/her own decisions and carry his own burden. Guidance is that part of the total educational programme that helps to provide the opportunities and specialized staff services by which individual can develop to the fullest of his/her abilities and capacities in terms of democratic ideal. According to Chauha (2009), guidance is a systematically organized phase of educational process which helps a youth grow in power to give point and direction to his life so he may be able to gain richer personnel experiences in making his unique contribution to the society.

Counselling

Counselling is a helping relationship aimed at assisting individuals to cope with his life situations. It is a relationship of trust in which the counsellor who is capable of being regarded as a special kind of teacher assists an individual to evaluate himself and his opportunities, make a feasible choice in the light of his unique characteristics and opportunities, accept responsibility for his choice and initiate a choice of action that is consonant with his choice. Counselling according to Otoja (2020) is a process by which a person is helped by a professional counsellor to voluntarily change his behavior clarify his attitude, ideas and goals so that his problems can be solved. Counselling is a face- to- face professional relationship between the counsellor and the client. In which the counsellor uses professional skills to positively influence the perception, thinking, feelings and actions of the client. Counselling can therefore be used to curb political instability for National Development.

The most accurate definition of counselling according to Osamwonyi (2016) could be what the counsellors actually do as follows.

- Having a personnel commitment to help client
- Being given a certain degree of authority and thus inspiring faith and hope in clients
- Acting as a mediator between suffering clients and the larger society.
- Helping clients release emotions, rethink problems and restore, morale simply by listening in an empathetic manner.

- Creating a framework for change by providing exploration schemes that help clients understand the conflicts and pains.
- Being actively involved in the process of change usually over a number of reasons.

Counselling is an interaction between trained personnel and troubled person for the purpose of helping the client to resolve his problems. To this end everybody needs Counselling to work towards National Political stability.

Political Stability

Political stability is paramourit for the survival. Modernization and development of any nation. A political system is stable if structural changes within the system can be seen to proceed from the rules governing organizational processes in the society. Agbor (2023) stated that, political stability refers to the durability and integrity of a current government regime determined based on the amount of violence and terrorism expressed in the nation and by citizens associated with the state. For a stable political system to sustain itself relies on how leaders respond to crises, people must be satisfied with how their leaders handle problems and the solutions they offered. Political stability requires that the public interacts freely and openly with legislators on a regular basis. Giving access to individuals to speak out their mind on state of a nation promotes the stability of a nation.

Political stability signifies a state of tranquility. It is a situation characterized by the preservation of an intact and smoothly functioning government or political system, avoiding significant disruptions or changes over an extended duration political stability indicates a state of tranquility, organization and sustained continuity within the political domain. Nations with political stability experience a decreased. Probability of encountering major political upheavals, civil unrest, or sufficient changes in leadership.

Wikipedia (2023) observed that, political stability is essential for a nation's development, economic growth and social Unity. It enables long-term planning, investment and prosperity as business and citizens can rely on consistent governance and policies, Political system is stabled when it survives through crisis without internal warfare.

Political Instability

Political instability means unsustainable and unstable coalition governments formed by different political parties with widely divergent ideologies to grab power and exploit people for their vested interests. A nation that is constantly having political coups or revolutions or civil wars would be said to have very low political stability since there would be very low levels of respect for the existing political order, constitution and governmental institutions by key political players like politicians, judges and army officers. Mumuni & Abidogun (2023) viewed political instability as a condition in which institutional or structural patterns of authorities break down and the expected compliances of political authorities is replaced by violence, intended to change the personnel, policies or sovereignty of the political instability hastened the collapse of Nigeria state barley five years after political independence. Political instability can be seen as a phenomenon caused by the state's coups and some other associate elements with the sole purpose of delaying the progress of reform and thus affect performance of the economy. It is the degree of propensity for a change of government in a country, which

includes several types of insurrections, revolutions and military coups. Indices of political instability includes political assassinations, number of people killed in clashes between masses of people, the number of successful coups, anti- government demonstrations and clashes in general and more recently terrorist activities that gradually destroy government stability (Mumuni & Abidogu 2023).

National Development

National development could be referred to as the process of development that a nation experiences or undergoes. National development encompasses Social and political development. Abubaker and Haruna (2017) viewed national development as the plan, usually initiated by the government for economic, social and political development of a nation. National Development refers to those positive and meaningful changes in the spheres of social, economic political educational and cultural aspects and enhance better quality of life for the overall benefit of the people in the country. National development is about meeting and satisfying basic human needs and aspirations, protecting people's freedom and rights, minimizing risks to their survival, enhancing human security and empowering citizens to help them maximize their potentials.

Factors responsible for political instability in Nigeria

There are many factors responsible for political instability in Nigeria some of which are listed by Adeshina (2015) in Mumuni & Abidogun (2023)

1. **Socio-Economic factor:** This is one of the prominent reasons contributing to political instability in Nigeria. Socio- economic inequality refers to the case where there is significant gap between the rich and the poor. Economic disparities often result in unequal access to resources, education and opportunities which can lead to injustice and frustration. Such gap can lead to social unrest and dissatisfaction among the marginalized sections of the society. This can fuel social movements, protests and violent conflicts destabilizing the political landscape.

2. **Corruption**: This refers to the dishonest or fraudulent conduct by those in power, typically involving bribery. It is the illegitimate use of power to benefit a private interest (Moris 1991 in Otoja 2019). It is the giving of bribe to an official so that the truth will not be told. Corruption is the misuse of public authority for personal gains. It involves the embezzlement of public fund for personal use and any act which is considered to be a criminal act according to the law of a particular society. When government officials engage in corrupt practices such as embezzlement, bribery or nepotism, it betrays public trust in the political system. Corruption despise the rule of law, distorts economic development and perpetuates social inequalities. Political perpetrators pretend as if they are not aware of what is being said and this can result in political instability in the country. Corruption is rampant and a threat to country's development and democratization process. It is one root cause of political instability in Nigeria.

3. **Bad Governance:** Good governance is required by the public for the growth and development of the nation. Unfortunately in Nigeria bad governance is more common than good governance. Resulting in disjointed development. Characteristics of bad governance according to Otoja (2019) are.

- Failure to properly distinguish between what is public and what is private leading to private appropriation of public resources.
- Excessive rules, regulations licensing requirement and others which impede the functioning of markets and encourage rent- seeking.
- Priorities that are inconsistent with development resulting in misallocation of national resources and so on

Bad governance makes citizens to lose faith in the government's ability to address their concern and provide basic services this lead to protests, unrest and demands for change and end to bad governance.

4. Ethnic and Religious Rivalry

Ethnicity is a social phenomenon that is manifested in interactions among individuals of different ethnic group within a political system where language and culture are the most prominent attributes. The formation of dialects within language was one of the ways in which ethnicity both small-scale and large-scale- became fixed in Nigeria.

Members of the unique groups acquire their status by ascription, share common history, culture and tradition, language and locate within an area. Ethnic identity and religion are the two major social binding forces amongst a people, with jealousy protect; respect and preserve cultural, political and religious heritage for posterity.

According to Nwagwo (2018) sources of inter-ethnic conflicts and religious crises is based on religious intolerance, ethnic chauvinism and lopsided distribution of societal benefits, cultural and political domination or exclusionism. The tribal hostilities are generated by dynamical reigns of the military or suppressive nature of monarchical regimes or repressive Oligarchy to avert confrontations. When different ethnic or religious groups have conflicting interests or historical grievances, it can lead to social tensions and conflicts. Civil wars or disintegration can emanate from political instability.

