

GENDER PERSPECTIVE OF PRE-SERVICE SOCIAL STUDIES TEACHERS ON CHALLENGES OF NIGERIA'S DRIVE TO ATTAIN AGENDA 2063

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Abstract

This study explored the gender perspective of pre-service Social Studies teachers on challenges towards Nigeria's drive to attain Agenda 2063. The cross-sectional survey design was used and pre-service Social Studies teachers in the study area were used in the study. The population of the study consisted of pre-service Social Studies teachers in Kaduna State. The entire population is 3006 and the sample size stood at 341. The purposive sampling technique was used to select samples for the study. A total of 384 respondents were used in the study basing the decision on Krejcie and Morgan table of sample size selection (1970) and Research Advisors (2006). The structured questionnaire titled "Perceived Social Studies Challenges on Agenda 2063 (PESOSCA-2063) is used as data collection instrument. The questionnaire is designed after extensive literature review. The questionnaire was designed based on modified Likert scale and was validated by experts in Social Studies education and test and measurement and its reliability coefficient index stood at 0.75. The data analysis was done using frequency counts, mean and standard deviation to answer the question posed by the study. The t-test independent samples were used to test the null hypothesis postulated by the study at 0.05 level of significance. The study found that the that poor planning and monitoring, inadequate funding, pervasive corruption and mismanagement, inadequate community participation and awareness, lack of continuity, overambitious plan among others as the challenges on the road of Nigeria's drive to attain Agenda 2063. The study in the light of the foregoing, made some recommendations which include; a need to fight corruption and indiscipline, a need for adequate grassroots mobilization, a need for purposeful and visionary leadership at all levels, a need to diversify the nation's economy, a need for public private partnership among others.

Keywords: Agenda 2063, Challenges, Gender Perspective, Pre-service Teachers, Social Studies.

Introduction

Development plans are government policies and programmes aimed at bringing development in all spheres of life for her citizens. Nigerian governments over the years have devised measures in the form of policies and programmes aimed at fulfilling their social contracts with the Nigerian populace by providing basic social services and to generally improve their lots. These development plans ranges from short-term, medium-term and long-term plans. Some of these plans introduced over the years include but not restricted to the following; Operation Feed the Nation, Green Revolution, Mass Mobilization for Social Justice and Economic Recovery (MAMSER), Family Economic Advancement Programme (FEAP), Family Support Programme (FSP), Better Life for Rural Women, National Economic Empowerment and Development Strategies (NEEDS), The Seven Point Agenda, The Transformation Agenda among others. These policies and programmes hardly translate into practical reality as a result of some teething socio-economic and political challenges facing the country over the years (Salihu and Adamu, 2016). Other development plan which Nigeria engages in conjunction with regional, continental and international partners include Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs) and Agenda 2063.

Agenda 2063 according to African Union Commission (2014) is “a shared strategic framework for inclusive growth and sustainable development and a global strategy to optimize the use of Africa’s resources for the benefit of all Africans. Nigeria is a bonafide member of the African Union and an active partner in the formulation of Agenda 2063. Agenda 2063 is both a Vision and an Action Plan. It is a call for action to all segments of African society to work together to build a prosperous and united Africa based on shared values and a common destiny. According to Berhane (2014) Agenda 2063 is a roadmap that is supposed to guide Africans and their half a century old organization towards a realization of an old but enduring pan-African vision of unity. It was agreed upon by the African Union leaders on Golden Jubilee Anniversary of AU held in May 2013 on which the AU rededicated itself to the Pan African vision of an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena.” Agenda 2063 is both a Vision and an Action Plan. It is a call for action to all segments of African society to work together to build a prosperous and united Africa based on shared values and a common destiny.

The Agenda 2063 is designed into seven aspirations. These are: a prosperous Africa based on inclusive growth and sustainable development; an integrated continent, politically united, based on the ideals of Pan Africanism; an Africa of good governance, respect for human rights, justice and the rule of law; a peaceful and secure Africa; an Africa with a strong cultural identity, values and ethics; an Africa whose development is people-driven, especially relying on the potential offered by its youth and women; and Africa as a strong, resilient and influential global player and partners (AU Commission 2014). The thrust of Agenda 2063 is a programme of social, economic and political rejuvenation that links the past, present and the future in order to create a new generation of Pan Africanists that will harness the lessons learnt and use them as building blocks to consolidate the hope and promises of the founding parents for a true renaissance of Africa.

