

CULTURAL RECLAMATION: CHINUA ACHEBE'S *THINGS FALL APART* AND *ARROW OF GOD* AS CONTACT ZONE AUTOETHNOGRAPHIC NARRATIVES

Bernard O. STEPHEN

*Department of English & Literary Studies, Niger Delta University,
Wilberforce Island, Bayelsa State, Nigeria*
Email: bernard.stephen@mail.ndu.edu.ng

&

Margaret F. NUTSUKPO, PhD

*Department of English Studies,
University of Port Harcourt, Nigeria*
Email: margaret.nutsukpo@uniport.edu.ng

Abstract

*In literary analysis, there are two broad categories of approach. The one considers literature as a discipline with its own rules and standards that focus on a work's internal structural elements, and the other examines the relationship between a literary text and the society from which it emanates. While both frameworks are relevant to understanding literature, the present study aligns with the latter given literature's utilitarian function. The chosen perspective recognizes the reciprocity between literature and society; that is, the idea that literature obtains its material from society, just as it influences society in return. Accordingly, a reading of Chinua Achebe's *Things Fall Apart* and *Arrow of God* reveals an African society's connection to a chequered history of external domination and internal resistance. The novels are an important discursive manifestation of the Nigerian experience in the destabilization of colonial hegemonic rule. To contextualize the stories Achebe tells in the novels, the study adopts the new historicist close reading technique and thick description ethnography to account for the multiple voices, which reverberate in the narratives. Besides Achebe's voice, the other corroborating voices from non-fictional accounts point to a complex contestations of power between Africans and Europeans, in the wake of the encounter between two powerful cultural currents engendered by imperialism.*

Keywords: *Power, Colonialism, Counter Hegemony, Achebe, New Historicism*

Introduction

The ideas that crystallized into Chinua Achebe's first novel *Things Fall Apart* (*Things* henceforth) started taking form during his undergraduate days at the then newly established University College, Ibadan, in the 1950s. As a student, Achebe was drawn into the arts and contributed short stories to the campus magazine, the *University Herald*. He wrote stories that expressed both private and public concerns. Of particular interest, however, are public stories like-as revealed in his memoir—"The Old Order in Conflict with the New" and "Dead Men's Path" (Achebe; 2012: 33). Although, on the surface, the thematic focus of the second title is not quite self-explanatory like the first, it would be useful to state that both stories address the same cultural and historical issues that troubled Achebe at the time, namely, the crossroads created by the encounter between two powerful cultural currents-African and European-in the

wake of colonialism. The dilemma engendered by the colonial experience is felt at the personal and societal levels. In the second story, "Dead Men's Path," the setback experienced by the modern, youthful Headmaster of Ndume Primary School, Michael, in his impassioned but naive exuberance to bring civilization to his host community through the modernization of the school speaks to the negative aspects of the colonial encounter on the individual.

Now, as already mentioned, Achebe was also interested in colonialism's impact on the larger society. And so, by the time he started writing longer narratives like *Things* and *Arrow of God* [*Arrow* henceforth] regarding the complexities of the colonial encounter between Europe and Africa, his own personal experiences became invaluable to the cultural, religious, and historical themes he is preoccupied with. In addition to reading European-authored novels with African characters and settings, which say very little of value regarding the African, Achebe's exchanges with his white professors at Ibadan further aggravated the situation; for they could not provide answers to the questions that agitated his mind, especially those bordering on Africa's past. In his 2012 memoir, Achebe reveals:

My professors were excellent people and excellent teachers, but they were not always the ones I needed. James Welch said to me, "We may not be able to teach you what you need or what you want. We can only teach you what we know." I thought that was wonderful. Welch helped me understand that they were not sent there to translate their knowledge to me in a way that would help me channel my creative energies to tell my story of Africa, my story of Nigeria, the story of myself. (Achebe; 2012: 34)

In fact, like Welch, the other professors were also incapable of "teaching across cultures" and in the circumstance, in his desire to reclaim the past, Achebe "was moved to put down on paper the story that became *Things Fall Apart*" (Achebe; 2012: 34, 35).

Of course, it would be simplistic to suggest that the experiences and contexts that shaped Achebe's early African stories were derived only from within the four walls of the Ibadan university campus. In fact, before his Ibadan days, Achebe had had what he describes as "an alternative education outside the classroom . . . in the forests of Nekede" (Achebe; 2012: 18, 19), where he learned a great deal about the ancient traditions of the Igbo from the locals as well as among the Owerri Igbo where he was "introduced to *mbari* and the sophistication of Igbo phenomenological thought" (Achebe; 2012: 18). But beyond that, the personal examples of Achebe's "great-uncle, Udoh Osinyi" (Achebe; 2012: 12) who would not yield to the new Christian religion as well as the folk stories told by Achebe's mother were significant building blocks in the making of the stories of *Things* and *Arrow*.

To Achebe, as we now know, writing the African story is an important undertaking because of its overarching goal: to retell the story of Africa from the perspective of Africans in order to correct years of erroneous stereotypes and negative images created in European-authored texts. You only need to read *Things* and *Arrow* closely to come to this sobering realization.

In fact, to situate these narratives in their historical and cultural contexts, we need to quote Achebe at length to gain more insight into the originary impulse and the materials from which the narratives spring:

When people talk about African culture they often mean an assortment of ancient customs and traditions. The reasons for this view are quite clear. When the first Europeans came to Africa they knew very little of the history and complexity of the people and the continent. Some of that group persuaded themselves that Africa had no culture, no religion, and no history. It was a convenient conclusion, because it opened the door for all sorts of rationalizations for the exploitation that followed. Africa was bound, sooner or later, to respond to this denigration by resisting and displaying her own accomplishments. To do this effectively her spokesmen – the writers, intellectuals, and some politicians . . . engaged Africa's past, stepping back into what can be referred to as the “era of purity,” before the coming of Europe. We put into the books and poems what we uncovered there, and this became known as African culture.
(Achebe; 2012: 54)

Implied in the above excerpt is the idea that writers like Achebe and Ngugi and many other intellectuals of their generation, belong to the contact-zone period, and they had to delve deep into ancient traditions and cultural practices to highlight key aspects of African culture and history as counter to Western hegemonic discourses. In effect, cultural artefacts and practices like festivals, traditional rites and performances, African sayings and proverbs, religious observances, myths and legends and the like-which hitherto belonged to Africa's oral past-were literally rehabilitated, privileged and given fresh impetus in different forms of African writing. By turning to the past, writers and intellectuals relied on various sources of information, oral or written. While oral sources circulate through word of mouth, written ones have what Altick & Fenstermaker (1993:107) describe as “the testimony of printed pages” by which a writer's influences or otherwise can be ascertained. Indeed, it is in the latter case that it is much easier to establish the relationship between a text and preceding and/or concurrent literature (Altick & Fenstermaker (1993:111), a key preoccupation of new historicist literary criticism.

To examine the focal texts through a new historicist lens would therefore require exploring certain salient cultural and historical writings which present similar discourses as those found in the novels. In this regard, besides autobiographical narratives and other cultural texts, we would juxtapose and analyze some of the issues narrated in Simon Alagbogu Nnolim's pamphlet, *The History of Umuchu*, published in 1952, which preceded Achebe's first novel by six years. It is necessary to point out that in spite of the different publication dates, Nnolim's book and the novels under study belong to the same historical epoch. As regards their counter-hegemonic objectives, these texts can be described as auto-ethnographic narratives, notwithstanding the differences in genres. According to Mary Louise Pratt, auto-ethnographic narratives are writings intended to provide a true representation of the author's culture and history as opposed to those offered by colonialists or those without first-hand knowledge of the

people and places they write about. Further, given the new historicist analytic framework the study adopts, the co-texts deployed are meant to situate the ideas of Achebe in their appropriate historical and cultural contexts.

Destabilizing Hegemony Through Cultural Power

In *Things* and *Arrow*, Achebe tells “the story of dispossession in Africa” (Achebe; 2012: 39). However, in tracing the contours of the colonial encounter between the Igbo African people and the British, Achebe had at the back of his mind certain misleading European discourses about Africa. In both novels, some of those negative stereotypes are touched on, namely, that the African is primitive and barbaric, an idolater who worships “false gods” (Achebe; 1958: 129), a compulsive liar (Achebe; 1964: 38), a perpetual child, and Africans as “black moneys” (Achebe; 1964: 82). Consequently, in both novels Achebe spares no effort in putting the lie on such false representations by recreating aspects of the Igbo African world as a unique and distinct civilization grossly misinterpreted by the colonialists. By so doing, Achebe demonstrates the disruptive influence of colonialism on an African society. In the two novels, the evidence of the existence of an authentic African way of life prior to the coming of the white man is given fictional representation in the depiction of cultural, religious and social practices like the Feast of the New Yam, Week of Peace, human sacrifice, wrestling matches, marriage and funeral ceremonies, title taking, age-grade activities, folk tales, use of proverbs, ancestral and totemic worship, the *ogbanje* phenomenon, the *ikenga* fetish, the wearing of protective charms, and the importance of kola nuts among others. To this list would be added Achebe's concern with historical events and occurrences like the use of cowries as money, the killing of the sacred python, and the fictionalized Abame massacre.

Of the foregoing cultural, social and historical realities, we observe a careful delineation of some or all of them in both novels. And this clearly suggests a thematic continuum between the two novels. In addition, and more importantly, the novels speak to the same issues of a given historical period. First, we shall examine the details Achebe presents in *Things*. In line with the new historicist approach adopted in the study, we would try to demonstrate that the novel participates in the prevalent discourses of the epoch by citing what may be described as parallel passages from other texts. We would focus on details whose origins belong to the oral repertoire of the Igbos, of what Altick & Fenstermaker (1993:111) broadly refer to as “antecedents floating at large”. Similarly, we shall also deploy print concurrent literature to establish what Hollander calls the “shaping spirit” of an epoch (Altick & Fenstermaker, 1993:109).

Divided into three parts, *Things* is a fictionalized narrative of how the Igbos lived before and during the coming of the white man. The first part of the novel, which comprises thirteen chapters, focuses almost exclusively on the pristine life ways of the Igbos, giving fine details of inter-communal conflicts (Achebe; 1958: 8); the importance of yam cultivation for the sustenance and survival of the people (Achebe; 1958:15-16, 24) as well as the Feast of the New Yam (Achebe; 1958: 26-28); social customs like the Week of Peace (Achebe; 1958: 21-22); wrestling contests/matches (Achebe; 1958: 28, 33-36); folk tales telling sessions (Achebe; 1958: 37-38, 69-71); the practice of human sacrifice (Achebe; 1958: 40-43, 89); marriage ceremony

(Achebe; 1958: 51-52); the belief in *ogbanje* (Achebe; 1958: 56-61); traditional judicial system represented by the *egwugwu* cult (Achebe; 1958: 63-67); the place and function of oracles and deities (Achebe; 1958: 71-78); funeral rites (Achebe; 1958: 86-88); crime and punishment with regard to the protagonist (Achebe; 1958: 89). Like the first, the second part also deals with some of the issues which dominated pre-modern Igbo life like traditions of patriarchy vis-à-vis the value of mothers (Achebe; 1958: 96-97); the catastrophic aftermath of the appearance of the white man represented by the Abame massacre (Achebe; 1958: 100); and aspects of the sacred represented by the royal python (Achebe; 1958: 114). In addition, there are two salient issues of note in the six chapters which make up the second part. The one is the gradual but successful inroad made by the white man's religion into the Igbo heartland, illustrated most vividly in the novel by the founding and survival of the church in the "evil forest" of Mbanta (Achebe; 1958: 107); and the other is the conversion of Nwoye, Okonkwo's first son. In the final part, Part Three, all six chapters dwell on Okonkwo's return to his fatherland after seven years of exile at his mother's. But again, as with the preceding parts, we witness Achebe's dialectics on Igbo culture, especially in the wake of Africa's colonial experience. However, in this part the highlight is on the seeming overthrow of African culture by Christian values, exemplified by the conversion of men of title like Ogbuefi Ugonna (Achebe; 1958: 125); Enoch's reported killing and eating of "the sacred python" and the sacrilegious unmasking of an *egwugwu* (Achebe; 1958: 133)- interpreted as an act of killing "an ancestral spirit" (Achebe; 1958: 134); and then, of course, the imprisonment and unusual humiliation of Umuofia's elders by the colonial administration.