5. Hindrance to political involvement and representation: This factor can result in political instability. The issue of power sharing among the six geopolitical. Zones of the country is posing danger in the nation's politics when certain groups such as minorities, women or marginalized communities are excluded from the political decision making process it can result in disenfranchisement. The result of this could be social unrest and demands for greater political participation and representation. To maintain political stability, there should be equal participation in political systems.

6. Election Rigging in Nigeria: This is another cause of political instability in Nigeria. During elections, the contestants hire thugs who go round the election polling stations to high jack the ballot boxes and papers, they can use their hands to vote for their candidates. Electoral rigging is also known as electoral malpractice or fraud where the alteration or change of vote count in an election. It is the process by which the rules and regulations that govern the conduct of elections are manipulated to favour specific interests. Political unrest and violence and all forms of electoral malpractice are steps to political instability in Nigeria.

Rigging of elections in Nigeria is a complex mix and happens in diverse ways starting from nomination of party flag bearers, political thugs have a field day with the security agents so are unable to arrest the many brazen election malpractices.

7. Unemployment: Job situation, youth unemployment and the recent financial and economic crisis has been a major concern for this nation. This unemployment is exacerbated by the additional challenges of youth population which is considerably higher than other regions, weak national labour markets and high levels of poverty, youth unemployment and underemployment are threat to political stability, social stability and economic advancement. Unemployment is seen as people who are without job, waiting for job, seeking for work and are available for work, yet cannot find any (Otoja 2020). It is the absence of work and a period when a person is not engaged in any productive activity. Youth unemployment is associated with political violence and armed conflict in developing countries. Instability as a result of high rates of youth unemployment does not aim to change the political regime but can lead to anti-government demonstrations, politicians take advantage of the unemployed youths by making them thugs to cause unrest in the society, vandalizing properties, destroying lives just to show grievance over a lost of election. Thus unemployed youth is a liability to himself, family and nation at large. Therefore to maintain political stability, the youth should be attended to by being gainfully employed.

8. Poverty: Poverty signifies inequality and social injustice and this traumatizes the poor. Majority of the people in Nigeria are in abject poverty, living below poverty lane. This includes army of youth in urban centres in Nigeria who struggle out for a living by hawking, chewing sticks, bottled water, handkerchiefs and the profit margin on such goods are so small that they can hardly live above poverty line. This kind of situation can lead to loss of livelihood, inequality, youth restiveness and various forms of protests. When people struggle to meet their basic needs and experience economic hardships, they may become more susceptible to radical ideologies, social unrest and political upheaval (Edwards 2024).

10. External forces: A country's political system can be destabilize by external powers via geopolitical rivalries, foreign powers, economic exploitations etc. Through manipulation of external powers of the local politics, they can fuel internal conflicts weaken institutions and hinders the political stability of the nation.

11. Inconsistency of our electoral system: Is another factor that has caused political instability in Nigeria. A successful voting system will be abandoned for a more porous and manipulation prone system of voting at the voters discretion which permits multiple votes by a voter.

12. Power sharing among the geo-political zone of the country: Is another powerful factor of political instability. This is where a particular geo-political zone will continue to dominate and rule the country over and over and will not augur well for the political stability of the country.

13. The way and manner election candidates are selected is another huge factor. There are established principles by some political parties on how their primaries could be conducted and selection of members for election. Rather than proper selection of qualified candidates, candidates are imposed on the party members as long as such candidates could spend enough money or have influence on the people.

The aggrieved candidates would then engage in activities that will not be favourable to the political system thus resulting in an unstable situations.

14. Military in politics and development could be another strong factor. Military in politics aimed at unseating civilian governments and replacing them with ruling councils drawn

from the army. Since 1960, successive military regimes subdue the rule of law facilitated the wanton looting of public treasury. Corruption become the document guiding the principle for running the affairs of the nation. This period of military administration witness a total destruction of every good thing in Nigeria including political stability, resources and potential for national development.

Effects of political instability on National Development

Due to political instability, the focus of leadership parochial with the over-riding considerations for personal survival rather than National Development. For instance, money that would have been used to procure weapons to fight the insurgency were shared among the political stooges of the previous administrations. The failure of the political class to ensure good governance in the country has led to frequent military involvement in the politics of the country since January 15, 1966 (Raj, & Wahab 2016). Instead of the armed forces to defend the territorial integrity of the nation they dabbled into the country's politics where they fail to maintain peace and tranquility. Power struggle between political class and military hierarchy introduces instability in the country's political structure and subsequently brings down the economy and leadership problems. Other effects of political instability on the nation is that, there is insufficient use of natural and human resources that are endowed in the nation. This has resulted in glued poverty, hunger and other problems in the country. Again, political instability leads to loss of lives. Violent crises in Nigeria have resulted in a number of casualties. The current protest in August 2024 led to destruction of lives and properties worth millions of naira.

Furthermore, political instability can lead to discouragement of foreign investment growth in the country. Frequent violence and conflicts in the country have paralyzed foreign investment in flow and growth. The environment with relative peace security and stability will attract foreigners to the country while insecurity and political instability will discourage foreign investors from investing in the country. Another effect is that of the religious sectional and political conflicts in the country has led to the influx of refugees and displaced people. Inhabitants of the war affected zones have to flee to either the neighboring states or communities or neighboring countries as refugees. The refugees and internally displaced persons constitute problems and disorderliness in the society. The consistent political instability in the country has weakened the confidence of the masses on government and governance. It has weakened the credibility and integrity of Nigerian government and her citizenry among the international communities, it has scared tourists. It has provided ways and means for political criminals and corrupt individuals to embezzle government fund for selfish gain. Isife (2020) admitted that the flourishing Nigerian tourist sites like Obuda Cattle ranch, Yankari Game Reserve, Oguta Lake, Ikegosi Springs, Gurara falls, Mambilla Plateau Presidential Hotels, Recreation parks and many others have become history due to constant political instability in Nigeria.

Political instability have made those in government unable to pay full attention to the infrastructures and sectors like roads, basic amenities, health system, education and industries. This has resulted in low life expectancy and massive migration of Nigerians to other countries. Political instability has paved way for the menace of armed robbers, bandits, kidnappers, herdsmen and terrorists to remain adequately unabated.

Ways of curbing Political Instability in Nigeria through Guidance and Counselling

Guidance and Counselling is seen as research on humanities and social sciences seen as a systematic and organized educational helping service professionally given by as professionally trained Counsellor or therapists to a learner of any age within or outside the school walls at appropriate level. The reason is to help an individual understand himself, situation and environment, discover interests, potentialities and opportunities in life and learn how best to effectively utilize his assets as well as minimize his weakness, to live a maximum productive life (Mumuni & Abidogun 2023) Guidance and Counselling is very crucial in the stabilization of the national politics for national development. The following are some of the ways to curb political instability through Guidance and Counselling.

Guidance Counsellors can help politicians who are psychologically depressed: With establishment of Counselling centres at strategic location in legislature residence can aid the politicians in hawing access to professional counsellors where they can get assistance.