Nigeria observes Eminue (2005) tends to over indulged in over ambitious policies either owing to the desire to establish support base and legitimacy for government to bring about

economic development or to serve ideological ends. Such policies cannot work as they will lack adequate financial, manpower, technical resources, institutional and organizational capabilities and the necessary political will for implementing such fundamental policies. Indeed, most policy making goals in Nigeria are subordinated to the personal rewards and interests of the political leaders and their colleagues with the result that a policy is judged more on its political merits with the real development need rarely factored into consideration. For these, most policies in Nigeria are either inappropriate or lack well defined objectives and programmes for their effective implementation. In this regard, Okoli and Onah (2002) state that implementation of policies in Nigeria take the form of “learning process” or “trial and error”. It is also observed that in Nigeria there are usually no comprehensive policy standards and objectives to guide the bureaucracy in its policy implementation activities and procedures (Makinde, 2005). Sometimes the implementation guidelines are rarely considered as a result of vested interest and lack of adequate monitoring and evaluation. The challenges facing Nigeria in her quest to attain development are slow growth prospects; resource constraints; lack of institutional reforms; inadequate capacity development; uneven income distribution; global economic situation; lack of political will and commitment; lack of an enabling environment to attract investment and encourage private sector development; and the lack of inclusive growth (Salihu and Adamu 2016).

In addition, Vambe (2018), while discussing the challenges hindering youth participation in the attainment of Agenda 2063 and Sustainable Development Goals in Nigeria has identified insufficient/unequal and inappropriate education, unemployment and limited livelihood opportunities, armed conflicts, poverty, poor access to primary healthcare delivery systems with high cost of healthcare, bad governance and degraded agrarian and production environment as the most teething obstacles blocking Nigeria’s chances of development. Also, Nwebo (2018) posits that democratic governance deficit, weak governance and its associated political instability, insecurity and lack of peace hinder development and socio-cultural harmony which are key paramount in Nigeria’s quest to attain development in all its ramifications. However, Ndizera and Muzee (2018) opine that Agenda 2063 is likely to be confronted by hurdles which prevented subsequent African developmental plan from seeing the light of the day. They identified these challenges to include limited finances, lack of ownership, lack of political will, diverse and sometimes conflicting interests, and lack of ideological backup to sustain the vision.

It has been claimed that Nigeria has often formulated good policies but these get bungled at the implementation stage (Eminue, 2005). Universally, Nigeria is widely acknowledged for her effective planning in terms of policies and programmes but the problem has always been the implementation. Some of the Nigeria’s policies and programmes have been accused of being imported and therefore lack direct bearing with the reality on ground. Examples of such programmes are the Vision 20:2020, and the Millennium Development Goals (MDGs). Some critics have considered these policies and programmes as diversionary tactics aimed at derailing Nigeria from the current situation and realities on ground by her detractors. It is against this background that this study explores the gender perspective of Social Studies on the challenges of Nigeria’s drive to attain Agenda 2063. In the light of the foregoing, the following question is asked:

- i. What is the perception of pre-service Social Studies teachers on the challenges on Nigeria's drive to attain Agenda 2063 in relation to gender?

Null Hypothesis

In the light of the above, it is hypothesized thus:

H₀: There is no significant difference in the perception of pre-service Social Studies teachers on the challenges on Nigeria's drive to attain Agenda 2063 based on gender;

Empirical Studies

Salihu and Adamu (2016) study surveyed Social Studies Teachers' Opinion on Factors inhibiting successful Implementation of Millennium Development Goals (MDGs) in Nigeria. The study used survey research design and utilized 114 male and female teachers as sample for the study basing the decision on Research Advisors' (2006) sample size table. The study employed purposive sampling technique to select the sample. However, the study used questionnaire titled Teachers' Opinion on Implementation Factors on Millennium Development Goals (TOIFMDGs). The study was guided by one (1) objective, answered one (1) question and tested one (1) null hypothesis. The data analysis tools were percentage and frequency counts, mean and standard deviation and independent sample t-test respectively. The study rejected the null hypothesis at 0.05 alpha and 95% confidence level. The study discovered significant difference on account of gender of social studies teachers on their opinion about factors inhibiting successful implementation of Millennium Development Goals in Nigeria. In the light of the findings made by the study, it is recommended as follows; the need for project and programme continuity, planning implementation of home-grown policies that explains the reality on ground in Nigeria, the need to stamp out corruption and mismanagement in the business of governance among others.

