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YOUTH CRIME IN ILORIN, NIGERIA: A THEORETICAL EXPLANATION

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Abstract

In Nigeria, many youths are involved in various crime such as robbery, house breaking, drug trafficking and so on. While some researchers attributed the causes of this errant behaviour to the erosion of traditional values, inadequate homes, poverty and unemployment, faulty system of education, urbanization and industrialization, others observed that environmental influence performs an important role in causing the behaviour. Youth crime in Nigeria is a social problem which infiltrates the whole society and constitutes a serious impediment to development. There is hardly a day without a case of stealing or theft perpetrated by youth. Innocent people are robbed of their valuable properties and even killed in the process. It is against this background that the issue of youth crime in Ilorin is examined in this paper. The structural strain and differential association theories were adopted to guide the discussion. It concludes that if youths are properly socialized, films and other mass media exposures are well censored, a better society devoid of youth crime will emerge.

Key words: Crime; Culture; Norms; Violence; Youth.

Introduction

Criminal behaviour has been a basic feature in all known human culture. It thus becomes an inevitable phenomenon most especially among the youth. Criminal behaviour has more often than not extended deep into the fabric of our society. There is no doubt that the contemporary societies are experiencing a lot of social problems arising from daily excavating rate of criminal behaviour such as armed robbery, fraud, student unrest, drug abuse, cultism, rape, theft, examination malpractice, murder, certificate racketeering and other criminal acts being perpetrated by youth (Coleman, 1984).

Our understanding of what constitutes youth crime must be preceded by the concept of youth itself. Youth according to Barnes and Farrel (1992) is defined as young men and women between the ages of 18 and 35. To them, youth is an extension of child hood and thereby presents unique features. A

GENDER DISPARITY IN HIGHER EDUCATION ENROLMENT AND NATIONAL DEVELOPMENT

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Abstract

Education is one of the most contested political issues in the world today. Various national and international government have introduced wide range reforms in an attempt to raise education standard in term of quality and quantity in order to prepare the young ones for entry into adult life and the eventual over all development of the nation. As important as this future preparation and the development of the nation is, a critical look at the education sector revealed a great disparity in the enrolment of male and female in our learning institution, therefore, a situation in which high percentage of female are absent in the learning process especially at the highest level of education call for a serious concern because education, especially, science and technology, has been discovered to be the major instrument that can catapults the "developing" nations to the desired level of development. The lack of enough contribution from the female gender as a result of low enrolment can jeopardize desired development. Based on this background this paper examined some of the factors responsible for gender disparity in higher educational enrolment and delved into empirical evidences from Nigerian Universities' enrolment in general and the University of Ilorin in particular, based on secondary source of data. The study identified measures that can bring about improvement in female enrolment in our higher institutions and there by increase their contribution to national development.

Keywords: Gender Disparity; Higher Education; National Development; Community.

Introduction

The essential role women play in the development of the world can no longer be ignored by any reasonable and progressive country. Buttressing the importance of women in the life of any nation Okojie (2002) rightly observed

that the role of women in a community is important to the extent that no nation can afford to discard it. Speaking in the same vein, Lawal (2006) pointed out that women are vital to a nation's progress as its minerals, its rivers and agriculture. Treated with respect, they present a great powerful force, which can be used to benefit and progress the nation. Although, this idea is not new or recent because it was the recognition of women's contributions to national and international development that propelled the United Nations to declare 1976-1985 as the United Nations decade for women. By this declaration, it proposed that all efforts would be made to ensure equality, development and peace. This position was also reinforced in year 2000 when all the member states of the United Nations adopted the millennium development goal and advocate full participation of women in education and development. One of the several objective of the goals is education for all by 2015 especially the girl child.

The Nigeria government in 1988 established a commission for women with branches in all the states of the federation. The commission has among other aims and objectives, to encourage, educate and thereby mobilize women to develop themselves in various fields and organize projects to improve their socio-economic and political conditions, and by and large contribute to the development of their country.