- Politicians can make rash statements and decisions that can steer up protests and cause political instability. Guidance Counsellors can help and guide the politicians in their decision making. Through interactions with them,
- With the knowledge of principles of Guidance and Counselling, Counsellors can use skills and techniques acquired to can assist politicians in curbing the problem of political instability in Nigeria.
- All the individuals that steer up protests, violence restiveness and political instability are all family members from different families including the politicians. To curb political instability in the nation, Guidance Counsellors should organized family Counselling to have a talk with these individual at the family level. With the help of the Counsellors, the politicians' lives could be shaped. They can be encouraged to desist from such activities that are frowned at by the society such as embezzlement, Kidnapping, arm robbery, and so on.
- The Guidance Counsellor can use cognitive restructuring behavior modification skills to curb political instability in Nigeria. Cognitive restructuring refers to the mental restructuring of an individual. Group counselling can be organized by the counsellor. Where, politicians can be adviced to guide against godfatherism in the politics. Godfathers dictates what the sponsored politician should do or should not do to the detriment of the voters who voted them into powers.
- Guidance counsellors in collaboration with the National Orientation, Agency should organize and give massive orientation exercise for all Nigerians through various enlightenment programmes. This is to intimate the public on the need to shun all forms of political instability. People should lean to treat corrupt political leaders as thieves, instead of reverencing them and according them chieftaincy titles and raising their egos.
- Guidance Counsellors can be used to sanitize the public and politicians against the quest for second tenure. Second tenure system in Nigeria has been adopted by presidents, governors, chairpersons and so on for them to be re-elected into the seat. During Counselling, the Counsellor can discourage the politicians from embezzling public funds, rigging of election and use of human being for ritual to gain a position.

Conclusion

Political instability is caused by a variety of factors. Political instability is a deviation from the regularity of political exchange streams. It is usually caused by the common man not having his expectations met. The place of Guidance and Counselling in human development can never be overemphasized. There is need to redesign the Guidance and Counselling curriculum in relation to the economic, social, political and cultural diversities in the country and fast track the implementation to foster national ideology and patriotism among youth which is an instrument of national development and unity. Political leadership requires sound educational training, administrative skills, competence and managerial ability which can be acquired from systematic Guidance and Counselling programmes through training in seminars, workshop and conference Nigeria need to evolve a sound political arrangement that will aid in the achievement of political stability, religious tolerance and peace through rational power sharing in the politics. By understanding and addressing the root causes of political instability such as economic crises, lack of sense of belonging among ethnic groups and citizens, corruption, unequal distribution of income, bad economy, bad government and so on, societal can work towards building a stable political future and nation building/ development.

Recommendations

Political instability has become so pronounced in Nigerian polity and has continued to eat deep into Nigerian political space. This stems from different political understandings, interpretations and applications by different people in government. To attain political stability for the development of the nation, the following recommendations are made.

i. Government should aim at addressing the problems of the masses by giving youth gainful employment skill acquisition programmes should be established by the government to make youths to be self -employed so they can contribute to the stability of and development of the nation.
ii. The national resources and values should be distributed equally and government should ensure that there should be no marginalization over any geo-political zone in the country.
iii. Salaries and benefits of politician or political office holders should be reduced to avoid competition over political posts that will lead to instability in the nation imagine a political leaders or low maker taking home. Two hundred and twenty- one thousand, six hundred naira annually (₦221,16,000) annually as income. Nigerians should not see politics as a business to enrich themselves but as a call to serve.
iv. The politicians should endeavor to maintain political instability in Nigeria. They should avoid statements that can generate religious and ethnic protest that could lead to protests.
v. Leaders at both national, state, and local levels should be models to the citizens to promote peace and stability in politics for national building.
vi. Government should ensure that financial leakages in ministries, departments and agencies are blocked by making sure that political office holders are more accountable and transparent in the discharge of their duties to avoid embezzlement of public funds.
vii. Specialized courts should be set up by the government to handle corruption cases to avoid unnecessary delays in the conventional courts.

viii. There should be constant and continues check on the politicians to make sure there is positive change towards the stability of the country's politics to maintain peace for national development.
ix. There should be straining of more counsellors who should be able to impact on the youth the values that may be required for political stability and national development.

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INFLUENCE OF POLITICAL IDEOLOGY ON THE ADMINISTRATION OF SCIENCE EDUCATION IN COLLEGE OF EDUCATION, AKWANGA

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Abstract

The study investigated influence of political ideology on the administration of science education in College of Education, Akwanga. Two objectives and two research questions were raised to guide the study. Survey design was adopted. The population of the study comprised all lecturers in school of science. The sample size is 65 respondents. The questionnaire was constructed and structured for data collection. A face to face mode of administration was carried out. Data collected were analyzed using arithmetic mean. The main findings of the study revealed that, political ideology crippled the effectiveness of science education. Educational administrators and planners should adhere to rules, policies and procedures for efficient administration in science education to economy growth for sustainable national development.

Keywords: Education, Science, Sustainable Development and Political Ideology

Introduction

Background of the Study

The process by which every society attempt to preserves and upgrade the accumulated knowledge, skills and positive attitude in its cultural setting and heritage in order to foster continuously the wellbeing of mankind and guarantee its survival against the unpredicted events at time of forces of nature, education is paramount. Education brings about sustainable development, where human ability were developed for harmony, stability and peaceful coexistence in the land. Its administration is paramount, opined by Godwin (2012).

A nation's development is not measured through the number of buildings it has, the roads laid down or bridges constructed, but by the human resource developed through a well-defined system of education (Bhoje in Margaret, 2021). More so, education is the process of mastering the law of nature, utilizing them effectively for the welfare of the individual and for social reconstructions. Education is power. As Nelson Mandela rightly quoted "Education as the most powerful weapon which you can use to change the world" (Duncan, 2013).

Sustainable national development is about ensuring the needs of the present generation to meet the needs of future growth and secure the livelihood of coming generation. To attain, obtain, sustain micro-economic growth of the nation, effective administration of science education is paramount.

Science is the bedrock upon which any nation can be built. The word science is derived from Latin word "Scientia" which means truth, certain or fact (Oniyeukwu and Enyasoah, 2016).

Science could be viewed as an act of doing, involving investigation, regarding the development of efficient skills and positive attitude towards certain knowledge to meet the needs of mankind. According to Margerate (2021), science is viewed as a key element usually regarded as major importance of meeting societal needs, such as; guaranteeing the availability of scientists, engineers and other professional workers in scientific fields for economy growth. For any meaningful national development, process of creating and productivity must be put in place.

Science education is the application of educational theories especially those based on the philosophical, sociological and psychological perspectives in the endless search for truth, fact and certain knowledge which results in the development of the intellectual, psychomotor domains through some systematic process involving careful observation, deduction and testing by empirical means (Igbaji et al 2017). Science education produces a simplified and a comprehensible concept of science that can be understood as facts by individual not as the traditionally part of science community as cited by Margerate (2021). She likewise states that, science education is able to transform the typical lecturer – centered lecturing into a discovery and problem-solving arena, which stimulates creativity and originality where students were actively engaged in identifying problem and search for the solution. According to Pember and Himbe (2009) that, science education geared towards exercising critical thinking and exploration which could lead to economy growth that can eventually create ways for sustainable national development. Science Education should efficient at tertiary institution for sustainable development in Nigeria (Okebukola 2025).

Unfortunately, policy makers on education, the politicians, they lack sincere efforts and will on efficient and effective planning and coordination of both human and material resources for science education that could, through its prospects pave ways to attain, obtain, sustain and maintain microeconomic growth to national development. This could be due to the introduction of policy on equalization and equity of ethnic ratio into education sector where political class are busy selecting and recruiting their family member into the education sector, jeopardizing education system in Nigeria. It is unfortunate indeed. Political ideology depleted the standard of education leading to inefficient creativity with poor productivity which ends up diminishing confidence on science education causing more havoc in the society at large.

Statement of the Problem

For any meaningful national development and its sustainability, efficient and effective administration of science education is crucial. Politicians opinions swiftly destabilizes mobilization and arrangement of both human and material resources destroying system of education that could aid the populace attain and obtain wealth for economic growth breeding unconducive environment hindering creativity and efficient productivity for sustainable national development. Okoli et al (2013), observed that political values saddled with insecurity and corruption capable of diminishing confidence for science education leading to inadequate lecturer quality thereby producing halve baked scientists who cannot tackle diseases when they encounter them. Political policy makers on education introduces difficult concept in science which makes education process boring, where students becomes mere spectators listeners. And many other issues confronting science education. This has prompted the present researcher to investigate influence of political ideology on the administration of science education.