Similarly, Salihu, Muhammed, Shekwo'duza and Bayero (2018) study explored the perspective of social studies on strategies to attain inclusive growth and sustainable development of Agenda 2063 in Nigeria. The cross-sectional survey design was used and lecturers and post-graduate students in the study area were used in the study. The purposive sampling technique was used to select samples for the study. A total of 384 respondents were used in the study in line with Krejcie and Morgan table of sample size selection. Questionnaire was designed through extensive literature review to attain the objectives of the study and was duly validated by relevant experts. The data analysis was done using percentages and frequency counts, arithmetic means, standard deviations and independent samples t-test. The study among others revealed that poor planning and monitoring, inadequate funding, pervasive corruption and mismanagement were among the perceived causes of development plans failures in Nigeria. It was also found that harmonization of the existing policies, efficient and consistent information dissemination, setting realistic goals, the need for accurate and non-politicised data and plan discipline were among the perceived strategies to attain Agenda 2063 in Nigeria. The study in the light of the foregoing made some policy recommendations which include; a need to fight corruption and indiscipline, a need for adequate grassroots mobilization, a need for purposeful and visionary leadership at all levels, a need to diversify the nation's economy, a need for public private partnership among others.

Also, Vembe (2018) examines the extent to which effective and constructive involvement of Youth in development processes can enhance the attainment of Agenda 2063 and Sustainable Development Goals (SDGs) 2030 in Nigeria. The paper adopts Gabriel Almond's structural-functionalism as a framework of analysis. Using majorly documentary sources of data the paper contends that given their energy, youth constitute a critical stakeholder in African development agenda. They serve as object and subject of political socialization, aggregation and articulation; complement and supplement the effort of government in rural development by undertaking self-help projects; protect the environment etc. The paper identifies bad governance, poverty, unemployment, lack of access to data and information on issues that affect Youth, armed conflicts, girl child discrimination, etc. as hindrances to effective and constructive Youth participation in development processes in Africa, especially Nigeria. The paper concludes that attainment of Agenda 2063 and SDGs 2030 in Nigeria depends essentially on the extent to which deliberate policy initiatives are not evolved by government to eliminate the factors that prevent youth from participating meaningfully in decision making and implementation especially on matters that affect them. The paper recommends good governance, increased girl child education, provision of social and economic infrastructure to enable youth practice the skills acquired through vocational skill training, increased access to data and information on issues that affect youth etc., as measures that can enhance youth participation and the attainment of Agenda 2063 and SDGs 2030.

In addition, Ibrahim, Salihu, Usman and Muhammad (2019) study assesses the opinion of pre-service teachers on the role of Social Studies Education in promoting environmental sustainability for the attainment of Agenda 2063 in Nigeria. The study was descriptive survey design. The population of the study consisted of NCE Social Studies students in Federal College of Education, Zaria-Nigeria numbering 1036. The sample size used was 280 NCE II & III students. Simple random sampling technique was used in sample selection. The instrument for data collection was Social Studies Environmental Sustainability Questionnaire (SSEQ). The instrument was duly validated by experts. The reliability coefficient index stood at 0.877 determined using Cronbach alpha formula. The research question was answered using frequency counts, means and standard deviations while the null hypothesis was tested using independent samples t-test at 0.05 alpha. The study found that the participants regardless of their study level have positive opinion on the potency of social studies education to promote the development of sustainable environment. In the light of the foregoing, the study recommended the teaching of Social Studies at all levels of education in Nigeria and need for the government to use Social Studies as a means to create awareness.

