

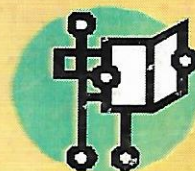
**CHILDHOOD AND YOUTHHOOD ISSUES:
AGENDA SETTING FOR SUSTAINABLE
RURAL DEVELOPMENT IN THE ERA OF
REFORMS IN NIGERIA**

**7TH ANNUAL CONFERENCE OF RESEARCH AND DEVELOPMENT
NETWORK OF CHILDREN AND YOUTH IN AGRICULTURE
PROGRAMME (CYAP - NETWORK) IN NIGERIA**

Edited by:

**Dixon O. Torimiro (Ph.D.)
Banji O. Adisa (Ph.D.)**

CYIAP 2006 - TASUED



PROCEEDINGS

**PROCEEDING OF 7TH ANNUAL NATIONAL RESEARCH AND
DEVELOPMENT NETWORK MEETING AND CONFERENCE OF CHILDREN
AND YOUTH IN AGRICULTURE PROGRAMME
(CYIAP-NETWORK)**

**THEME: CHILDHOOD AND YOUTH ISSUES AGENDA SETTING FOR
SUSTAINABLE DEVELOPMENT IN THE ERA OF REFORMS IN NIGERIA**

**Held at Tai Solarin University of Education (TASUED) Ijagun, Ijebu - ode,
Ogun State. Nigeria.**

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Editors

D.O. Torimiro (Ph.D.) and B.O. Adisa (Ph.D.)

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Prof. S.F Adedoyin - Provost, College of Agricultural Science, Olabisi Onabanjo University, Yewa Campus, Ayetoro, who is also the President of CYIAP- Nigeria, is also appreciated for his moral and financial supports towards the success of the Conference.

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Finally, special gratitude goes to Almighty God for protecting all the participants during the conference and for granting them journey mercies to their various destinations.

Mrs. F.R Sodique,
Chairman LOC.

CHILDHOOD AND YOUTH ISSUES AGENDA SETTING FOR SUSTAINABLE DEVELOPMENT IN THE ERA OF REFORMS IN NIGERIA¹

Professor Samson Fola Adedoyin
President and National Coordinator
Children and Youth in Agriculture Programme (CYIAP) Nigeria
and
Provost, College of Agricultural Sciences,
Olabisi Onabanjo University
Yewa campus, Ayetoro, Ogun State, Nigeria.

Introduction

There is no doubt that the future of any nation is determined largely by the quality of her children and youth. If this is a truism, one should then wonder why there has always been a disregard for the welfare of children and youth. This problem has persisted, dating to the biblical times. Let me illustrate what happened as narrate in Mathew 19: 13 and 14 , when disciples of Jesus Christ almost prevented Him from attending to little children, who were brought to Him to be prayed for. According to Olanrewaju {2004}, children and youth were considered in the past as a mere nuisance who were not worthy of any attention

In the human existence, children and youth constitute the beginning and the foundation. And when the foundation is faulty, the upper structure is doomed. Let us examine the classification of human beings by age as presented by Adedoyin, (2003), children (up to 18 years), youth (18 to 30 years), young adults (31 to 45 years), middle aged adults (46 to 55 years), early adults (56 to 70 years), aged (70 years and above). What sense can anyone make out of life if he/she suffered neglect, disregard, humiliation, hunger, exploitation, oppression, lack of health care services, inadequate and inappropriate educational services and lack of listening ear of parents and lack of governmental support during foundation years {the first 18 or even 30 years of existence} The foregoing clearly brought into focus the need for continuity in agricultural and farm related occupations. This spurred the effort that culminated into the establishment of Children-In- Agriculture Programme (CIAP).

The Children-In- Agriculture Programme (CIAP) is a research and development initiative aimed at human capital development, focusing on children and youth for effective harnessing, orientation towards creativity, entrepreneurial and management skill development, and specifically for motivating them towards productive participation in agricultural, rural community and national development processes.

CIAP profited from the wisdom of the great Greek philosopher, Plato, who likened children hearts to clean slate on which nothing has been written .Whatsoever the child what to be or do in the later years can easily be written on it through a deliberate programme of sensitization , orientation, education ,socialization and participatory involvement in leadership and governance. It is in the light of the forgoing that CIAP operates with a mission to propagate a deliberate but skillful sensitization , orientation, education and socialization programmes aimed at giving capacity, authority and power to children and youth so that they can have a good future. Specifically, it is to make it possible for them to become active agents of change towards quality of life enhancement, food security, hunger and poverty reduction, civic responsibility, job making rather than job seeking and promotion of entrepreneurial and managerial abilities. CIAP is working with farm children , farm youth and other stakeholders in child development and agricultural transformation to provide enabling environment for sustainable development of farm and agro-industrial structures.

¹ Being the address of the President and National Coordinator, Children And Youth In Agriculture Programme [CYIAP]Nigeria held at The 7th Annual National Research and Development Network Meeting and Conference of Children and Youth in Agriculture Programme (CYIAP) held at Tai Solarin University of Education {TASUED} from Monday 28th - Thursday 1st December, 2005.

The CIAP Model

CIAP came into existence on 2nd March 1995 as an output of the Rural Farm Family Resource Research and Development efforts of Dr. S. Fola Adedoyin {now Professor} and Mr. Dixon Olu Torimiro {now Doctor}, in the Department of Agricultural Extension and Rural Sociology, Ogun State University { now Olabisi Onabanjo University}, Ago-Iwoye, Nigeria. These scholars identified a missing link in the process of ensuring continuity and sustenance of farming as a worthy profession, and they conceptualized as well as initiate this missing link as the Children-In-Agriculture Programme {CIAP}. This ideal was shared nationally among relevant stakeholders all over Nigeria and the positive reaction obtained culminated into the establishment of the National Research and Development Network of Children-In-agricultural Programme {CIAP Nigeria} on 24th March 1998. The network held her past annual conferences in OOU Ago-Iwoye {1998}, OAU Ile-ife {1999} ESTU Enugu {2000}, UNAM Makurdi {2001}, NISER Ibadan {2002} and AOCOE Ijanikin Lagos {2003}. The first National Young Farmers Congress was to be held in Abuja 2004 but could hold because of logistic reasons. We are currently witnessing the 7th annual conference holding here at the first University of Education in Nigeria i.e Tai Solarin University of Education in Nigeria [TASUED] in 2005. It is hoped that the first National Young Farmers Congress will be held in Abuja 2006 in collaboration with the National Raw Material Research and Development Council {NRMDC}. Book of Readings have also been published on all the past conferences' themes, comprising peer reviewed contributions of participants. A Book of Reading shall also be published on this year's conference theme. CIAP currently publishes two journals, one based in South Africa and one based in Nigeria, to provide outlets for reputable research outputs in the areas of children and youth development, agricultural development, rural development and other pertinent areas.

The Nigerian CIAP

CIAP classified children to include all categories of people with ages ranging from birth to 18 years of age. The categories are Early childhood {Birth- 5yaers}, Childhood {6-12 years} and Adolescence {13-18 years}. However, CIAP has made its programme so elastic to cover all categories of people ranging from birth to 40 years { children birth-18years, youth 19- 30 years, and young adult 31-40 years}. This was based on prevailing circumstance of poverty, unemployment, and deprivation which still make some people dependent on others for survival, protection and development up to age of 40years. The bottom line is that the Nigerian child is at great risk and can be described as disadvantaged. The policy and the implementation strategies of fulfilling the overall rights of the Nigerian child and youth to education, welfare and good future is weak. Hence, the Nigerian child is continuously faced with the problems of poor health care services, crippled educational system, rapid environmental degradation, corruption in high places, insecurity of life and property, child slavery and human trafficking, failed infrastructure crisis, unaffordable services, poor climate for self employment and "virus infected" political leadership.

All stakeholders in child and youth development should endeavour, therefore, to rise and gird their loins to face the challenges if the hope for the fulfillment of the Nigerian child's right to good livelihood now and in the future is to be realized.

Sustainable Agricultural and Rural Development (SARD)

The concept of Sustainable Agriculture and Rural Development {SARD} crystallized in response to the growing realization that national and international agricultural policies and programmes should encompass a wide range of economics, environmental and socio-cultural issues than just the traditional areas of agricultural productivity , production and food security. No doubt, agricultural production and its associated industries will remain fundamental not only for global and national food security but also for the livelihood of hundreds of millions of people well into the 21st century.

Despite growing public concern, FAO (2003) observed that serious environmental degradation, caused in part by agricultural activities, continues in many areas. This has strongly influenced the development of some interrelated governmental mechanisms relating to bio-safety and biodiversity. The reality of the present time is to safeguard the future by reducing the environmental impacts of human activity and persisting tensions through working out a harmonious balance between the need to satisfy basic need for food , shelter, clothing and overall quality of life , and the need to preserve precious physical and biological resources in the environment. Sustainable development concerns itself with careful and efficient utilization

of resources in the environment to generate increasing productivity and production without jeopardizing the opportunity for the future generation to still utilize same resources productively in the future. To achieve this goal, human activities including those of children and youth that impact negatively on the environment need to be controlled.

The Era of Reforms in Nigeria

Upon the realization of the extent of social, political and economic decay of Nigerian society prior to the democratic transition, Nigeria was led into the present era of reforms. It is an era based on the long term of poverty reduction, wealth creation, employment generation and value re-orientation. The reform agenda covers areas pertinent to the future of children and youth such as rural economy education, ethics, socio-political system, rural health service, recreation, hospitality, tourism, human rights, food security poverty reduction, crime proneness, security of life and property, crime proneness, agricultural and agro-industrial revolution, leadership and governance, research and development, vocational and technical skills development, science and technology, quality of life enhancement, corruption and vice behaviour, poor job culture, employment generation, shortcut syndrome, civil responsibility, community spirit, orientation to life, the general value system, transparency, honesty, democratic ideals and popular participation.

Several pertinent issues have to be raised and addressed under the various subject matters listed in the foregoing chapter as they affect present life and the future of children and youth within rural and urban locations in Nigeria. It is my candid hope that we shall be able to accomplish this goal through the contributions of invited lead speakers and participants at this conference. I, also hope that such presentations will generate enthusiastic discussions that could shed bright light on the dark areas. It is pertinent to state that issues to be raised, discussed and addressed should centre more around the instruments of reform and their implementation strategies with the aim of preventing further infliction of injuries on children and youths as well as their future well being in the process.

Agenda Setting

According to FAO (2003), national objectives of sustainability are to reduce rural poverty and hunger without damaging the environment and to focus on the maintenance of the ecosystems.

Nigeria has also put in place a strategy known as National Economic Empowerment and Development Strategy (NEEDS) described as a home-grown poverty reduction strategy. The counterpart at the state level is known as State Economic Empowerment and Development Strategy (SEEDS) and the counterpart at the Local Government level is known as Local Economic Empowerment and Development Strategy (LEEDS). NEEDS rests on four key strategies:

- Reforming government and institutions
- Growing the private sector
- Implementing a social charter
- Value re-orientation

However, the agenda for children and youth development in these reforms should include the following.

- Capacity building, empowerment and strengthening of children/youth, and the organizations and institutions that deliver services to them.
- Mobilizing investment of public sector, private sector, non-government organization and donor's funds into children and youth development processes.
- Reforming, institution and policies for children and youth development.
- Poverty reduction, wealth creation and employment generation.
- Value re-orientation; and
- Information and Communication Technology (ICT) services.

Conclusion

The quality of Nigeria children and youth determines the future of the nation. Since the future belongs to the children and youth, those driving the reform programmes should rightly implement strategies that would not reduce their value or damage their future livelihoods. Sustainable Agriculture and Rural Development should be implemented in a manner that ensures better future for the children and youth.

Finally, I invite you to ponder on the words of Kofi Annan (2000) that “there is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their welfare is protected that their lives are free from fear and want and that they grow up in peace”

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COMMUNIQUE ON THE 7TH ANNUAL NATIONAL RESEARCH NETWORK MEETING AND CONFERENCE OF THE CHILDREN AND YOUTH IN AGRICULTURE PROGRAMME (CYIAP OF NIGERIA, MONDAY 28TH NOVEMBER – THURSDAY 1ST DECEMBER 2005.

The 7th National Research Network Meeting and Conference of the Children And Youth in Agriculture Programme (CYIAP) of Nigeria was held at Tai Solarin University of Education Ijagun, Ijebu-Ode Ogun State Nigeria between Monday 28th November – Thursday 1st December 2005 with the theme being “Childhood and Youth hood issues. Agenda setting for sustainable Rural Development in the Era of Reforms in Nigeria” The opening ceremony took place on Tuesday 29th November 2005 and as well-attended by important dignitaries including the Vice-Chancellor of the host institution Prof. Kayode Oyesiku, the president of CYIAP nationwide and the Provost of the College of Agricultural Sciences, Olabisi Onabnajo University, Prof. S. F. Adedoyin; the Vice President, CYIAP, Prof. C.J.C Akubuilu and the National Secretary of CYIAP Dr. Dixon Torimiro.

At the opening, the chairman of the occasion, Prof. Kayode Oyesiku declared his support for CYIAP recognizing it as an important medium for proper youth development. He saw CYIAP as an association that should be assisted, especially now that the focus of the Federal and State Governments is on Agriculture. In the thought provoking paper presented by the president of CYIAP, Prof. S. F. Adedoyin noted that the Children and Youth-In-Agriculture (CYIAP) is a research and development initiative aimed at human capital development, focusing on children and youth for effective harnessing and re-orientation towards creativity, entrepreneurial and managerial skills development and specifically for motivating them towards productive participation in the agricultural development rural development, community and national development processes. Prof. Adedoyin further noted that Nigeria is currently going through a period of reforms using programmes such as The Nation and State Economic Empowerment and Development Strategy (NEEDS and SEEDS). At the Conference lead papers and several technical papers were presented and the following policy implications were arrived at:-

- That poverty in Nigeria has become a multi-faceted affliction that manifest in the inability of the victims to acquire the basic necessities of life-thereby unable to enjoy good quality and decent livelihood.
- Artisanal and Agricultural programmes should be organized for Children and Youths at family, youth organization and extension levels to bid their creativity and empower them for successful future career in agriculture and related occupations.
- Children and Youth should be properly engaged through deliberated socialization institutions and trained to become self reliant as strategies towards diverting their attention from vice behaviours, disorderliness, irresponsible leisure activities, corruption and crime.
- Children-In-Agriculture component should be put in place in all ADPs to disseminate research information to children, who will utilize such scientific knowledge to practice scientific agriculture which they also transfer to their parents.
- There is need for the provision of functional agricultural training to the Children and Youth emphasizing short gestation agricultural enterprises that yield reasonable levels of profit which could attract and sustain their interest in agriculture..
- Finally, successful policy optimum requires good leadership in terms of motivating the people. This is necessary in order not to make mockery of participatory democracy and frustrate the citizenry through wrong implementation of the various policies and programmes put in place.

The conference came to an end with members visiting tourist attraction centres at Ijebu-Ode and Ogun State in general, followed by the Annual General Meeting for 2005.

Dr. O. A. Adeokun - Chairman
Mr. A. A. Adebayo - Member
Mr. O. K. Awobajo - Member
Mrs. M. O. Oke - Member.



POLICY IMPERATIVES FOR CHILDREN AND YOUTH DEVELOPMENT IN FOOD SECURITY AND POVERTY ALLEVIATION

C.J.C. Akubuilu, Ph.D mnae

Dept. of Agricultural Economics and Extension, Enugu State
University of Science and Technology Enugu, Enugu State,
Nigeria.

INTRODUCTION

The importance of agriculture in the socio-economic development of a developing country like Nigeria cannot be over-emphasized.

The National Economic Empowerment and Development Strategy (NEEDS) is Nigeria's plan for prosperity.

According to NEEDS (2004) despite the dominant role of the petroleum sector as the major foreign exchange earner; agriculture remains the mainstay of Nigeria's economy. However, it is evident that agriculture has not been given its due attention even though the majority of the Nigerian population are rural based.

This, among other things, has contributed to the poverty of many Nigerians. The poverty situation in Nigeria is pathetic. According to World Bank (1996) Nigerian presents a paradox. The country is rich but the people are poor. Per capital income is almost same as in 1970, and in between, over \$200 billion has been earned from the exploitation of the country's oil resources. With a national population estimate of about 102.3 million, about 60 million Nigerians live below poverty line, about one-half of them are abjectly poor (Obamiro, 2000).

In Nigeria, the incidence of poverty has been high and on the general increase since 1980. Available data from the Federal Office of Statistics (FOS), on poverty profile in Nigeria (1999) showed that the incidence of poverty rose from 28.1 percent in 1980 to 46.3 percent in 1985 but dropped slightly to 42.7 percent in 1992 from where it rose sharply to 65.5 percent in 1996.