To be sure, some of the issues are socio-cultural and others historical. And it is interesting to note too that the issues privileged in the novel also form part of the discourse in non-literary texts. Therefore, in new historicist method, no text is privileged over another but all are treated equally as aspects of a society's discursive manifestations to produce culture-specific and historically-contingent meaning. When *Things* is subjected to a new historicist framework, we realize that much of the materials that form the background of the novel are in "oral circulation" (Altick & Fenstermaker, 1993: 112), so that certain scenes and events seem to echo what is recorded in other texts. One such instance is Achebe's handling of the Igbo belief in *Ogbanje*. Indeed, Achebe devotes an entire chapter to narrating the belief in spirit children that go through "evil rounds of birth and death" (Achebe; 1958: 57). Using the experiences of Okonkwo's wife, Ekwefi, whose children-Onwumbiko and Ezinma-are said to be *ogbanjes*, Achebe sheds light on this widespread belief among the Igbos. Among other things, Achebe highlights the idea that when an *ogbanje* dies, it is mutilated before burial to serve as a deterrent to break the evil circle or serve as recognition marks in the child's next advent. Another interesting revelation about the *ogbanje* phenomenon is its association with an *iyi-uwa*, a mystery token buried in the ground which represents the child's "bond with the world of *ogbanje*" (Achebe; 1958: 57). And that the breaking of such a bond requires locating and digging up the *iyi-uwa* and performing the appropriate rituals by a powerful diviner, as Okagbue Uyanwa does for Ezinma in the novel.

Now, in Osuagwu (1978), one of the traditions he discusses is the *ogbanje* phenomenon. According to Osuagwu, different words are used in referring to the *ogbanje* in the different dialects of the Igbo language, the same way it is called different names in other languages like *abiku* in Yoruba and “changeling” in English. However, our interest here is the Orumba-Igbo word “*iyiuwa*” which is the name given to an *ogbanje* as well as the token it buries. Osuagwu reveals that the “*iyiuwa*” is anything from “an empty palm karnel [containing] a human hair” and “a smooth, round, shiny stone” to “a tree . . . planted in the earth” (Osuagwu, 1978: 38, *my emphasis*). In *Things*, the narrator not only refers to Ezinma's token as *iyi-uwa* but also describes it as a “smooth, shiny pebble” (Achebe; 1958: 62).

We also witness a similarity between the two authors' descriptions of the treatment given to a stubborn *ogbanje* at death. In Achebe's novel, we are told, before “[t]he medicine-man” buries Onwumbiko, he “brought out a sharp razor from the goatskin bag slung from his left shoulder and began to mutilate the child. Then he took it away to bury in the Evil Forest, holding it by the ankle and dragging it on the ground behind him” (Achebe; 1958: 56). Here is Osuagwu version: “If it is discovered that it [an *ogbanje*] is one person returning repeatedly into the world . . . , a rope will be tied to the corpse and it will be dragged around everywhere; then the flesh will be cut up into small pieces and the corpse will be burned or thrown into a rubbish ditch” (Osuagwu, 1978: 41). Besides Osuagwu's text, there is evidence that Achebe's novel is a discursive narrative on aspects of African traditions which writers and scholars of his generation deployed to assert their African culture. It is by no means a coincidence, therefore, that writers of Achebe's generation, like J. P. Clark and Wole Soyinka similarly deal with the subject of *ogbanje* in their poetry. In their respective poems entitled “*Abiku*,” both poets present details similar to what we find in Achebe's debut novel.

In *Things*, Achebe also draws attention to the importance of the kola nut in Igbo customs. Among the Igbos the kola nut is the most important item used in welcoming guests as well as show goodwill; most ceremonies are incomplete without it. In fact, Osuagwu has noted that “In Igbo life, the kola nut is a symbol of good will, love and openheartedness in receiving a guest” (Achebe; 1958: 1). In his novel, Achebe demonstrates this in the description of the celebration which climaxes the marriage between Obierika's daughter Akueke and Ibe Ukegbu. Apart from shedding light on Igbo marriage customs, the scene also speaks to certain social practices regarding the kola nut, namely, the breaking of the kola nut and offering of prayers by the oldest person in a gathering. Part of the scene reads:

When the women retired, Obierika presented kola nuts to his in-laws. His eldest brother broke the first one. 'Life to all of us,' he said as he broke it. 'And let there be friendship between your family and ours.'
The crowd answered: 'Ee-e-e!'

And at the end of the words of blessing and goodwill, “[t]he kola was eaten and the drinking of palm-wine began” (Achebe; 1958: 84).

Osuagwu's exposition on the subject is no different from Achebe's. According to him, "After the kola has been presented, the next is to bless it. In all gatherings, this is done by the oldest person present. If it is a gathering of kindred, the oldest of them blesses the kola. If it is a mixed gathering, the elder one who comes from the host's area blesses the kola. . ." (Osuagwu, 1978: 4). As in such situations, the blessing is interspersed with proverbs and wise sayings. Osuagwu's example below has echoes of some of the most memorable passages in *Things* regarding Igbo proverbs, a key element that anchors the novel in pre-modern Igbo society:

*Let us please bless the kola- -
Comrades, we will live Amen
Who brings kolanut brings life,
Those who eat kolanut eat life Amen
The hawk perches and the eagle perches,
 whichever tells the other not to
 perch, may his wing break.
What is good for a person is food
 for his friends Amen
God created the world, deities large
 and small
Elders large and small
Spirits large and small
Come all of you and eat kolanut Amen
.....
What we pray for is long life, health,
Wealth and comfort, love Amen
Let everything we plant on our farms
 do well . . . (Osuagwu: 1978: 6)*

Now, compare the above excerpt to the passage where Okonkwo's maternal uncle Uchendu blesses the kola during the former's send-off feast at Mbanta. The narratorial voice tells us:

All the umunna were invited to the feast. . . . The oldest member of this extensive family was Okonkwo's uncle, Uchendu. The kola nut was given to him to break, and he prayed to the ancestors. He asked them for health and children. 'We do not ask for wealth because he that has health and children will also have wealth. We do not pray to have more money but to have more kinsmen. . . .' He prayed especially for Okonkwo and his family. He then broke the kola nut and threw one of the lobes on the ground for the ancestors (Achebe; 1958:119).

The worship of ancestors and deities as well as belief in oracles are the other cultural practices associated with pre-colonial Igbo society, which Achebe privileges in his early novels, *Things* and *Arrow*. For instance, in *Things* we witness a world pervaded with deities like "Agbala, the Oracle of the Hills and the Caves" (Achebe; 1958: 35); "Ani the earth goddess and the source of all fertility" (Achebe; 1958: 26); "Ifejioku, the god of yams" (Achebe; 1958: 13), and many others. Gods such as these perform different religious and social functions in Igbo land. They are

consulted for different purposes, and sacrificed to for the normal functioning of society. Indeed, some gods even foretell future events, as instantiated by the Oracle at Abame in foretelling the coming of the white man and the destruction of the community (Achebe; 1958: 99). Of the gods in Igboland, Ani apparently occupies a pride of place in the lives of the people, and it is little wonder that there is an extended discourse on Ani in *Things*, with particular reference to Okonkwo's breaking of the Week of Peace (Achebe; 1958: 21). In fact, in a prefatory exposition to the Anchor edition of the novel, Don C. Ohadike reveals:

At the group level, one of the chief deities of the Igbo people is Ani, the earth deity, the great mother goddess, and spirit of fertility. Every lineage and, indeed, every homestead had a shrine dedicated to her. Ani had her own special priestesses, who played leading roles in many aspects of community life. They officiated during all religious ceremonies that concerned Ani and presided over all matters involving crime against the earth goddess. (Achebe; 1958: xxxv).

Here, Ani is figured as a mother deity, the same image she assumes in Achebe's novel.

The discourse on religion, as already alluded to, is one of the key dialectics in Achebe's first two novels. Achebe is obviously concerned about the white man's denigration of African traditional religion. In fact, European discourses on African religion is said to have begun in the late 15th century during the reign of Pope Alexander VI in his charge to missionaries "to overthrow paganism and establish the Christian faith in all barbarous nations [among who are] Mahometans, pagans and black people in general" (Mudimbe, 1988: 58). Mudimbe states further that in 1919, Benedict XV issued a statement urging missionaries "to oppose Satan and to bring salvation to the 'poor people of Africa victimized by evil forces'" (Mudimbe, 1988: 66). Consequently, there has been a conscious effort by adherents of the Christian faith to deploy the language of derision and refutation against so-called primitive religions in an attempt to present Christianity as superior. In *Things* Achebe captures such moments of disputation between Christian missionaries and believers in African gods; witness the exchanges between a white missionary and the people of Mbanta:

At this point an old man said he had a question. 'Which is this god of yours,' he asked, 'the goddess of the earth, the god of the sky, Amadiora of the thunderbolt, or what?'

The interpreter spoke to the white man and he immediately gave his answer.

'All the gods you have named are not gods at all. They are gods of deceit who will tell you to kill your fellows and destroy innocent children. There is only one true God and He has made the earth, the sky, you and me and all of us.'

'If we leave our gods and follow your god,' asked another man, who will protect us from the anger of our neglected gods and ancestors?'

'Your gods are not alive and cannot do you any harm,' replied the white man. 'They are pieces of wood and stone.' (Achebe; 1958:105; emphasis is ours').

The idea that the African gods are inferior is not lost on the African Christian converts. Emboldened by their new-found religion, characters like Okoli and Enoch challenge core traditional religious practices like the reverence accorded the sacred royal python and the *egwugwu*; while Okoli reportedly kills the sacred snake and dies as a consequence (Achebe; 1958: 116), “Enoch, the son of the snake-priest . . . was believed to have killed and eaten the sacred python” (Achebe; 1958: 133). The overzealous Enoch would later sacrilegiously unmask an *egwugwu* – an act described as tantamount to killing an ancestral spirit (Achebe; 1958: 133-34).

The conflict engendered by the new religion among the Igbos is a theme Achebe elaborates further in *Arrow*. Like *Things*, Achebe's third novel also plunges into the traditions and customs of the Igbos like the feast celebrating the new yam, marriage and funeral ceremonies, the acquisition of titles, belief in gods and oracles, use of proverbs, customs regarding the kola nut, and much more. However, in *Arrow* Achebe seems to deepen the discourse on religion in his portrayal of the novel's central character Ezeulu, and the exposition on the *ikenga* fetish, in addition to issues concerning the royal python as well as the introduction of warrant chiefs in Igbo land. Given that most of these issues are accorded prominence in both novels is suggestive of their historical contingency.

Now, on the conflicts surrounding the royal python for instance, the question is: what informed Achebe's repeated focus on the sacred snake, first in *Things* and later in *Arrow*? The obvious answer would be that it is an occurrence popularized through the oral traditions of the Igbo and later captured in both literary and non-literary texts. Reminiscent of Okoli and Enoch in *Things*, the narrator in *Arrow* informs us that, “The first man to kill and eat a python was Josiah Madu of Umuagu” (Achebe; 1964: 47). This piece of information, we would discover later, is preparatory to a deeper revelation of how the python acquired the status of the sacred. It is a detail Achebe probably did not consider important enough to include in his first novel or was unaware of. However, the bit is important for its cultural and historical significance. Through Moses Unachukwu in the novel, Achebe reveals the circumstances that transformed the python into a sacred totem:

One day six brothers of Umuama killed the python and asked one of their number, Iweka, to cook yam pottage with it. Each of them brought a piece of yam and a bowl of water to Iweka. When he finished cooking the yam pottage the men came one by one and took their pieces of yam. Then they began to fill their bowls to mark with the yam stew. But this time only four of them took their measure before the stew got finished.

The brothers began to quarrel violently and then to fight. Very soon the fighting spread throughout Umuama, and so fierce was it that the village was almost wiped out. The few survivors fled their village, across the great river to the land of Olu where they are scattered today. The remaining six villages seeing what had happened to Umuama went to a seer to know the reason, and he told them that the royal python was sacred to Idemili; it was this deity which had punished Umuama. From that day the six villages decreed that henceforth anyone who killed the python would be regarded as having killed his kinsman. (Achebe; 1958: 48)

The historicity of the above passage is better appreciated when we refer to an equally long passage from Nnolim's autoethnographic pamphlet, *The History of Umuchu*. Recalling the legend regarding the circumstances that led to the desertion of Umunama community by its inhabitants, Nnolim writes:

It came about that they killed a short snake (eke) and gave to one man called Ekweshi to cook for them. Each of them contributed a piece of yam and a small pot full of cool water. These were collected in a wooden bowl (ikpo) for making stew (awayi), with the meat of the short snake. Before putting it into the pot for cooking, each person marked his yam. Some tied a rope (ekwere) on their own yams, and the whole water in the bowl into which everybody poured his own was poured into the big pot for cooking.

When the yams and meat were done, each person again took his marked yam and also filled his small pot with the amount of water he gave out for cooking. Funny as it was, at last Eweshi and his brother found that there was no water remaining in the cooking pot to fill their own small pots. They began to agitate that others would not remove their own cooked water until they explained what happened to their own water, which each of them witnessed when it was poured into the same pot with others. . . . The misunderstanding developed into family bickering, and man-to-man duels and later to civil conflicts during which many lives were lost.