Purpose of the Study

The purpose of this study is to investigate influence of political ideology on the administration of science education. Specifically, to:

1. identify how political ideology influence planning in science education.
2. ascertain how political ideology influence coordination in science education.

Research Questions

The following questions were posed to guide the study:

1. How does political ideology influence the planning in science education?
2. How does political ideology influence coordination of science education?

LITERATURE REVIEW

General Strain Theory by Agnew 1992

Agnew considered strain as conditions that are disliked by individual. He propounded strain theory as various forms of excessive and hintful tension that cause individual to exhibit negative emotional state, such as anger, depression and fear that may hinder achievement of aspiration and expectation of individual(s). It is worthy to not that, fear prevent progression. Political policy makers in an institution of learning breeds unconducive learning environment saddled with excessive hintful tension comprises anger, depression, anxiety and fear that may hinder achievement of National aspiration and expectation for sustainable national development.

Science Education

Science education is the act of applying truth, facts and certain knowledge structured to enhance the development of critical thinking with problem solving skills for better living.

Objectives of Science Education in Nigeria

- Development of problem – solving skills: To teach students how to apply scientific principles to solve real-world problems
- Understanding scientific methods where scientific inquiry and method including experimentation, observation and analysis were carried by student.
- Enhancing critical thinking: To promote logical reasoning and creativity in students.
- Promoting sustainable development: To educate students on how facts and certain knowledge can be applied to sustainable practice in agricultural science for food production, energy supply and environmental management.
- Preparation for further studies: To lay a strong foundation to pursue higher education and careers in science-related fields
- Improving health and environmental awareness: To educate learners on the role of science in improving sanitation and environmental protection.
- Instilling scientific attitude such as curiosity, open-mindedness, objectivity and respect the feeling of others.

For any meaningful national development and its sustainability, science education is appropriate for the work (Onuoha, 2012). Science education is the application of educational theories especially these based on the philosophical, sociological and psychological

perspectives in the endless search for facts, truth, and certain knowledge which results in the development of the intellectual, psychomotor domains through some systematic process involving careful observation, deduction and testing of empirical means opined by Igbaji et al (2017).

The planning and coordination of science education there should be conducive environment for selection and enrolment of both human resources and materials resources to effectively carry out function as expected for the achievement of purpose to meet the needs of future growth and secure the livelihood of coming generation.

If nation will be developed, there must be appropriate utilization of resources to enhance and sustain development. Science education should be more suppler and re-equip with update and relevant resources opined by Margaret (2021). She further states that, there must be appropriate skills necessary for technological innovation and invention for the industrial growth of the nation. It means that, the application of ICT and techniques are required to enhance development. In regards to asserted objectives of science education above there is need in developing science education considering health care, food production, and employment as prospect of science education as an essential means for sustainable national development.

- **Health Care**: Considering healthcare, proper dissemination of science education would not only play a critical role in producing conceptual scientists that will be responsible for manufacturing homemade remedy but also enlighten the general public that are not necessary literate on how to avoid or tackle diseases when they encounter them. This could help achieve and sustain development.
- **Food Production**: In regards to food production, science education personnel can inform the populace on how to prepare for the hazardous climate occurrence and also how to apply mechanized equipment for cultivation, planting and harvesting of croups through the knowledge of agricultural science to improve the production rate of food for efficient standard of living or sustainable development.
- **Employment**: The advancement of science education will prepare the citizens for available position in various industries where they will be directly involved in the research and development of food related items and drugs. In the age, a high percentage of core skills required across occupation will be wholly different in future. Currently, almost all professional in Nigeria including the creative industries, designers, food technologists, data analysis, education and health workers have gone digital. Thus implies that, the knowledge required to be employable in the nearest future would depends majorly on science education. This is greed indeed noted by Margaret (2021).

Planning and Coordination in Science Education

Planning is an intelligent preparation for action. According to Cletus (2016) planning to mean, a systematic process of making decisions about activities that an individual, group, work unit or organization will pursue in the future. There is need for appropriate planning procedure on clear and realistic objective with efficient and sufficient resources through appropriate despostment to the right place at the right time encourages commitment and participation for achieving aspiration. Human resources in science education should be competent, willing and determining in discharging their obligations. This can only take place where identification,

selection, allocation and application of resources required were efficiently carried out. This should be applicable to science education to achieve its objectives.

Unfortunately, the political policy makers on educational system has aggravated fear and distrust in science programmes. They introduces policy that is born out of the need to bring about equalization and equity in ethnic ratio in the education sector, crippling the education system which eventually leads to halve baked graduates that cannot positively contribute to economy growth for national development. It is therefore not a surprise when Yoloye contends that, the practice emanated from "reasoned compromises" (Yoloye, 2014). Political appointment into science programmes could be due to politicians opinions, which conflict the rule, policies and procedure in science education processes.

Political Ideology

Political ideology is said to be a set of ideas, beliefs, values and opinions exhibiting a recurring pattern that competes over providing plans of action for public policy in attempt to change the social and political community. Education sector is not a political community. And it should not be planned and coordinated by/through political class. This is because, ideas, beliefs, values and opinions exhibited for public policy cannot work for education sector that is expected in creativity and productivity for the economy growth.

Education remains an essential tool for harmonies and progressive development of man's innate power (Nnaboua and Asoduke, 2004). It should be coordinated by efficient educationalists through which there will be conducive and workable environment for harmony and stability of resources for its effectiveness to economy growth for Sustainable National Development.

Sustainable development cannot be achieved in a country where there are insecurity and corruption in an institution of learning. As opined by Okafor (2000) that, inadequate lecturer quality is related to political ideology where difficult concepts were posed in science cannot be comprehend. Leading to inadequate lecturing method. Difficult concepts formulated by politicians in science aggravated inefficient application of ICT (Adeyemo 2010) that could improve national economy growth. Political ideology posed deficiency in the provision of efficient science equipment, professional misconduct, nepotism to balance ethnic ratio in education sector (Okafor 2004). Defective admission and employment process manifested as political class can punches slots in the admission and employment list in an institution of learning. Due to inappropriate planning procedures the resources required to stimulate concepts in science are not efficiently available and this could pose serious issues in science education (Onah, 2003). Those among many issue manifesting in every sector including education sector, has prompted the present researcher to investigate influence of political ideology on the administration of science education in College of Education, Akwanga, Nasarawa state.

Methodology

Research Design of the study. The researcher adapts survey design. The design offers the researcher the opportunity of sampling the opinions of respondents from which generalization were made about the population from the area of the study . The population of this study comprises lecturers from seven (7) departments in school of secondary education, science programmes State College of Education Akwanga. 5 lecturers from each department (5x7) =

65 sample size for this study. In regards to design for this study, questionnaire is appropriate as the instrument for data collection.

Questionnaire title: Influence of political ideology on the administration of science education. Questionnaire (IPIASEQ) was constructed and structured with two sections (A and B). Section A for personal information, while section B with items through the information obtained from literature reviewed based on research questions which were structured on modified 4 – point rating scales of Strongly Agreed (SA_4), Agreed (A_3), Disagreed (D_2), Strongly disagreed (SD_1) rated both for cluster A and B to elicit information on how political ideology influence planning and coordination of science education in College of Education Akwanga.