FOOD SECURITY AND POVERTY ALLEVIATION

Food security and poverty alleviation are now household concepts in many developing countries. Similarly, the economic empowerment of children

and youths is currently receiving the attention of policy makers and administrators both in Nigeria and elsewhere. For the reader to properly understand the intendments of this paper certain operational definitions must be put in place. The Children-In-Agriculture Programme (CIAP) has conceptualized the meaning of the term child, the same cannot be said of the youth. According to Ajetumobi (2002) it is not easy to say who is a youth for according to him, classification of youth by age is inadequate in delineating the various thoughts in the minds of people at different ages. Finally, the author regard youths as a state of the mind and opined that youth is a golden age of man, a phase in man's life when the flame of passion and derive turn within, an age between the childhood and the old age.

Let us now briefly examine the issue of food security. Siamwalla and Valdes (1984) define food security as the ability of food-deficit countries, or regions or households 'within these countries to meet target levels of consumption on a yearly basis. What constitutes target consumption levels and whose ability to maintain consumption is being referred to are two central issues of a country's food policy. However, according to Lele and Candler (1984) discussion on food security start with the following implicit assumptions:

- (1) That there is an efficient, price-responsive agricultural industry.
- (2) That essentially all food passes through commercial marketing channels.
- (3) That there is a price for grain at which one can buy or sell at will.
- (4) That the influence of trading activity in one part of the market is quickly and effectively transmitted to all parts of the market.
- (5) That reliable information on production and market performance is instantly and freely available.

The implication of the above is that all our attempts at achieving food security should take the above into consideration. We shall next look at poverty

and poverty alleviation.

According to National Planning Commission (1995), poverty is a multi-faced affliction: a ravaging economic and social phenomenon that manifests in the inability of the victims to acquire the basic necessity of life.

Any measures undertaken to address the above issues constitute poverty alleviation.

Why Children and Youth?

It is an attempt to restate the obvious when we opine that children and youths should be made to occupy a central position in our attempts to achieve food security and poverty alleviation. According to Jibowo and Sotomi (1996), youths are known for their innovative proneness, minimal risk aversion, less fear of failure, greater physical strength, faster rate of learning, social prosperity, greater knowledge acquisition propensity and faster reaction time. Again, youths all over the world have been regarded as the engine of growth and societal transformation.

NEEDS is an attempt to restructure the Nigerian Economy. It touches various aspects of our national life. For example, on youth empowerment, NEEDS (2004) recognizes that joblessness has resulted in a rising incidence of social ills among young people. As a panacea, it recommends the expansion of opportunities for vocational training and entrepreneurial development. On agriculture and rural development, it recommends, the creation of new jobs in rural areas arising from improved rural infrastructure as well as increased employment from commercial agriculture.

NEEDS (2004) also examines the issue of agriculture and food security. It recommends that agricultural development be vigorously pursued with the aim of achieving food security and reducing poverty. It recommends the vigorous implementation of presidential initiatives on cassava, rice, vegetable oil, sugar, livestock, tree crops, and cereals. Under this initiative, Nigeria hopes to generate as much as N3 billion a year from agricultural exports.

The Role of Children

Time has passed when uniformed individuals equated Children-In-Agriculture with child labour. The Agricultural Development Projects (ADPs), which are currently in-charge of our various

extension services, have a Women-In-Agriculture (WIA) component which takes care of the extension needs of the rural women farmers. It is also proposed that a Children-In-Agriculture component be put in place to disseminate research information to children who will utilize such scientific knowledge to practice scientific agriculture in the school gardens as well as in their private gardens. It is also contented that such children can now transfer the knowledge they have acquired to their parents who are rural farmers.

The Role of Youths

The Nigerian youth of today must be prepared to face many challenges. In a depressed economy such as is presently the case in Nigeria, innovativeness is the key solution to survival. With the acquisition of proper vocational training, agriculture could become a money-spinner for the youth. The NEEDS document proposes that agriculture in Nigeria should become 100% private sector driven. A critical study of the document, however, shows that children and youths have no central place. NEEDS must address the specific needs of children and youths if they are expected to contribute their quota in our attempts to achieve food security and poverty alleviation.

The Way Forward

Any government that claims to be genuinely interested in food security and poverty alleviation must prove such intention beyond reasonable doubts. Such a government must be sincere if it intends to drag its citizens out of the vicious circle of poverty in which many of them have found themselves. To begin with we recommend that the study of theoretical and practical agriculture should be made compulsory from Primary to SSIII level. The efforts of the teachers should be complemented with those of agricultural extension officers.

Youths should be encouraged to form thrift and cooperative societies. This will enable them to gain improved access to loans and savings services for income generation and consumption. In Sri Lanka, the use of these services has been associated with increased incomes and economic diversification. Also, venture capital should be given to any youth going into practical

agriculture. Such a youth can be paid a fixed salary for a year and a fixed capital. This will make him continue to have faith in agriculture.

The issue of food; subsidy should be properly addressed. Children and youths should receive food subsidy, particularly in areas where malnutrition is high. This is an approach to poverty alleviation.

Another area to explore is the institution of the social welfare system. With the resources accruing to this country, it is evident that Nigeria can operate a social welfare system. At the same time, considerable premium should be placed on social, economic and infrastructural development. Nigeria should raise the proportion of GNP going to the social sectors. This will enable the youths to enjoy positive growth. The huge budgetary allocation to the defence sector should be reduced since democracy is now in place and the nation is not at war.

Nigerian children and youths should enjoy free education up to the secondary school level. This should include provision of free lunch and free textbooks.

There is the need for the provision of functional agricultural training to the children and youth. Emphasis should be placed on cultivation of cassava, rice, cereals and the keeping of livestock. Youths should be properly trained on how to process cassava into exportable forms. To achieve the above, enough land should be made available to the children and youths since we would expect the clientele to enjoy the economies of scale. This would imply a review of the Land Use Act to ensure its functionality.

The Issue of Re-Orientation

Nigerians generally should review their attitude to wealth. Presently, many Nigerians believe in the concept of wealth acquisition at all costs. To such people, the end justifies the means. Poverty alleviation and food security cannot be achieved in a society such as ours where corruption is endemic. Unless the Independent Corrupt Practices Commission (ICPC) succeeds in instilling the virtues of probity and accountability in Nigerians, our attempts at poverty alleviation and food security may not succeed.

The Issue of Good Governance

Finally, even at the risk of restating the obvious, no policy options will succeed unless there is good leadership. Nigeria needs good leaders in terms of motivating the people. For good leaders to emerge; there must be credible election. What we have observed in 1999 and 2003 elections is nothing but 'selection' in which leaders were hoisted on Nigerians. This is a mockery of the concept of participatory democracy. All measures should be put in place to ensure free and fair election in 2007 and beyond.

CONCLUSION

Our past efforts at poverty alleviation included: the Operation Feed the Nation (OFN), The Better Life for rural women; the SAP relief package; the National Directorate of Employment (NDE); Directorate of Food, Roads and Rural Infrastructure (DFRRI); MAMSER; Petroleum Trust Fund (PTF), etc. These Programmes did not achieve much. Thus, in the final analysis, one tends to agree with Osagie and Edodi (1992) that the poorly managed poverty alleviation initiatives of the first republic, the military administration and the second republic were not an unusual episode in Nigerian economic history. Thus according to Ezeji (2000) if there is to be any sustainable development, Nigeria needs a major break from the past by way of abandonment of neo-colonial dependence, change in political economy, a serious moral regeneration of social values and steady and sincere pursuit of programme policies.

Food security and poverty alleviation are serious issues that no serious government can afford to continue to toil with. With proper mobilization of children and youths, Nigerian can alleviate poverty and achieve food security in the near future.

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INFLUENCE OF INTESTINAL MICROFLORAL POPULATION ON FLATUS PRODUCTION IN RATS FED ON PROCESSED COWPEA: IMPLICATION ON CHILDHOOD AND YOUTHHOOD ISSUES IN FOOD SECURITY

OKE¹, M. O and OKE², D. B.

¹Department of Agric. Production and Management Sciences, Tai Solarin University of Education, P.M.B 2118, Ijebu-ode, Ogun State, Nigeria.

²Department of Animal Production, College of Agricultural Sciences Olabisi Onabanjo University, P.M.B 0012, Ayetoro, Ogun State, Nigeria

ABSTRACT

Percentage intestinal microfloral population, on the average, were 44.87, 35.65, 1.52 and 82.99 percent for autoclaving, cooking, germination and soaking respectively. Also the average percent flatus produced by the processing methods, in sequence, were 32.60, 31.43, 15.06 and 86.86 for autoclaving, cooking, germination and soaking. Intestinal microfloral population was positively correlated to flatus production ($r = 0.88, P < 0.001$).

Generally, germination gave the least microbial population with a concomitant lowest flatus production.

Key words: Microbial population, processing, flatulence, cowpea varieties.

INTRODUCTION

The supplementary value of food legume protein to cereal grains has been an argument for using these foods for infants and small children.

However, there is a strong indication from experiments with dogs that increased gas production of navy beans was due to the fermentative action of anaerobic spore-forming bacteria on certain constituents of navy-beans (Richards and Steggerda, 1966).

The microorganism, *Clostridium perfringens*, has been shown to be the primary sources of gas and the main intestinal anaerobes (Bressani *et al.*, 1973). Food consumed could elicit gas formation in the intestine when it contains substances that man cannot digest (Calloway, 1973) but that his bacteria located in the large intestine can. This undigested or unavailable portion of the food which was found to be the oligosaccharides, Kennedy *et al.*, 1985) was reported to be the substrate for bacterial fermentation that resulted in flatus production (Rackis, 1975; Hellendoorn, 1969).

Following ingestion of cowpea, some individuals are known to develop persistent, disturbing belching and gas-filled stomach which tend to discourage them from its further intake. This served as a precipitant to this study aimed at further increasing the utilization and acceptability of cowpea among peoples in the developing countries especially Nigeria.

Therefore, the investigation was directed towards removing or appreciably reducing the flatulence characteristic of cowpea and also observe any relationship that may exist between intestinal microfloral population and flatus production after subjecting cowpea to different processing methods.

MATERIALS AND METHODS

Five cowpea varieties used for this investigation were supplied by International Institute of Tropical Agriculture, Ibadan. They are IT 84E-1-108, IT 82D-889, IT81D-1137, IT 82E-16 and Ife Brown.

Microbiological Assay: Colony count method (Harrigan and McCance, 1966) was employed as reported in previous work (Oke *et al.*, 1996).

Estimation of Flatus: Wister strain adult male rats were fed with diets containing already processed cowpea varieties. The rats were divided into seven groups of eight rats each. Each group was housed in the same metabolic cage.

One group was placed in a basal protein-free diet (Table 1), another on a casein diet, while the remaining groups were placed on experimental diets such that processed or raw cowpea constituted 45 percent by replacing casein and part of the maize starch (Hedin and Adachi, 1962). Distilled water and feed were supplied *ad libitum* for 21 days. Four hours after removing the diets from the cage, three rats were slaughtered from each group and their gastrointestinal tracts were

exposed by a midline incision.

Ligation of the gastrointestinal tract above the stomach and as close to the anus as possible was cut after removing adhering tissues. The whole set up was placed in a 125cm³ beaker which was then filled with constant boiling 21percent HCl to a mark previously made in the neck area and the weight of the contents and flask taken. The flask was put in a 70°C water bath for three hours after which the contents were hydrolysed into a sludge. After cooling to room temperature, the flask was weighed with contents. Since the gas escaped during hydrolysis, the level of HCl in the flask fell because the gas occupied a space in the flask and to replace the volume of the gas, the flask was filled to the previous mark with 21percent HCl and weighed. Increase in weight was divided by 1.11, the specific gravity of boiling HCl to give the volume of flatus (Hedin and Adachi, 1962).

Cowpea processing: Raw cowpea seeds were processed in the following ways.

(a) **Autoclaving:** Air-dried cowpea seeds were milled and autoclaved at 105°C and 10546.05 kgm⁻² pressure for 30 minutes.

(b) **Cooking:** Seeds were cooked with a pressure cooker at 105°C for 30 minutes.

(c) **Germination:** Cowpea seeds were immersed in 2 percent sodium hypochlorite solution for two minutes to kill all pathogenic organisms that they may contain and then spread thinly on a tray.

Every 24 hours, seeds were sprayed with distilled water at 25°C (Ikeda *et al.*, 1984).

(d) **Soaking:** Raw seeds were soaked in distilled water for 24 hours, and then rinsed three times with distilled water.

After each processing method, the cowpea samples were dried at 65°C for 48 hours and then milled.

Statistical analysis: Results were subjected to analysis of variance while treatment means were compared using Duncan's Multiple Range test (Steele and Torrie, 1980).

RESULTS AND DISCUSSION

Table 2 provides the summary of processing effect on microfloral population of rats fed with cowpea. The intestinal microfloral population was estimated in X10⁷/g cecal content, hence, all values that are given below would have this unit of expression. Ife Brown had the lowest number of microbes (17.92) while IT 81D-1137 had the highest number of

microbes (22.99) in raw samples. Soaked samples gave 15.23 as the lowest microfloral population in Ife Brown while the highest (20.03) was recorded in IT 84E-1-108.

In germinated samples, microbial population ranged from 0.24 in IT 84-1-108 to 0.43 in IT 81D-1137. Cooked samples gave values ranging from 5.74 in Ife Brown to 8.80 in IT 82E-16. In autoclaved samples, variety IT 82D-889 had the lowest microbial population of 8.61 while variety IT 81D-1137 gave the highest value of 11.03. Relative to raw cowpea diets, in order to know the effectiveness of each processing method in reducing the microbial population, the percentage of intestinal microfloral population was calculated. On the average, these values were 44.87, 35.65, 1.52, and 82.99 percent for autoclaving, cooking, germination and soaking respectively (Table 3).

For flatus production, raw cowpea diets produced between 1.12cm³ of flatus in Ife Brown and 1.74cm³ in IT 81D-1137. Value for soaked samples ranged between 0.89cm³ in Ife Brown and 1.67cm³ in IT 81D-1137. In germinated seeds, IT 84E-1-108 and IT 82D-889 produced, the lowest amount of 0.17cm³ while the highest volume of 0.28cm³ was produced by IT 81D-1137. Cooking gave flatus content ranging from 0.38cm³ in Ife Brown and 0.50cm³ in IT 82E-16 while autoclaved cowpea diets gave 0.35cm³ as the lowest flatus volume in Ife Brown and 0.55cm³ as the highest volume in IT 81D-1137 (Table 4).

In addition, intestinal microfloral population was positively correlated to flatus production ($r=0.88$, $P<0.001$). Generally, germination gave the least microbial population with a concomitant lowest flatus production.

The outcome of the investigation is in conformity with the findings of some workers (Kakade and Borchers, 1967; Gurekian and Koski, 2005) that heated navy beans produced only one-third to one-half as much as the raw beans. This may be due to reduction in oligosaccharide content of cooked, autoclaved and soaked samples and complete removal from germinated samples (Ikeda *et al.*, 1984; Eckhardt *et al.*, 2005). Removal of oligosaccharides from the diet would starve the microbes thus leading to reduction in their population as a result of reduced growth. This would result into concomitant significant

reduction in flatus production.

CONCLUSION

In order to significantly reduce flatulence in cowpea based foods, cowpea seeds should be germinated before its incorporation into such foods.

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Table 1: Percentage composition of protein free and casein diets.

Ingredient	Protein-free diet	Casein diet
Cascin	-	18.00
Corn starch	65.75	62.75
Glucose	5.00	-
Sucrose	10.00	-
Non nutritive cellulose	5.00	5.00
Vegetable oil	10.00	10.00
Mineral/Vitamin premix	1.00	1.00
Oyster shell	0.50	0.50
Bone meal	2.50	2.50
	100.00	100.00

Table 2: Percent Microfloral population with reference to raw cowpeas Processing

Cowpea varieties	Autoclaving	Cooking	Germination	Soaking
IT 84E-1-108	40.31	30.21	1.10	91.54
IT 82-889	32.72	37.96	1.41	78.74
IT 81D 1137	47.98	37.06	1.87	84.17
IT 82E 116	50.28	40.97	1.82	75.51
Ife Brown	48.05	32.03	1.40	84.99
Mean	44.87 _a	35.65 _a	1.52 _b	82.99 _c
SEM	±1.42	±1.14	±0.08	±1.59

Each value is a mean of three determinations.

a, b, c = Means followed by different letters are significantly different (P < 0.001).

SEM = Stand error of mean.

Source: Oke et al. (1996)

Table 3: Flatus production by rats red processed cowpea {cm³} Processing

Cowpea varieties	Auto-claving	Cooking	Germination	Soaking	Raw
IT 84E-1-108	0.53	0.41	0.17	1.40	1.57
IT 82D-889	0.42	0.43	0.17	1.06	1.29
IT81D-1137	0.55	0.47	0.28	1.67	1.74
IT82E-16	0.46	0.50	0.26	1.19	1.36
Ife Brown	0.35	0.38	0.18	0.89	1.12
Mean	0.46 _a	0.44 _a	0.21 _b	1.24 _c	1.42 _c
SEM	± 0.02	± 0.01	± 0.01	± 0.08	± 0.0

Each value is a mean of three determinations.

A, b, c, d = Means followed by different letters are significantly different (P < 0.001).