The rest of the Umunama inhabitants then evacuated and settled in the area now known as Umuna in Okigwi Division. The neighbouring towns who [sic] saw the disorder caused by the killing of the short snake made a law that anybody killing the short snake would be punished as though he killed a human being. (Nnolim, 1953: 31)

The uncanny resemblance of both accounts may well point to the fact that the legend, as Nnolim calls it, might have been in circulation through word of mouth during that epoch, so in a bid to reveal aspects of Igbo cultural history, a writer like Achebe draws from that rich cultural repertoire to actualize his counter-hegemonic discourse.

Another important item of cultural and religious significance is Achebe's exposition on the *ikenga* which, according to Ohadike (1964: xxxiv), "is the most common object of worship" among the Igbo. The *ikenga* is represented by "a wooden carving, that symbolized a man's strength and success", and its importance is such that "[a] man never parted with his *ikenga* [and consulted it] before he embarked on any project, and he would offer libation in its name whenever he served palm wine in his house" (Ohadike (1964: xxxv)). Thus, the *ikenga* is such a significant cultural relic that Achebe could not have ignored it in his narratives. Consequently, he not only highlights it but more importantly makes it part of the novel's central conflict, namely, the dispute between Umuaro and Okperi over land. The disputed land is connected to other dimensions of conflict in the narrative. It is the conflicted land that introduces the reader to the *ikenga* as a powerful fetish when, as an emissary of war, Akukalia of Umuaro community commits the abominable act of breaking the *ikenga* of an Okperi man, Ebo. Although Akukalia pays for his crime with his life; however, the spilling of Ebo's *ikenga* actually precipitates the armed conflict between the two warring villages.

Further, it is the fallout of the crisis that literally brings two key characters in the novel – Ezeulu, the chief priest of Ulu and Captain Winterbottom, the white District Officer – into a collision course. The former had gained the respect of the latter for testifying truthfully about the land, but quite ironically he suffers imprisonment when he refuses to be a warrant chief in the indirect rule framework of the colonial administration. It is a saga with a historical parallel also narrated in Nnolim's pamphlet. According to Nnolim, the incident might have occurred “in the year . . . 1913” when the Umuchu “head juju priest [reportedly] bluntly refused to accept the appointment as a warranted chief [and consequently detained at] Awka for two months” (Nnolim, 1953: 51). Interestingly, in Achebe's novel, it is while intimating his assistant Tony Clark on the crisis, that Winterbottom reveals the significance of the *ikenga*:

This war between Umuaro and Okperi began in a rather interesting way. I went into it in considerable detail . . . [T]his war started because a man from Umuaro went to visit a friend in Okperi one fine morning . . . [and] this man from Umuaro having drunk his friend's palm wine reached for his ikenga and split it in two. I may explain that ikenga is the most important fetish in the Ibo man's arsenal, so to speak. It represents his ancestors to whom he must make daily sacrifice. When he dies it is split in two; one half is buried with him and the other half is thrown away. So you can see the implication of what our friend from Umuaro did in splitting his host's fetish. This was . . . the greatest sacrilege. (Achebe, 1958: 37-38).

The above excerpt clearly demonstrates that the narrative exposes a society that was deeply traditional before the advent of the white man. By focusing on the *ikenga*, Achebe testifies to the widespread practice of ancestral worship in pre-colonial Igbo African society. The violent death of Akukalia is the immediate situation that provides the context for the discourse on the *ikenga*. Although we do not have any historical evidence of a killing in the manner of Akukalia's, the incident as narrated by Achebe shows what Mikko Lehtonen would describe as “the properties and relations of objects and people in the vicinity of the text, as perceived by the participants” (Achebe, 1958: 114). Interestingly, the participants in the world of the novel and beyond are not just Igbo Africans but the British colonialists as well. Therefore, Achebe's intention vis-à-vis the function of the text, to paraphrase Abiola Irele, of the reclamation of a culture in the throes of death is fully realized.

Now, the incident which brings about the conflict between Ezeulu and Winterbottom has its basis in Igbo history as regards the appointment of warrant chiefs. Achebe himself seems to suggest the necessity for the appointment of warrant chiefs when he makes Winterbottom voice the idea that, “Unlike some of the more advanced tribes in Northern Nigeria, and to some extent Western Nigeria, the Ibos never developed any kind of central authority” (Achebe, 1958: 37). And so, to facilitate the indirect rule system of the British colonial administration in Igbo land, the white colonialists handpicked locals and made them warrant chiefs. Though the warrant chiefs functioned as administrative middlemen, there were instances where they created problems in the system, as manifested by James Ikedi of Okperi community in the novel. According to the narrator, “Within three months of this man receiving the warrant Captain Winterbottom began to hear rumours of his high-handedness. He [James Ikedi] had set up an illegal court and a private prison. He took any woman who caught his fancy without paying the customary bride-price” (Achebe, 1958: 57). Not only that, it is further revealed that Chief Ikedi “was to get his people to make him an *obi* or king, so that he was now called His

Highness Ikedi the First, Obi of Okperi." The authorial comment that follows sums up the historicity of warrant chiefs in Igbo land: "This among a people who abominated kings! This was what British administration was doing among the Ibos, making a dozen mushroom kings where there was none before" (Achebe, 1958: 58).

It is worth noting that the excesses of the warrant chiefs are some of the reasons that fuelled the historic Aba women riots of 1929. Historically, the warrant chiefs system of native administration posed a lot of challenges to the colonial authorities and the Igbos in general. The subject has been covered in a number of scholarly works, one of which is Ifi Amadiume's social anthropology book (Amadiume, 1987). In the work, the antics and imperious attitude of a particular warrant chief is described. The said Warrant Chief Solomon Eze Okoli was said have "built himself a palace in which he set up a court, and employed a court clerk" to enforce colonial laws and policies, against the aspirations of the people. Matters came to a head when the people could no longer cope with "the corruption and high-handedness" of warrant chiefs like Okoli, especially in the "introduction of direct taxation and the appointment of district heads." These economic and social issues, Amadiume reveals, "led to a period of general unrest in the then Eastern Provinces, the climax of which was the Women's War, which broke out in the old Owerri and Calabar provinces in 1929" (Amadiume, 1987: 138). Of course, this is an important event in the annals of Igbo history and a key demonstration of the people's resistance to colonial hegemony. Its inclusion in the novel, therefore, does not come as a surprise; for in his preoccupation with Igbo culture and history, Achebe consciously privileges those aspects of Igbo life that mark the people out as distinct from the colonizing Europeans as well as demonstrate the various practical attempts to challenge Western hegemony.

Conclusion

The historicity of these novels, no doubt, partly defines their canonical status and consolidates Achebe's largely successful counter-hegemonic project. The two novels—*Things* and *Arrow*—in re-enacting aspects of Igbo life before the coming of the white man as well as during the struggle against colonial rule, offer a destabilization of imperialist discursive practices. By depicting the culture of Igbo Africans through the medium of literary representation, Achebe invariably speaks to the larger African concern of the negative impact of colonial rule. Achebe's message is quite significant and succinct: colonialism disrupted the rhythm of traditional Igbo, nay African life most profoundly; and that the life ways of the African is by no means inferior to the white man's.

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TEACHER EDUCATION CURRICULUM IN NIGERIA: A VERITABLE INSTRUMENT FOR ECONOMIC TRANSFORMATION AND NATIONAL DEVELOPMENT

¹**Samuel W. AMADIOHA, PhD**
E-mail: *amadioha.samuel@ust.edu.ng*
+2348035483228

²**Christy G. NSIEGBE**
E-mail: *nsiegbechristy@yahoo.com*
+2348060393285

&

³**Adokele C. WILSON**
^{1,2 & 3}*Department of Educational Foundations*
Faculty of Education
Rivers State University, Port Harcourt

Abstract

This paper discussed the status of teacher education curriculum as a veritable instrument for economic transformation and national development. It examines the concepts of education, teacher education, objectives of teacher education in national development, curriculum transformation and economic transformation. The term national development was x-rayed establishing its link with teacher education. The paper concludes that it is the teacher duty to translate curriculum content into classroom instruction for the benefit of students and national development. In the light of the forgoing, the paper went on to suggest that the Nigerian Educational Research Development Council (NERDC), and other bodies involved in curriculum planning and development for the various levels of our educational system should be empowered to ensure constant review and adjustments in the curriculum of teachers in the country so that the teachers would be prepared professionally to play the role the teachers are meant to play so as ensure the needed transformation in all sectors of the country.

Keywords: *Curriculum Education, Teacher Education, Economic Transformation and National Development*

Introduction

The history of teacher education in Nigeria often proceeds from the history of formal or western education in Nigeria. Before the advent of formal education, virtually every adult in different cultural contexts played the role of a 'teacher' for the proper up-growing children to become functional members of the society. More specifically, parents, uncles and aunties taught and mentored children about their cultural ethos including respect for elders, survival skills and vocational skills. Boys were taught by their fathers and uncles while girls were taught by their mothers and other female adults in the society. In some special cases, boys were sent into apprenticeship to be taught peculiar trades such as carving, blacksmithing, cane chair making, hunting and many other crafts. Apprenticeship for girls was limited to brief periods of

grooming in mother craft and home management shortly before a bride joins her husband in marriage and this was usually handled either by the mother-in-law or in rare cases, by a woman generally recognized by the society as exceptional in cookery, grooming and maternal specialties.

The advent of western education in Nigeria could be credited to the Christian missionaries whose major purpose was to produce teachers of Christian religion. Such teachers were otherwise called catechists. Thus, the Christian missionaries were responsible for the production of initial school teachers in the country. Expectedly, at the earliest stage, there existed little distinction between Church teacher and school teacher since the major purpose was to facilitate literacy so that converts would be able to read the Bible. The situation continued until the colonialists identified the need to develop, through education, human resources that would serve as interpreters for the European Divisional Officers and office clerks to record administrative developments and tax collections. Accordingly, the content of education then was essentially based on the 3Rs-Reading, Writing and Arithmetic (pronounced rithmetic). The worth of education at that time was, for all practical purposes, tied to the Christian faith; hence the tag 'Christian education' as substitute for western education thereby making it rejectionable to the Muslims that dominated Northern Nigeria. The suspicion was that western education was a bait for conversion to Christianity. The fear continued for so many years and ultimately eventuated to the phenomenon of dichotomy between educationally disadvantaged Northern states and educationally advanced Southern states.

Concept of Teacher Education

Teaching is a skilled task involving conscientious arrangement of what to teach and how to teach and evaluate what is being taught. It also demands adequate and careful classroom management, motivation and inspiration of the learners to achieve positive results. Bagudo (2004), sees teaching as a profession, an enterprise and as an act". These therefore call for adequate training of teachers to equip them with the necessary knowledge, skills, attitudes and values that will empower them to function effectively in the classroom. Teacher education can be simply regarded as empowering of persons who will provide education (teachers) to the young and inexperienced members of the society to become functional members of the society.

Osuji (2009), regards teacher education as the professional education of teachers to equip them with the right attitudes, skills and knowledge which will make them to embark on their responsibility efficiently and effectively, focusing on the needs and aspirations of the society at any time. These should be clearly seen in the teacher education programmes whether formal or informal. For Akintade & Eyengho (2007), teacher education is providing professional education and specialized training to individuals who are interested in grooming the young learners to become responsible and functional members of the society. This specialized training is slated for a specified period of time and it includes both pre-service and in-service training. The pre-service or in-service training can adopt formal and/or non-formal approaches.

The pre-service training is given in institutions of learning before certification or licensing of the products of the teacher education programmes. In Nigeria, such institutions include colleges of education, faculties and institutes of education in universities, schools of education in polytechnics, and specialized institutions that provide such training; as the National Teachers' Institute (NTI), Kaduna, National Institute for Nigerian Languages (NINLAN), and National Mathematical Centre (NMC) (FGN, 2004). The programmes are mainly the theory, practice and subject area specialization. In-service training involves training on-the-job. It is a professional training offered to the teacher to upgrade his knowledge, skills, values and use of technology. It is necessary whenever there is innovation or reform in education. In-service training keeps the teacher abreast of the current information, practices or technologies and materials for teaching.

Teacher education involves the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider society". No one can achieve all the above without being adequately groomed or trained and educated in the art and science of pedagogy which is the focus of teacher education. It is organized as a seamless continuum, but there are three aspects or components involved in the production of good quality teachers. These stages are

- a. initial or pre-service training/education exposed to the apprentice before entering the classroom as a groomed teacher;
- b. induction, whereby some definite training and support are given to new teachers for the first few years to help them to properly adapt to the school/classroom environment and the demands of competence in teaching; and
- c. mandatory continuing professional development, which could be equated to in-service training/education.

The person so prepared through this process is called a teacher. A teacher, in Nigeria as it is elsewhere, therefore, is a person who has acquired knowledge and pedagogical skills with appropriate value system that is in consonance with the Nigerian education system and is thereby qualified to teach at the appropriate level of education in Nigeria in accordance with Article 72 of the National Policy on Education, which required teachers at all levels to be professionally trained (Federal Republic of Nigeria:2004:3).