The instrument was validated by the experts in College of Education Akwanga. The validated instrument was trail tested on related respondents that do not fall part of the present respondents to ascertain the reliability of the instrument using Crombach Alpha coefficient reliability method. The reliability coefficient was 0.80 which is appropriate for the study. In order to generate data, the researcher directly administered a total 65 copies of the questionnaire to the respondents in school of secondary education, scheme programme. Engaging five (5) from each department. The treated questionnaire were collected on same day to ensure efficient return rates. None was damaged.

For data analysis Arithmetic Mean was employed.

Arithmetic mean ($\overline{X}$) = $\frac{\sum Fx}{\sum F}$

Where:

$\overline{X}$ = Arithmetic Mean

$\sum$ = Summation

F = Frequencies

X = Scores apportioned to each of the response type with decision rule calculated.

Where

SA = 4

A = 3

D = 2

SD = 1

Therefore: $\overline{x} = \frac{\sum fx}{\sum f}$

$\overline{x} = \frac{4+3+2+1}{4}$

$\overline{x} = \frac{10}{4}$

$\overline{x}$ = 2.50 which serves as criterion value

Decision: Accept a research item if it's calculated mean $\overline{x}$ is greater than or equal to the critical value (2.50) otherwise reject.

Results

Cluster A: Influence of Political Ideology on the planning of science education.

Research Question 1: How does political ideology influence planning of science education?

Table 1: Influence of political ideology on planning

S/N	Item Description	SA_4	A_3	D_2	SD_1	Arithmetic Mean	$\bar{x}$	Decision
1.	Politician opinions swiftly destabilized mobilization of resources into science education	33x4 =132	26x3 =78	4x2 = 8	2x1 = 2	$\frac{132+78+8+2}{65} = 3.38$	3.38	Accept
2.	Identification and selection of manpower into science education was interfered by political ideology.	30x4 = 120	21x3 = 63	9x2 = 18	5x1 = 5	$\frac{120+63+18+5}{65} = 3.14$	3.14	
3.	Political values breeds unconducive environment, destroying effective recruitment process in science education.	34x4 = 136	23x3 = 69	5x2 = 10	3x1 = 3	$\frac{136+69+10+3}{65} = 3.35$	3.35	Accept
4.	Political policy makers in education crippled effective process for use of ICT in planning for science education.	31 x 4 = 124	20 x 3 = 60	8 x2 = 16	6 x 1 = 6	$\frac{124+60+16+6}{65} = 3.17$	3.17	Accept
5.	Political class in education system diminishes confidence on education since they can punches slots in the list of staffs and students.	29 x 4 = 116	28 x 3 = 84	4 x 2 = 8	4 x 1 = 4	$\frac{116+84+8+4}{65} = 3.26$	3.26	Accept

Findings:

Based on the decision rule on critical value. Findings from table 1 above revealed that all items on cluster A were accepted all with mean above 2.50 describing how political ideology influence planning in science education.

Discussion of Findings:

It is notable that politician's opinions swiftly destabilized mobilization of resources into science education. The identification and selection of manpower into science education were interfered by the belief of political class. It further breeds unconducive environment destroying effective recruitment process for science education. Likewise political policy makers in education crippled effective process for he use of ICT in planning for science education and political class in education system diminishes confidence on science education hindering efficient and sufficient utilization of required resources in education sector.

Cluster B: Influence of Political Ideology on Coordination of Science Education

Research Question 2: How does political ideology influence coordination of science education?

Table 2: Influence of political ideology on coordination of science education

S/N	Item Description	SA_4	A_3	D_2	SD_1	$\bar{x}$	$\bar{x}$	Decision
1.	Political values creates fear and anxiety in education sector leading to poor commitment to duties by scientists	28x4 = 112	32x3 = 96	2x2 = 4	3x1 = 3	$\frac{112+96+4+3}{65}$ = 3.31	3.31	Accept
2.	Political ideology saddled with corruption capable of diminishing confidence seemingly recruited inadequate lecturer quality thereby producing incompetent graduates who cannot solve problems.	35x4 = 140	21x3 = 63	5x2 = 10	4x1 = 4	$\frac{140+63+4}{65}$ = 3.34	3.34	Accept
3.	Political policy makers in education introduces difficult concepts in science making the process so boring to students	31x4 = 124	22x3 = 66	7x2 = 14	5x1 = 5	$\frac{124+66+14+5}{65}$ = 3.38	3.38	Accept
4.	Due to difficult concept in science students became mere spectator's listeners which discourages creativity in science education.	28x4 =112	28x3 = 84	5x2=10	4x1 = 4	$\frac{112+84=10+4}{65}$ = 3.23	3.23	
5.	Deficiency of ICT facilities in science education due to misappropriation and mismanagement of science facilities hinder innovation and invention that could enhance productivity for economy growth.	32x4 = 128	25x3 = 75	5x2 = 10	3 x1 = 3	$\frac{128+75+10+3}{65}$ = 3.38	3.38	Accept

Findings

Findings from table 2 above shows that all items were accepted as describing how political ideology influence coordination of science education in College of Education Akwanga.

Discussion of Findings

School of secondary education and science programme in college of education Akwanga requires science education for the application of truth, facts and certain knowledge structured to enhance the development of critical thinking with problem solving skills for better living in the society. Unfortunately, fear and anxiety due to political ideology crippled achievement in any society be it public or private. Political values are capable of creating fear and anxiety in educationalist leading to ineffective development of human and capital growth (Igbaji et al (2017). Inadequate lecturer quality is related to political ideology where difficult concepts were posed in science that cannot be comprehend opined by Okafor (2000). This make science students becomes mere spectators listeners which discourage creativity in science education. Deficiency of ICT facilities in science education due to misappropriation of science facilities hinders innovation and invention that could enhance productivity for economy growth, strongly asserted by Margaret (2021). The administration of science education in college of education Akwanga requires conducive environment to enhance the development of critical thinking with problem solving skills for better living in the society. Political policy makers on education introduced difficult concepts in science which makes science education boring were students become mere spectators listeners leading to inefficient achievement of science education objectives. There is need for sustainable national development. Stakeholders should take note of these.

Conclusion

The danger of security challenge and corruption emanated from political ideology on education sector is unacceptable. Political class opinions diminishes educational stability leading to ineffective planning and coordination of science education that could be of great importance to Nigeria's workforce and economic growth. Influence of political ideology crippled science education processes in state college of education Akwanga, Nasarawa state leading to inefficient quality result with ineffective process to economic growth for sustainable National Development.

Recommendation

Based on the findings from this work, the researcher present the following recommendation to be implemented if the there is need for Sustainable National Development

1. To the government: The government should review the present policy for equalization and equity on ethnic ratio in education sector, for the sanity of educational system to achieve nation goal.
2. To stakeholders in education: Strategical planning should be put in place to ensure that only educational administrators and planners are the ones planning and coordinating education system.
3. To educational administrator and planners: Science education should adhere to rules, policies and procedure for efficient planning and coordination of resources for efficient planning and coordination of resources into science education.

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POLITICAL IDEOLOGY AND NATIONAL ECONOMY IN HUMANITIES FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract
This paper rests on sustainable national development which craves the improvement of the living standards of the citizenry through proper engagement of the principle of good governance and resource utility as key to the socio-economic growth and development that will in-turn addresses the well-being of the society. It is therefore, the quest to determine how good governance and resource utility perspective is appropriate to efficiently and effectively mobilize the political economy and, to transform them to national wealth by leaders of these nations to achieve the desirable socio-economic growth and development hence, national development. This paper therefore discusses some of the important features of democratic rule expected to be instituted in these nations in conformity with international best practices. It explains the political ideation and national economy as the production (economic) relations between people, the relationship of various social classes to political power and the interplay of politics and economy in the determination of power relations within the comity of nations. The paper therefore recommends that, the national question which also inhibits the attainment of sustainable national developmental status in the country should be deterred by human capital development.