Table 4: Percentage Flatus Production with Reference to Raw Materials Processing

Cowpea varieties	Auto-claving	Cooking	Germination	Soaking
IT 84E-1-108	33.76	26.11	10.83	89.17
IT 82D-889	32.56	33.33	13.18	82.17
IT81D-1137	31.61	27.01	16.06	95.98
IT82E-16	33.82	36.76	19.12	87.50
Ife Brown	31.25	33.93	16.07	79.46
Mean	32.66 _a	31.43 _a	15.06 _b	86.86 _c
SEM	± 0.36	± 1.20	± 0.82	± 1.66

Value are means of three determinations.

A, b, c, d = Means followed by different letters are significantly different (P < 0.001).



IMPLICATIONS OF CHILD ABUSE ON EDUCATIONAL PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN AN AGRARIAN SOCIETY: A CASE STUDY OF IJEBU - ODE, LGA, OGUN STATE

Odusina, O.A. Nosiru, O.M. and Sangodina, E. O.

Department of Agricultural Production and Management Sciences,
Tai Solarin University of Education, Ijebu Ode

ABSTRACT

The research work was carried out among students and non students in secondary schools (both private and public) and without in order to assess their level of awareness of career opportunities in agriculture as a means of reducing unemployment. The result showed marked difference in the level of awareness among the students in private and public secondary schools. Various reasons were given as why various career choices were made prime among which was the prestige of the career and parental influence. Based on the findings of the study, recommendations were thereafter made.

INTRODUCTION

Child abuse is a concept used to describe an intentional use of physical force or intentional omission of care by a parent or guardian that causes a child to be hurt, maimed, or killed (Microsoft, 2002). Some other authority defines child abuse as the crime of harming a child in a physical, sexual or emotional way (Oxford Dictionary, 2000). Still, another authority defines child abuse as the maltreatment of a child by a parent, guardian, or other adult that includes intentional acts resulting in physical injury, toleration of and complicity in conditions injurious to the child's health, or sexual assault on the child

(Webster's II Dictionary, 1995). From the foregoing it is evident that child abuse can take any of three forms. Physical which may involve physical which might impact on the anatomy of the child as in unnecessary use of beatings, deprivation of food, clothing and other physical necessity(s). Sexual, which may be sexual assault in which case an adult have sexual relations with a child without its consent, or it could be sexual abuse when an adult has sexual relations with a child who is underage according to the law. The third however is usually the fallout of the two already discussed above; the neglect of a child's need for physical development could result in emotional problems, so also could sexual assault.

The term Child Abuse covers a wide range of actions that result in physical, emotional or mental harm being inflicted on children of all ages. The kind of

abuse inflicted, however, tends to vary with the child's age. Infants and pre-school children are most likely to suffer deliberately inflicted fractures, burns, and bruises from abusive parents. Perhaps the most prevalent type of abuse is neglect that is, physical or emotional harm resulting from a parent's failure to provide a child with adequate food, clothing, shelter, medical care, or education. A common form of neglect among young children is underfeeding; an undernourished infant often fails to thrive and may even die. Studies have shown that most child-abusing parents were themselves abused as children. Some researchers assert that parents who abuse have infantile personalities. Others note that parents who abuse unrealistically expect their children to fulfill their (the parents') psychological needs; when disappointed, the parent experiences severe stress and becomes violently angry and abusive. In spite of this emphasis on individual mental disorders, few child abusers can be considered to be true psychotics or sociopaths, because they function well, socially and psychologically, in other respects.

Incidents of abuse occur among all religious, ethnic, and racial groups and in all geographic areas. The relationship between poverty and abuse is strong, perhaps because the lack of educational and other opportunities that enable parents to deal with the emotional and financial frustrations is greater; the vast majority of child-abuse fatalities involve parents and guardians from the poorest families (Microsoft Encarta, 2000). A subtle, yet

potent aspect of child abuse in the world over perhaps is child labour and in different parts of the world is practiced without being considered as such even though it impairs the total development of the child.

Children who have been physically, sexually and/or emotionally abused not only suffer a wide range of effects from their victimization, but are at greater risk to be abused again. Abuse commonly produces feelings of guilt, violation, loss of control, lowered self esteem (Kraizer,2005). Common problems according to Kraizer(2005) for abused children include emotional problems, behavioural problems, poor performance in school, and even further abuse. Long studies of low achievers, run aways , drug addicts, prostitutes and incarcerated individuals paint disturbing picture (Kraizer, 2005).

Civita (2005), asserted that trauma and maltreatment results when children are abused. It was asserted that when such children suffer from trauma, their ability to achieve their developmental potential is dramatically affected.

The National Child Abuse and Neglect Data System (NCANDS) reported an estimated 1,400 child fatalities in 2002 in the U.S.A., translating to a rate of 1.98 children per 100,000 in the general population. NCANDS defines child fatalities as the death of a child caused by an injury resulting from abuse or neglects, or where abuse or neglect were contributing factors. According to NCANDS (2004), emphasizing the effects of child abuse, claimed that most deaths labeled as child homicides and/or Sudden Infant Death Syndromes (SIDS) might be attributed to child abuse or neglect if more comprehensive investigations were conducted or if there was more consensus in the coding of abuse on death certificates.

According to the United States Department of Health & Human Services(2004) child fatalities are the most tragic consequences of maltreatment. According to the department, during the 2004, an estimated 1,490 children died from abuse or neglect- at a rate of 2.03 death's per 100,000 in the United States of America.

In 1989 the United Nations General Assembly passed the United Nations Convention on the Rights of the Child. This demands that all actions of a state concerning children should have the best

interests of the child as a primary consideration; it affords children the civil liberties that adults have in most developed societies. It also demands protection for children from all kinds of maltreatment, and requires for children an adequate standard of living, good education, health care, and even recreation. The convention is not directly enforceable, although governments that sign and ratify it must submit reports on their progress in meeting its objectives to a United Nations committee on the Rights of the Child (Watson, 2000).

LITERATURE REVIEW

Many literatures have established the place of guardians and parents in cases of child abuse and maltreatments.

The United State Department of Health and Human Services (2004) conducted a study based on more than 190,000 perpetrators in 18 States during 2002. Almost one-half of all perpetrators of maltreatment were males. Of these, about one-half were biological fathers; an additional one fifth were males in a parental role. Males had more often maltreated older victims and female victims than had females. Differences were found among the different types of male perpetrators.

Most perpetrators of child maltreatment were caregivers who have been found to have abused or neglected a child. In most cases, the perpetrator is a parent who is responsible for the child's well being. Non parental caregivers include persons who are responsible for the supervision of a child, e.g., other relatives, foster parents, or residential facility staff. For 2004, 57.8 percent of the perpetrators were women and 42.2 percent were men. Female perpetrators were typically younger than male perpetrators. The median age of perpetrators was 31 years for women and 34 years for men. Of the women who were perpetrators, more than 40 percent (44.4%) were younger than 30 years of age, compared with one-third of the men (34.1%). Nearly 80 percent (78.5 %) of perpetrators were parents. Other relatives accounted for an additional 6.5 percent. Unmarried partners of parents accounted for 4.1 percent. Based on data from 40 States, more than 90 percent (91.9%) of parental perpetrators were biological parents, 4.5 percent were stepparents, and 0.6 percent were adoptive

parents. More than one-half (57.9%) of all perpetrators were found to have neglected one or more children. Slightly more than 10 percent (10.3%) of perpetrators physically abused children, and 6.9 percent sexually abused children. Fifteen percent (15.5%) of all perpetrators were associated with more than one type of maltreatment. The three main categories of maltreatment related to fatalities were neglect (35.5%), combinations of maltreatments (30.2%), and physical abuse (28.3%). Medical neglect accounted for 1.4 percent of fatalities. (U.S. Department of Health & Health Services, 2004)

The influence of these parental and guardian abuse can be better imagined than experienced. The roles and place of the parents in the schooling performance of school children is also established in literature.

Oyedokun (2003) investigated the roles of parents in children performance at school. It indicated a significant difference in the achievement scores in Mathematics of those students whose parents were involved compared with those whose parents were not involved. Students whose parents were involved did better than those whose parents were not involved. Oyedokun opined that parents have more role to play than any stake holder in the education of the children. It was suggested that motivations from parents in the form of buying of books, provision of lesson teachers be given by teachers to encourage the students.

Okafor (1998) found evidence that the home plays a significant role in the education of the Nigerian Child. A cordial relationship was established between the socialization of the child at home and school. The study established a positive relationship of home training in the school performance of the child.

The failures of homes in improving the performance of school children in most instances, is due to neglect on the part of parents and/or guardian alike, as well as abuse.

Koksi and Ingram (1977) in their work corroborated by their results the findings of Kempes and Helfer (1972), that one-third of physically abused children function in the retarded range even though motor function may not be significantly depressed. This has implications for educational performance of school children. Neglect, on the other hand was found to be detrimental to both mental and motor functioning.

Another subtle yet potent form of child abuse, is the issue of child labour in which the child is not allowed the liberty of enjoying childhood but is rather used for enhancing the economic capability of the family.

The International Labour Organization (ILO) posits that about 250 million children below the age of fifteen are workers in developing countries of which Nigeria is one (Alabi, 2004). It is also asserted by the International Labour Organization (ILO), that an astounding 12 million of the children before stated figure (5.4% of the total in developing countries, that is) is obtainable in Nigeria (Microsoft Encarta, 2002).

The above statistics is an indication of this vice in the Nigerian State or nation. A typical empirical study to emphasize this problem was carried out by Salako (2003) in Sagamu, Ogun State. Salako obtained from the cross-sectional survey data gathered that poor education and low socio-economic status of the parents were the chief culprits responsible for child labour in these areas. The study showed that 91.6 percent of those interviewed were in school and only worked in the afternoons or some other conducive time while another 8.3 percent were out of school. When the pupils were interviewed on the reason for their taking up of such jobs, the reports showed that 25 percent of the respondents said it was to earn money needed by their parents, 67.3 percent said it was to earn money needed for school fees, while 2.8 percent said it was to begin a trade.

Dashen and Dashen (2002) in their work found that 75 percent of the respondents interviewed on child hawking were of the female gender and the remaining 25 percent, male. They established a 40 percent automobile accidents risk level associated with child hawking, and 26.9 percent sexual harassment risk level associated with child hawking. A major negative fallout of child hawking according to the research in Jos Plateau, Nigeria was that a whopping 45 percent had developed a distaste for education and schooling and would rather prefer to go hawking than schooling. It was discovered from the research that hawking was more associated in the area with children of low income class family.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To identify if there is any relationship between the variables of child abuse and that of educational development
- To identify if there is any relationship between the variables of educational performance and that of social development of the child abuse victims
- To make recommendations based on the findings of the research.

METHODOLOGY

The data used were obtained mainly from primary sources through the use of structured questionnaire. The sampling method for the study was simple random sampling technique. Ten secondary schools were chosen through random sampling technique, furthermore 150 student respondents were randomly sampled from the 10 schools. Personal interview was also used to enable accurate response from the respondents, who were mainly secondary school students. In addition, 15 school teachers were randomly selected from each of the 10 schools, and data were obtained from them through structured questionnaire.

Analytical Framework

Data obtained were analyzed using both descriptive and inferential statistical analyses. Tables were used to present frequency distribution of sex of respondents, age distribution of respondents, forms of child abuse, and effects of child abuse. Chi-square analysis was also used to test for relationship between educational development and child abuse variables, as well as educational performance and social development variables.

Hypotheses of the Study

Hypothesis 1

H₀: There is no relationship between variables of child abuse and that of educational development among the sampled respondents

H₁: There is relationship between variables of child abuse and that of educational development among the sampled respondents

Hypothesis 2

H₀: There is no relationship between the variables of educational performance and that of social development of child abuse victims.

H₁: There is relationship between the variables of

educational performance and that of social development of child abuse victims.

RESULTS AND DISCUSSION

The results of personal characteristics of respondents are given in tables 1 and 2.

Table 1 shows that majority of the respondents were females while Table 2 shows that the respondents were mainly within the ages of 14 and 16. Table 3 presents the teachers' perception of the types of child abuse. Most of the sampled teachers believed that hawking, child abandonment and irregular payment of school fees were major types of child abuse in the area of study. Table 4 also shows the teachers' perception of effects of child abuse. The majority of the sampled teachers (42%) believed that poor academic and social performance directly caused by children and indirectly by parents/ guardian were the commonest observable effect of child abuse in the study area.

Table 5 shows that 76 students (50.7%) strongly agreed that child abuse affects the educational and social development of students, while another 65 (or 43.3%) agreed. However, 5 respondents (or 3.3%) and 4 (or 2.7%) strongly disagree and disagree respectively that child abuse had effects on the educational and social development of the child. The chi-square analysis showed that there is relationship between child abuse variables and social, as well as educational development variables of children in agrarian societies.

Table 6 shows that 55 respondents (or 36.6%) strongly agreed with the fact that it is possible for a child abuse victim to cope with the challenges the educational and social development have to offer. However, 60 (or 40%) of the respondents strongly disagreed with this assertion, while 25 (or 17.7%) and 10 (or 6.7%) of the respondents agreed and disagreed respectively with this possibility. The chi-square analysis established the fact that there is relationship between educational development variables and that of social development of child abuse victims. Child abuse obviously leaves its traces on the child, but it could still be remedied in an agrarian community like the area of study through abolishing its observable manifestations and setting up a system to facilitate some level of

child guidance and counseling.

Abuse: Microsoft Corporation.

CONCLUSION AND RECOMMENDATIONS

From the research it goes without much arguing that the effects of child abuse on the performance of secondary school students is negative and this could serve to erode the educational foundation of students in such agrarian society(s). It is also observed that in agrarian society(s) such as the research area the manifestations of child abuse are diverse. It is therefore strongly recommended that the guardians of children in not only the agrarian societies but also the urban and industrial areas should be educated as to the harmful effects of child abuse through various mass media. The legislative arms of government should also make it a matter of top priority to pass bills that would make it criminal to abuse children in the country. Emergency help lines made especially open to children to seek help, counsel or justice in cases of child abuse should also be put in place.

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Table 1: Sex Distribution of Respondents (Students)

Sex	Frequency	Percentage
Female	64	42.7
Male	86	57.3
Total	150	100.0

Source: Field Survey, 2005

Table 2: Age Distribution of Respondents (Students)

Age (years)	Frequency	Percentage
Below 14	12	8
14-16	100	73.3
Above 16	28	18.7
Total	150	100.0

Source: Field Survey, 2005

Table 3: Teachers' Perception on Type of Child Abuse

Category of Child Abuse	Frequency	Percentage
Lack of care	79	52.7
Regular school fees	110	73.3
Child battering	71	47.3
Indifference	28	18.7
Verbal abuse	98	65.3
Drinking	131	87.3
Child abandonment	129	86.0

Source: Field Survey, 2005.

Table 4: Teachers' Perception of Major Effect of Child Abuse

Observable Effects	Frequency	Percentage
Early pregnancy	25	16.7
Disrupt termination of schooling	19	12.7
Abandonment and lack of care	11	7.3
Drop in academic performance	42	28.0
Parental neglect of child hygiene	11	7.3
Polio and juvenile delinquency	11	7.3
Physical accidents resulting from maltreatment	19	12.7
Under and mal-nourishment	2	1.3
Lack of siesta and personal study time	3	2.0
Depression resulting from parental hostility	7	4.7

Source: Field Survey, 2005.

Table 5: Chi - Square table of Hypothesis 1

Responses	Observed	Expected
Strongly agree	76	37.5
Agree	65	37.5
Strongly disagree	5	37.5
Disagree	4	37.5
Total	150	150

Source: Field Survey, 2005.

$\chi^2 = 117.8$

$df = 3; t_{0.05} = 781$

H₀ is rejected, i.e. There is relationship between the variables of child abuse and that of educational development of the victims in the study area.

Table 6: Chi - Square table of Hypothesis 2

Responses	Observed	Expected
Strongly agree	55	37.5
Agree	25	37.5
Strongly disagree	60	37.5
Disagree	10	37.5
Total	150	150

Source: Field Survey, 2005.

$$\chi^2 = 46.01$$

$$df = 3; t_{0.05} = 7.81$$

H_0 is rejected, i.e. there is relationship between the variables of educational development of the victims of child abuse and that of social development in the study area.



MOTIVATING FACTORS FOR INVOLVEMENT OF CHILDREN IN AGRICULTURAL PRACTICES TO ENSURE FOOD SECURITY AND POVERTY ALLEVIATION

Adubi, K.O. (Ph.D)

Dept of Home Science and management
University of Agriculture, Abeokuta

ABSTRACT

The paper examined the importance of two primary institutions (home and School) in arousing children interest in agricultural practice for food security and poverty alleviation in Abeokuta North Local Government of Ogun State. The instrument used for data collection was structured interview schedule from eighty (80) pupils selected through multi-stage sampling technique from four major settlements in the area. It was discovered that 37.50 percent of the children are within ages 5 and 6 years, 25% between 7 and 8 years. Sixty two per cent attended private primary school and belonged to polygamous families. Among incentives for agricultural practices mentioned by majority of the children (62.5%) were: viewing farm on the television and planting inside tins. Fifty percent have family farm far away from home while 31.8% have open land beside their house free for cultivation. Interest shown by majority of the children (male and Female) were: planting seeds; harvesting, while all the girls liked taking care of plants 70% of boys liked taking care of animals, the same percentage 50% liked to cut grass. The chi square values 3.52, 5.544, 3.52 and 2.840 revealed significant relationship between the children's interest and motivating factors such as: fear of hunger, leisure friendliness, presence of incentive, and display of achievement respectively. The result of test of analysis of variance { $F_{cal} = 0.75$, $F_{tab} = 2.87$, $P < 0.05$ } showed non significant difference between interest shown to agriculture and sex of children.