The teacher is a very significant asset in the educational system. Teachers lead out to the fullest the child's potentialities: innate knowledge, virtues and power, which they do through exploring what is already endowed in and experienced by the child, refine them to make them useful to the child and the society. (Ikegbunarn, 2016). Teachers translate the educational policies into practice; they make the policies operational. They play such roles as curriculum planning, teaching, guidance and counselling, disciplining the learners, administration and supervision. (Ogbonnaya, 2011). It is also the responsibility of the teacher to assess and evaluate the learning outcomes of the learners and make use of the feedback to improve future activities and learning of the child. The teacher has the responsibility of linking the school to the community or homes of the learners. This is the essence of the 'town and gown' partnership. A good rapport between the community and the school promotes functional education and community development.

Concept of Education

A great educational historian, Cremin (1976:107), defines education as “a deliberate, systematic and sustained effort to transmit, evoke, or acquire knowledge, values, attitudes, skills and sensibilities”. For Fafunwa (1989) education is the human act of informing, forming and strengthening of the powers of the body and mind; a process for transmitting culture to ensure social control and guarantee rational direction of society. He further adds that the purpose of education is to develop attitudes, abilities and behaviours considered desirable by society.

Sociologists see education as a systematic socialization of the younger generation of a society. For Onuoha (1986), education is a process through which an individual is empowered to develop his/her capabilities by acquiring knowledge, skills, values and attitudes which are valuable to both the individual and the society. Furthermore, Nwagwu in Ezeocha, (1990), explained education as a process which every society uses to preserve and enhance the accumulated knowledge, skills and attitudes in its cultural milieu and heritage, to continually uphold the well-being of man and ensures its survival against hostile and destructive elements and forces of man and nature. It is a process through which human beings become morally good members of their society. Education helps individuals to realize their potentials and thereby improve their society. The central purpose of education according to Ocho (2005: 20) is virtue or character training. Other purposes of education include acquisition of knowledge, understanding and physical skills. These culminate into the three behavioural domains emphasized in education namely the cognitive, affective and psychomotor. Education makes man and man makes the world. When God created man, in Genesis, 2 22 he was given an injunction to procreate and conquer the earth. This is only possible through education. Therefore, the ability of a nation to grow and develop is dependent upon the quality and emphasis in its educational system. Education is an instrument for national development “(FGN, 2004: 6). A good and functional educational system begets buoyant economic, political, moral, spiritual and healthy development of a .nation, which impacts sustainable livelihood of the citizens. The two instruments through which education can be accomplished for the purpose of national development are essentially the curriculum and the teacher.

Education is the basic force for the socio-economic and political transformation of society. In this regard education has been described as something more than schooling. People are schooled to accept a society but they are educated to create or recreate one. Education can be explained as becoming critically aware of one's reality in a manner that ends with reflective action upon it. An educated man understands his world well enough to deal with it effectively. Obanya (2002), sees this relevance in education, which he explained as having psychological, socio-politico-economic-cultural dimensions. Its focus is on individual students in contemporary societies as well as the society, because the society is dynamic as such effective, efficient and competent training of individuals (learners) under his/her care is needed to make society make the needed transformation. An effective, efficient and competent teacher must understand the dictates of teaching (which is his/her major responsibility); and have focus on moulding individuals that will be functional members of their society. Functionality in this case means provision of solutions to the problems of the society and the ability to adapt to changing situations. Education for the making of a teacher is called teacher education. The product of teacher education is a teacher.

Who is a Teacher?

A teacher is one who provides interventions in the school to ensure that the learners graduate as good products. These interventions include the teacher's methods, approaches, strategies and techniques employed to change the behaviours of the learners, which facilitate learning. The teacher's interventions also include his/her rapport with the learners, interest in the job, attitude to the job, knowledge of the curriculum content, dispositions to learning and imbibing new information, pedagogical materials and approaches.

A teacher is the person who recognizes the potentials of the learners. The teacher should assist the learners' potentials to flourish. This cannot be achieved if the teacher is not creative and resourceful. The teacher touches the heart of his/her learners. According to Edegbo & Edegbo (2009), a successful teacher is the one who understands the learners and cares about them. According to Obanya (2016), a teacher should guide others and serve as a role model, and with the current knowledge economy, a lot is demanded of the teacher. Today's teacher has got to practice transformational pedagogy, whereby the teacher situates the practice of teaching strictly at the creative level, to create responsiveness to specific teaching learning challenges.

The teacher creates the learning environments for the learners. In the process of planning teaching and learning activities, the teacher affects the crucial aspects of the learners' environment through the selection of content to be taught, organization of the activities to be embarked upon in the process of content delivery, selection of instructional resources and interactions with the learners. These crucial aspects are the intellectual activities, the social process and the content of the programme. What the teacher does is a very important determinant of what the learners learn. This implies that the teacher's behaviour correlates with the learning outcomes and behaviour exhibited by the learners.

A teacher is the person who discovers, or orders, directs, transmits, disseminates, appraises and administers knowledge, skills, values and attitudes in any teaching and learning setting (Okeke, 2004). He also listed some of the attributes of a competent teacher to include being a very good professional having academic competence and qualification; interest and flair for teaching; sound professional ethics; very good knowledge of the content; emotional stability and well groomed. These skills, qualities and knowledge are lacking in some of the teachers in the schools today.

In school, the teacher is the bedrock of what is learnt. To educate others, the teacher must himself/herself be educated. Many people we call teachers are not educated because they are deficient in character and learning. It is either one teaches or one cheats. When one deviates from teaching what is right and exhibiting good ethics, one becomes a cheat. According to Imogie (2011:6), a teacher is a guide, a communicator, a modernizer (a bridge between generations), a model (example), a searcher (one who does not know), a counsellor (a confidant and a friend), a creator (stimulator of creativity), an authority (one who knows), an inspirer of vision, a doer of routine, a breaker of camps, a story teller, an actor, a scene designer, a builder of community, a learner, a facer of reality, an emancipator, an evaluator, a conservator (redeemer and saviour), a culminator and a person.

This open-ended listing of who a teacher is gives room to many interpretations of the teacher. This explains position of Unachukwu & Nwosu (2014:427), who asserted that “anybody who is able to speak and has acquired the vocabulary that can enable him give instructions, is qualified to be tagged a teacher”. Anyone and many people can claim that they are teachers. It is not so. In Nigeria, the Teachers' Registration Council of Nigeria (1993:1) was empowered to

- a. determine who are teachers for the purpose of the Act establishing it;
- b. determine what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers and raising those standards from time to time as circumstances may permit;
- c. regulating and controlling the teaching profession in all its aspects and ramifications; and
- d. classify from time to time members of the teaching profession according to their level of training and qualification, among other responsibilities.

The implication of all these is that teachers are special people who are subject to the laws of the land, the Education Law and other regulations made under it, as well as the ethics of the teaching profession. According to Imogie (2011), this is to equip the teacher with the changes/innovational reforms that may have occurred in education, which may be in the policies/philosophy, curricula, methods of teaching, administration, instructional materials and facilities, technology in education, educational measurement and evaluation or any new occurrences in the society that require dissemination. The essence of in-service training is to enhance the intellectual, social and emotional engagement with ideas, materials and colleagues by the teachers; maintain competence and relevance of the teacher in today's economic, technological and social environments in the country; make teacher current in the newest innovations in the profession, to avoid the law of disuse setting in; always sustain professional excellence; and promote teachers' commitment to the teaching profession. (Nwokocha, 2013). Manpower training and development are dependent on teacher education.

Teacher education should focus on every aspect of development in Nigeria, for in every sphere, be it economic, political or social spheres of activities, one experiences the over-reoccurring problem of trained manpower needs; but no adequate training can take place without competent teachers to handle the programme.

Objectives of Teacher Education in National Development

Some people believe that teachers are 'born', while the others are of the view that teachers are 'made'. The authors accept that teachers are born as well as being made, as one has to have the calling so as to be well disposed to receive the training; not birds of passage (people who come into teaching to while away time, ready to abandon teaching whenever better jobs opportunity comes their way). The combination of the two facilitates teacher education. The teacher trainee is naturally (intrinsically) motivated to become a teacher; and so perseveres in all the challenges met in the course of training. There are people who have the natural inclination to guide and lead others very well to learn, (teachers who are born). The academic and professionally trained teachers are “made”. They are exposed to the rigours involved in training and producing professionally qualified and effective teachers. Teacher production is, therefore, guided by

some objectives. Ikegbunam (2016) presented eight (8) personality traits a professional teacher should possess to include. These include quickness of perception, keenness of observation, and promptitude of action; bright and cheerful disposition; firmness and determination; sincerity and candidness; fair judgment and impartiality; scholarship; student of children; and loyalty and respect. Every teacher should re-think to assess himself/herself to see if he/she possesses these traits. These are part of the professional conducts or ethics.

The vision, goals and objectives of teacher education in Nigeria as contained in the National Teacher Education Policy (FRN: 2009) are to

- a. ensure that teachers have sufficient mastery of content and varied methods of teaching that are subject-specific, including teachers for special needs learners;
- b. ensure structured, effective and supportive supervision of teaching practice and induction as well as certification and licensing;
- c. motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career; and
- d. ensure that teachers constantly upgrade their skills in order to remain competent and relevant. NTEP, Section 7.3(5).

The above goals are derived from the National Policy on Education, (FGN, 2004:39), where the goals of teacher education are stated as follows, to

- a. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- b. encourage further the spirit of enquiry and creativity in teachers;
- c. help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- d. provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- e. enhance teachers' commitment to the teaching profession.

To achieve these objectives, it is stated that "all teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties'. In the light of the above, the Federal Government of Nigeria instituted some institutions to see the training and maintenance of required standards of teachers of different categories to function at different levels of the educational system. Such institutions according to FGN (2004; 40) include

- a. Colleges of Education;
- b. Faculties of Education;
- c. Institutes of Education;
- d. National Teachers' Institute;
- e. Schools of Education in the Polytechnics;
- f. National Institute for Nigerian Languages; and
- g. National Mathematical Centre.

These institutions are charged with the responsibility to create programmes that will equip the teachers to become effective in the classroom.

Curriculum

Curriculum is the core of all teaching-learning endeavours. Educational literature is profuse with various conceptualization of curriculum. Maduabum (2006; 20) lends support to this claim when he quipped that “the term 'curriculum' ... is waterlogged in a sea of opinions”. This is a brazen indication and worrisome development that curriculum scholars are yet to agreed on what curriculum is all about.

However, in the context of this paper, 'curriculum' refer to the planned as well as the unplanned or unofficial but positive learning experiences which culminate in the attainment of predetermined educational goals to promote desirable change in the learner. Anukam & Anukam (2006;19), in emphasizing the import of the tacit or unplanned curriculum aptly noted that “it is probable that attitude and behaviour of the teacher during an (educative) interaction will direct, the...student to response to the hidden 'or unplanned' curriculum more than the lesson topic.

Teacher Education Curriculum

Teacher education curriculum can be seen as the educative content and process conveyance which is loaded with teacher competent skill, knowledge, attitudes, capabilities, values and experiences, planned and unplanned in school, which after teacher interns have being subjected to enables them to acquire the professional competency essential for effective teaching. The essence is to bring about desirable changes in the behaviour of the prospective teachers that are professionally germane to effective teaching in the accomplishment of the pre-determined goals of teacher education.

Teacher education curriculum varies not only from one level of the education system to the other. Even at any given level of the education system, there are variations in the curriculum. For example, at the tertiary education level in which teacher preparation is involved, the curriculum of Social Studies is not the same with either that of Economics or that of Science.

In Nigeria, while Early Childhood Care and Education (ECCE) is not an overt integral component of the current 6-3-3-4 education system, 'government has recognized it via the National Policy on Education for integrated Early Childhood Development in Nigeria. In contemporary Nigeria, there is according to Mezieobi, John Nwosu & Opara (2008; 127) today “early childhood education curriculum for children in ages 0-3 as well as Early Childhood Education curriculum for ages 3-5+...”. Teacher education programmes in ECCE are not pervasive in Nigerian universities and colleges of education. A few universities and colleges of education have implemented the ECCE teacher education programmes.

With regard to teacher education curricula at the primary, junior secondary school, senior secondary school as well as the tertiary education levels, the curricula are there, enjoy institutionalized status even if they are yawning for revision or innovation in the direction of curriculum domestication, curriculum responsiveness, relevance and in fact functionality, and to make Nigeria's curricula information and communications technology (ICT) friendly as well as make the curricula for wealth creation sensitive and respond positively to the initiative of globalization and marketization (Ogunkunle, 2009; 268).