Introduction
Political ideology and national economy are the domain of good governance and resource utility fundamentally addresses, the structural appropriateness of the organization of the nation state in a manner that promotes the most efficient and effective utilization of available resources. This is employed to engender national socio-economic growth and development of the country, and invariably; lead to improved living standards of the citizenry. It recognizes however the fact that each nation is endowed or blessed with natural resources, human and material which must be mobilized by political leaders to achieve sectorial growth and national development to substantially improve the well-being of the citizenry (Okeke, 2017). But, central to all of this, is the ability of each leader to meticulously or appropriately deploy the totality of socioeconomic and political forces for the efficient and effective resources utility.

It is also noted that, the measured ability of each leader to efficiently and effectively utilize available resources is proportionately equal to the level of development that could be impacted in the country in the short term. The aggregate achievements of political leaders in a country over time will be equal to the level of achieved sustainable national development within a given time frame in the long run. Political leaders in less developing countries, especially African nations have been identified as having less capacity to efficiently deploy internal socio-economic and political institutional structures to engender growth and development. This estimation is probably the consideration as to why the African Union (AU) institutes the

concept of African peer review mechanism (APRM) to assist in the strengthening of institutions of African Nations toward the attainment of meaningful and sustainable national development.

Sustainable national development can only be brought about in Nigeria by the various Nigerian peoples believing in One Nigeria. Akwara, Udaw & Onimawo (2013) contend that, it is only when the various groups and peoples in the country are involved in the formulation of governmental policies and their implementation; get a fair share of the nation's resources; and are not considered as peoples whose values, opinions and feelings do not matter in the country that they can cultivate the necessary sense of belonging and identify with their fellow citizens and the governments at all levels; and work in unity toward the building of a united and strong nation-state in which all will be proud to belong. This scenario suggests the resolution of the political ideology and national economy in humanities. And it is a necessary condition for sustainable national development in the country. A major indication of negative national development in Nigeria is in the increasing level of insecurity (of lives and property) of the citizens (Idike, 2014). It is also intertwined with citizenship issues. Thus, a Nigerian may be considered a non-indigene on Nigerian soil and when inter-tribal conflicts and other insurrections take place the non-indigene is always targeted.

According to Eniola et al. (2012) in Igbokwu and Orhero (2014), one of the undoing' s of Nigeria, Africa' s most populous nation, is the stifling problem of " indigeneity. Indigeneity and problems of citizenship in Nigeria make a person born and bred in Lagos, Ibadan, Kano, or any other part of the country not a true member of his society, contrary to what is obtained in other developed countries. This is because an Igbo man cannot contest and win governorship election in Katsina state and a Hausa man with Nigerian citizenship status, cannot contest election in Lagos and win, even though he was born and bred there and has contributed to its development. An Itsekiri man living in Oyo state for over 25 years making necessary contributions to the development of the state, is not regarded as an indigene of the state, irrespective of the number of years he has spent in Oyo state, he and all members of his family are still regarded as settlers and non-indigenes, hence, they cannot have access to or benefit from what is purely reserved for the indigenes, even if such indigenes have not been in Oyo State for over 30 years (Eniola et al, 2012 in Igbokwu and Orhero, 2014).

Indeed, political ideology and national economy in humanities can only be considered adequately addressed when the interrelated citizenship issue has also ceased to be. State of origin and place of birth will cease to be yardsticks for obtaining access to national opportunities by Nigerian citizens. The latent energies of the citizens will become released, productivity will become nationally enhanced, and today's citizens would become prosperous and in their state of prosperities invest in the well-being of the future generation, as the resultant scenario translates to sustainable national development.

Furthermore, the increasing level of insecurity of lives and property in the country is amply evidenced by the Boko Haram terrorism in the Northern part of the country. While the activities of the terrorist group remain interpretable as insurgency, it is also a manifestation of another dimension to the national question in Nigeria. Insecurity in any form is an opposing thesis to development. Igbokwu and Orhero (2014) thus, argue that, Nigeria's developmental problem

is tied to the avalanche of security challenges bedeviling the country in recent time. Hence, as the security challenges are addressed, sustainable national development would begin to manifest.

Economic Diversification and Democratization

Every country in the world is endowed with human and material resources that successive governments always strive to utilize to enhance economic growth and development. In developed nations, a great deal of economic diversification has been achieved due to availability of huge capital and the needed technology which propels these nations to galvanize, employ and develop all the sectors of the economy. In fact, these countries have attained high level private participation in the development processes, giving way to production of quality finished goods and services for huge export earnings and making use of the economic gains of one or some sectors to develop other sectors of the economy. The greatest asset of the above is the development of human capital whose skills and knowledge are readily available to drive the wheel of industrial growth and economic development (National Open University of Nigeria, 2010). Conversely, there is a sharp contrast in the third world countries that tend to concentrate in the development of one sector of the economy. They have not been able to galvanize and employ available resources for remarkable improvement in the living standards of the citizenry.

For instance, in Ivory Coast, it is the production of cocoa, in Rwanda, DRC, Sierra Leone, and Liberia, it has been diamond mining sector while in Nigeria the concentration is on oil and gas. As a result, many of the nations in this category, especially African nations depend largely on the export of agricultural produce in the form of raw materials which attract very low price and values in the global market. Truly, there is majorly lack of investment capital and appropriate technology to calibrate in the development of other sectors of the economy couples with the inability to fully development the human capital to acquire appropriate skills and knowledge for the application of technological expertise to galvanize economic development (Khor, 2005:14). Besides, many of their citizens with skills are grossly under remunerate and therefore immigrate to foreign country for better greener pastures and improve in their living standards. Above all, privatization or commercialization pace is very slow for the private sector participation and collaboration in the development process and so many prospective investors, especially foreign direct investment (FDI) were been discouraged by most governments insensitivity to provide enabling environment under which commerce could strive.

However, Okeke (2017) on why Africa is not developing states that the answer to the question is in double fold. First that, slow rate of development has to do with African internal structures, where the state itself is likely to act as an impediment to development than as agency of economic and social transformation. This may be due to the fact, rather than creating congenial environment for the public interest, the state and resources under its control are for the rulers and their cronies. Second that, slow rate of development is a function of western development imperialistic strategies whose objective is to further integrate Africa's ruling elite into the international networks of wealthy privilege class, rather than to promote development and democracy at large. All these and more have been undermining the African continent. On the whole, third world countries must boost their economies to attract inflow of foreign capital

investment through robust collaboration between local and foreign entrepreneurs that could transfer the appropriate technology to assist in the diversification of the various national economies. To stimulate these economies requires stable governance and enactment of favourable investment policies sure accelerate private participation in the development of infrastructures and catapult them into an enviable height and this will invariably assist in the technological development and breakthrough.

Political Ideology and National Economy

The term political ideology and national economy is a combination of two terms ' political ideology's and Inational economy's. According to Frieden, Lake and Broz (2017:1), " the national economy can be defined as the system of producing, distributing, and using wealth; politics is the struggle between actors with divergent interests to make collective decisions, whether inside or outside of formal governments. Political ideology and national economy have a variety of meanings. For some, it refers primarily to the study of the political basis of economic actions-the ways that government policies affect market operations. For others, the principal preoccupation is the economic basis of political action-the ways that economic forces mould government policies (Frieden, et al, 2017:1).