All over the world today, education, especially science and technology education has become a viable means for development in virtually all spheres of life. In Nigeria, the level of technology and other fields of education are still relatively low especially, when compared with that of developed countries. For these various developments to be redressed, various issues have to be considered. One of such, which is very vital but often neglected is that of due consideration of gender disparity in education (especially higher education) enrolment in Nigeria. It has been widely established by researchers that disparity exists between male and female sexes in the Nigeria educational sector. (Akilaiya and Ogbene 2000; and Josiah, Afolabi and Archy 2001).

Premised upon the above, this study focused on presentation of empirical data showing great disparity among gender enrolment in higher institutions particularly University of Ilorin; and the effects of this disparity on the economic growth and justifiable development of the country; Nigeria.

Objective of the Study

The main objective of this study is to look into the gender disparity in University enrolment based on pass admission records and to know the causes of such disparity and some of its implications on national development.

Methodology

This paper rely essentially on secondary sources of data. Most of the data were from National University Commission (NUC) and the establishment division of University of Ilorin. The paper starts with general analysis of gender enrolment in all the University in Nigeria in order to have a vivid comparison of gender gap in enrolment and then narrow it down to University of Ilorin to have specific overview of the gap in gender enrolment and the number that actually complete their studies.

Factors Affecting Gender Enrolment in Higher Institutions

Nigeria is one of the countries with the widest gap in education, both at enrolment level as well as the level of attainment. The World Bank (2002) corroborated this when it opined that Nigeria has hidden growth reserves in its people, especially the potentials of women, who now provide labour force in the economy. However, women lack equal access to education and factors of production. Kiasen (2000) also observed that initial gap is an inheritance from the colonial period when overall level of education was low and gender gap was considerably high. Based on the foregoing it is necessary to identify some of the factors responsible for the incidence of gender gap in enrolment, especially at higher level of education.

Gender disparity in education stem from the gender socialization of both being male or female and the subsequent expectation, or lack there of, made on the individual. For example, the female is expected to be the homemaker and this role often takes precedence over other personal accomplishments or achievements such as education. The male on the other hand, is expected to accomplish and achieve in the areas of personal accomplishment, while there are social and cultural factors at play, there are spoken and unspoken messages, which often affect the performance of learners at whichever level of education they found themselves. Differential

attitudinal messages and expectations determine most of the time, access, achievement and completion of education for both boys and girls.

Another important factor that is responsible for the gender gap in higher education enrolment is the high level of poverty in Nigeria, this has greatly affected the enrolment of girls and boys and girls in schools. Poverty or harsh economic conditions coupled with the erroneous notion that women / girls will soon marry into another family, thus leaving men in their original family to cater for their parent, discourage parents to fund women's education. Therefore, when families are faced with the option of choosing between son's and daughter's education, the daughters are always the victims. This is further reinforced by discriminatory employment practices, which restrict women to low paying jobs thus, discouraging parent further, from investing heavily on girls' education Aluko (2005).

This position was also corroborated at the 15th conference of Commonwealth Ministers held in 2003, where the participants opined that educational indicator needs to be broken in terms of social class, private/public, gender, urban/rural residency to show clear picture. The difference between girls of the poor and wealthy household is strong. The combination of being a female and living in a poor household leads to an educational disadvantage. Urban/rural inequalities compound the situation. These inequalities are greatest in the low-income countries and much higher among older adolescent. Girls in rural areas suffer from greater inequality than girls in urban areas.

Another serious factor responsible for the gender gap in higher institution enrolment is the low participation of girls in enrolment and completion of post-primary education. It is default to have high rate of enrolment in higher education where there is high rate of drop out among girls at primary and secondary level. According to Oloyede and Lawal (2008), several authors have examined the complexities of structural, attitudinal and psychological impediments to gender equality in patriarchal organizations. These may be seen through significant challenges identified as confronting girl's access to education. Girls either do not get a chance to attend school or they are pulled out of school when circumstances dictate. For examples, to help with agricultural duties, household duties at home, and to care for younger siblings (particularly in light of the HIV/AIDS pandemic) or older relatives.