INTRODUCTION

The issue of food sufficiency and food security is becoming a national matter just as global food adequacy has become a topical issue. More than 800 million people throughout the developing world and some other millions in more affluent societies do not have enough food to meet their basic needs (Ladele and Ayoola 1996). Some more millions experience prolonged hunger resulting in malnutrition, growth retardation, susceptibility to diseases and sometimes outright death due to starvation. It has been stated that nearly half of sub Saharan Africa's total population lives in household that are suffering from food deprivation, not because they lacked capacity to produce enough food for its rapidly growing population but rather that the wrong focus has often been applied by planners in food security strategies (NARP 1997).

Food production in Nigeria is drastically on the decline when compared with the population growth, the implication of which may witness an extinct of indigenous agriculture in the near future. As a result of non-challance and disinterest shown to

agriculture as an occupation and means of survival. Continuance of this trend portend danger as the country will soon become foreign foodstuffs market, making nonsense the enormous land space and good climate available for food crops cultivation in the country.

Previous researches had established positive and significant relationship between rural background and participation in agriculture. Jibowo (1998) emphasized that student who grew in rural areas are more likely to show interest and participate in agriculture than those who grew up in urban centres. Now with mass emigration to urban centres by rural youth what kind of future now hold for indigenous agriculture.

The children- in- agriculture programme CIAP(1998) conceptualized children as people between the age brackets of 1 and 18 years. Rural children are future role players in agricultural economy of any nation Adedoyin (2002).

PROBLEM STATEMENT

A close look at the way young people tried to

establish their livelihoods showed how they grow with their enterprise overtime to make a stable livelihood. Also the manner in which assets and opportunities are passed from generation to generation is of critical importance when livelihoods around farming are examined. Young people do not have same access and control over resources such as farm land as adults except as dependents in its long term as an enterprise undertaken by their parents. Given this scenario continuity of practice becomes imperative while interest of the vulnerable group becomes substantially important. This paper therefore seeks to find out how the teaming youths are being influenced to see agriculture through correct perspective of food security and life sustenance. The main objective of the paper is examining how interest of children is groomed toward agriculture.

SPECIFIC OBJECTIVES

The study seeks particularly to

1. Examine the available incentives in the primary social institutions for agricultural practice.
2. Assess interest of the children to some farm operations.
3. Identify the children interest motivators.
4. Describe the demographic characteristics of the children explaining their behaviour.

HYPOTHESES

Two affirmative sentences were drawn to test statistical relationship among the variables in the study.

1. H_0 There is no significant relationship between children interest in agriculture; and motives of behaviour like fear of hunger, curiosity / exploration, self display, presence of incentive etc.
2. H_0 There is no significant difference between sex of children and interest in agricultural activities.

CONCEPTUAL EXPLANATION

Travers (1970) described motivation as an inner restlessness that urges organisms into activity which are often variously called drives, needs, desires, etc which stimulates interest.

Motivation assumes correct relevance when motives of behaviour are understood. Kundu and Tutoo (2002), identified six motives which underlie children's behaviour as curiosity or exploratory,

acquisitive, constructive self- display, self abasement and combat. Activity of behaviour in life cannot be ensured with satisfaction in the absence of an adequate Environment.

METHODOLOGY

The area of the study was Abeokuta North Local Government which was carved out of former Abeokuta Local Government in 2.

The area consists of about 12 settlements from which four (4) were purposively selected namely Onikolobo, Onikoko, Adigbe and Ita Oshin because of their congruity. Twenty households were picked systematically from each settlement. One pupil whose age fall within 5 and 11 years was chosen from each of the selected households, giving a total eighty (80) respondents.

A validated interview schedule was used to collect data which was designed to elicit information on

1. Individual characteristics of the children
2. Direction of interest toward cultural farm practices.
3. Factors that drove their interest.

MEASUREMENT OF VARIABLES

Personal characteristics like age, school, sex etc were asked directly and recorded likewise.

Interest was measured as interested, and not interested against few stated farm activities.

Incentives in the environment was measured by demanding from the pupils facilities available either in their homes or schools attended which could aid knowledge and practice of agriculture.

Motivating factors were measured by testing the relationship that existed between identified motivators of behaviour and interest of the respondent. Descriptive statistics, chi- square and analysis of variance were employed to analyse data collected.

FINDINGS AND DISCUSSIONS

Table 1 showed that majority lacked essential incentive at both home and school for practice of agriculture. Ninety percent of the children lived in houses without backyard garden and 12.5 percent attend schools that have garden. Accessibility to

nearby land for agriculture is enjoyed by only 18.5 percent while majority 65.5 percent have only planted in tins. Importance of designate land for practices of agriculture whether at home or school is enormous.

In gardens children learn about different plants seeds, seedlings, crops, they learn science by observing germination, watering plants and study soil structures. Home gardens proffer the child personal experiences of agriculture and nature from their own observations, instruction of parents and relatives and from information heard on radio and television.

Table 2 showed majority (96.6% females and 70.0% males) of the children liked sowing seeds; 83.3% of females liked to weed farms; while 70.0 percent of males liked to take care of animals, and 80.0percent liked spraying on plants and harvesting. Very few females did not like processing foodstuff (6.7%); taking care of plants (3.0%) and planting of seeds (3.0%).

Interests may be defined as an individual's behaviour tendency to be attracted towards a certain class of activities. Attitude and interest are jointly interactive when a child has interest in a thing he stimulates positive disposition towards the activity.

Table 3 showed 62.5 percent of the children were males and 37.5 percent females, majority attended private primary 62.5 percent and belonged to polygamous family setting. About forty percent are aged 5-6 years. Half of the subjects' parents (50%) are traders. The table showed majority of the children fall within the concrete operation stage of Piagets classification. 7-11 years. He described the stage as when the child develops logical thought by concrete operations. And that the child is able to think before he acts, he is also able to consider the consequences of his actions and mind. This age is ideal in introducing interesting different dimensions to agricultural practices and allow the child have first hand encounter with nature. Successes recorded will condition him to associate agriculture with life and survival.

As shown in the table, the motivators of child's interest were: presence of incentive display of self ability and achievement, leisure friendliness and fear of hunger etc such variables which reflected statistical positive and significant relationship. While acquisitiveness self abasement and combat

did not reflect significant values for example 0.651, 0.817, and 0.714 respectively.

Hence $F_{cal} < F_{tab}$, therefore H_0 is accepted.

The outcome of test of the hypothesis $F_{cal} = 0.75$; $F_{tab} = 2.866$, $P < 0.05$ showed insignificant difference in interest shown by different sexes of the children. This proved that sex poised no barrier in motivating children for participating in agricultural practices for food security and also for livelihood either as a primary occupation or secondary.

CONCLUSIONS AND RECOMMENDATIONS

Incentives in the immediate environment of the children will facilitate children involvement in agriculture. Secondly, activities will arouse children interest if the design is appropriate for their age and stage of development. Children will identify with finding solutions to agricultural problem like food insecurity if they are involved in participatory research.

The study hereby recommends as follows:

1. Initiatives that aim to increase capacity of children should be carefully prepared and well planned with gradual introduction as key factors to achieving success.
2. To deal with problem of dwindling interest of youths in agriculture, efforts should be to revitalize, create structures that stimulates self reliance and innovation right from primary school.
3. There is the need to emphasize relationship between syllabus culture and the development processes in agriculture.
4. To address food security in our local communities, the up coming generation must be encouraged right from childhood in the practice of agriculture.

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Table 1: Incentive for Farming at Home School

Facility/Activities	Available		Not Available	
	N	%	N	%
1. Open land beside house free from gardening	25	31.25	55	68.75
2. House has backyard garden	10	12.50	70	87.50
3. Family has farm faraway from home	40	50.00	30	37.50
4. Tend flowers around house	15	18.95	60	81.25
5. School has garden	10	12.50	70	87.50
6. There are gardens beside school compound	15	18.75	70	87.50
7. Planting done in tins	50	62.50	30	37.50
8. See farm on television and video	50	62.50	30	37.50
9. Have excursions to farms	15	18.75	65	81.25

Table 2: Interest of the Children to Farm Activities

Facility/Activities	Interested				Not Interested			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Likes to plant seeds	35	70.0	29	96.6	15	30.0	1	3.0
Likes to weed farm	28	56.0	25	83.3	22	44.0	5	16.0
Likes to take care of plants	30	60.0	30	100.0	20	40.0	1	3.0
Likes to take care of animals	35	70.0	10	33.0	15	30.0	20	66.6
Likes processing food stuff	25	50.0	20	66.0	25	50.0	2	6.7
Likes packaging food for Storage	30	60.0	45	50.0	20	40.0	15	50.0
Likes to cut grass	25	50.0	15	50.0	25	50.0	15	50.0
Likes to spray plants	40	80.0	1	33.0	10	20.0	20	66.6
Likes harvesting	40	80.0	25	83.3	10	20.0	5	16.0

Table 3: Personal and Family Characteristics of the Children

Characteristics	Frequency	Percentage
Age		
5- 6	30	37.50
7 - 8	20	25.00
9 - 10	15	18.75
11	15	18.75
School Attended		
Male	50	62.5
Female	30	37.5
Family Type		
Nuclear	20	25.0
Extended	30	37.5
Monogamous	20	25.5
Polygamous	10	62.5
Parents Occupation		
Civil Service	16	20.0
Teaching/Lecturing	14	17.5
Trading/Business	40	50.0
Agriculture/Farming	10	12.5

Table 4: Chi - Square Value of Motivators of Child's Interest to Agriculture

Variables	df	X ₁ cal	X ₁ tab	Decision
Fear of hunger	2	3.25	0.172	S
Leisure Friendliness	2	5.54	0.136	S
Curiosity/Eploration	2	1.12	0.772	S
Self display/Achivement	2	2.84	0.840	S
Acquisitiveness	1	0.205	0.651	NS
Combat	1	0.051	0.817	NS

Table 5: Result of Analysis of Variance Testing Differences in Interest by Sex Gender

Variance	ss	df	ms	F	F-value	F- critical
Between grp.	0.24	4	0.06	0.75	.5696	2.86608
Within grp	1.6	20	0.08			
Total	1.34	24				

Observed F Value = 0.75, Tabulated Value = 2.87



CHILDHOOD ISSUES IN CRIME PREVENTION

Ezeoguine, J.A (Mrs.)
Department Of Home Economics
Federal College Of Education
Akoka, Yaba

ABSTRACT

Crime and corruption in Nigeria have grown at such an alarming rate that life and property are no longer secured. It has been observed in the media, that most of those engaged in violent crime are either young adults or teenagers. These young criminals often use powerful ammunitions and tend to be ruthless in their ways of terrorizing communities, snatching vehicles at gunpoint and often shooting to kill in the course of engaging in a robbery operation. This paper examines child / youths crime, some crime in the society perpetrated by a child / youths, factors that can predispose a child to crime and ways of preventing these crimes in the society.

INTRODUCTION

In Nigeria today, violence is on the alarming rate, coupled with high rate of indiscipline and corruption in all the nooks and crannies of the Country. In addition to problems such as fraud, international money laundry and ill gotten wealth, the whole of Nigerian Society, especially in the urban areas, has been directly inflicted by the high incidence of armed robbery, the frequent street fight, murder, assaults on the street, kidnapping and the rise of phenomena such as forcible rape, child molestation, check forgery, Vandalism, drug abuse, drug trafficking etc (Hodges 2001). Child are both victims and in some cases perpetrators of such Criminal activities.

These young criminals often use powerful ammunitions and tend to be ruthless in their ways of terrorizing communities, robbing people at gunpoint and often shooting to kill in the course of engaging in a robbery operation. This situation is so rampant that in Lagos cities there is always a case of crimes involving youths on all nooks and crannies of the city. Despite this, it should be observed that in all the large cities, there are hordes of young people with no jobs who roam the street hawking or doing other part time informal activities, these set of youth are bitter and frustrated at their lack of opportunities and prospects. More so, their sense of right and wrong has decayed because of a general erosion of moral values. This situation is worsened by the ostentatious display of ill-gotten wealth, financial fraud, such as 419 scams, and the virtual impunity for such actions. Apart from the erosion of our moral code, high level corruption and fraud have

undermined the work ethic; people believe that the route to wealth is through theft. Many Nigerians honour wealth more than good names.

This violent culture has even stepped into Nigerian universities and other educational institutions, in form of cultism. It is a well know fact that secret cults exist in our higher institutions and have now even spread to post primary institutions in this country.

Ador (1997) noted that secret cults members have done a lot of havoc in our institution, which are regarded as center of excellence. But today, the story is different. He further stated that it is disheartening to hear that these centers of excellence have turned into centers where innocent students are murdered in cold blood without fulfilling their dreams in life.

Moreover, children and youths are also not left out in drug abuse. Narcotic drugs, which are widely available in Nigeria pose another danger to youths. The young adolescent are attracted to drug by peer pressure, the need to challenge authority, to have the experience and the need to satisfy curiosity (Anwana 1989).

This paper therefore examines Child / Youth Crime, Meaning of a Child/ Youth, some crimes in the society perpetrated by a child/ youth and ways of preventing these crimes in the society.

MEANING OF A CHILD/YOUTH

Macmillan (2004) defined a child as a young person from the time when they are born till about

14 years old. On the other hand Macmillan also states that a youth is a period when some one is young. In the same vein, Longman (2003) noted that a child is a young person from the time they are born until they are age 14 or 15.

Also he went further to defined youth as the period of time when some one is young especially the period between being a child and being fully grown. Stressing further he maintained that youth is a time when many people rebel against their parents.

Crime: According to Longman (2003) crime is illegal activities. Encyclopedia Americana (1995) states crime as acts that are legally forbidden by a society. He further observed that although crime is defined by communities and nations, very few type of human behavior have been deemed criminal in all times by all social groupings. Only disloyalty to the group such as treason, and incest within the immediate family approach the status of universal crimes. Many acts considered criminal by most modern societies, such as individual murder, theft arson but from cultural standpoint such considerations are relative to time, place and the person and other circumstances involved. In the same vein Encyclopedia Britannica (1992) further defined crime, as the intentional commission of an act usually deemed socially harmful or dangerous and specially defined, prohibited and punishable under the criminal law. They further stated that difficulties arise from the above definitions because of practical problem often involved in determining whether or to what degree an act is intentionally because some of the offences known as "strict liability offences" are punished as crimes even though they may be unintentional, and because there are wide differences of opinion concerning what is socially harmful and dangerous. A critical look at chapter II No 24 of the Federal Republic of Nigerian constitution of 1999, stipulates the duties of the citizen inter-alia.

- help to enhance the power, prestige and good name of Nigeria, defend Nigeria and render such national service as may be required,
- respect the dignity of other citizens and the rights and legitimate interests of others and live in unity and harmony and in the spirit of common brother hood,
- make a positive and useful contributions to the advancement progress and well being of the community where he resides

A critical analysis of the above ethics and duties of a good citizen, it is very easy to conclude that any person or persons that violate the above rules is engaging in unlawful acts therefore commits crime.

It has been observed in the media, as well as the police parading of armed robbery suspects, indicates that most of those engaged in violent crime are either young adults or teenagers. It is a well known fact that three out of every ten criminals apprehended in large cities of Lagos, is within age of 18, this is evident on crime fighting programme featured on NTA every Sunday by 10.30 pm by the Nigerian Police Force.

FACTORS THAT PREDISPOSE YOUTH TO CRIME

Poor traditional value System: People respect money instead of integrity, hence youths want to get rich quick. Supporting this, Hodges (2001), and Okezie (1998) both stated that many Nigerians tend to applaud those who have "made it" without asking questions about the means and speed of acquiring their wealth, because of the collapse in traditional values.

Corrupt practices: Experience has shown that some politicians pay heavily to youth during election and use them to achieve their self-interest, in some cases; they arm them with dangerous weapons. After the election the youth are abounded by the same politicians. These youths having already tested money, then indulge in crime to make ends meet. Okezie (1998) observed that due to economic hardship in Nigeria. Some youths are ready and willing tools to be hired by criminal kingpins to commit crime.

Indirect Support from the Society: Everyday at the public view people who acquired wealth through dubious means are honoured in the public by giving them titles. Even prominent 419 people are crowned and made chief of their communities. Hodges (2001) noted that not only has the moral code decade, but high level of corruption have undermined the work of ethic, resulting in the notion that the route to wealth is through theft.