In reality, politics and markets are in a constant state of mutual interaction. Political economy also centers on the production of material wealth and the mode of production, that is, it studies production and the basis of society from the economic relations between people in the production process. It is the study of production and trade and their relations with law, custom and government; and with the distribution of national income and wealth. It also refers to the branch of social science that studies the relationships between individuals and society and between markets and the state, using a diverse set of tools and methods drawn largely from economics, political science, and sociology. In the views of Lenin, political economy deals not just with production, but the social relations of men in production and the social system of production. The subject-matter of political economy is, therefore, the production (economic) relations between people, the relationship of various social classes to political power and the interplay of politics and economy in the determination of power relations within the comity of nations. These include:

i. The forms of ownership of the means of production;
ii. The position of the various classes and social groups in the production and their interrelations;
iii. The forms and socio-political implications of the distribution of material wealth; and
iv. The interplay of politics and economy in the international division of labour and exchange.

From this, it is obvious that political economy is the science of the development of social production, that is, economic relations between people. It clarifies the laws governing production, distribution, exchange, and consumption of the material wealth in human society

at various stages of its development. The political economy therefore takes into account the relationship between the productive forces and relations of production.

Similarly, political economy is a class, partisan science dealing with aspects of the economic interrelations between individuals, social classes or nations with specific focus on the vital aspects of production, distribution, and consumption of wealth. It is a historical science, which shows how society develops from lower to higher stages and how the entire course of historical development prepares the objective necessity of the triumph of the communist mode of production (Oatley, 2019). Over the years, intellectual curiosity has emerged on issues like the inevitability or otherwise of class struggles. Similarly, competing explanations have emerged on the causes of third world dependency as well as the actual role of Multinational Corporations or International Financial Institutions in the functioning of the global and national economies. These and more are some of the issues that bother the political economist. It is interesting to note that answers to these questions have over the centuries, provoked intellectual confrontations between scholars of various ideological leanings. For instance, political economists of the Marxian tradition, argue that bourgeois economists were able to analyze reality more or less objectively while the bourgeoisie was still a rising class, and the development of capitalism was in the interest of social development. However, with the emergence of the working-class consciousness as a counter orientation to continued exploitation of labour, bourgeois orientations and domination have steadily been called to question. The apparent clash of ideologies has led to the evolution of a truly scientific These scholars applied the method of dialectical and historical materialism which presupposes: -

- Investigation of relations associated with material production and the process of their emergence and development across epochs, that is, historical;
- Consideration of this process as an objective reality, that is, materialistic;
- Revelation of the internal contradictions of development inherent in social production, that is, dialectical (Oatley, 2019).

Having established the meaning of political economy, it is now imperative to outline the significance of the course. In line with this, radical scholars maintain that the course provides the working class and all working people with knowledge of the laws governing the economic development of society and allows them to fulfill successfully the task facing them. It also shows the working people of all nations the reasons for their enslavement, poverty, and deprivations. Specifically, it shows that the oppression and impoverishment of the working class and all the working people depend on the arbitrary will of individual capitalist. Political economy therefore seeks to explain the dynamics of the state's market nexus causes of the asymmetrical relations between developed and developing nations in the international division of labour and exchange. It locates the root causes of third world underdevelopment on issues of imperialism, colonialism, and neocolonialism on the one hand and also draws from the internal contradictions peculiar to the third world countries as fundamental causes of their underdevelopment. Interestingly, both bourgeois and Marxian political economy proffer separate approaches to emancipation and development. Finally, knowledge of political economy helps the oppressed and exploited to understand their reality and ways out of their contradictions.

The Concept of Political Culture

An appropriate conceptualization of political culture must take the route of a fundamental understanding of the meaning of culture, an appreciation of its basic connotations. Culture has therefore been described as an omnibus terminology which can mean a variety of things, depending on the context in which it is used (National Open University of Nigeria (2010). But we can also see culture as a process, a space, as well as an institutionalized instrument of defining oneself in relation to others and the world in general (Okeke, 2017). What then is political culture, an apparently simple terminology? It has indeed been argued, that despite its surface simplicity, political culture has presented surprisingly complex conceptual problems**.** Therefore, according to Weil (1994) cited in Frieden, Lake & Broz (2017), political culture is one of the renegade concepts of contemporary social science. Theorists, argues Weils, have not provided a persuasive picture of its causal role and analysts have not been able to do without it in explaining empirical outcomes. But Weils (1994**)** sees political culture as that part of culture relevant to politics. It thus includes political symbols, values, beliefs, attitudes, opinions, expectations, goals, and so on. The critical questions here however, as implied in Weils (1994) are: does political culture play a major role in determining political structures and regime outcomes or does it simply derive from the structures and institutions of given regimes? Ikaonaworio, (2020) also saw the political culture of a nation as a particular distribution toward political objects among members of the nation. Subsequently, Colson (2013) interpreted it (political culture) as a subjective mass phenomenon that consists of orientations toward key objects of the political system and toward the individual's role in it. It is consequently the subjective realm which underlies and gives meaning to political actions (Iovan, 2015, 29). But political culture is also understood to be, in general terms, the values, standards and attitudes of citizens in the process of constructing the democracy of a country (Ikaonaworio, 2020). Political culture in our estimation therefore refers to the means and methodologies of politics that are associated with a given people, their common attitudes to partisan politics and political institutions.

Concept of Sustainable Development

The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The concept of sustainable development was defined in 1987 by the Brundtland commission (formally the world commission on environment and development) as development that meets the need of the present without comprising the ability of future generations to meet their own needs. Development may be necessary to meet human needs and improve the quality of life; it must happen without depleting the capacity of the natural environment to meet present and future needs. The sustainable development movement has grown and campaigned on the basis that sustainable protects both interests of future generations and the earth's capacity to regenerate. At first, it emphasized the environment in development policies but, since 2002, has evolved to encompass social justice and the fight against poverty as key principles of sustainable development (Akwara, Udaw & Onimawo, 2013).

There are two various aspects of sustainable national development indices: that is, economy, society and environment. It can be seen that, the economy is embedded in society, which in

turn is embedded in the environment. The later focuses on the central role that the environment plays in human society and in turn in the economy. Sustainable development is a development that manages all assets, natural resources and human resources as well as financial and physical assets for increasing long term wealth and well-being. As a goal, sustainable development rejects policies and practices that support current standards by depleting the productive base, including natural resources and that which leaves future generations with proper prospects and greater risks than our own. Idike (2014) submitted that applying the principles of sustainability can save individuals, corporations and government money while benefitting the environment. Bankole (2002) cited in Nwakaire and Ore (2013) affirms that, it is of critical importance that the governments of nations take serious steps towards developing action plans and measurable targets in the five critical issues the world summit on sustainable development (WSSD) in 2002 addressed. They are, water and sanitation, energy, agricultural productivity, biodiversity and ecosystem management and health.

Akwara, Udaw & Onimawo (2013) acknowledges that sustainable development is a trans-boundary and multidimensional endeavour inter-linking virtually all sectors of the national economy and he however, observed that the greatest challenge to Nigerian' s sustainable development effort is energy development efficiency and consumption. Sustainable development has been variously conceived in terms of vision expression**,** value change, social reorganization or transformational process towards a desired future or better world. The core idea was defined most influentially by the World Commission on Environment and Development (i.e. The Brundtland Commission) as development which meets the needs of the present without compromising the ability of future generations to meet their own needs" . In its broadcast sense, this normative abstraction has been widely accepted and endorsed by thousands of governmental, corporate, and other organizations worldwide (Ikaonaworio, 2020). The basic principles underlying sustainable development can be separated into a social, economic, and ecological dimensions. The economic growth is seen as a requirement for development. No country can achieve a sustainable economic growth if the environment is not conducive and encouraging, if the prosperity is not fairly distributed and if growth of the human resources has not taken place.