Methodology

The study used cross-sectional survey design. Cross-sectional surveys are studies in which samples are selected from a defined population and contacted at a single point in time. On the basis of the information obtained from the subjects at that point in time, decisions are then taken. According to Hulley, Cummings and Newman (2007) in a cross-sectional study all the measurements are made at about the same time, with no follow-up period. Cross-sectional survey is where a set of information is collected for a sample at one point in time. Data may be collected from a sample of the population or from the entire population or community (Guyette 1983). The population of this study consisted of NCE II and III Social Studies students of Federal College of Education, Zaria and Kaduna State College of Education Gidan Waya

Kafanchan (KSCOE), Kaduna State totaling 2,186 as at 2016/2017 academic session. The sample size selected at 95% confidence level and margin error of 5% was 327 determined using Research Advisors (2006) table for sample selection. The sample is made up of 1 male and 148 female students from the two institutions. The sampling technique adopted was purposive sampling technique; which enable researchers to select a certain group or individual that will be relevant to their study (Isa, 2018). This study sample size is 341. The purposive sampling technique is used in picking the study's participants. Purposive sampling technique according to Palys (2008) implies that one sees sampling as a series of strategic choices about with whom, where, and how one does one's research. The way that researchers' sample must be tied to their objectives (Palys 2008). Research is said to produce better and reliable result and increases confidence level by 5% if the sample size is higher (Korzilius, 2010; Yusuf and Musa, 2019). In the light of the foregoing, a total of 400 respondents were used in the study.

The structured questionnaire titled "Perceived Social Studies Challenges on Agenda 2063 (PESOSCA-2063) is used as data collection instrument. The questionnaire is designed after extensive literature review. The instrument is duly validated by experts in Social Studies, Test and Measurements. The consistency of the instrument is ascertained through pilot study. The Cronbach alpha formula for calculating reliability co-efficient is used and 0.75 is obtained. The distributions of the questionnaire and retrieval are done simultaneously to avoid unnecessary loss. The data for the study are response scores of respondents sampled in the study. The percentage and frequency counts, arithmetic mean and standard deviation are used to answer the question posed by the study. The independent sample t-test is adopted in the test of null hypothesis postulated by the study at 0.05 level of significance.

Results

Table1: perception of pre-service Social Studies teachers on the challenges on Nigeria's drive to attain Agenda 2063

S/n	Items	SA	A	D	SD	MEAN	SDV
1	poor monitoring and evaluation	160	176	23	25	3.23	0.829
2	inadequate funding	144	170	27	43	3.08	0.860
3	inadequate community participation and awareness	147	176	33	28	3.15	0.860
4	lack of continuity and political commitment	171	159	27	27	3.23	0.862
5	overambitious plan	150	159	40	35	3.10	0.922
6	Absence of relevant data	164	156	38	26	3.19	0.873
7	Mono-economic base of the country	144	163	50	27	3.10	0.882
8	Insufficient knowledge and equipment	147	179	21	37	3.14	0.898
9	Lack of good governance	167	189	20	8	3.34	0.675
10	pervasive corruption and indiscipline	180	190	6	8	3.41	0.632
11	Public service inefficiency	166	178	20	20	3.28	0.786
12	Imported policies syndrome	161	177	27	19	3.25	0.792
Cumulative mean						3.26	

Decision Mean= 2.50

Judging from Table 1, the overall responses of the respondents regarding the challenges on Nigeria's drive to attain Agenda 2063 is positive. This is because the cumulative mean response scores of 3.26 is higher than 2.50 decision mean which signifies positive response. Moreover, on the basis of individual items, all mean scores of the 12 items are greater than the decision mean of 2.50. The respondents have identified poor planning, inadequate funding, inadequate community participation and awareness, lack of continuity and political commitment, overambitious plan, absence of relevant data, mono-economic base of the country (Nigeria), insufficient knowledge and equipment, lack of good governance, pervasive corruption and indiscipline, public service inefficiency and imported policies syndrome as the challenges on Nigeria's drive to attain Agenda 2063.

Research Question

Research Question One: What is the perception of pre-service Social Studies teachers on the challenges on Nigeria's drive to attain Agenda 2063 in relation to gender?