In Nigeria, the focal concern of the national curriculum for early childhood care and education which incorporates children of ages 0-5+ are on “physical development, effective/ psychosocial development, cognitive development, food and nutrition, health, water and environmental sanitation, safety measures and protection issues” (NERDC, 2007; and Mezieobi, John Nwosu and Opara, 2008; 131).

The early primary education curriculum (primaries 1-3), as adumbrated by the NERDC (2007) is made up of core (compulsory subjects of English Studies, one major Nigerian Language, (Hausa, Igbo or Yoruba), Mathematics, Basic Science and Technology, Social Studies, Civic Education, Cultural and Creative Arts (CCA), Religious Studies (Christian Religious Knowledge/,Islamic Religious Knowledge), Physical and Health Education (PHE) and Computer Studies. The electives at this level are Agriculture, Home Economics and Arabic Language. The pupils must offer at least one (1) elective but cannot offer more than two (2). The difference between the Primaries 1-3 and Primaries 4-6 curricula is that French Language is introduced as a core (compulsory) subject at Primary 4.

At the Junior Secondary School (JSS), Basic Science and Technology are split into two subjects- Basic Science and Basic Technology (all being core compulsory subjects). Unlike the primary education, Business Studies is introduced as an additional elective subject to Agriculture, Home Economics and Arabic Language at the JSS level students at the JSS level are implored mandatorily to offer one (1) elective but not more than three (3) electives out of the four elective subjects.

The highlight of the 9-Year Basic Education curricula structure are the introduction of French language as a core subject at the Primacy and JSS levels and the inclusion of Basic Science, Basic Technology, ICT with emphasis on Computer Studies as well as some vocational subjects for the acquisition of entrepreneurial skills.

Nigeria's senior secondary school curriculum has core subjects such as English Language, Mathematics, one major Nigerian Language, one of Biology, Chemistry, Physics or Health Science, one of Literature-in-English, History, Geography, or Religious Studies, a vocational subject and an array of vocational subjects. Besides, the curriculum of the senior secondary education remains comprehensive with emphasis on both academic and vocational subjects to enable the graduates acquire functional technical, vocational and entrepreneurship skills.

The curricula of tertiary institutions in Nigeria that concern teacher education are completely education and teaching subject focused. The curriculum spans through Science Education, Arts Education, Social Science Education, Early Childhood Care and Education, Primary Education, Junior Secondary Education, Senior Secondary Education Teacher Education, Technical and Vocational Education, Moral Education, Special Education, Music Education to Adult Education.

Curriculum Transformation

The Oxford Advanced Learners Dictionary defines transformation as a complete change in something. Curriculum transformation in relation to this paper connotes curriculum change and innovation. Fadipe & Adepoju (2006), harps on the need for periodic review of the school curriculum at all levels, bearing in mind that modern technology and innovation can make school curriculum outdated and out fashioned, hence the need for change. Adepoju (1999), stated that good curriculum should be made to be dynamic and flexible. Boyer and Slattery in Fadipe & Adepoju (2006:86) further posited that

a systematic approach should therefore be taken in order to effect a change in both the content and context of the school curriculum. This calls for the involvement of the curriculum experts who should inject into the new curriculum the needs and aspirations of the country as well as the demands of technology and innovation. Encouraging curriculum models emphasize interdisciplinary courses, open ended systems, intergenerational and inter professional relationships, Socratic dialogue, multi-dimensional assessments and multiculturalism.

Curriculum transformation, therefore, involves bringing about a change in the *status quo*. It could as well be described as a new dispensation geared towards meeting the challenges posed by new technological development to improve the quality of the system.

Curriculum transformation represents change, positive change desired by all nations and societies that are in need of genuine and enduring progress. Curriculum transformation becomes more requisite now that the world has become a global village. Space, time and distance have become very compressed and almost eliminated through Information Communications Technology (ICT). Dynamism is an important variable that will ensure that our curriculum continues to change with the times in line with present realities. It is the duty of the curriculum planners and educational managers to facilitate this.

Economic Transformation

Nigeria is increasingly assuming an important position as one of the leading markets of the world. Consequent on this, the Federal Government adopted a more holistic and inclusive strategy to transform the Nigerian State (National Planning Commission, 2009). In the recent past, Nigeria had attempted to drive the attainment of her national aspirations through the adoption of several reforms and long term strategic plans. These include the Poverty Strategy Reduction Programmes, National Economic Empowerment and Development Strategy (NEEDS I & II), Nigeria's Strategy for Attaining the Millennium Development Goals and the Seven Point Agenda. Vision 20;2020 brings together the principles of the NEEDS programme and the Seven Point Agenda in a single long term strategic plan.

The Vision statement is that Nigeria will have a large, strong diversified, sustainable and competitive economy that would effectively harness the talents and energies of its people and responsibly exploits its natural endowments to guarantee a high standard of living and quality

1. optimize her human and natural resources potentials to achieve rapid and sustained economic growth; and
2. translate economic growth into equitable social development that guarantees a dignified and meaningful existence for all her citizens.

To achieve this, strong structures and mechanisms were put in place to drive the vision. These rested on three pillars such as guaranteeing the productivity and wellbeing of the people; optimizing the key sources of economic growth and fostering sustainable social and national development.

National Development

Indicatively, the term national development is a derivative of development. The concept of development as used in contemporary social science literature is vague and nebulous eliciting plethora of definitional perspectives. Nwanegbo & Odigho (2013: 287) lend credence to this factuality with a historical perspective and state thus:

The concept of development seems to be in a flux since the end of Second World War. In the early 1940s, the ideological differences between the socialist east and capitalist west appears to have influenced the meaning and conceptualization of the term.

Consequently, this ideological divide accentuates the euphoria of the Liberal and Marxist conceptualizations of development among scholars of social sciences. Okereke & Ekpe (2002: 2) aptly sum up the assumptions of the liberal and Marxist or the radicals on the meaning and nature of development thus:

Development in the liberal perspective has been variously defined. In its elementary form, the term is inextricably tied to the economic domain. Most liberal theorists see it as economic development, which could be gauged in terms of the growth of Gross National Products (GNP). Accordingly, development is defined as the maximization of the growth of the GNP through capital accumulation and industrialization. The radical scholars' perception of development is quite different from that of their liberal counterparts. In their view, development rather than being an abstract economic category is multi-dimensional process. When viewed from the dialectical materials', development rather than being restricted to macroeconomic variables focuses on man and his well-being.

Though there are different interpretations of development; however, there are some reflective attributes on which development is premised. According to Audu (2013:2), the following viewpoints can be discussed as common grounds of agreement: That development

- a. is a process and not a state and this process are many-sided;
- b. involves action which emphasizes the conscious efforts of the state to induce development in the society;
- c. focuses on quantitative and qualitative changes in the structure, composition and performance of the forces of production;
- d. emphasizes an increasing capacity to make national value and use of natural and human resources for meeting people's social ends; and
- e. ultimately brings about qualitative improvement in the standard of the living people.

From the above analysis, development logically is multi-dimensional. Giving credence to the above position as it were, the World Bank in World Development Report (1991) indicated that *the concept of development has economic, social and political attributes such as sustainable increase in living standards including consumption, educational, health and environmental protection, equality of opportunities, liberties and political freedom.*

Thus, the term development” when prefixed denotes the political, economic and social development which constitutes the necessary components of national development. Accordingly, Lawal & Oluwatoyin (2011:238) state that national development can be described as “the overall development or a collective socio-economic, political as well as religious advancement of a country or nation” Similarly, Imhonopi and Urim (2010) posited that national development is the ability of the country or countries to improve social welfare of the people, namely by providing social amenities like good education, power, housing, pipe-borne water and others. In furtherance, we shall examine the extent of, and viability of, political education as a veritable instrument for national development. However, it is imperative to establish the link between teacher education, political education and national development.

The Nexus Between Teacher Education and National Development

Education as stated earlier on is the bedrock of any meaningful and sustainable development. It is, therefore, imperative to social, economic and political development of every developing or developed economy. Apparently, education identifies the plights, set the priorities and designs the modalities to actualize the targets of national development. This is indeed the philosophy and mandate of successive National Policy on Education in Nigeria. Highlighting the above position, Olawaiye (2013, 29-30) asserted that

the National Policy on Education focuses on self-realization, individual and national efficiency, national unity with the objective of achieving social, cultural, economic, political, scientific and technological development. In 1985, the objectives of National Policy on Education were broadened to place premium on manual activities, technical proficiency and respect for dignity of labour and economic efficiency. In 2004, Nigeria education policy was redefined to adopt education as an instrument per excellence for effecting national development. Education goals were then redefined in terms to its relevance to the need of the individual as well as in terms of the kind of society desired in relation to the environment, realities of the modern world and the rapid social changes. Emphasis was placed on skill acquisition. The policy on education proposed a priority of place for religion and moral instruments for the moral and spiritual wellbeing of individuals but directed that no child should be forced to accept any religious instruction which was contrary to the wishes of the parents. However, the Nigeria's education reform of 2006 shifted focus to entrepreneurship and skill training and realignment of curricula to meet emerging needs of a global economy and knowledge society. The reform introduced the 9-3-4 system of education which is referred to as the Universal Basic Education (UBE).

However, there are gaps between the national education curriculum and the rising challenges and expectation emanating from Nigerian society. Scholars and stakeholders in the education sector have continued to stress the need for scientific and technological based education that responds efficiently to the challenges of the Nigerian nation-state in the global competitive economy. For instance, most of the graduates produced yearly by the Nigerian tertiary institutions lack entrepreneurial skills to be self-reliant and productive. This calls for a reform of the curriculum in teacher education in contemporary Nigeria.

Conclusion

Education is the transmission of the right type of attitudes, norms, values and skills from the older to the younger generation, while curriculum represents the broad range of activities designed by the government or school in order to help achieve the general objectives of education. Curriculum transformation simply means curriculum change and innovation. It is the teacher's duty in the schools and elsewhere to translate the curriculum content into reality through classroom instruction for the benefit of the students for the development of the society.

This paper posits that the curriculum for schools must be transform to be in tune with today's technological era. Nigeria's teacher preparation programmes, therefore, must also be geared towards the production of highly dynamic and result oriented teachers ready for the challenges of the 21 s century. Our schools environments must be conducive for teaching and learning, fully equipped with requisite facilities. All these are necessary because it is the well-motivated and effective teacher that will gives out the very best to the student who is ready and fully prepared for life outside the school in this dynamic and modern society.

Suggestions

To achieve the above in Nigeria, it is imperative that

- a. the Nigerian Educational Research and Development Council (NERDC), National Board for Technical Education (NBTE) and other such bodies involved in curriculum planning and development for the various levels of our educational system should be empowered to ensure constant review and adjustments in the curriculum of both teacher and secondary education in the country. This will ensure that our educational system is in tune with the dynamics of today's and future challenges;
- b. the various Colleges of Education in the country and faculties of education in Nigerian universities should be well funded. This will enhance their capacity in the procurement of needed equipment needed for the curriculum reforms to achieve the goals of transforming the sector. Through this way teachers in these such training institutions as trainers of those that breed our future leaders, technocrats, engineers, doctors, lawyers, educationists and other key players in the national economy would be better remunerated in terms of wages and allowances. This is important because these centres, of course are where the teachers are produced for society's use.

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DETERMINANTS OF RESIDENTIAL PROPERTY RENTAL VARIATIONS AMONGST COMMUNITIES IN YENAGOA METROPOLIS, BAYELSA STATE, NIGERIA

Erebagha T. INGIABUNA, PhD

*Department of Sociology, Niger Delta University,
Wilberforce Island, Bayelsa State, Nigeria
eingiabuna@yahoo.com erebaghaingiabuna@gmail.com*

Abstract

Housing is a necessity for all. Some build or buy and others rent apartments to shelter themselves. In Yenagoa, rental prices differ from one location to another, even for buildings with the same standard and size. The study examined the factors responsible for rental variations of residential housing amongst communities (locations) and categories of houses in most demand in Yenagoa metropolis. A total of 287 respondents (number of landlords and number of tenants) were interviewed. Findings revealed that nearness to the city centre where government offices and businesses abound attracts greater demand and higher prices rents. Slight variations in rents exist among locations. Self-contained apartment was in most demand, followed by 1-bedroom and 2-bedroom apartments as 3 bedroom and bungalows are not in high demand. Locational, physical, available ancillary services and conditions for initial rent payment, affordability, etc. were factors influencing tenants' decisions. Making land acquisition easier and introduction of mortgage financing would accelerate housing ownership and availability. Tenants generally prefer initial payment to be one year.

Key words: *Residential, Rent, Variations, Yenagoa*

Introduction

The world population is fast growing, so also the need for houses to accommodate the teeming millions of people. In like manner, the population of Nigeria has steadily grown over the years. The population of Nigeria was estimated to be 140,542,032 in the year 2016 and was growing at an annual rate of 3.2% (FGN Official Gazette No. 4, Vol. 94 of 2007). Similarly, the United Nations estimate of Nigeria's population by 2019 was 201,420,536, with 51.9% urban growth rate (UN, 2019).