Poor socialization processes: Nowadays parents emphasize is placed more on giving their wards formal education neglecting the moral upbringing, and as such youths are left unguided. Some parents even buy certificate or sponsor examination for their children. All these equip youths to be harden criminals in future. Okezie

(1998) observed that lack of proper guardianship of young ones from juvenile stage enable youths to fall victims of any negative orientation.

Unemployment: Every year universities and polytechnics churn out young graduates without having a place for them to work. This cumulative effect has worsened unemployment load and it is the natural tendencies of human beings to survive and some of this youths ends up in crime as a means of survival.

Ignorance: youths claim ignorance to be mature and knowledgeable enough to know what is good for themselves and as such, they do what they consider as right. Hence they are easily misled into committing crime.

Peer Group Association: It has been observed both in theory and practices that the behaviour pattern of an individual is determined to a large extent by his peer group. Peer group association goes a long way in determining ones' behaviour. Good friend can teach good morals while bad friends can corrupt innocent ones.

Indoctrination by Films on Screens: This is one of the most pervasive influence of our child / youths and the tendency to indoctrinate them into criminal activities. Nigerian child/ youth can easily imitate and practices what they see on the screen.

WAYS OF PREVENTING CRIME AMONG YOUTH IN NIGERIA.

Crime prevention is a problem that demands vast transformation from every good Nigerian. If criminal behaviour should be curtailed in all nooks and crannies of Nigeria. To abolish crime the following steps should be adopted.

- Good parental / family: parents should establish and teach good moral standard for their children, they should show good examples and stop all forms of bad behaviours so that their children will emulate good morals.
- Societal Value: The right societal value should be exhibited, wealth should not be adorned, rather hard work and integrity should be hold in high esteem.
- Good monitoring of children by parents. Parents should monitor the type of friends that their children move with, discourage and any act of misconduct, instill fear of God in them. Watching violent film and immoral acts should be

discouraged.

- Every Nigerian should join hands in fighting wrong use of hard drugs; suppress illicit cultivation, and production of Indian hemp.
- Eliminate ignorance and misconceptions about drug effects by mass campaigns and public enlightenment.
- Improve the environment of youths by establishing youth club where film shows and lectures about drugs and consequences could be shown and given.
- Designing appropriate educational programmes such as Vocational/ Technical schools where vocational courses should be taught so that youths should be self employed after graduation.
- Churches and mass media should join hand to wage war against crime.

SUMMARY, CONCLUSION AND RECOMMENDATION:

The rates of crime and corruption by our children and youths have grown at such alarming rate that life and property is no longer secured. These young criminals often use powerful ammunitions and tend to be ruthless in their ways of terrorizing communities, robbing people at gunpoint and often shooting to kill in the course of engaging in a robbery operation. This situation is so rampant that in large cities there are always cases of crimes involving youths in all nooks and crannies of the city.

To curtail Youths crime in Nigeria, the following recommendations were made:

- Good parental / family upbringing should be adopted by every Nigerian.
- Nigerians should stop worshipping ill-gotten wealth
- Government should design appropriate vocational programmes so that youths will be self-employed after graduation

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ASSESSMENT OF AWARENESS OF CAREER OPPORTUNITIES IN AGRICULTURE AMONG ADOLESCENTS AS AN ALTERNATIVE SOLUTION TO UNEMPLOYMENT

Odusina, O.A.

Department of Agricultural Production and Management Sciences,
Tai Solarin University of Education, Ijebu Ode

ABSTRACT

The research was carried out among students of secondary schools in agrarian Ijebu Ode Local Government Area. The various incidences of child abuse were investigated and the fall out of such incidences on the educational performance as well as the social development of the students established. Ten secondary schools were randomly selected in the area, from which 150 students were randomly sampled. Fifteen teachers from each of the selected secondary schools were interviewed with regards to their observations and opinion as to the effects of the various types of child abuse on students' academic performance as well as their social development. Descriptive as well as inferential statistics were used to interpret the results. Based on the chi-square analysis, it was established that there was relationship between educational performance and child abuse, as well as educational performance of the students and their social development. Based on the findings recommendations were made.

INTRODUCTION

In 2003 according to the International Data Base (2004), Nigeria's estimated population was 133,881,703, yielding an average density of 145 persons per sq km (375 per sq mi). At the last census, in 1991, the population totaled 88.5 million. Like previous censuses, notably the annulled 1962 and 1973 censuses and the hotly disputed 1963 census, the accuracy of the 1991 census was highly controversial. Before the 1991 census, the number of registered voters indicated that Nigeria's population was probably between 115 and 125 million that is, about 30 percent more than claimed in the census (Microsoft Encarta, 2004).

With a birth rate of 38.8 per 1,000 and a death rate of 13.8 per 1,000, Nigeria's population is growing at an average of 3 percent annually a rapid pace, and little changed from the 1970s. The average Nigerian woman gives birth six times in her lifetime, although among more educated women the rate is somewhat lower. Nearly half of Nigerians are younger than 15 years (International Data Base, 2004). By 2025 the population is projected to grow to 206 million, nearly double the current size.

The ever burgeoning population growth rate however, has a substantial impact upon the nation's economic growth rate, the allocation of

resources and the establishment of national priorities. Olusanya and Pursell (1981) attempted to point out the implications of this population growth rate upon the nation's economic development. Prime among the postulations established by their finding, is that population growth would eventually induce growth in the labour force without creating any meaningful employment opportunities.

High fertility societies are believed to have a larger proportion of children under the age fifteen which in turn makes the labour force of such societies to be disadvantaged (Olusanya, et al, 1981). This is particularly so because the ratio of experienced to inexperienced workers becomes unfavourable. A trend particularly noticeable in the labour market since over three decades ago is one in which 70.0 percent of the unemployed in urban Nigerian settlements were young persons of age 15- 23 years (Olayide, 1981). Employment opportunities in Nigeria are failing to grow fast enough to absorb these job seeking groups.

Unemployment has been one of the most persistent and unmanageable problems facing all industrial as well as developing countries in the world (Jhinghan, 1981). This has given rise to various public policy attempts, in the recent past, geared towards reducing unemployment and achieving full employment in such countries.

An interesting dimension in the study of unemployment in a country like Nigeria is that of youth unemployment. Olusanya *et al* (1981) declared that youth unemployment was as common in developed economies as well as in developing economies. It is said to have serious implications towards social, economic and political instability. The seriousness of this youth unemployment problem is particularly recognized by policy planners in Nigeria. The Second National Plan had a section that indicated that market forces were not adequate to solve the problems of unemployment in its present magnitude. It suggested the removal of unemployed urban youths into rural camps as an interesting approach that would help in the short run.

A possible means of removing this urban unemployed youths into rural camps could be through the provision of career opportunities in the rural areas especially in Agriculture. A major contributing factor to the problem of unemployment is the lack of awareness of various career opportunities available. This type of unemployment is referred to as frictional unemployment. The provision of avenues to awaken students awareness of various revenue generating enterprises that could positively contribute to the growth of the nation's Gross Domestic Product is thus necessary.

There are various sectors in Nigerian economy that could furnish the teeming labour population with employment opportunities. These sector include agricultural, commercial, industrial as well as the services sectors. Each one of these sectors is capable of furnishing the labour population of any country (whether employed or unemployed) with diverse career opportunities. In fact, Adegeye (1986), based on this sectoral classification, generated over a hundred career opportunities (requiring no formal employment agency and very little capital) open to all job seekers

Of the four sectoral classifications, agriculture holds a particular promise in turning the Nigerian economy towards achieving a favourable stance. Agriculture has been a major contributor to the nation's Gross Domestic Product as well as being a dominant force to reckon with of all the other sectors. In fact, Falusi and Yusuf (2000) in their work pointed out that agriculture has continually contributed to the nation's gross domestic product in significant measures, having the highest

contribution at 41 percent. Agriculture, including farming and herding, accounts for about two-fifths of Nigeria's GDP and engages 3 percent of the economically active population. Agriculture contributed more than 75 percent of export earnings before 1970 (Olayide, 1981). Since then, however, agriculture has stagnated, partly due to government neglect and poor investment, and partly due to ecological factors such as drought, disease, and reduction in soil fertility. By the mid-1990s, agriculture's share of exports had declined to less than 5 percent, most of which was contributed by cacao (Falusi and Yusuf, 2000).

Thus career opportunities embraced in the field of agriculture by the strength of the nation's population (the youths), would ensure a tremendous increase in the fortunes of the nation.

The objectives of the study therefore are:

- To identify the various career preference among the youths
- To determine what informs youth decision on career preferences
- To identify the level of awareness of career opportunities in agriculture among youths.
- To identify the various career opportunities in Agriculture which youths are aware of

THEORETICAL BACKGROUND

Unemployment has been one of the most persistent and unmanageable problems facing all industrial as well developing countries of the world. Unemployment may be defined as the involuntary idleness of a person willing to work at the prevailing rate of pay but unable to find it. It implies that only those persons are to be regarded as unemployed who re willing to work at the prevailing rate of pay but who do not find work.

In societies in which most people can earn a living only by working for others, being unable to find a job is a serious problem. Because of its human costs in deprivation and a feeling of rejection and personal failure, the extent of unemployment is widely used as a measure of workers' welfare. The proportion of workers unemployed also shows how well a nation's human resources are used and serves as an index of economic activity.

There are different types of unemployment viz: cyclical, frictional, seasonal, structural and the latest of all, residual unemployment.

CYCLICAL UNEMPLOYMENT: Another name for cyclical unemployment is mass unemployment. This type of unemployment arises due to cyclical fluctuations in the economy. They may be generated by international forces. A business cycle consists of alternating periods of booms and depressions. During the down spring of the booms and the depression, income and output fall leading to widespread unemployment. Cyclical unemployment results from a general lack of demand for labor. When the business cycle turns downward, demand for goods and services drops; consequently, workers are laid off. In the 19th century, the U.S. experienced depressions roughly every 20 years. A long and severe depression occurred in the 1890s, when unemployment reached about 18 percent of the civilian labor force, and four less-severe depressions occurred in the first quarter of the 20th century. The worst depression in U.S. history was in the 1930s; at its height, one worker in four was unemployed, and some remained out of work for years

FRictional UNEMPLOYMENT:

Frictional unemployment exists when there is lack of adjustment between the demand for and the supply of labour. This may be due in part to lack of knowledge on the part of employers of the availability of workers or on the part of workers that employment is available in a particular place. It is also due to lack of skills for a particular job, labour immobility etc. Frictional unemployment arises because workers seeking jobs do not find them immediately; while looking for work they are counted as unemployed. Friction in this case refers to the incongruity between the demand for and supply of labor. The amount of frictional unemployment depends on the frequency with which workers change jobs and the time it takes to find new ones. Job changes occur often in the U.S.: A January 1983 survey showed that more than 25 percent of all workers had been with their current employers one year or less. About a quarter of those unemployed at any particular time are employed one month later. This means that a considerable degree of unemployment in the U.S. is frictional and lasts only a short time. This type of unemployment could be reduced somewhat by more efficient placement services. When workers

are free to quit their jobs, however, some frictional unemployment will always be present.

SEASONAL UNEMPLOYMENT:

This type of unemployment results from seasonal fluctuations in demand. Employment in ice industry is only for the summer. Similarly, ice cream sellers remain during the winter. The same is true of agricultural workers who remain employed during the harvesting and sowing and remain idle for the rest of the year. Seasonal unemployment occurs when industries have a slow season, such as construction and other outdoor work in winter. It also occurs at end of the school year in June, when large numbers of students and graduates look for work. At its seasonal high point (January and February), unemployment in the U.S. between 1976 and 1986 was typically 20 percent higher than at the seasonal low (October).

STRUCTURAL UNEMPLOYMENT: This type of unemployment results from a variety of causes. This may be due to a change in the country's industrial structure, the switching of production from one kind of work to another. It may be due to lack of cooperant factors of production or changes in the economic structure of the society. By structural change it is meant that the economic changes are massive, extensive and deep seated amounting to a transformation of an economic structure i.e. the production function or labour supply distribution. Structural unemployment arises from an imbalance between the kinds of workers wanted by employers and the kinds of workers looking for jobs. The imbalances may be caused by inadequacy in skills, location, or personal characteristics. Technological developments, for example, necessitate new skills in many industries, leaving those workers who have outdated skills without a job. A plant in a declining industry may close down or move to another area, throwing out of work those employees who are unable or unwilling to move. Workers with inadequate education or training and young workers with little or no experience may be unable to get jobs because employers believe that these employees would not produce enough to be worth paying the legal minimum wage or the rate agreed on with the union. On the other hand, even highly trained workers can be unemployed; this happened in the U.S. in the early 1970s, for example, when the large numbers of new graduates with doctoral degrees in physics and mathematics exceeded the number of jobs available in those fields. If

employers practice illegal job discrimination against any group because of sex, race, religion, age, or national origin, a high unemployment rate for these workers could result even when jobs are plentiful. Structural unemployment shows up most prominently in some cities, in some occupations or industries, for those with below-average educational attainments, and for some other groups in the labor force. In June 1992, for example, when the U.S. civilian unemployment rate was 7.8 percent, the rate in the state of New York was 9.2 percent; for teenagers 16 to 19, 23.6 percent; for black workers, 14.9 percent; and for retail workers, 9.2 percent (International data Base, 2004)

RESIDUAL UNEMPLOYMENT: This includes all those people who, on account of physical or mental disability, are of so low a standard of efficiency, that few, if any, occupations are open to them. The existence of standard rates of wages makes it hard for people so handicapped to find work.

The Ashby commission set up in 1959 asserted the role of technical and vocational education as an important programme for technological growth and development of the nation. The commission recommended the learning of manual subjects compulsorily in Primary and Secondary schools and that there should be in some secondary schools, courses in the technical field. Such courses are believed to abound in agriculture.

The teaching of technical education in Nigerian schools according to Oyebolu (2000) has improved the awareness of the people and the people's apathy about the opportunities in technical and vocational trades. He further said that the syllabus for Nigerian Secondary Schools had been tailored for office jobs for some time now, as against the practical needs for a developing nation, hence the need to guide against unemployment in Nigeria through Vocational guidance.

Taiwo (1990) posited that the Nigerian youth, from the history of education, inherited a form of education that has hatred for vocational and technical education. The fact then remains that even though these youths are available for work, either in agriculture or other vocational fields, the greater percentage of the youth are without a paid job and may remain so, because of lack of awareness of various career opportunities in vocational and technical fields and also due to lack of skills that could be gain vocational and technical

education. Thus in order to cure this malady of ignorance and lack of required skills, education is a veritable tool

The need for the introduction of vocational and technical education into the Nigerian educational system was further amplified in the national policy on education of 1998 which states the objectives of vocational and technical education as "to give training and impart the necessary skill leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self reliant.

Oyebolu (2000) asserted that today Nigeria is in a serious employment crisis with its educational system churning out year after year, millions of teeming youths brilliant but unskilled and thus unemployable. According to him the few that had the training are joining the queue for the rather elusive paid job rather than opting for self employment. His assertion underscores the menace of unemployment among the youths, their lack of knowledge of employment opportunities in vocational and technical fields, and the solution to unemployment being self employment through vocational and technical education.

However the introduction of vocational and technical education into the syllabi of primary and secondary schools is not sine qua non for student to embrace careers in vocational and technical field. Harman (1961) came to the conclusion that parents influence their children not only attitudes but also through vocational identification with their children. Ijaluola (1999) in his work found out that the kind of prestige the society attaches to an occupation has influenced students towards technical and vocational preferences

In summary, Taiwo (1990) states all so well when he opined that the larger population of youths being produced by the bulk of higher institutions would continue to go without jobs due to lack of awareness of career opportunities in Agriculture and other vocational fields, hence the need for re orientation and educating of youths in order to open up vistas of career opportunities not only in agriculture but also in other vocational fields.

RESEARCH METHODOLOGY

For the purpose of the study, research was conducted in secondary schools among secondary school students. The secondary schools were

divided into private and public secondary schools; they were further categorized into secondary schools perceived to have high academic standard and those of perceived low educational standards within Ijebu Ode Township.

Secondary schools were divided into two, public and private secondary schools (one being the best and the other reputed as being poor for both the public and private secondary schools), Twenty questionnaires administered for each of the private and public secondary schools.

RESULTS AND DISCUSSION

The result in Table 1 shows that about 85 percent of the students interviewed have knowledge of career opportunities of not more than two, in the field of agriculture. The other 15 percent of the students interviewed have knowledge of more than three career opportunities in agriculture. Among this 15 percent, 7.5 percent had knowledge of four career opportunities while 5.0 percent had knowledge of a minimum of five career opportunities in agriculture.

Table 2 shows that of the respondents 50 percent had knowledge of at least one career opportunity in agriculture. The other 50.0 percent had knowledge of at least 2 career opportunities in agriculture but not more than 3 career opportunities in agriculture.