Therefore, the economic dimension means that economic growth shall carry on with: first, respect for the environment, Second, growth of the people's health and education and third, a fair distribution of prosperity. The social dimension points out the importance resources power and influence to be fairly distributed and that people can feel secured and can participate. The social dimension is therefore a requirement for economic growth. The environmental dimension means that considerations are taken for the social and economic development. These three dimensions are integrated with each other as they are interdependent and mutually reinforcing. The implication of this is that sustainable development to a large extent is about politics (Anderson, 2014).

Humanity

Essentially, human capital development translates at the national level to the emergence of new nationals. In the Nigerian case, human capital development should lead to the emergence of

new Nigerians. It is not evidenced by certification of products of educational institutions. The most critical qualities to be possessed by these new citizens will be qualitative, functional education and demonstrable competence. Such education and competencies produce the multiplier of further creativities, further opportunities and immense national abundance. Under such a setting, divisive, ethnic and racist tendencies take secondary positions. It is always easy to appeal to the ethnic sense of many Nigerians because of the persistent poverty that alienates people from the state. It is this economic situation that sometimes pushes people to seek solace in primary group identity. In fact, the lack of socio-economic security makes many people vulnerable to self-seeking elites that present ethnic nationalism as a panacea for their predicament (Ake, 1999, Kaur, 2007 & Jinadu, 2004 in Attah, 2013).

According to Attah (2013), a nation is not to be defined by affinities of language or a common historical origin, though these things often help to produce a nation's what constitutes a nation are sentiments and instincts of belonging to the same group or herd. The Boko Haram insurgency in the Northern part of Nigeria is an instance of disbelief in belonging to the same group in Nigeria. In addition to whatever other categorizations that Boko Haram may be given, it is a separatist group. Separatism is undoubtedly a result of dissatisfaction by a people with their lot in a subsisting national arrangement. This dissatisfaction may not be fully unconnected with large measures of deprivation. It may not also be unconnected with lack of national focus on human capital development. Thus, immense national abundance, arising from human capital development can engender the sentiments and instincts of similarities and belongingness among Nigerians. It was under similar settings that Barak Obama emerged against all racist odds, the President of the United States of America.

Indeed, at the point of Obama's emergence as president, human capital development was no longer a national issue in the American system. There was in relative (comparative) terms, a situation of national abundance in the American economy. The starting point is human capital development and consequently, citizens with requisite skills and capacities would become catalysts of national growth and abundance.

Furthermore, in an environment of immense national abundance, tribal and sectional sentiments are very likely to wane and cease to exist. The basic wants of human beings are few and if they are satisfied, they become insulations from subversion (Anderson, 2014). History he adds has shown that the main cause why some societies became turbulent and unstable is because those who governed failed to discover this secret yearning of humanity. Azikiwe identifies these basic wants as: plentiful avenues for obtaining a balanced diet and wholesome food, comfortable and inexpensive shelter, a reasonable and frugal wardrobe and easy access to the necessities and amenities of contemporary life, above the minimum subsistence level. The point then is that, Nigerians that are availed these basic necessities of life are likely to become less attracted by ethnic chauvinism. Desperate politicians who enlist their services and support during such ethnic battles only succeed because the citizens lack these necessities. The most effective method of availing these necessities to the people is through human capital development.

Political Ideology, National Economy and Sustainable National Development

Sustainable national development is a key concept that requires clarification for ease of understanding of its usage. This is so because development as a concept defies universal definition. The conceptualization of development was greatly problematized by the ideological contradiction between the Socialist East and the Capitalized West. It is because ideological orientation seems to becloud scholars to really dissect and critically appraise the constituents of development, as to what it entails. However, growth theorists argued that development is the end product of economic growth while others submits that economic development and growth flourish from structural change, savings and investment in an economy (Akwara, Udaw & Onimawo, 2013).

Following the economic growth contradiction in most developing economies in the global scene, in the late 1970s, to solve the teething problems of poverty, hunger, unemployment, illiteracy and ever-increasing crimes and wars, called for a paradigm shift, and redefinition of development from economic growth centered to human centered paradigm. It therefore recognizes development as a many-sided process geared towards the well-being of the citizenry. Corroboratively Michael Todaro conceptualizes development as a multi-dimensional process involving the organization and restructure of the whole gamut of economic and social system, radical changes in institutional structures, improved income and output, customs, and so forth (Idike, 2013).

Therefore, development is described as involving steady adoption by modern society that is not necessarily western values but absorption of culture. Frieden, Lake & Broz (2017) say that, development is the promotion of political and economic advancement to facilitate comprehensive building of nations. Stated differently, it entails economic growth, social contentment and improved well-being of individuals. While Anderson (2014) contends that economic and material growth should not be seen as sufficient manifestations of development. To him, something that constitute basis for development must not be taken for development itself. According to him, development transcends growth and embraces quality of life such as social justice, equality of all citizens, equitable distribution of income and democratization of development process. Development is fundamentally referred as humans and social advancement in all endeavours. The convergence of these scholarly submissions is that, development entails both the physical (societal) and a state of mind (psychological), and it is a transformation of the entire society at large. The term national development like development is very comprehensive. It includes all aspects of the life of an individual and the nation. It is holistic in approach. It is a process of reconstruction and development in various dimensions of a nation and development of individuals. It entails full-growth and expansion of our industries, agriculture, and education, social, religious and cultural institutions. Moreover, national development implies development of a nation as a whole. It can be best defined as the all-round and balanced development of different aspects and facets of the nation viz. political, economic, social, cultural, scientific and material.

In view of the above, national development is the total effect of all citizen forces and addition to the stock of physical, human resources, knowledge and skill. Also, that national development is growth plus change. Change in turn is social and cultural as well as economic and qualitative

as well as quantitative. Broadly, development of the nation encapsulates such parameters as (Anderson, 2014):

vi. Development through a planned national economy;
vii. Increase in agricultural production through application of modern technical know-how;
viii. Harnessing industrial production;
ix. Development of human resources;
x. Application of science and technology in production sector;
xi. Provision of mass education; and
xii. Provision of various facilities to meet the needs and aspirations of disadvantaged, deprived and poorest of the poor segments of population.

As aforementioned, to a nation, development is referred to as national development, and thus, is a broad range encompassing socio-economic and political advancement of a country. National development can be achieved through a whole lot of deliberate planning by nations. What then is national development? Precisely, it is a country's compendium of strategies outlined by the government (Frieden, Lake & Broz, 2017). While National Development Plans (NDPs) are major statements that outlined development strategies, policies, programmes and projects that are to be implemented over a medium term (six years). National development plans thus guide the broad development of the country, based on estimated revenues expected over the planned period versus the expenditure and manpower projects; which embraces all sectors of the economy.

Conclusion

The crucial factor which may most consummately deter the phenomenon of ephemeral development is the human capital element. Human capital development has been treated from a holistic-functional perspective. However, human capital development has not truly been embedded in the current attempts at answering the national question in Nigeria. The national question in the country is usually seen from only the political perspectives and the proffered solutions have remained political solutions proposed by partisan politicians and other stakeholders with partisan and sectional interests. Human capital development which would countervail the national question must be popular in content. Thus, when the national question in Nigeria is being profoundly addressed, sustainable national development will invariably begin to appear realizable.

Recommendations

i. There should be massive establishment of E-centers of learning by government, at different strategic locations in (different parts of) the country.
ii. The national question which also inhibits the attainment of sustainable national developmental status in the country should be deterred by human capital development.
iii. There is a pressing need to place less emphasis on certificates in the acquisition of knowledge for sustainable national development in the country.
iv. Education should be used to develop the human resources necessary for economic and social transformation. The focus on education as a capital good relates to the concept of

human capital, which emphasizes that the development of skills is an important factor in production activities.

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