Table 2: Independent t-test statistics on the perceived challenges on Nigeria's drive to attain Agenda 2063 based on gender

Variable	Gender	N	Mean	S.D
Challenges on Nigeria's drive to attain Agenda 2063 by gender	Male	197	84.89	4.16
	Female	187	84.81	4.55

Details of descriptive statistics in Table 2 indicated the mean perception of male and female pre-service Social Studies teachers on the challenges on Nigeria's drive to attain agenda 2063. The mean difference is 0.08 in favour of male respondents. This implied that the mean difference is marginal.

Null Hypothesis

Hypothesis One:

There is no significant difference in the perception of pre-service Social Studies teachers on the challenges on Nigeria's drive to attain Agenda 2063 based on gender;

Table 3: Independent t-test statistics on the perceived challenges on Nigeria's drive to attain Agenda 2063 based on gender

Variable	Gender	N	Mean	S.D	Df	t-cal	t-crit	P	Decision
challenges on Nigeria's drive to attain Agenda 2063	Male	197	84.89	4.16	382	.170	1.96	.865	H0 ₁ Retained
	Female	187	84.81	4.55					

$P > 0.05$, t-calculated < 1.96

Detail of the independent t-test statistic in Table 2 shows that there no significant difference in the perception of pre-service Social Studies teachers on the challenges on Nigeria's drive to attain Agenda 2063 based on gender. This is due to the fact that the calculated P (significance) value of 0.865 is greater than 0.05 level of significance at degree of freedom (df) 382 while the calculated t-value of 0.170 is lower than the t-critical of 1.96. However the mean response

scores are 84.89 and 84.81 for male and female respondents respectively. Based on the foregoing, the null hypothesis is retained.

Findings

This study found that poor planning, inadequate funding, inadequate community participation and awareness, lack of continuity and political commitment, overambitious plan, absence of relevant data, mono-economic base of the country (Nigeria), insufficient knowledge and equipment, lack of good governance, pervasive corruption and indiscipline, public service inefficiency and imported policies syndrome have been identified as challenges on Nigeria's drive to attain Agenda 2063.

Discussion

Nigeria as a nation has been acknowledged worldwide for designing effective and ambitious plans but they get bungled at the stage of implementation. This study discovered the following as the causes for development plan failure in Nigeria over the years. These are poor planning, inadequate funding, inadequate community participation and awareness, lack of continuity and political commitment, overambitious plan, absence of relevant data, mono-economic base of the country (Nigeria), insufficient knowledge and equipment, lack of good governance, pervasive corruption and indiscipline, public service inefficiency and imported policies syndrome. Corroborating the current findings, Salihu and Adamu (2016) in a survey to examine Social Studies teachers' opinions on factors inhibiting successful implementation of Millennium Development Goals (MDGs) in Nigeria have identified Pervasive corruption, lack of policy/project continuity, poor and ineffective leadership and non-diversification of economy as major factors inhibiting the successful implementation of Millennium Development Goals in Nigeria. Millennium Development Goals (MDGs) and Agenda 2063 are two sides of the same coin. They are development plans aimed at attaining development in all ramifications in Nigeria. The problems that hinder the attainment of MDGs in Nigeria will surely inhibit the attainment of Agenda 2063.

The current finding corroborates that of Vambe (2018), who identified insufficient/unequal and inappropriate education, unemployment and limited livelihood opportunities, armed conflicts, poverty, poor access to primary healthcare delivery systems with high cost of healthcare, bad governance and degraded agrarian and production environment as the most teething obstacles blocking Nigeria's chances of development. Also, Nwebo (2018) posits that democratic governance deficit, weak governance and its associated political instability, insecurity and lack of peace hinder development and socio-cultural harmony which are key paramount in Nigeria's quest to attain development in all its ramifications. Also, Ndizera and Muzee (2018) identified limited finances, lack of ownership, lack of political will, diverse and sometimes conflicting interests, and lack of ideological backup to sustain the vision as constraints against effective implementation of Agenda 2063 in Nigeria.