Yenagoa transformed from a mere Local Government Headquarters to a state capital by 1996, when Bayelsa State was created which encouraged large number of people (civil servants, businessmen and women, the unemployed, etc.) relocating from the nearby city of Port Harcourt, Rivers State and other neighbouring states and people hitherto living in rural communities in the State to Yenagoa to take advantage of emerging opportunities, thereby contributing to the population increase and demand for houses (Patel & Burke, 2009; Jean-Claude, 2006).

Housing is one of the basic needs of man; others are food and clothing. Housing is fundamental to the well-being, happiness and health of any individual in both rural and urban settings. No wonder societies equate the type of housing one owns or occupies with his standard of living as well as his social standing (Amenyah & Fletcher, 2013). The United Nations states that every individual has a right to shelter. This notwithstanding a good number of people find themselves in slums and other ghetto-like homes considered not fit for human habitation, where over a billion of the world people live (UNCHS, 2007).

While every individual could be said to have right to decent accommodation, many cannot afford the cost of owning or renting one. Again, due to personal taste, some desire to live in certain parts of town and not in others. The physical characteristics, the rates charged, the locations and facilities existing in the houses differ from one location to another (Odame, 2010). What factors account for the differences in prices in different locations and what types of houses are mostly demanded in Yenagoa? This forms the hallmark of this study.

Statement of the Problem

Mankind necessarily needs shelter to cover his head. He also desires to live in certain locations in town and/or need specified facilities in the house he intends to rent as well as a rent he could afford, commensurate with his standard of living. The UN Habitat (2013) notes that about 33% of the world's urban population reside in urban slums, ghettos and other over crowded parts of cities, due to housing shortages and affordability challenges. The proportion of slum dwellers in Sub-Saharan Africa was estimated to be 62%, followed by Southern Asia 35%, Southeastern Asia, etc. (Wikipedia). It is one thing to find a livable home, yet it is quite another for an individual to be satisfied with its location and being able to afford the attached rents or cost of purchase. Rent remains an important source of income to property developers, landlords, and real estate professionals. It is also one thing an individual must consider before taking the decision to hire or purchase a particular property, in addition to the physical characteristics of the property and its location (neighbourhood and close-by residents). While studies have been carried out in other cities (Jiboye, 2011; Aluko, 2012; Amenyah & Fletcher, 2013; Ankeli et al. 2015) on the relevance of the above characteristics, none exists in the on Yenagoa Metropolis. This is the gap this paper was planned to fill.

Objectives of the Study

The purpose of this paper is to unearth the determinant factors for the prices of residential properties in Yenagoa metropolis. The specific objectives are to

- a. find out the most common types of residential houses in Yenagoa; and
- b. establish the factors responsible for rent variations in different zones/communities in Yenagoa.

Research Questions

The following research questions were posed to guide the study.

- a. What are the common types of residential houses in Yenagoa?
- b. What factors determine the rental variations in different zones in Yenagoa?

Literature Review

Housing is a necessity for all, irrespective of status. Housing is a shelter that provides us with cover from sun and rain, as well as accommodation for sleeping, cooking, living, etc. Housing thus has great impact on the welfare, health, productivity and defines the status symbols of the individual. Housing is the provision of a number of buildings of permanent nature well planned and safe neighborhoods with physical infrastructure and/or social services (National Housing Policy, 2004). Housing is the totality of infrastructural facilities and surroundings that provide comfort, productivity, healthy living as well as psycho-pathological and psycho-social balance in the environment where humans live (Udoekanem, et al, 2015). Housing thus involves not only the physical building but also the aesthetic beauty of the property and environment, and its psychological impact on the individual and society.

Studies indicate that the type of housing one occupies could affect his physical, mental and social health either negatively or positively (Raize, 1987). This informs the need in all societies for making provision to build or assist individuals own houses. Housing provision could increase the health and social well-being of the people, increase employment for the citizenry and address part of the needed social services, which will bring about growth and development (Oni-Jimoh & Liyange, 2018). However, the gap between demand for housing and availability in most developing countries, including Nigeria, remains very wide.

The UN Millennium Development Goals (MDGs) suggest that to address housing shortage worldwide, member nations should ensure improvement in housing provision to at least 100 million slum dwellers (UN Millennium Declaration 2000). The UN Habitat (2010) sees a nation's housing system as an integral part of its economy. This results from the linkages between housing, the well being of the people and the growth of any society. These linkages increase productivity and ensure sustainable development in other aspects of society such as poverty reduction, increased technological know-how, adaption, labour stability and reduction in crimes and criminality.

It is one thing to locate a rentable house and yet another to have the capacity to pay the prescribed rent. The capacity of a household to acquire one and pay the prescribed rent and continue to withstand other demands on their salary is referred to as housing affordability (Burke, 2014).

In Nigeria residential property consumes greater part of available urban land (Olayiwola, Adeleye & Oduwaye, 2005) and that urban population pressure heighten the demand for urban residential housing both as owner-occupier and for rental purposes (Cruz, 2008). With increased housing demand, come increased renting rates and without adequate guidelines formulated and enforced, property owners arbitrarily evaluate their property and fix rents generally above average citizens' ability to pay (Amenyah, 2013; Wickramaarachchi, 2016).

The bottom-line for the ownership of rental property is essentially to make some profit. But for the houses to be attractive and competitive, they must have adequate facilities in quality and quantity, and with reasonable and affordable rates (Chris & Somefun, 2007; Wickramaarachchi, 2016). Tenants, in turn, choose housing that possesses amenities that fulfill

their taste and at costs they can afford. This could be type of neighbourhood, environment, location, characteristics of building, such as architectural design and finishing, space, age, condition, layout, kitchen, verandah, etc. (Chris & Somefun, 2007). Oram (1979) notes that rentable housing should meet four basic requirements of the occupier. These are; providing adequate protection from intruders; secure from structural collapse and dangers of fire; provide good and healthy living; and ensuring that occupants enjoy adequate space and privacy (cited in Wickramaarachchi, 2016).

A number of variables influence the choice of a property. These include the location, the architectural finishing, affordability, size of structure and road networks as well as available social services. Rental houses are confined to given locations, the characteristics and facilities available in one area may therefore not same with another (Kee & Walt, 1995; Udoekanem, et al, 2015). The competition for pleasant locations with good urban infrastructure results in increase in land and housing value and through sales or rental.

One common feature in Sub-Saharan Africa is that housing investment and economic growth do not grow along with urbanization as observed in other parts of the world. We seem to have an ever increasing urban population in geometrical numbers, but the drive to match housing provisions with needs and demands is often in arithmetical progression; hence the acute shortage of housing and emergence of unplanned illegal human settlements (slums) all over African cities. The World Bank estimated that by 2015 about half of the developing nation's population may find themselves in urban areas (World Bank, 2001; Aluko, 2012).

The type of house people live in is an indication of their level of poverty or wealth and the availability of facilities have implications for health and the environment (Amenyah & Fletcher, 2013). Renting house is a common feature all over the world. Malpezzi (1993) reports that about 40 percent of the world's urban populations are renters and far more people opt for apartment rather rent than own houses in the developed world (Benjamin, 2007; Opoku & Abdul-Muhmin, 2009). Renting is also believed to avail more affordable way to own an accommodation. The UN-Habitat (2010) noted that the practice of renting homes was widespread in urban West Africa. Renting has become one major factor in residential housing (Amenyah & Fletcher, 2013). One factor that has affected the demand for urban accommodation is the price of accommodation (or rent), which is the amount of money paid regularly for the use of someone's land, building or machinery. Property rental value is the sum of money a person is willing to purchase property offered for lease allowing considerable time for negotiation with the buyer having knowledge of the nature and uses (Millington, 2005). Rental values are therefore determined by a variety of factors considered essential in its valuation.

Method

The study was conducted in Yenagoa metropolis in January, 2020. The focus is on factors making for rent variations in different locations in Yenagoa metropolis. Primary data for this study were on the socioeconomic characteristics of respondents, factors considered by property owners in fixing rent, and the characteristics of properties prevalent in Yenagoa. The

primary data were collected through a specially prepared questionnaire, which was administered to residents (landlords and tenants). The questions contained a combination of close and open-ended questions.

Respondents were asked to complete the questionnaire by answering questions on their socio-economic status, such as age, sex, status as landlord or tenant, years of owning or hiring an apartment, preferred choice of apartment, and quality and quantity of components. The descriptive research design was adopted and the cross tabulation statistical tool, using frequency distribution tables, was utilized in analyzing data.

Copies of the questionnaires were administered in six communities (locations) within the Yenagoa metropolis. The communities are Yenagoa/Ovom Town, Amarata, Okaka/Ekeki, Opolo/Okutukutu, Agudama and Akaba. A total of 300 copies of the questionnaire were administered and 287 (95.67%) were retrieved. The respondents comprised 178 (62.02%) male and 109 (37.98%) female, of which 78 (27.18%) were landlords and 209 (72.82%) tenants. Their age brackets are 18-25 years (51/17.77%), 26-35 years (66/23.00%), 36-45 years (101/35.19%), and 46 years and above (69/24.04%). The marital status of the respondents are married (101/35.19%), single (137/47.74%), Separated/Divorced (31/10.80) and widowed (18/6.27%).

Results and Discussion

Table 1 shows the six communities (locations) within Yenagoa metropolis that were surveyed and the number of questionnaire copies returned. A total of 37 respondents (12.89%) indicated that the most common type of residential housing in Yenagoa is the single room apartment. Single room accommodations usually have shared toilets and bathrooms, with or without kitchen and verandah, with many tenants in a single building. This type of housing is prominent among the unemployed, students and those considered to be among the lower rung of the social ladder.

The **Table** also indicated that the most common residential apartment in Yenagoa is the self-contained (one-seater) apartment. This is represented by 129 (44.95%) of respondents. This type of housing is common among young men and women, and those without large families.

One-quarter that is 75 (25%) of respondents indicated 1-bedroom as the most sought after apartment by renters. Families with few dependants favour this type of apartment. This was followed by 2-bedroom apartment (14.29%), often preferred by middle-income families. The 3-bedroom and bungalow types of apartments are not common among renters in Yenagoa. Oral discussions with some landlords indicated that many of such apartments often remained unoccupied. However, we discovered that such houses are almost always owner-occupied and/or accommodation provided by employers for their very senior staff, or as guest-houses for companies or educational institutions.

Table 1: Common Residential Properties in Yenagoa

Housing Type	Yenagoa Town/Ovom	Amarata	Okaka/ Ekeki	Opolo/ Okutukutu	Agudama	Akaba	Total
No. Retrieved	48 (96%)	50 (100%)	50 (100%)	47 (94%)	44 (88%)	48 (96%)	287
Single Room	6 (12.50%)	7 (14.00)	9 (18.00)	4 (8.51)	5 (11.36)	6 (12.50)	37 (12.89)
Self-Contain	20 (41.67%)	19 (38.00)	25 (50.00)	22 (48.81)	18 (40.91)	25 (52.08)	129 (44.95)
1-Bedroom	16 (33.33%)	10 (20.00)	10 (20.00)	12 (21.28)	11 (25.00)	13 (27.08)	72 (25.09)
2-Bedroom	4 (8.33%)	12 (24.00)	4 (8.00)	9 (19.25)	08 (18.18)	4 (8.33)	41 (14.29)
3-Bedroom	1 (2.83%)	1 (2.00)	02 (4.00)	0 -	1 (12.27)	0 -	5 (1.74)
Bungalow	1 (2.83%)	1 (2.00)	0 -	0 -	1 (12.27)	0 -	3 (1.05)

Table 2 examines the determining factors in rent variations in Yenagoa, using four main variables of locational attributes, physical attributes, ancillary services, and conditions of First (Advance) Payment.

Locational Attributes

Majority of respondents (118/41.11%) suggest that closeness of a house to the city centre where most of the government offices are sited determines the demand for housing, so also the prices as compared to other locations. This was followed by distance to educational institutions (69/24.04%). Others are population density (53/18.47%) and suburb status (47/16.38%).

Physical Attributes

The physical attributes of a structure also affect both its demand and the rents attached by landlords. Thus, the dimension of rooms and the spaces (153/53.11%) in a building is the greatest influencing factor determining is demand and rent, followed by the quality of construction, such as architectural design and finishing. Another factor often considered is the age of the building (39/12.89%) and safety/security provisions (31/10.80%).

Ancillary Services

Apart from the locational and physical attributes, there are also ancillary services that influence rent differentials in different locations. These include availability of electricity and water supply. Electric energy supply is available in the whole of the study area except that electric power supply remains epileptic throughout Yenagoa. This is not the case with water supply. Public water supply does not exist here therefore would-be renters look up to their landlords providing water from borehole.