Apart from the above mentioned factors, the issue is also compounded by unwanted pregnancy, early marriage, high cost of school fees and grossly unavailable infrastructure in our secondary schools. Attitudes of girls themselves are a serious factor affecting girls' enrolment in higher institutions. To a large extent, the situation with women is characterized by an unconscious low self-image and lack of self confidence. It is usually marked by a deep sense of insecurity and psychological dependence on the male folk. According to Horner (1972), women tend to have low aspiration thereby perpetuating their disadvantages. For example, even though many young women have the ability to be physicians, they do not aspire beyond becoming Nurses. This was also the opinion of Obasi (1997) who expressed that women have less imagination; less implied suppression, a greater fear of the unknown, and a greater apprehension that they will not succeed".

Investment in higher education was downgraded in Africa in favour of basic education in the period following Structural Adjustment Programmes in the 1980s (Manuh, 2002). This was a needs-hierarchization approach, with higher education being perceived as the "Luxury" end of the education market (Morley 2005). This resulted into few and in adequate higher institutions, which led to a lot of competition and various methods of screening to absorb candidates into institutions. This affected female enrolment greatly because it was noted that male and female have fundamentally different approaches to learning and competing. Studies indicate that girls have a higher comfort level when competing as a group than individually, and in terms of achievement, boys have traditionally performed better at school than their female counterparts especially in Africa. This trend is slightly different in advanced countries such as United Kingdom and the United State of America. All the above factors either singularly or collectively create a gap in the enrolment of girls and boys in school, especially higher institutions.

Empirical Evidence of Disparity in Gender Enrolment in Nigeria Higher Institutions

In this section of the paper, efforts shall be made to use secondary source of data to analyze the enrolment of boys and girls in the higher institutions of learning in Nigeria. This is obtained through the Nigeria University commission annual reports and available records from university of Ilorin.

TABLE 1. 2005 TOTAL ENROLMENT IN NIGERIA UNIVERSITIES BY SEX

UNIVERSITIES	MALE	FEMALE	TOTAL	%FEMALE
1 University of Nigeria, Nsukka	161791	124202	285993	43.4
2 Ahmadu Bello University, Zaria	197408	86822	284220	30.5
3 University of Port Harcourt, P/H.	183488	58426	241914	31.9
4 Obafemi Awolowo University, Ile-Ife	153021	111252	264273	42.1
5. Bayero University, Kano.	208784	36925	245709	17.3
6. Usmanu Danfodio University, Sokoto.	128851	103672	232523	44.6
7. University of Benin, Benin city	142978	66122	209100	37.8
8. University of Lagos, Akoko	137809	04822	286031	39.6
9. University of Ibadan, Ibadan	125948	49921	175869	40.3
10. University of Maiduguri Maiduguri.	146355	63720	210075	27.8
11. University of Calabar, Calabar.	157473	53019	210492	18.3
12 University of Uyo, Uyo	100428	61818	162246	46.2
13. University of Ilorin, Ilorin	123136	17518	140654	33.4
14. Nnamdi Azikiwe University, Akwa	97858	17517	115375	45.5
15. Rivers State University of Science & Tech, P/H.	103957	31217	135174	41.3
16. Enugu State University, Enugu	96146	70416	166562	41.1
17. Imo State University, Owerri.	73198	67215	140413	54.2
18. Ambrose Alli University, Ekpoma	76737	37015	113752	49.0
19. Federal University of Technology,	108023	26414	134437	23.2

Owerri.