The result Table 3 shows that the highest percentage of students (57.5%) interviewed in perceived academically advantaged secondary schools, either private or public secondary schools, have a knowledge of at least 2 career opportunities in Agriculture. 7.5 percent of the students interviewed in this category had a knowledge of four career opportunities, while 5.0 percent of the students interviewed had a knowledge of at least five career opportunities

It was revealed in Table 4 that the maximum number of career opportunities which students in perceived academically disadvantaged secondary schools are aware of is three. Of this, 57.5 percent of the students are only aware of one career opportunity, 35.0 percent of only two and 7.5 percent of only three. The trend observable is that lesser percentage of the students are aware of more than one career opportunities in Agriculture i.e. the higher the number of career opportunities, the lesser was the percentage of the students with this

level of awareness.

Various factors were put forward by the respondents interviewed in this research. The factor with the highest percentage (25.65%) as a reason for respondents' career choice is that of personal motivation. Closely followed by this, is the respondents perception of monetary reward (14.74%) achievable from such career. Prestige and public acknowledgment accounted for 14.10 percent of the factors perceived as influencing career choice (See Table 5). Parental encouragement follows closely on prestige and accounts for 12.82 percent of the factors mentioned. Surprisingly, only 8.97 percent of the factors adduced for career choice were given as the love or flare and interest in the career of choice. The last of the factors mentioned was role modeling and this accounted for 6.41 percent of the factors mentioned.

The results in Table 6 indicated that a career preference that leans more towards the professionalism (80.25%), with the vocational line (18.75%). Only 2.50 percent of the secondary schools students were interested in any agricultural vocation. Medicine, law and engineering were three professional line of career that accounted for 76.25 percent of the total respondents interviewed.

Data in Table 7 shows that 85.0 percent of the respondents outside of secondary schools have a career preference that leans more towards the professionalism, than towards the vocational. Agricultural career choice was nil as against the situation among those still in secondary schools.

CONCLUSION

The range of career opportunity awareness in agriculture among students in private secondary schools seems to point to the fact that more students in private schools have greater awareness of career opportunities in agriculture compared to students in public secondary schools. In public secondary schools, the maximum number of career opportunity any single respondent was aware of is three as against a maximum of 7 in private secondary schools. This observation seems to suggest that private secondary schools are better equipped with situational and personnel requirement for the generation of such awareness.

However, it would be wrong to conclude that private secondary schools have the sole

requirement in raising the level of awareness of career opportunities in agriculture. This is due to the fact that not all private secondary schools are of equal academic strength. It also points to the fact that 12.5 percent of respondents in private secondary schools who had knowledge of more than four career opportunities in agriculture, were also respondents interviewed the category of academically advantaged secondary schools. Thus, it is safer to conclude that private secondary schools equipped with necessary situational and personnel requirements for necessary academic enhancement tend to assure a greater level of awareness of career opportunities in agriculture.

Half of the total respondents interviewed in public secondary schools had knowledge of only one career opportunity in Agriculture whereas in the private secondary schools, the percentage of respondents having knowledge of only one career opportunity in Agriculture was lower i.e. 37.5 percent. The trend in both types of secondary schools is different. While there is a decrease from 50.0 percent for awareness of only one career opportunity to 45.0 percent for awareness of two career opportunities and finally to 5.0 percent for awareness of three career opportunities in agriculture in the public secondary schools: the trend was different exhibiting an increase from 37.5 percent for awareness of one career opportunity, to 47.5 percent for awareness of two career opportunities and then a decrease to 2.5 percent, 7.5 percent, and 5.0 percent respectively for three, four and above five career opportunities in Agriculture. The trend shows a wide spread out of career awareness in Agriculture among students in private secondary schools compared to those of the public secondary schools which ends with awareness of not more than three career opportunities in agriculture.

Of all the students/respondents interviewed, various reasons were put forward for the line of career choice. Table indicated that among all the respondents, one factor that seems to determine the most what line of career a respondent would choose was their personal motivation which accounted for 25.65 percent of the factors determining career choice. Closely following at the heels of this factor is self fulfillment which accounted for 17.31 percent. Monetary reward also had a high percentage figure showing that after the need for personal satisfaction, monetary reward is seen by the respondents as being crucial in the

determination of career choice. Parental influences (12.82%), the need for prestige and public respect (14.1%), love for career (8.97%) and the influence of role models, are other factors listed by respondents as being responsible for their choice of career. Thus, the three most factors among others, according to this research, which determine career choice are, personal motivation or goals, expectation of self fulfillment and monetary reward. Parental encouragement and prestige are also pretty strong reasons apart from love for the career choice and the influence of role models.

Respondents who are still in secondary schools had only 2.5 percent of the total population interested in any agricultural vocation. On the other hand, within the same sample populations, professional line of careers had 76.25 percent of the total respondent interested in them. These lines of career were mostly medicines, law, and engineering. Respondents who were not in secondary schools had none of the respondents interested in any agricultural career; however such careers as Medicine, Law, Engineering and Accounting accounted for 85.0 percent of respondents.

From the foregoing, it is evident that the level of awareness of career opportunities in agriculture among the youth in the study area is quite low. In order to ensure that career opportunities in agriculture are embraced, there is the need for the following steps to be adopted:

- Massive education of the youths in and outside of school environment should be embarked upon.
- There should be a reorientation of youths as to the paradigm that career opportunities in fields such as agriculture is only meant for the educationally challenged individuals.
- Pride of place should be given to agriculture and agriculturists in the country as this would serve to boost the prestige of career in the field.
- The curriculum of secondary and tertiary institutions should be re-worked such that the idea of self reliance and employment in such fields as agriculture is stressed while making the various career opportunities known.
- Parental education through the mass media as to the importance of agricultural careers for the youths as a means of employment and poverty alleviation through agencies such as the National Orientation Agency should be put in place. This, according to the research would explore the parental influence in the choice of career of the

youths.

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Table 1: Distribution of Students' Awareness of Career Opportunities in Private Secondary Schools.

Career Opportunities Known	Frequency	% of Students
1	15	37.5
2	19	47.5
3	1	2.5
4	3	7.2
5>	2	5.0
Total	40	100.0

Source: Field Survey, 2004

Table 2: Distribution of Students' of Career Opportunities in Public Secondary Schools.

Career Opportunities Known	Frequency	% of Students
1	20	50.0
2	18	45.0
3	2	5.0
4	0.0	0.0
5>	0.0	0.0
Total	40	100.0

Source: Field Survey, 2004

Table 3: Frequency Distribution of Career Awareness in Perceived Academically Advantaged Secondary Schools.

Career Opportunities Known	Frequency	% of Students
1	12	30.0
2	23	57.5
3	0	0.0
4	3	7.5
5>	2	5.0
Total	40	100.0

Source: Field Survey, 2004

Table 4: Frequency Distribution of Career Awareness in Perceived Academically Disadvantaged Secondary Schools.

Career Opportunities Known	Frequency	% of Students
1	23	57.5
2	14	35.0
3	3	7.5
4	0.0	0.0
5>	0.0	0.0
Total	40	100.0

Source: Field Survey, 2004

Table 5: Factors Affecting Career Choice		
Factors	Frequency	% Frequency
Money reward	23	14.74
Love	14	8.97
Prestige	22	14.10
Self fulfillment	27	17.31
Parental Influence	20	12.82
Role modeling	10	6.41
Personal choice	40	25.65
Total	156	100.0

Table 6: Career Preferences among Youths in Public and Private Secondary Schools

Vocation Type	Frequency	% Frequency
Professionals		
1. Medical	31	38.75
2. Law	18	22.50
Accountancy	4	5.00
Engineering	12	15.00
Vocations		
1. Agricultural work	2	2.50
2. Technical work	0	0.0
3. Artists	3	3.75
4. Others	10	12.50
Total	80	100.00

Source: Field Survey, 2004



ASSESSMENT OF RURAL CHILDREN INVOLVEMENT IN ARABLE CROPS PRODUCTION ACTIVITIES IN ODO-OTIN LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA.

*Adeyemi A. A. and *Adekunmi A. O.

*Osun State College of Education
Ila-Orangun

ABSTRACT

This study was undertaken to assess the involvement of rural children in arable crops production activities in Odo-otin Local Government Area of Osun State, Nigeria. Six rural communities were randomly selected for the study i.e Agbeye, Ekusa, Asi, Iyeku, Okua and Asaba. A multi-stage method was used in selecting the two hundred (200) children involved in the study. Structured interview schedule was used to elicit information from the farm-children that were selected for the study. The data collected was analysed by the use of descriptive statistics such as frequency count and percentages. The results of the research revealed that 64 percent of the respondents were within the age range of 11-15 years and 57.5 percent were male while 92.5 percent of the farm-children had formal education and 91 percent worked on their parents' farms. Only one percent worked on employees' farms suggesting that only a few children were exposed to child abuse. Also, the farm-children participated virtually in all the farm operations. The study concluded that there is the need to provide vocational opportunities in the rural areas by the government, provision of agricultural inputs at affordable prices and children should be encouraged to form young farmers' societies.

INTRODUCTION

Farm children should be regarded as children growing up in the rural communities with school often some kilometres away from home, for which they have to leave very early to walk. They should be visualized as children growing in less privileged conditions whose breakfasts are customarily cold left over foods of the previous day eaten before they set out for school in the morning if having food

in the morning is considered necessary at all. If warm or cooked food is to be eaten, a farm-child is the one expected to wake up at dawn to light fire at firewood stands (Adegbite *et. al.* 1999).

The need for the children to be involved in food production by taking to farming as a profession is not unconnected with the fact that farming activities are still being dominated by the aged and illiterates who do not adopt new technologies easily. Nigeria is a nation blessed with good climatic condition that favours agricultural production. In fact, agriculture is an important profession with which most developed nations achieved their industrialization. It is however unfortunate that the country is being faced with decline in domestic food production (Ojo 1999).

Children are an important component of farm labour supply to small holder farms which are common in rural areas. Here, family labour is very necessary for the success of a farm enterprise of which children is an integral component (Umol 1985).

Auta (1992) observed that youth have been neglected over the years in the premises of erecting agrarian society. Structurally Nigerian youth including children make up 45 percent of the country's population and most of them live in the rural areas he observed.

Okeowo *et. al.* (1999) also highlighted that the large population of youth represents the link between present and future as well as a reservoir of labour. Therefore, the future of agriculture in the country rests squarely on the children. It also stressed that the future of food producers must be well planned and equipped in the roles they need to play in sustaining agricultural development in the country.

In his own study, Oloruntimehin (1999) found that in dealing with the role of children in agriculture, there is the need to recognize and indeed appreciate the fact that children are a peculiar group. He

pointed out that this might not be attributed only to their tender ages but the recognition given to this by law, which in turn tends to dictate the nature of their involvement in work. He further stressed the need for adequate understanding of the ways and means of involving children in agricultural production to such an extent that they would decide to remain in it for the rest of their lives.

Taylor *et al.* (1989) stated that children's work on farms and other forms of work prepares them for productive adult lives but then, a balance of these with learning and playing has to be maintained. He revealed that child labour on small holder farms can be regarded as child abuse in extreme cases such as using corporal punishment as a corrective measure to discipline him for refusal to work on the farm. He also added that the deprivation or denial of child of necessary parental care and deliberate starvation is another form of child abuse.

According to Adewumi (1999) in researching on the mobilization of rural children for agricultural development, every community has and can identify their local parameters for deciding who are children. He stated that where such children are located in the rural areas, the closest enterprise and career for them and their parents are undoubtedly agriculture or agriculture-related profession. He also discovered that the failure of the previous attempts to develop these children is traceable to the negative impact and impression which the schools, family and society have forced them to develop about agriculture. He therefore stressed that future efforts must be made and taken into cognizance the factors that caused earlier attempts to develop children's contribution in agriculture and agriculture-oriented clubs in schools to fail and take measures to correct them.

Adetunji (1999), in his study to examine the involvement of children in agriculture observed that the way forward for positive children's attitude to agriculture to be attained is to help the farmers in all ways to close the wide gap between situation of shortage and scarcity on the farms. This is because farmers do not significantly derive benefit that is commensurate to their efforts.

According to Fatula (1996), the aspiration of Nigerians for rapid economic development could not be achieved unless concerted efforts are exerted on the role played by the adolescents in agricultural production since agricultural development is the

basic tool for economic development. He also cautioned that the existing system in Nigeria in which other factors responsible for the declining agricultural state like lack of good storage facilities etc are receiving enough attention while problems relating to labour are neglected will not be capable of meeting the needs of a dynamic population and environmental setting because a large proportion of labour in the rural community comprises adolescents which represents the link between the present and the future as well as a reservoir of labour, thereby stressing the need to mobilize them for agricultural development. The objective of the study: The general objective of this study was to assess the involvement of farm children in arable crops production activities in Odo-Otin Local Government Area.

Specifically, the study assessed the level of involvement of farm-children in farm operations and identified the problems limiting children's activities in the study area.

METHODOLOGY

The research was carried out in six rural communities randomly selected namely: Agbeye, Ekusa, Asi, Iyeku, Okua and Asaba in Odo-Otin Local Government Area of Osun State, Nigeria.

The information that forms the basis of analysis was collected through a structured interview schedule duly pretested and validated. Two hundred (200) copies of the structured interview scheduled were administered by translating the questions sequentially into Yoruba, the local language of the people. The respondents' answers were then recorded by the researcher. The respondents were randomly sampled.

Descriptive statistics were used in the analysis of data collected and this consists of frequency counts and percentages.

RESULTS AND DISCUSSION

Table 1 shows that 15 percent of the respondents were from Agbeye, 11.50 Percent from Ekusa, 13 percent from Asi, 16 percent from Iyeku, 21 percent from Okua and 23.5 percent from Asaba. It can be inferred from the above that farm-children are more predominant in Asaba and Okua because they are highly rural.

From table 2, it can be observed that majority 64 percent of the farm-children are in the range of 11-15 years while those in 6-10 years age group are fewer in the area of study.

The difference in the percentage of male and female children might be attributed to less availability of vocational and trading opportunities in the rural areas for female children. Table 4 shows that a total of 92.5percent of the respondents had been to school and out of this, 42 percent are attending secondary school. This shows that despite their contribution economically to farm output, majority of the respondents are not illiterates and are expected to be able to adopt new innovations in agriculture.

Majority of the children (91percent) worked on parent's farm only, followed by those that worked on guardian's farms (6percent). It can be observed from Table 5 that those that worked on employer's (contract) farms are small in percentage. This suggests that a few of the children are exposed to child abuse by working on the farm on contract basis.

In order to survive, farm-children are involved in different activities ranging from farming to other vocational jobs available in the rural areas. The timing of these farming activities often conflicts with the period of formal education programmes and as a result, the children that are full-time participants in these activities are deprived of the formal education. However, there is no gain saying that the proceeds from the activities of these children are highly appreciated by their parents.

Table 6 shows that children participate virtually in all the farming activities but their roles in rural economy are not accorded the appropriate attention.

Majority (93.5%) of the respondents stated that the problem constraining developments of agricultural activities are that of lack of social amenities and farm inputs.

CONCLUSION AND RECOMMENDATIONS

Farm children contribute greatly to the family farm based on the findings of this study. Also, these sets of inhabitants of the rural areas are not stark illiterates and they can easily adopt new

agricultural innovations if made available to them. Based on the findings of this study, it could be recommended that vocational and training opportunities be made available in the rural areas for female children by the government so as to check the migration of female children to urban areas.

Moreover, to improve children's attitude towards agriculture as a career, necessary assistance in form of provision of agricultural inputs at affordable prices to make the job less tedious and procurement of storage facilities to reduce instability of agricultural products' prices. All these will motivate little ones to choose the job as an occupation in the future.

Children should be encouraged to be members of young farmers* societies in order to make them aware of the importance of agricultural development to life.

In addition, adequate attention should be given to children education for this will enable the children to adopt new agricultural research innovations with ease and all these will work together in increasing rural production and productivity.

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Table 1: Distribution of Respondents by Location

Name of the Rural Communities	Frequency	Percentage
Agbeye	30	15.00
Ekusa	23	11.50
Asi	26	13.00
Iyeku	32	16.00
Okua	42	21.00
Asaba	47	23.50
Total	200	100.00

Source: Field Survey, 2006

Table 2: Distribution of the Children by Age

Age Group (years)	Frequency	Percentage
Male	115	57.50
Female	85	42.50
Total	200	100.0

Source: Field Survey, 2006

Table 4: Distribution of Students According to the Level of Education

Level of Education	Frequency	Percentage
No formal education	15	7.50
Did not complete primary school	18	9.00
Complete primary school	38	19.00
Attending primary school	45	22.50
Attending secondary school	84	42.00
Total	200	100.00

Source: Field Survey, 2006

Table 5: Distribution According to whose farm the Children worked on

Whose Farm	Frequency	Percentage
Parent's farm	182	91.00
Personal farm	4	2.00
Employer's	2	1.00
Guardian's	12	6.00
Total	200	100.00

Source: Field Survey, 2006

Table 6: Distribution of Farm-Children by Farming Activities

Activities	Tree/Food Crop	Percentage
Land clearing	106	53.00
Making ridges	92	46.00
Planting	134	67.00
Weeding	167	83.50
Fertilizer application	138	69.00
Herbicide	76	38.00
Spraying of chemicals	42	21.00
Harvesting	186	93.00
Processing	81	40.50
Storage	133	66.50
Marketing of farm produce	97	48.50

Multiple responses were recorded

Source: Field Survey, 2006.