The characteristics of the neighbourhood define an area as GRA (Government Residential Area), middle income area, low income area or urban village. The characteristics of the neighbourhood is one major determining factor as many urban settlements are often classified as private or public estate, GRA, slum, crime zone, or other disasters zones. Another characteristic attribute is the type of tenant or neighbours. This explains the categories of people occupy the neighboring residential houses, as elites, middle or lower class citizens. Availability of markets or other shopping or business complexes in a neighbourhood which create and recreate jobs and employment opportunity to the citizenry also determine the rent demanded by landlords.

Conditions of Initial Rent Payment

It is one thing to desire to live in a particular type of house in a location, yet it is another to be able to afford the rent payment conditions demanded by landlords. The study indicated that 69 (24.04%) said their landlord demanded three (3) months initial advance payment, 77 (26.83%) indicated they pay 6 months initial advancement payment, while 116 (40.42%) said they paid one year initial rent advance, with only 25 (28.74%) affirming they paid 2 year initial rent advance. It therefore means that majority of Yenagoa landlords' demand one year initial advance payment for all categories of housing, and ability to pay determines a prospective tenant's ability to own a house of his/her choice.

Table 2: Rent Determinant Factors in Yenagoa

S/N	Determinants	Freq	%
1.	Locational Attributes		
	- Closeness to City Centre/Govt. Offices	118	41.11
	- Population Density	53	18.47
	- Suburb Status	47	16.38
	- Distance to Educational Institutions	69	24.04
2.	Physical Attributes		
	- Dimension of rooms	153	53.31
	- Age of the building	39	12.89
	- Quality of Construction	66	23.00
	- Safety/Security Provisions	31	10.80
3.	Ancillary Services		
	- Availability of Electricity	51	17.77
	- Availability of Water	79	27.53
	- Neighbourhood Characteristics	88	30.66
	- Characteristics of tenants/Neighbours	19	6.62
	- Availability of Markets/Shopping Complexes	50	17.42
4.	Conditions of 1st (Advance) Rent Payment		
	- 3 Months	69	24.04
	- 6 Months	77	26.83
	- 1 Year	116	40.42
	- 2 Year	25	28.74

Table 3 shows the rent differentials amongst communities in Yenagoa. It indicates that single room accommodation in Yenagoa ranges from N30,000 to 60,000, depending on the location and quality of property. While in Yenagoa town/Ovom, Opolo/Okutukutu and Agudama-Epie, single rooms generally go for between N36,000 and 48,000, the same goes for between N30,000- and 56,000 at Akaba. It is relatively higher at Amarata and Okaka/Ekeki where it costs between N48,000 and 60,000 per annum.

Self contain (one sitter apartment) in Yenagoa Town/Ovom and Amarata is generally available at between N80,000 and 120,000 at Yenagoa/Ovom, it costs between N100,000 and 150,000 at Okaka/Ekeki; N80,000 to N120,000 at Opolo/Okutukutu, yet it is between N60,000 and 100,000 per annum at Agudama-Epie and Akaba.

The 1-bedroom apartment rent seems lower at Agudama-Epie and Akaba, where the average rent goes for between N120,000 and N150,000; and costs between N120,000 and 150,000 at Yenagoa town/Ovom; the same goes for N130,000-180,000 at Amarata, and N150,00 and 250,00 at Okaka/Ekeki, yet it is between N180,000 and N200,000 at Agudama-Epie and Opolo/Okutuku, while same goes for N120,00 and 150,00,000 per annum at Akaba.

A 2-bedroom apartment costs between N250,000 and 300,000 at Yenagoa/Ovom and Amarata; between N180,000 and N200,000 at Opolo/Okutukutu, N150,000 and 200,000 at Agudama-Epie and Akaba but N250,000 and N350,000 at Okaka/Ekeki.

In the case of 3-bedroom apartment it costs an average of N350,000 to N400,000 at Yenagoa town/Ovom, Amarata Opolo-Okutukutu and Agudama-Epie, yet same accommodation costs N350,000 and 450,000 in Okaka/Ekeki and N250,000 and 300,000 at Akaba. Finally, bungalow apartments costs between N350,000 and N400,000 at Yenagoa town/Ovom, Amarata, Opolo/Okutukutu Agudama-Epie, and Akaba, yet it is N350,00 and 450,000 at Okaka'Ekeki and Opolo/Okutukutu.

The communities or locations of Yenagoa town, Ovom, and Amarata are host to the Government House (christened 'Creek Haven'), House of Assembly Complex, old House of Assembly Quarters, State Secretariat, Judiciary Headquarters, the Nigeria Police Headquarters, Federal Medical Centre, several banks, etc. with a high population density. Okaka and Ekeki communities are hosts to Okaka (Bayelsa State) Housing Estate, Nigeria Prisons, the Yenagoa Motor Park (bus and taxi terminal), etc., while Opolo and Okutukutu host both the old and new Commissioners Quarters, Melford Okilo Hospital, Opolo market, construction companies, etc. This area is sparsely populated with better housing facilities than Yenagoa town, Ovom and Amarata communities. Agudama-Epie is about 15 kilometers from the city centre/State Secretariat, and Akaba is located over the Ekole River, accessed through the Goodluck Jonathan bridge.

From the above, rents seem haphazardly fixed according to locations. Areas with dense population like Yenagoa town, Ovom and Amarata tend to have lower rents with low and middle-income residents. On the other hand, Okaka/Ekeki and Opolo/Okutukutu with

sparse population has higher rents charges due to their sparse population and a high number of middle to high income residents. Again, Agudama-Epie is far from the city centre where the hustling and bustling is greatest charges rents that are comparatively lower. Same is applicable to Akaba which situate across River Ekole with its traditional village setting is not a generally preferred location for many middle and high-income residents, thus rents here are comparatively lower than others.

Table 3: Rent Variants of Standard Apartments amongst Communities in Yenagoa

S/N	Nature of Apartment	Yenagoa Town/Ovom	Amarata	Okaka/Ekeki	Opolo/Okutukutu	Agudama	Akaba
1.	Single Room	36,000 - 48,000	48,000 - 60,000	48,000 - 60,000	36,000 - 48,000	36,000 - 48,000	30,000 - 36,000
2.	Self-Contain	80,000 - 100,000	80,000 - 100,000	100,000 - 150,000	80,000 - 120,000	60,000 - 100,000	60,000 - 100,000
3.	1-Bedroom	130,000 - 150,000	130,000 - 180,000	150,000 - 250,000	150,000 - 200,000	120,000 - 150,000	120,000 - 150,000
4.	2-Bedroom	250,000 - 300,000	250,000 - 300,000	250,000 - 350,000	180,000 - 200,000	150,000 - 200,000	150,000 - 200,000
5.	3-Bedroom	350,000 - 400,000	350,000 - 400,000	350,000 - 450,000	300,000 - 400,000	300,000 - 350,000	250,000 - 300,000
6.	Bungalow	350,000 - 400,000	350,000 - 400,000	400,000 - 450,000	400,000 - 450,000	350,000 - 400,000	350,000 - 400,000

Conclusion

Everyone needs a shelter over his/her head and so many who do not have the wherewithal seek for houses in places not good enough, but only to have a cover. The types of houses hired by tenants have much to do with their family size and status and the most commonly sought after housing unit are the Self-Contain, 1-bedroom and 2-bedroom apartments in that order. Though 3-bedroom and bungalow apartments are more of owner-occupier or provided by establishments for their staff as individuals rarely hire such apartments in Yenagoa.

A number of factors are considered before a tenant hires any property. These include locational attributes, physical attributes, available ancillary services and the initial advance rent payment conditions. For the locational attributes, people prefer closeness to the city centre; for the physical attributes, the dimension of rooms/spaces and finishing; while in the ancillary services, availability of water, and characteristics of neighbourhood. Availability of electricity is often taken for granted because almost all completed houses are connected to the national grid. On the terms of initial payment, one-year rent advance was preferred by many landlords and tenants.

Rents are fixed by landlords mostly according to the characteristics of the neighbourhood. This explains that areas with dense population in addition to government residential quarters and departments tend to experience higher rents.

Suggestions

Government should establish rent control measures and ensure land acquisition is made less cumbersome particularly in the acquisition of Certificate of Occupancy (C-of-O). Government should also stabilize the prices of major building materials to enable citizens build houses of their own. The Mortgage Bank facility should be encouraged for easy access to housing loans. This will bring down prices of rentable houses as more houses could be built.

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A COMPARATIVE ANALYSIS OF PRIMARY EDUCATION IN NIGERIA AND POLAND: IMPLICATIONS FOR NIGERIAN EDUCATION

Yetunde A. AKINBI

*Department of Educational Foundations and Counselling,
Adeyemi College of Education, Ondo
akinbiayoola@gmail.com
+2348038015668*

&

Funsoh C. OYEWUMI, PhD

*Department of Educational Foundations and Counselling,
Adeyemi College of Education, Ondo
funsoh@gmail.com*

Abstract

The paper examined the comparative analysis of primary education in Nigeria and Poland with special interest on the government policy on primary education, how accessible is primary education, what is the completion rate of primary education, administration of primary education, funding of primary education, pupils' enrolment in the primary schools, availability and quality of primary school teachers, provision of educational facilities to teaching and learning in the two countries among others. The study employed the historical research method cum descriptive research design. In doing this, the paper traced the development of Western education in the two countries. Comparative analysis of primary education in the two countries was done to deduce the differences and the similarities in the primary education of the two countries. As a matter of fact, there is no country without her own shortcomings, this has always manifested in among other ways inadequate teachers to cater for pupils in schools, inadequate teaching and learning facilities, inadequate classrooms and inadequate motivation and incentives for teachers thereby resulting in poor performance of pupils which later turn out to affect the development of the nation. Based on the foregoing, the paper suggested that government should be more committed to the primary education of both countries by providing education that will meet the basic needs of the individual as the engine room of the development of the society.

Keywords: *Comparative Analysis, Primary Education, Government Policy, Access, Completion Rate, Environment.*

Introduction

Education is widely regarded as a basic human right, a key to enlightenment and a source of wealth and power. Education is critical to industrial and technological development, with the history of developed nations bearing records of this and developing nations aspiring to realize the same status through workable educational policies to liberate their citizen to become a productive member of the society. It is universally acknowledged that education is the most potent instrument for preparing an individual to become functional, responsible and acceptable member of the society. Education is simply being defined as the aggregate of the

process by which a child acquires attitudes, abilities and other forms of behaviour of positive value to the society in which he lives. It helps the individual to develop physically, mentally, morally, socially and technologically, thus enabling him to function in any environment in which he may find himself. Education, therefore, equips the individual with the knowledge, skills and competences needed for self realization and development of society. It has the power to transform lives. It widens people's freedom of choice and action. It empowers individual to participate in the social and political lives of their societies and equip them with the skills they need to develop their livelihoods. Education could, therefore, be regarded as the greatest investment any nation can make for the rapid development of its economic, political, social and human resources.

At the foundation of every formal education system is the primary level of education. Primary education, according to the National Policy on Education (Federal Republic of Nigeria; 2004) is the education given in institutions for children aged 6 to 11 plus. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole educational system.

Statement of the Problem

It is no longer a fallacy that education in terms of reform/improvement for human capital development is of topmost priority all over the world. The Dakar Framework For Action according to Obanya (2002) specifically called on government to expand and improve comprehensive primary/basic education, especially for the most vulnerable and disadvantaged children. It went further to state that all young children must be nurtured in a safe and caring environment that allows them to be healthy, alert, secure and be able to learn. This probably is because the early years are easily the most significant era in the life of an individual. The development of the child during this period prepares the stage for latter success in school and the character of adolescence and adulthood. All the key ingredients of emotional intelligence (confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate and cooperativeness) that determine how a child learns and relates in school and in life in general depends on the kind of early care and stimulation a child receives from parents, care-givers and primary school teachers in those formative years. This is the challenge this study is to work on by comparing the situation in Nigeria with that of Poland.

Significance of the Study

The significance of primary education to the development of a sound citizenry cannot be overemphasized. Research has proved that children's physical and psychological development is, to a large extent, influenced by their experiences during the first years of life. Bloom, cited by Osokoya (2011), in his analysis of research studies on cognitive development showed that about 50 percent of the development takes place between conception and at the age of 4 years, about 30 percent between the age of 4 and 8 years and about 20 percent between 8 and 19 years. Sharing the Bloom's position on the rate of intellectual development in a child, Moore, also cited by Osokoya (2011) had argued that the early years of life are the most creative and intellectually productive years. This study, therefore, important because it will show through comparison how committed the government of the two countries under study are to the development of

primary education which is the first level of higher learning. It will also enhance the public understanding of how the governments of the two countries have been financing primary education to sustain the development that had taken place in the two countries.