20. Ogun State University, Ago-Iwoye 6763 6280 1304348.1
 21. University of Jos, Jos 8315 4266 1258133.9
 22. University of Ado- Ekiti, Ado-Ekiti 7982 4553 1253536.3
 23. Delta state University, Abraka 5895 6072 1196750.7
 24. Federal University of Technology, 9578 2383 1196119.9
- Yola
25. Ladoke Akintola University, 709636171071333.8
- Ogbomoshos
26. Abia State University, Uturu. 5468 4859 1032747.0
 27. Federal University of Technology, 6809 1584 8393 18.9
- Minna.
28. Federal University of Technology, 6742 1249 7991 15.6
- Akure.
29. Abubakar Tafawa Balewa University, 5349 1260 6609 19.1
- Bauchi.
30. University of Agriculture, Abeokuta. 3887 1320 520725.4
 31. Benue State University, Makurdi. 3235 1616 485133.3
 32. University of Agriculture, makurdi 3730 933 4663 20.0
 33. University of Agriculture, Umudike, 1336 964 230041.9
 34. University of Abuja, Abuja 1010 794 180444.0
 35. Igbenedion University, Okada 411 616 102760.0

36. Bowen University, Iwo 455 195 65030.0
37. Madonna University, Okija 2883 4763 554.6
38. Lagos State University, Lagos 14430 13975 28405 49.2

TOTAL 321375 178995 52678033

SOURCE: NUC – Annual Report, 2006.

The enrolment in Nigerian Universities for the period in 2005/2006 academic session show that there were generally less female than male enrolled in all Nigerian Universities. The table shows a greater improvement in female enrolment in our higher institutions compare with what obtains in the 1980s, but a critical look at the admission into Universities in 2005/2006 reveals that there is still a wide gap in the enrolment of male to female. Although, there has been a consistent increase in the enrolment of boys and girls in higher institutions, the enrolment of boys still out numbered that of the girls. The table reveals the number of male and female in Thirty Eight Universities in Nigeria in 2006. Out of these thirty eight universities, only three Universities had the same or slightly more enrolment of girls than boys. The institutions include: Imo State University, Owerri, (54% of female enrolment); Ambrose Alli State University, Ekpoma., (50% of female enrolment); Delta State University, Abraka and Igbenedion University, Okada (60% of female enrolment). Majority of the universities had less than 50% of girls in their institutions. Some even had below 25% enrolment of girls in 2006, which is just about ten years away from the United Nations expected year of 'Education for All' (i.e. 2015).

There are cases of universities like Bayero University Kano, Federal University of Technology Minna, and Federal University of Technology, Akure, which had 17%, 19% and 15% enrolment of girls in their institutions respectively. On the whole, of the total students' population of 526,780 from Universities that provided enrollment data, 178,995 (33%) are female. This has a serious implication for school completion, securing job and contributing meaningfully to the over all development of Nigeria society.

Table 2. Sex Distribution of Graduating Students across Faculties (2000/2007)

Sex Distribution of Graduating Students across Faculties (2000/2007)										
Faculty	2000/2001					2006/2007				
	Male	Female	Male %	Female %	Total	Male	Female	Male %	Female %	Total
Agriculture	65	34	65.5	34.3	99	131	92	58.7	41.3	223
Arts	118	85	58.1	41.9	203	63	41	60.6	39.4	104
Business & social sciences	611	230	72.7	27.3	841	530	254	67.6	32.4	784
Education	397	256	60.8	39.2	653	528	349	60.2	39.8	877
Engineering & Technology	215	26	89.2	10.8	241	281	32	89.8	10.2	313
Health Science	156	42	78.8	21.2	198	103	67	60.6	39.4	170
Law	61	44	58.1	41.9	105	96	79	54.9	45.1	175
Science	244	134	64.5	35.5	378	421	287	59.5	40.5	708
Total	1867	851	68.5	31.5	2718	2153	1201	64	36	3354
Grand Total		2720					3354			
%			68.7	31.3				64.2	35.8	

Source: University of Ilorin Record Section (2008)

TABLE 3: SEX DISTRIBUTION OF GRADUTING STUDENTS AT POSTGRADUATE LEVEL ACROSS FACULTIES/ COLLEGE (2006/2007)

SEX DISTRIBUTION OF GRADUTING STUDENTS AT POSTGRADUATE LEVEL ACROSS FACULTIES/COLLEGE (2006/2007)				
Faculty/college	Male	Female	Male %	Female %
Agriculture	8	1	88.9	11.1
Arts	33	1	97.1	2.9
Business & Social Sciences	115	40	74.2	25.8
Education	52	50	50.9	49.1
Engineering & Technology	6	2	75	25
Health Sciences	13	2	86.7	13.3
Total	58	27	68.2	31.8
%	285	123	69.9	30.1