Table 7: Problems Limiting Children's Activities

Problems	Frequency	Percentage
Inadequate social amenities and farm inputs	187	93.50
Finance and storage facilities	169	84.50
Extension services	152	76.00
Youth enlightenment programme	96	48.00
I don't know	26	13.00

Multiple responses were recorded

Source: Field Survey, 2006.



HARMONISATION OF SCIENCE, VOCATIONAL AND TECHNICAL EDUCATION FOR THE SUCCESS OF NEW EDUCATION REFORMS IN NIGERIA

B.O Adisa, O.A Adeokun and M.A Oladoja

Department Of Agricultural Extension and Rural Sociology
Olabisi Onabanjo University, Ago-Iwoye, Nigeria

ABSTRACT

Changes in educational system are often induced by perceived inadequacies in the existing form and practices in the system due to changing economic, social, technological and political situations. It is acceptable that new ideas and needs have emerged because the former system is no longer adequate and cannot fulfill the objectives for which it was established. The major reforms in education in Nigeria are the Universal Primary Education (UPE) Programme in western (1955) and eastern (1957) regions of the country; the free UPE of the Federal Government (1972); the development and adoption of the National Policy on Education in the 1980s along with the accompanying 6-3-3-4 system of education; and the current Universal Basic Education (UBE) which commenced in 1999. This paper examine the concept of science, vocational and technical education; the objective of science and vocational education in Nigeria, discuss how sciences and vocational education could be used to attain the objectives of latest educational reforms and finally the future of vocational education in Nigeria. The paper call on formal institutions to have realistic curriculum and proper re-appraisal of the implementation of the present science and vocational technical education curriculum in Nigeria.

INTRODUCTION

The sciences are those studies that aim at establishing relationship between or among variables of naturally occurring events and phenomena. They generally adopt, in their search for relationships, a procedure or well-ordered and logical routine of action generally referred to as the scientific method, which distinguishes them from the non-

Scientific disciplines.

The sciences are better known according to Bulus (1991) in terms of popularly recognized discipline names such as physics, chemistry, biology, geology, astronomy, geophysics, biochemistry and so on, than by the common fundamentals and assumptions that write them all. Scientific processes are those skills (mental and physical) practiced by scientists of all callings or in other words those activities that are typical of scientists. A modified list of such activities originating from the America Association for the Advancement of Science (AAAS) is as follows:-Observing, Counting, Measuring, Questioning, Communicating, Predicting, Formulating Hypothesis, Making Operational Definitions, Making Mental Models, Controlling and Manipulating, Experimenting, Concluding,

Manipulating Instruments The activities stated above form the tools of trade of the sciences no matter their name. But closely associated with these intellectual and physical processes are a number of typical attitudes of mind generally referred to as the scientific attitude. An attitude is a tendency to act whether positively or negatively towards something. The scientific attitudes go hand in hand with the scientific process for without this link between the two either loses its meaning and its true value. Some examples of the attitudes according to Eze (1987) are: -

- belief that the rotational mind is capable of finding solutions to human problems provided one gave enough time.
- belief in the value of evidence or data i.e. that evidence is the basis of rational decision-making.
- open-mindedness regarding the outcome of empirical evidence i.e. not committed one way or the other before hand.
- patience, namely giving enough time for events to prove themselves.
- with-holding judgment/conclusions to the end.
- admitting of the possibility of other explanations than one's own of the phenomenon.
- realizing the tentative nature of facts, theories, and explanations.
- willingness to welcome the contributions of others in finding solutions to problems.

According to Roy (1991) and Obanya (2003), they are Eze's summarization of scientific attitudes. It can be seen that contrary to common belief, the scientist is as much a 'feeling' operator as he is a 'thinking and doing' operator. Time was and perhaps still is when scientists were thought to be without feelings. Indeed nowadays the issue of science and ethics and social responsibility is now freely discussed in scientific circles.

In their own contribution, Rupert & Edwin (2001) asserted that Vocational Education is that form of education, which aims at giving the pupils or learners such knowledge, skills and attitudes as to enable them, take up a vocation or trade upon completion of their studies. The revised national policy on education (1998) defines vocational education as that aspect of education that gives its recipients an opportunity to acquire practical skills as well as some basic scientific knowledge. In adopting this rather simplistic policy of Vocational Education, the author is not oblivious of the fact that in the absolute everything taught in school should contribute towards one's adjustment later in life (and a vocation is part of it all). Yet Vocational Education is isolated from General Education the former producing a specialist while the later produces nothing of the sort. In everyday parlance Vocational Education will immediately call to mind such ideas as enumerated by Inwang (2000) as that:

- (a) Technical Education (from which one can produce carpenters, electricians, builders, welders, mechanics, mechanists, plant breeders, animal breeders.) is the process which involves general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life;
- (b) Business Education (from which one can produce book-keepers, secretaries, marketers and distributors, accountants etc.
- (c) Home Economics Educations (from which one can produce caterers, hoteliers, food technologists, textile designers, etc).

But Vocational Education certainly goes further than the above stated ideas and could include trades; callings, jobs and employments not generally regarded as vocations in common language.

The failure of any educational system to fulfill the objectives for which it was established is often the precondition for calls for its reforms. Since seven

years ago, 1999 to be precise, when the latest reform programme in education in Nigeria, i.e. the Universal Basic Education (UBE), started to address many problems affecting the sector and restructuring Nigeria's educational system and bringing it in line with the overall reform agenda of the government. Many changes has occurred in the sector a key aspect of this reform is the introduction of the Universal Basic Education (UBE) programme, which focuses on the provision of universal, compulsory and free education for the first nine years of every child's schooling

This paper seeks to examine the concept of science and vocational education, the objective of science and vocational education as it reflected in the National Policy on Education; discuss thoroughly the linkage between science and vocational technical education as a springboard for the country's development and the future of vocational education in Nigeria; and make appropriate recommendations to the educational sector in Nigeria.

SCIENCE AND VOCATIONAL EDUCATION AND THE NATIONAL POLICY ON EDUCATION

Having dwelt on the definitions and meanings, which the concepts of Science and Vocational Education represent the question can be asked what provisions have been made by the National Education Policy for these two. For the purpose of this paper, the 1998 Revision of the policy will be adopted. For most Nigerians the National Education Policy is epitomized by its unique structural sequencing namely the 6-3-3-4 pattern. But the more fundamental aspects of the policy are in its curricular prescriptions than in the structure. Indeed, that the new curricular Orientation of the policy can be accommodated within the old structure, which is the 6-5-4 pattern without having any change in the schooling pattern. What are the curricular prescriptions that make it a novelty in the Nigerian educational history?

The wise and experienced Nigerians of all callings who participated in the 1969 Curriculum Conference as well as those who participated in the 1973 National seminar on National Policy on Education were in no doubt that (a) without necessarily formulating one, traditions and

practices adopted over some eighty years Western Europeans type of formal education as created a system of education, that (b) experience has also shown that in terms of producing school leavers who can conveniently come to terms with their environment (socially, economically, psychologically, professionally) the system of education evolved over the years has not paid off. Instead the education given had tended to estrange handicap as well as alienate the school leavers from the hard realities of the society to which he belongs. It was in an effort to make school leavers fit more in their changing society that a new education policy became a desideration.

It is necessary at this stage to examine the policy especially as it relates to science and vocational education. Without fear of contradiction one can say that two major curricular lines of orientation can be seen namely:-

- (a) a recognition that the 20th century and the periods after are dominated by science and its applications and Nigeria cannot afford to be left behind. Nigeria must move with others in this scientific Era and Culture; and
- (b) the education system must give its products saleable skills, which they can practice upon graduation, and those skills must be relevant to contemporary Nigeria within a scientific Era and Culture.

These two broad lines have been depicted more specifically in the following manner in the various sections of the policy as identified by Aghenta (2001) and Adamu (2003): that:-

1. In the section of the Philosophy of Nigerian Education, the national educational aims and objectives are given as :-
 - (a) inculcation of National consciousness and unity.
 - (b) inculcation of the right type of values and attitudes;
 - (c) training of the mind in understanding the world around;
 - (d) acquisition of appropriate skills, abilities, and competence, both mental and physical as equipment for the individual to live in and contribute to the development of his society;
 - (e) objective on the training of the mind would be achieved through a variety of school subjects including the sciences; and
 - (f) objective acquiring skills, would be achieve

through the sciences (mental skills) and through Vocational Education (mental and physical skills)

2. among the seven objectives listed for Primary Education are as follows:

- (a) laying of the sound basis for scientific and reflective thinking
- (b) giving the child opportunities for developing manipulative skills that will enable him function in the society
- (c) Providing basic tools for educational advancement including preparation for trades and crafts of the locality.

The subject list that results from the above includes the study of science and the teaching of local crafts, domestic science and agriculture.

3. Among the seven objectives which the secondary education is supposed to achieve are the following:-

- (a) equip students to live effectively to our modern age of science and technology
- (b) inspire the student with a desire for achievement and self improvement both at school and in later life

These two objectives jointly stress the role of science and the ability of school leavers to engage in gainful employment. The subject prescriptions in the policy are as follows:-

For the junior secondary, two science subjects are compulsory namely; Mathematics and Integrated Science. For the same junior secondary education two pre-vocational subjects are compulsory (to be chosen from a list of the following items:- woodwork, metal work, electronic, mechanics, local crafts, home economics and business studies. For the senior secondary education, mathematics and one science subject are compulsory. So also is either agriculture or any other vocational subject. The elective includes among others a number of sciences and vocational subjects.

4. Under the section on higher education including professional education the policy had this to say among others

- (a) The education of higher professionals will continue within the university system, and it will be rooted in a broad based, strong, scientific basis.
- (b) The curriculum will be geared forward producing practical persons and the course

content will reflect our national needs, not just a hypothetical standard.

- (c) Technically based professionals, especially need greater exposure to the environment in which they will eventually work
- (d) The Industrial Training Fund will continue to contribute significantly to the financing of practical training courses particularly for the Nigerian engineers and technicians;
- (e) The greater proportion of education expenditure will be devoted to science and technology
- (f) Universities and other levels of education will be required to pay greater attention to the development of scientific orientation. To this end, more colleges of technology and polytechnics will be opened.
- (g) The ratio of science liberal arts in our universities has been fixed 60/40

(5) To show the importance of technical education (which is a component of vocational education) the policy has the whole section on technical education. Defined in the policy as "that aspect of educational which leads to the acquisition of practical skills as well as basic scientific knowledge" technical education can be seen to cover most of what is generally known as Vocational Education. The following specific aims have been mapped out for it: according to Adamu (2003) to:

- (a) provide trained manpower in applied science; technology and commerce;
- (b) provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development;
- (c) provide people who can apply scientific knowledge to improvement and solution of environmental problems for the use and conveniences of man;
- (d) give an introduction to professional studies in engineering and other technologies;
- (e) give training and impart skills leading to the production of craftsman, technicians and other skilled personnel who will be enterprising and self-reliant; and
- (f) enable young men and women to have an intelligent understanding of the increasing understanding of the increasing complexity of technology.

It can be seen from 1, 2, 3, 4 and 5 above that the new education policy makes more than ample provision for science and vocational education

LINKING SCIENCES AND VOCATIONAL EDUCATION

It is necessary to pay attention to the fact that the vocational education advocated in the national policy on education (with the possible exception of business education) are those disciplines which can be regarded as applied scientific vocations namely industrial/technical, home economics, and agriculture. The only difference between the pure science and vocational subjects lies mainly in the emphasis on theory in the one and emphasis on practice in the other. Both broad disciplines share the scientific process in skills and scientific attitudes. Both are together classified as scientific for purposes of the 60/40 national manpower development formula for science and liberal arts respectively. Even within the business education component, a good deal of required skills can be said to be scientific in nature. This paper has been silent over the non-scientific components of the policy. But this does not imply that non-scientific objectives of the policy are not ministered unto by the pure and applied sciences areas. It will be recalled that alongside science processes are attendant scientific attitudes. It will also be recalled that the second national education aim and objective is namely: the "inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society"

FUTURE OF SCIENCE AND VOCATIONAL/TECHNICAL EDUCATION IN NIGERIA

The future of science and vocational education could be discussed within the context of the changing nature of modern technology and its effect on the future Nigerian society. One thing is certain: Vocational educators approach to Nigeria's current technological problems will, to a large extent, dictate future public policy on vocational education in the nation's educational system.

The major goal of vocational education in any society is to prepare the youth for productive work lives and for active and participatory citizenship. To achieve this goal, vocational education ensures that whatever skills, knowledge, and attitudes students acquire in school are related to the needs and problems of their immediate environment. The effectiveness of any vocational education programme of future, therefore, will depend on

the extent to which it enables individuals to cope with the changes that technology will introduce in the workplace.

The scenario of the future world of work is one of rapid transience in processes, techniques, and materials and of course, job requirements. Complete occupational retraining is already a feature of work in the advanced countries. It may not be long before the Nigerian worker faces the problem of frequent retraining in order to remain on the payroll. The current rush for the higher degree programmes in the universities especially in the field of education is one pointer to this fact. To operate the factories of the future, employers will need workers capable of discretion and resourcefulness rather than rote responses (Adamu 2003)

As the aspect of education directly concerned with the propagation of the technological heritage, vocational education will retain its place in the education of the future if, and only if, it succeeds in placing Nigeria on a sound technological footing within the next decade. According to Aghenta (2001), technological education programmes will need to emphasize computation, communication and problem-solving skills. There is the need to provide the Nigerian child and youth with the basic capacities of reading quickly, comprehending easily, writing easily, and calculating accurately (World Bank 2003). Vocational education will need to assume leadership in providing students with the skills they need to survive in an ever-changing technological society. This will require dedicated teachers and leaders who are both pedagogically and educationally competent.

CONCLUSION AND RECOMMENDATION

The paper concluded that the classroom interventions in science and vocational education bear good fruits in the direction of imparting such desirable scientific attitudes as the use of the rational mind (if superstition), the value of evidence (if mere opinion), open-mindedness (if closed-mindedness and prejudice), admitting of other explanations (if dogmatism), patience (if neurotic haste), withholding judgment (if dogmatism), cooperation in effort (if antagonism and clannishness) and so on. By this, the national aims and objectives in the realms of circulating desirable interests and attitudes would have been achieved. The Sciences and Vocational Education disciplines therefore have a major role to play in promoting a new educational order in Nigeria. As such, should be closer

cooperation between schools of science and schools of vocational education in Nigeria. So far cooperation can be referred from the fact that: -

- a. Vocational Education courses require among others, some science subjects as pre-condition e.g. O'level physics and mathematics for industrial/technical education, O'level biology and chemistry for agricultural education; O'level biology and chemistry for home economics; O'level mathematics for business education.
- b. Undergraduate programmes of some vocational education courses include courses taken in the basic science departments e.g. first-year mathematics and physics for engineering and technicians; first year biology and chemistry for agriculturists, home economists and so on.

These notwithstanding, there is need for more cooperative curriculum planning and perhaps some measures of team teaching between the sciences and the vocational areas to ensure that the main objective of the vocational programme (namely production of competent practitioners) is to be achieved.

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EXCLUSIVE BREASTFEEDING: ITS AWARENESS AMONG RURAL FARMERS' WIVES IN ODOGBOLU LOCAL GOVERNMENT

Sobo R.A and Ogunleye O.

Department of Vocational and Technical Education

(Home Economics Unit)

College of Applied Education and Vocational Technology

Tai Solarin University of Education

ABSTRACT

It is quite unfortunate that more attention is being given to child's chronological development at the expense of physiological development. Nutritional well-being is an important aspect of physiological development of the child which enables a productive youth that is being empowered towards national development. The study dealt with exclusive breastfeeding among rural women in Odogbolu Local Government in Ijebu-Ode area of Ogun State. One hundred and twenty (120) lactating mothers were purposively selected for the study. Majority of the respondents, 100(83.3%) were of childbearing age, while only few of them, 20(16.6%) were above childbearing age. The major occupation of the respondents was farming and with a few others involved in vocational chores. 108(90%) of the respondents were aware of exclusive breastfeeding while 12(10%) were not aware, 79(66%) were involved in the practice of exclusive breastfeeding while 41(34.2%) did not practice it. The highest percentage of the respondents got the awareness aware of exclusive breastfeeding (EBF) through the clinic while very few of them got the awareness through their relatives. The government was appraised and few suggestions were made.

INTRODUCTION

Exclusive breastfeeding was described by World Health organization (WHO), in 2001 as the practice of feeding infants with only breastmilk for the first six months of life. Mothers' milk is thus the best food for the infant and young children.