In a related development, Nwankwo and Apeh (2008) in Salihu and Adamu (2016) opined that the implementation of a policy is the most crucial stage in the policy process as it is at this stage that determines the success or failure of any policy. Similarly, Ikelegbe (2006) and Nweke (2006) noted that many policy failures result from ineffective implementation. The views presented above corroborate the findings of this study which identifies lack of

project/policy continuity and poor plan implementation as major setback in Nigeria's effort to attained meaningful development. This saw the need to identify the causes of plan failure in Nigeria over the years before suggesting measures/strategies for Nigeria to attain Agenda 2063. This is aimed at avoiding the repeat of the past as the saying goes "what is before us is for us". The problem of poor plan implementation and policy/project continuity not only affects Nigeria as a nation but majority of African countries and the Third World (Salihu and Adamu 2016). Moreover, Egonmwan, (1991: 213) states that apart from the ego problem which sometimes culminates in lack of continuity as explained above, it should be noted that for policies to be successful they should involve target groups and they should allow for participatory system, whereby policy makers plan with the people rather than for the people in meeting their felt needs. Such participation will give the target groups a sense of belonging as well as get them committed to the successful implementation of the policy. This is in line with findings of this study which identified inadequate community participation and awareness as one of key factors hindering successful implementation of Agenda 2063 in Nigeria.

Nigeria tends to over indulged in over ambitious policies either owing to the desire to establish support base and legitimacy for government to bring about economic development or to serve ideological ends. Such policies cannot work as they will lack adequate financial, manpower, technical resources, institutional and organizational capabilities and the necessary political will for implementing such fundamental policies, (Eminue, 2005). The views advanced by Eminue (2005) concur with the findings of this study which found that overambitious plan is one the reasons why development plans fail in Nigeria. Most of Nigeria's plans are imported. For instance, Millennium Development Goals (MDGs), Vision 20:2020, New Partnership for Africa's Development, Agenda 2063 among others. The plans are good but highly ambitious. They don't take into cognisance the financial, technological, manpower and Nigeria's current state of infrastructure. Therefore, they get bungled at the implementation stage. This necessitated the need for Nigeria to always look inward for strength and courage when planning policies and programmes for national growth and development in order to avoid wasted efforts.

Conclusion

In the light of the foregoing, this study concludes that Agenda 2063 has a lot of road blocks hindering its effective implementation in Nigeria as identified by the study. Therefore, unless time-tested measures are put in place to overcome these challenges, Agenda 2063 may be added to the pile of the many other national, regional, continental and international planning documents which were never realised in Nigeria.

Recommendations

This study in line with its findings and conclusions recommends as follows:

- i. The need to fight corruption and indiscipline in public and private sector. This because corruption is one of teething problems that derails Nigeria from the path of development;
- ii. The need for adequate grassroots mobilization. This is because enlisting public support and cooperation is indispensable in attaining Agenda 2063 in Nigeria;
- iii. The need for purposeful and visionary leadership at all levels. This is imperative because development of any country is anchored on leadership;

- iv. The need to diversify the nation's economy. This vital because no developed country in this world has attained development on mono-economy;
- v. There is the need for Public Private Partnerships (PPPs) in Nigeria effort to attain Agenda 2063. This becomes imperative because Nigeria as a developing nation is constrained by technological know-how, manpower, funds and infrastructure necessary for effective take-off;
- vi. There is the need to embrace dialogue, negotiations and conciliations in resolving socio-political, economic, and religious conflicts within the country and between Nigeria and other countries. This is because no true development will prevail in an atmosphere of violence and rancour;
- vii. There is the need to ensure laudable projects, policies and programmes continue even when those who initiated it left office. Laws should be enacted by the National and State Assemblies in that regard. This will ensure that the path of true development taken by one government is not hampered or discontinued by the successive government because of ideological, political or any sort of biased differences;
- viii. There is the need for national unity and integration for effective nation-building. This is because of the fact that Nigeria is a heterogeneous country and as a result issues sectional, religious, political and ethnic differences have always impede our developmental efforts since independence. This can be attained through social justice, equity and fairness among all citizens irrespective of all sorts of differences;
- ix. Nigeria should always look inward for strength and courage in an effort to attain development. Most of these imported policies, visions and programmes rarely reflect the true realities of issues and situations on ground in Nigeria. Nigeria therefore should always endeavour to develop its own home-grown policies, visions and programmes after assessing the true situations and realities on ground through consultations with all and sundry.

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