Source: University of Ilorin Record Section (2008)

Narrowed down to the University of Ilorin as shown in table 2 and 3, it is evidence that there is a consistent increase in the number of females that graduates from the Institution especially at the first degree. Table two reveals that there was a general increase from 31.5% to 36.0% in number of female graduates from the University of Ilorin between 2000 and 2007, steady increase was observed in Faculties such as Agriculture (from 34.3% to 41.3%), Health sciences (21.25 to 39.4%), Sciences (35.5% to 40.5%, Business and Social Sciences (27.3% to 32.4) and Law (41.9% to 45.1%). But there was a slight decrease in enrolment of girls in Art (41.9% to 39.4%) and Engineering and Technology (10.8% to 10.2%) in the same period.

The disparity becomes very glaring when the numbers of males and females that registered and completed their post graduate programmes are compared. There are less than 15% completion rate in Agriculture, Arts, Engineering and Technology and Health Sciences. It was only in Education and Business and Social Sciences that 25.8% and 49.1% respectively were recorded in 2007. Although, there seems to have been a great improvement from 2001 when there was not a single female student that finished their postgraduate studies in Agriculture, Health Sciences and Engineering and Technology in 2001 (see table 3). The turn out of student at graduate and post graduate level is synonymous with the quantity and quality of staff that is expected to take part or work in various establishments across the country, therefore the next section will address some of the implications of the gender gap in enrolment on the national development.

Effects of Gender Disparity on National Development

Several scholars in their own understandings tried to determine the indicators of true national development. Rodney (1972) posited that development is observed by the extent to which the innate potentials of individuals are realized. He further stressed the extent to which the social institutions were developed in order to extent to enhance the freedom and capacity of individuals or groups to improve their quality of life.

Seers, (1969) opined that there are three basic questions which are needed to be answered before development can have eventually been said to have taken place. These questions are: "What has been happening to unemployment"? "What has been happening to poverty"? "What has been happening to inequality in the society"? According to him, before a country could be said to be developing, there must be significant changes in these areas, that is unemployment, inequality and poverty.

Based on the above assumption, the first implication of gender disparity in employment is low productivity in the country. According to Okojie (2005), productivity measures the relationship between the quantity and quality of goods and services produced and the quantity of resources needed to produce them. Obadan and Odusola (2005) viewed productivity as the instrument for continuous progress and of constant improvement of activities. Hence, higher productivity connotes achieving the same volume of output with less factor inputs or more volume of output with the same amount of factor inputs. They explained that increased productivity could

result from the reduction in the use of resources, reduction in cost, use of better methods or improvement in factor capacities, particularly labour. Therefore, a situation in which less than half of the female gender is not educated may lead to low productivity which eventually may affect national development adversely; because high productivity is a reflection of high literacy rate and commitment to development by all, which can only be achieved by having quality education.

Secondly, low enrolment of female gender may aggravate poverty. It is obvious that poverty is a social problem which exists in every known human society, though its gravity varies from one society to the other. Indeed, several causes must have accounted for poverty, but illiteracy is a serious factor that brings about poverty. There are evidences in Nigeria that shows that the poverty level has continued to increase. It increased from 27% in 1980 to 46% in 1985; it declined slightly to 42% in 1992 and increased sharply to 67% in 1996, (National Bureau of Statistics, 1990). By 1999, during Obasanjo's Administration, it was revealed that 70% of Nigerians live below the poverty line and majority of this 70% are women.