Breastfeeding is the best method of feeding them. The challenge to childhood nutrition in Nigeria can best be appreciated from the magnitude of infant and under five mortality rates, United Nation Children's Emergency Fund (UNICEF, 2000). According to World Health Organisation, (WHO) 2003, majority of the urban dwellers are involved in the practice of exclusive breastfeeding and this had gone a long way to improve the health of their babies. Haider and Smith (2000) stated the importance of breastmilk as Protection against disease such as diarrhoea. In the rural areas where farmers live, there is the likelihood of high incidence of diarrhea due to unhygienic environment. If rural women are aware and involve in the practice of exclusive breastfeeding, diarrhoea and diseases emanating from low immunity in children will be reduced.

Harmosh (2001) said the type of malnutrition that is

commonly found in infants is called Protein Energy Malnutrition (PEM) and that the disease occur in infants who are not well breastfed. He argued that two diseases which are at the extreme characterize the disease malnutrition. Malnutrition in the form of undernutrition is the most important health and welfare problem of infants and young children in Nigeria. (Omotola *et. al.*, 2005) .These are marasmus at one end and kwashiorkor at the other end. Farmers' children are the hope of the new generation and if they are not healthy enough or they are affected with such diseases arising from protein energy malnutrition, death may ensue, hence, the future of rural farmers can be jeopardized. The protein content in the milk from well nourished mothers has been found to be 0.88mg/100mls (Moreland and Coombs, 2000). Human milk according to Gordon and Margaret (2000) contains sufficient vitamins for the infant. During illness, especially illnesses that are associated with diarrhoea, children loose water by sweating and through the gastrointestinal tract, so the high water content of breastmilk is of a definite advantage. (WHO, 2001).

Other advantages of breastmilk as stated by Gordon and Margaret (2000) stated the advantages of breastmilk to infant as follows.

1. Breastmilk is bacteriologically safe as no special

- preparation technique is required
2. Breastmilk is always fresh and ready for the baby's consumption
 3. Breastmilk also provides antibodies while infants' immune system is still immature and reduces risk of food allergy and intolerance
 4. Breastmilk may enhance nervous system development on the part of the mother, breastmilk contributes to earlier recovery from the stress of pregnancy due to a quicker return of the uterus to the pregnancy state; it contributes to earlier recovery for pregnancy due to a quicker return of the uterus to the pregnancy state and also decreases the risk of ovarian and premenopausal breast cancer. Furthermore, it lessens the economic stress of purchasing formula and also facilitates bonding with infants

MATERIALS AND METHODOLOGY

The list of lactating mothers from the study area was obtained from the clinics where a random selection of twenty respondents was made from each of the six communities of Odogbolu Local Government area of Ijebu-Ode. These areas include: Ijagun, ijele, Ogbo, Imaweje, Atiba and Odepo.

INSTRUMENTATION

For the purpose of the study, structured questionnaire which included two sections was used. Section A was for the demographic data of the respondents while section B was about knowledge of exclusive breastfeeding. The questionnaires were self administered to the respondents to obtain necessary information.

Data were analyzed using descriptive tools, such as, frequencies and mean. The results were converted to percentages.

RESULTS AND DISCUSSION

The highest number of the respondents, 83.3 percent was still within child-bearing age,

Table 2 shows the category of the women involved as related to childbearing. Majority of the respondents, 83.3 percent were of childbearing age while very few of them, 16.6 percent were already above childbearing age.

Most of the respondents were aware of exclusive breastfeeding through the clinic. This may be due to the fact that clinics were established in the rural areas

by the government and some private establishments and as such are closer to the people. 17.5 percent of the respondents heard from relatives, 4.2 percent heard from school while 10.0 percent heard through the mass media. The reason for this low percentage may be because many people in the rural areas do not have much access to television or radio. About 14.2 percent got the information from friends. (Table 3)

Table 4 describes the respondents' reasons for not practicing exclusive breastfeeding. Out of 120 respondents only 41 did not practice exclusive breastfeeding and this may be due to the fact that mothers are readily available to breastfeed their babies since they live within the rural areas of Odogbolu local government area.

CONCLUSION AND RECOMMENDATION

Malnutrition in children and youths is a major factor that contributes to poor health and development which may in addition affect the poor national development in a nation. Malnutrition ensues right from infancy to childhood and then to the youth age if adequate attention is not being given to balanced meal as from such age. Breastmilk is the most appropriate diet for the child as the child is able to derive the essential nutrients needed for his/her growth to enable effective contribution to the national development through productivity. The study had been able to examine the awareness of rural mothers on exclusive breastfeeding (EBF). Although majority of them were aware of exclusive breastfeeding (EBF), there were still various reasons for not practicing it. On this note, the following recommendations are proffered; Farmers are encouraged to take good care of their wives in terms of providing adequate nutrition. This will in essence combat the effect of hunger and then encourage women to practice exclusive breastfeeding. Also the government should ensure the achievement of the millennium development goals which include among all, eradication of poverty, maternal and child care and the like. This is to better encourage the involvement of farmers' wives in the practice of exclusive breastfeeding. Furthermore at various clinics and health centers the benefits of exclusive breastfeeding should be stressed as to eradicate the misconceptions about such practice.

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Table 1 Age Distribution of the Respondents

Age	Frequency		Mean
18-24	21	21± 4	17.5
25-31	51	28±2	42.5
32-38	28	35± 5	23.3
39-45	16	42±3	30.3
≥45	4	49±4	3.3
Total	120		100

*Source: Field Survey, 2005***Table. 2 Distribution of the Respondents According to Childbearing Age.**

Childbearing age (18-38)	Frequency	percentage
Childbearing age (18-38)	100	83.3
Above childbearing age (≥39)	20	16.6
Total	120	100

*Source: Field Survey 2005***Table. 3. Distribution of the Respondents According to the Source of Awareness of Exclusive Breastfeeding (EBF)**

Sources of Awareness	Frequency	Percentage
Clinic	65	54.4
Relatives	9	7.5
School	5	4.2
Mass Media	17	14.2
Friends	12	10.0
Total	108	90.1

*Source: Field Survey, 2005***Table 4: Respondents' Reason for not Practicing Exclusive Breastfeeding**

Reasons	Frequency	Percentage
Type of job	11	9.2
It makes me get hungry easily	7	5.8
It makes my breast get flabby	6	5.0
It will spoil the child	7	5.8
It will make him reject other meals	5	4.1
Illness	2	1.7
Ignorance	2	1.7
Baby's rejection	1	-
Total	41	0.8

Source: Field Survey 2005



CAPACITY BUILDING THROUGH YOUTH CLUBS-AN ANTENDOTE FOR CRIME PREVENTION AND NATIONAL SECURITY IN NIGERIA

Adebo Grace Modupe (PhD)

Department of Agricultural Economic and Extension Services,
University of Ado - Ekiti, Nigeria.
E - mail: modupedebo@yahoo.com

ABSTRACT

The issue of crime and insecurity has been a major concern in Nigeria. Efforts made by Governmental and Private agencies to control the situation has proved abortive. The paper examined the concept of crime, major causes, and effect. It focused on how youth clubs can be used to reduce, if not eliminate crime. It emphasized youth projects, talks, seminars as a means of developing the Childs psychomotive, affective and cognitive domain to cater for the lapses in the Nigerian educational system thus making the Child / Youth to be self reliant as he / she graduates from tertiary institution.

INTRODUCTION

The rate of crime and insecurity in Nigeria is growing at an alarming rate. Development literatures reports that more than 80 percent of the crime reported in Nigeria are committed by youths Dambazau (1999), Clark (1970) and Rada (1983).

Several attempts made by the government to check the menace has produced little change, instead the situation become worsen to such a level that hardly can Nigerians sleep with their two eyes close. A lot of money is being expended by public and private agencies on security outfits. People now live in houses built like prison yards - with high walls and electric fences, employ security guards, dogs etc.

Recent development in the nation is the robbing of financial institutions, which in the past could have been viewed as a taboo or a no go area. Several agencies have emerged to provide security outfits. The Nigeria police is not left out of the show. There was a time the Police vehicles carry the logo "Fire for Fire" which was later changed to "to protect and serve with integrity". All these are attempts directed at reducing crime in the nation. Despite these efforts, the rate of crime has unabatedly increased. It is in this light that the research will attempt to answer following questions: what is crime? What are the major causes of crime? And in what way can the youth club be used to prevent it in Nigeria?

CONCEPT OF CRIME

Any attempt to present a universal definition of crime will have some difficulty because the acts defined as criminal vary with time and space. An act may be a crime in one society, but not in another. While an act defined as crime one time may not be in another. So also the gravity to which societies view crime may be different.

However, Dambaazau (1999) defined crime as a violation of the criminal law, which is subsequently followed by legal punishment. In criminal law a crime is an act of omission, which attracts sanctions such as fine, imprisonment or even death.

Durkeehim (1933) defined crime within the social context as a social product determined by social condition capable of being controlled only in social terms. According to him, crime is normal in all societies and that a society exempt from crime would necessitates a standardization of moral concepts of all individuals, which is neither possible nor desirable.

The legal system view crime as a violation of the rules agreed to be respected by all members of the society, and upon which the rest of the society make sanctions upon those guilty of the violation. It views crime as a public and moral wrong because crimes are wrongs which the judges have held, or parliament has from time to time laid down, are sufficiently injurious to the public to warrant the application of criminal procedure to deal with them. Likewise, it is a moral wrong because there is a public morality which is an essential part of the

bondage which keeps society together; and that society may use the criminal law to preserve morality in the same way it uses it to preserve anything else that is essential to existence. Delvin. (1959).

No matter the perspectives of definition, crime according to Allen (1931) is crime, because it consists of wrongdoings, which directly and in serious degree threatens the security or well being of society, and because it is not safe to leave it redress able only by compensation of the party injured.

The acts of crime committed in Nigeria includes the following physical violence, such as murder and rape, infringement of property rights, such as theft, fraud, and burglary and crimes against health, morals and public safety such as prostitution, gambling, drug abuse, homosexuality and so on.

CAUSES OF CRIME

Researchers have shown that the causes of crime are multiple and could be traced to bio-genetic factors such as genetic mutation and heredity, psychological factors such as learning and environment. Hutchings and Mederick (1975) held that criminal behavior resulted from birth trauma, violence to chemical exposure in the womb, lead poisoning while Clark (1970) linked crime with childhood accidents, poor nutrition etc. Schoenthaler *et. al.* (1984) found that a deficiency of vitamin B₁₂ is a major cause of hyperactivity in both children and adolescents. They examined dietary factors involving the consumption of protein carbohydrate and sugar in relation to criminal behaviour.

Rada (1983) discovered that hormones, allergic relations and the additives and preservatives found in preserved foods had significant effect on crime behaviour among children and adolescents.

While Hutchings and Mederick discovered that there is a link between lead and crime. He said that in Philadelphia, there was a high significant link between lead toxicity and criminal behaviour. She explained some 3000 factors for links to criminal behaviour in 1000 children who were followed from birth to age 22 and found that the best predictor, when children are about 7 years old, for aggressive behaviour in school, juvenile delinquency and adult criminality is the degree of lead poisoning.

Hutchings and Medrick (1975) discovered that genetic factor played a tremendous role in determining criminal behaviour. In his study, he discovered that almost 50 percent of the adopted children whose biological mother's had a criminal record manifested criminal behaviour when they attain 18 years of age. Also where the biological father had a criminal record and the adoption father did not, the number of adopted children who became criminal was twice that found in cases where the adoption father was criminal and the biological father was not.

According to Sigmud (1933) crime is a result of imbalance conflict between id-ego-superego. Alexander (1931) coined that there is a continuous struggle between the superego and the id, and attempt by the Id impulses to break into consciousness and overreaction arouses the feelings of guilt and anxiety stemming from the disapproval of the superego. If the individual succeeds in completing the process of psychosexual development, unacceptable impulses of the id can be transformed and sublimated into socially approved forms. In this regard, the antisocial criminal behaviour in adulthood is seen as a display of characteristics formed during childhood. If on the other hand, the individual fails to complete the process of development successfully, the primitive drives of the id become uncontrollable and are expressed in criminal behaviour.

Dambazau (1999) opined that the environment plays a significant role in determining criminal behaviour of both Juvenile and adult offenders. According to him factors within the environment considered to be crucial in contributing to criminal behaviour include: urbanization, poverty, unemployment, corruption, poor education, high technology, drug abuse, architectural or environmental designs and so on.

Poverty according to Clark (1970) is the mother of crime and closely related to poverty is unemployment. Unemployment is seen as enforced idleness of wage earners that are able and willing to work but cannot find jobs. Unemployment can lead to crime as a result of the feeling of deprivation, rejection and personal failure. It is also claimed that unemployment could lead to mental stress, apathy and illness, factors that could pave way to criminal behaviour. Unemployment creates the environment in which frustration breeds, stress

increases resulting in feeling of hopelessness especially in a society where there is no provision for social welfare in order to give temporary relief for the unemployed. Also there is a growing feeling that corruption undermines development by lining the pockets of dishonest persons with development funds. Corruption takes the form of bribe, undue gratification, fraud and embezzlement. Corruption is found in politics, business and religion. It takes a variety of forms and encourages dishonesty, theft and violence in the society. A corrupt environment tends to produce individuals with the whole idea of get-rich-quick, thereby enhancing criminal behaviour.

Drug abuse also encourages criminal behaviour. Abused drugs are alcohol, involving beers, wines, brandy and spirits. Alcohol has similar sedative and toxic effects as other drugs particularly in the central nervous system where it acts as a depressant. According to US Bureau of justice statistics, survey of crime Victimization, victims were asked about the offender's use of alcohol and drugs. More than 30 percent of the victims reported that their assailants were under the influence of drug or alcohol.

High technology according to Dambazau (1997) has great influence on criminal behaviour especially on high profile crimes such as banks and securities fraud; communication, particularly mobile phone, enhances crime. There are also computer crimes, which include software piracy involving theft reproduction and marketing, financial fraud and embezzlement; theft via authorized or unauthorized access to computer systems and sex-related crimes and pornography all resulted from effect of high technology.

EFFORT MADE TO PREVENT CRIMES

Several efforts have been made by the Federal Government of Nigeria to prevent crime in Nigeria. This involves the institution of the criminal justice system. The police are the biggest most visible and most important subsystem of the criminal justice system. The police provide the entry point into the criminal justice system through crime reports from public system or its own discovery. From the discovery a criminal investigation is set up which leads to the charging of suspects to criminal court. The suspects are subjected to criminal trial after which they might be sentenced, imprisoned, or

asked to pay fine.

Various communities form vigilante groups in preventing crime. Private individuals also engaged several devices to prevent crime these include building of high walled fences, use of electrocuted wire fence, use of dogs, day and night guard bullet proof doors etc.

EFFECT OF CRIME

Crime robs people of their possessions. It causes destruction to life and property and in most cases lives of the victim with psychological disturbance. It can lead to loss of job, position and at times loss of dignity, crime - causes under development

CONCEPT OF YOUTH CLUB AND THEIR ROLES IN CRIME PREVENTION

A youth club according to Adedoyin (2005) is an organized group of young people under the guidance of extension workers and local leaders aimed at developing the educational, social, recreational and economic life of a child. It is a forum for bringing youths together with their local leaders for the purpose of capacity building. Capacity building according to Eremic. (2005), is the ability of people, organizations and societies as a whole to manage their affairs to achieve set goals. Capacity building according to him is required at three levels - individuals, non-governmental group actors in agriculture and institutional policy actors.

Capacity building among youth clubs will aim at enhancing the ability of people to work together on a common cause with emphasis on ownership and advocacy, participating in policy debates and negotiation with other stakeholders. A well-organized youth clubs according to Adedoyin (2005) and UNICEF (1995):

- * Helps members learn new and better methods of farming and home making
- * Teach youth to be responsible and dependable
- * Give youth the feelings of achievement, satisfaction and accomplishment
- * Explore career opportunities
- * Learn effective time usage
- * Participates effectively in group projects and enjoy the benefits of such
- * Help members develop their head, heart, hand and health - 4 HS.

Head-to think; make decision understand the "why" and gaining in new and valuable knowledge

Heart - concerned with others welfare, accepting the responsibility of citizenship, determining values and attitudes by which to live and to work with others.

Hand-to learn new skills, perfecting already known ones, develop pride to work and respect for others
Health-practice healthful living, protecting the well being of self and others, making constructive use of leisure times.

The youth Clubs in Nigeria include. Young Farmers Club, Children and Youth in Agriculture Program (CYIAP), Homemakers club while in America we have the 4 H club.

Youth clubs should be inaugurated in all institutions of learning-from the primary to the tertiary institutions having extension component for maintenance and sustenance, seminars, workshops, field trips practical skill demonstrations, group and individual projects should be encouraged and used in youth clubs.

Activities of such clubs should be well monitored and evaluated from time to time. Also project works should be well designed and properly. Monitored for its success.

CONCLUSIONS AND RECOMMENDATIONS

An effective youth club should develop individuals and groups. Thus in turn will help to reduce wasteful resource allocation, increase enterprise outcome for stake holders, improve farmers' access to extension services, accelerate policy reforms and improve success of policy reforms. This in turn will affect the total life of the youth thus making him/her a job provider rather than a job seeker and prevent the youth from joining bad gangs, which may lead to crime.

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