Politically, women in Nigeria are regarded as party supporters; many do not aspire for political offices, where they can effect the necessary changes in the nation's development. This situation is not unconnected with the obvious women low educational status, which disadvantaged them to compete favourably with their male counterparts. For instance in the second term of the Fourth Republic (2003 – 2007), women occupied only 13. percent of political positions at the Federal level, but at the state levels, in some cases it was zero percent (Sunday Tribune, 2007). A situation in which majority of the women are unable to participate in the decision making level of the country, is likely to have a serious effect on the kind of policies that are made and their consequences on the national development. In line with the above implications of gender gap in enrolment in the higher institutions, there is the need to suggest some measures that will improve the enrolment of female in the nation's higher institutions of learning.

Conclusion and Recommendations

From all indications, male enrolment has consistently exceeds that of female in our high institutions. Since education has become a serious parameter to determine who gets what and where in our society, it becomes imperative to suggest ways that will boost female enrolment and thereby increase their full participation in every aspect of the country's economy and political life thereby increase the over all development of the country.

There should be an intensive campaign for full registration of both boys and girls at the primary and secondary level, since both levels serves as raw-materials for the higher institution. If there is full participation at the lower level, the enrolment at the higher institutions will greatly improve. On the other hand, there should be curriculum re-design the curriculum content in various disciplines should not be gender bias. For example, Feminism image for Nurses and male images for Doctors.

The school learning environment should be more supportive and friendly to female by providing learning resources and female pleasant learning environment that is devoid of fear of harassment and intimidation by male.

The Government, parents and philanthropists should encourage women to be more educated by providing scholarships and other incentives for female students so that they can adequately compete with their male counterpart in every field of endeavours. For instance a research conducted by Okojie (2002) shows that investment in education of girls is the single most effective way to reduce poverty; According to him, few years of education empower women to have smaller families and enjoy a higher standard of living and educated mothers are more likely to send their children to school thereby creating a virtuous circle of education and poverty reduction.

There is the need to educate parent, husband, the communities and the females themselves on the importance of females themselves of education especially at higher level, by so-doing, bring about positive change and attitude. This can be done through awareness campaigns and right socialization process that discourages gendered cultural practices (gender roles, belief, stereotype), which could interfere with learning and

Government should make laws preventing withdrawal of girls from schools for marriage or other reasons.

Mentoring is another factor that can boost women education, because when women professors and others that occupied strategic positions in the country take interest in younger women in higher institutions and other establishment with a view to help and mentor them to aspire to higher positions of authority, there is the likelihood that more women will be interested in higher education.

Lastly, one of the cardinal goals agreed upon at the United Nations Millennium summit in September 2000 was "to eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels by 2015". It then becomes mandatory for Nigeria as one of the signatories to the agreement to put all hands on deck in order to achieve parity in enrolment of male and female, especially at the higher levels of education by the year 2015. This would help to achieve the most desired level of development for the country.

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EFFECT OF MERGER ON FIRM'S PERFORMANCE: A CASE STUDY OF OANDO NIGERIA PLC

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Abstract

The paper is a report of an empirical study on the effect of merger on firm's performance using Oando Nigeria Plc as a case study. The study examine the synergy effect of merger on the profitability level of companies, effect of merger on eps of the emerged companies and on the working capital level of companies and finally, examine the ability of companies in attaining a high market share, in terms of turnover, after merger. Using longitudinal survey design method, it found that merger has synergic effect on the profitability level of companies, earnings per share (EPS) increases with merger, companies are likely to attain high market share, if merger or acquisition is used as a surviving strategy.

Keywords: Merger; Acquisition; Firm's Performance; Company.

Introduction

Merger and Acquisition {M&A} are the most popular means of corporate reconstructions or business combinations. They have played important roles in the external growth of a number of leading companies the world over. For instance, it has been found that the management of a number of acquiring companies paid an excessive price for acquisition or merger to satisfy their urges for high growth and large size of the companies (Pandey, 2004). This is today seen as a big element of the corporate finance world. Merger is often employed as an international tool of growth which may create global expanding opportunities. However, some referred to M&A as development of the economy. It has always existed but its development is pursued by the buoyancy of the economy.

Jennings (1984), regarded merger as a systematic process of combining two or more companies to form one entity through the exchange of shares, as the major consideration, with purpose of achieving common