The Evolution and Development of Primary Education in Nigeria

Nigeria ranks as the tenth largest country in the world, and by far the largest country in Africa with an estimated population of 123,337,822 people. Nigeria is located in the North of the Gulf of Guinea in West Africa. Nigeria is bonded on the East by Cameroon, on the North-East by Chad, on the North by Niger Republic and the West by the Republic of Benin.

According to Osokoya (2002), three major ethnic groups make up about 65 to 70 percent of the population. The largest of these groups is the Hausa/Fulani in the North with about 35 to 40 million people. The Yoruba in Western Nigeria with about 30 million people, and the Igbo in Eastern Nigeria with about 15 million people. More than 300 ethnic groups each speaking different language, live in Nigeria. English Language, nonetheless, is the common language used for business, education and government.

There were two major types of education in Nigeria before the British arrived in the early nineteenth century. These are the African indigenous and Islamic education. In the Islamic North, education was strictly religious in nature. In each Muslim community, a mallam drilled children as young as five years old in the teachings of the Quran and the Arabic alphabets. During the colonial era, larger cities set up more expansive Islamic schools that included subjects such as Mathematics and Science. In 1913, these Islamic schools in the North numbered 19,073 and enrolled about 143,312 students. In the 1970s, according to UNESCO/IBE (2006), the government took control of the Islamic schools, but in the 1990s, the schools were allowed to operate independently again.

The indigenous system was the first type of education the people were exposed to before the British occupation. Students were taught the practical skills needed to function successfully in their indigenous societies. Usually, children within two or three years of age belonged to an age group. Together, they learned the customs of their community and were assigned specific duties around the village, such as sweeping lanes or clearing bush. As the children grew older, the boys were introduced to farming and more specialized works, such as wood carving or drumming. Girls learnt farming and domestic skills. Boys would often enter into apprenticeship type relationships with master's craftsmen. Even in the twenty-first century this kind of education is still very common among Africans as it is with others in the world.

Formal Western-type of education was introduced by British missionaries in the 1840s. The Anglican Church Missionary Society (CMS) started several schools in the mid 1800s. The colonial government gave the church financial aid, but in the early twentieth century, government began building primary and secondary schools. By the time the British combined the Northern and Southern protectorates to become one country in 1914, Osokoya (2011) reported that a total of 11 secondary schools were in operation, all but were run by the various missions. There were also 91 mission and 59 government elementary schools.

According to Osokoya (2011), Western education slowly embraced the Northern Region. In 1947, only 66,000 students were attending primary schools in the North. Ten years later, the number of enrollment expanded to 206,000 students. In the Western Region, within the same period, primary school enrollment expanded from 240,000 to 983,000 students. The Eastern Region experienced the most dramatic growth in primary enrollment during this period, jumping from 320,000 to 1,209,000 students. The number of secondary school students in the entire nation grew much less dramatically, increasing from 10,000 in 1947 to 36,000 in 1957. Most of the growth, about 90 percent, according to Osokoya (2011) was almost entirely from the South.

In the 1950s, Nigeria adopted the British pattern of education called Form Six that divided grades into six elementary years, three junior secondary years, two senior secondary years and a two year university preparation programme. Those who scored high on exit examinations at the end of Form Six usually were qualified to enter universities.

In 1926, a Nationwide Board of Education was established by the colonial government. The education departments of Southern and Northern Nigeria were shortly thereafter merged to form a Federal Department of Education. Government planning occurred after World War II. The 1946 Ten-year development plan stimulated rapid expansion of schools especially in the South. In 1951, Nigeria was divided into three regions North, East and West. Each region had its own Board of Education and Ministry of Education. Four years later, the Western Region according to Ogunnu (2005) took the lead in Universal primary Education (UPE) by passing a law making primary education free. Two years later the East made the first three years of primary education free.

Nigeria celebrated her independence in 1960; but within the second half of the sixties, chaos and disaster greeted Nigeria as the country experienced a thirty months bloody Civil War fought between 1967 and 1970. The war came after ethnic riots and killings against the Igbo of Eastern Nigeria. This made the Igbos to secede from Nigeria in May 1967, naming their new country the Republic of Biafra which marked the genesis of the unfortunate civil war. The war destroyed so much of the nation's educational framework, especially in the Eastern Nigeria. Biafra surrendered in 1970, but the country never fully resolved the issues that led to the war.

In 1976, Nigeria passed a law making education compulsory for all children between the ages of 6 and 12. By 1980, approximately 98 percent (15,607,505 pupils) of this age group were enrolled in primary school, up from 37 percent in 1970. The military and civilian government paid little attention to education. Accordingly, the quality of education deteriorated in the country.

In September 1976, the Federal government initiated a national UPE programme. Its success was mixed because of the political and economic turmoil of the following two decades. In the late 1970s, however, the government was optimistic that it could bring the people together through an expansive educational programme. Consistent with this goal, the government declared in 1977 that education was an instrument of national development. By 1985, the country as a whole had 35,000 primary schools with fewer than 13 million pupils. Another 3.8

million primary school aged children lived on the streets, conditions became progressively worse. By 1994, the number of primary pupils in school changed little better even with the country's high birth rate (Osokoya; 2011).

The 1989 Constitution of the Federal Republic of Nigeria according to Osokoya (1989) placed elementary schools under the responsibility of local governments and secondary schools under the combined administration of state and federal governments. Chapter II of the Constitution passed in 1999 promised equal and adequate educational opportunities at all levels to eradicate illiteracy by working towards

- a. free, compulsory and universal primary education;
- b. free secondary education;
- c. free universal education and
- d. free adult literacy programmes.

Secondary education fared worse than the other levels of education. During the 1970s and 1980s, the majority of primary pupils finishing sixth grade never went on to junior secondary school. Those who did rarely went on to senior secondary school and for those who qualified for higher education, very few openings existed in the 1960s. At independence, with about 6,000 students, there were only six higher educational institutions in Nigeria; namely the University Ibadan, the University of Ife, the University of Lagos, Ahmadu Bello University, the University of Nigeria, Nsukka, and the Institute of Technology in Benin. More universities and polytechnics were built in the 1970s, and more students according to Osokoya (2011) were able to go on for post secondary education. In 1971, approximately 19,000 students were studying in institutions of higher education. By 1985, the number had increased to 125,000 students, but this still represented a tiny proportion of the population.

Nigeria has since struggled through a series of military dictatorships that ended in May 1999 with the election of President Olusegun Obasanjo as the second democratically elected President of the country after Alhaji Shehu Shagari in 1979. The government seems determined to restore a damaged educational system over the last two decades of the twentieth century.

In September 1999, President Obasanjo introduced Universal Basic Education (UBE), which promised free education for all Nigerians through junior secondary school. Nigeria received a \$55 million loan from the World Bank to help implement UBE. The money was to help train about 30,000 teachers a year for 5 years. In addition, the President announced that Nigeria built 28,000 classrooms in the year 2000. The scope of the UBE according to Obiweluozor, Momoh, & Ogbonnaya (2013), also includes a nationwide literacy campaign for those outside the formal schooling system to include schools for families of pastoral nomads and migrant fishermen.

Primary school by the UBE law is free, paid for by local governments, but there are expenses the families must pay, such as school uniforms, supplies, and transportation. In October 2000, there were almost 19 million pupils enrolled in more than 41,500 elementary schools. The school estimates suggest that about 65.5 percent of primary pupils complete grades 1 to 6, but only about 45 percent of these moved to the junior secondary schools. A major factor in the quality of

education is the teacher–student ratio. In Islamic schools, often the ratio is ideal, only eight or nine students per teacher whereas in the public schools where the vast majority of pupils/students are educated, the average pupils-teacher ratio as at 2006 was 34:1. The range varies considerably, as the UNESCO/IBE (2006) figures illustrate Anambra, 21:1, Kwara 21:1, Taraba 22:1, Plateau 26:1, Ogun 26:1, Abuja (Federal Capital) 26:1, Adamawa 53:1, Yobe 73:1 and Kano 56:1.

The major courses taught in primary schools are Mathematics, English, Bible or Quran, Science, Social Sciences, and one of the three major Nigerian languages viz Hausa, Igbo, or Yoruba. Most courses are taught in the local language. In some schools, Computer Skills, Art, and/or French are offered. In their sixth year, pupils take the National Common Entrance Examination (NCEE) for entry into either federal or state government secondary schools.

In 1983, a 144 page guide was published by the government detailing the social science syllabus for primary grades 1 through 6 using Nigerian culture as a base. The syllabus focused even more on social topics, problems of living in the family, problems of employment, problems of group conflict and religious problems. In the late 1980s, the government added emphasis on health and safety, with some adjustments to encourage problem-solving skills even though this guide remains to be used in most schools. Primary school classrooms across Nigeria lack basic supplies of teaching materials. A study published by UNESCO /IBE (2006) indicated that 10 percent of the sampled schools had no chalkboard and most of the chalkboards in use needed replacement. Ten percent of the schools with chalkboards had no chalk, and in more than 50 percent of the schools, the supply of chalk was very little. Teaching materials, such as charts and maps, were missing in 42.0 percent of schools, and another 44.5 percent had inadequate supplies of these materials. Almost 89 percent of the schools had no science equipment.

The Federal Government was initially set to shoulder the entire responsibility of the primary education but later discovered that it was not feasible. Later, primary education expenses were shared between the Federal Government, State Governments and Local Governments. While the Federal and State Governments is able to meet its own part of the counterpart funding obligations, some states and local governments on the other hand in some cases have not being able to do so such that the full implementation of the UBE scheme to achieve its objective of making education free and accessible to all in the country is becoming a pipe dream. Following the introduction of the 1979 Constitution the Federal Government ceased to have direct responsibility for primary education. The Federal Government according to USAID (2003) gave only 15% block grants to local governments while the state and local governments assumed the responsibility for primary education.

The Evolution and Development of Education in Poland

In the middle ages in Poland, just as in other European countries, there were a small number of schools, run mostly by religious organizations and churches. During the period of the Renaissance, the idea of schools for all, regardless of social or financial status was also introduced. The Cracow Academy later called Jagiellonian University was founded in 1364. It

was the first in Poland and one of the first universities in Central Europe. It was followed by the University of Vilnius that was established in 1578. LVOV also was established in 1661 and Warsaw University was established in 1816.

The first Ministry of Education in the world was established under the name of The Commission of National Education in 1773. This was the period of Enlightenment. The Commission introduced a lot of progressive reforms in the area of organization of education process and teaching contents. This institution according to EURY DICE (2014) promoted the idea that education was not only the responsibility of citizens but first of all the responsibility of the state.

Poland lost her independence for 123 years and this destroyed the reformation carried out by the Commission of National Education in the 18th century. The countries that partition Poland at this period are Russia, Prussia and Austria. The Russian-occupied part of the Polish territory remained the one with the most limited access. Only a small number of children attended school. In rural areas only, three-grade schools were established which served several villages. The Prussian territory had a one-class school with one teacher in almost every village. That is education comprised all age groups simultaneously in one classroom. The common and compulsory primary education for children over six years of age was introduced in the Austrian partition in 1895. Generally, speaking it could be stated that compulsory education lasted for 6 years in rural areas and 7 years in towns.

After the First World War, the principles of Austrian education system were partially incorporated in the areas of other partitions and they strongly influenced the educational policy of independent Poland at the beginning of the 1820s. The three different education systems was one of the basic educational tasks of the re-established Polish State. The Decree on seven-years compulsory school of 7th February 1919, and the Act on establishing and running common public schools of 1922 served this purpose. The Act of 11 March 1932 marked some progress in the reform of the Polish education system. It prepared the legislative framework for the unification of education standards, raised the importance of vocational training and provided a better background for future teacher training (EURY DICE 2014).

In the first years after the Second World War, the education policy was based on instructions and ministerial decrees rather than on a parliamentary act. The eight year compulsory school was introduced for a short period of time and then, in 1949, the concept of a seven-year school was introduced. The two-stage system of secondary education ceased to exist. The whole education system was based on a 7 year primary and a 4 year secondary schooling.

The Act on Education was passed in 1961. It prepared grounds for a complex reform of the educational system. During this period, primary education was extended to eight years and secondary education in terms of school curriculum was reformed. There were also some attempts to implement a ten-year compulsory school in 1970s.

The Structure and System of Education

Education in Poland is decentralized. Polish education was reformed in 1999. Primary school was shortened from 8 to 6 years and high school was changed from 4 years *lyceum* into 3 years *gimnazium* and 3 year *Liceum*. Education in Poland starts at the age of five or six for the 0 class (kindergarten) and six or seven years in the 1st class of primary school. It is compulsory that children do one year of formal education before entering 1st class at not later than 7 years of age. At the end of 6th class when the students are 13, they take a compulsory examination that will determine to which lower secondary school (Middle School/Junior High) they will be accepted.

The total number of primary schools in Poland as at 2009 according to OECD (2009) was 13443 with about 2.15 million pupils. Primary education is compulsory in Poland. Children between the ages of 6/7 and 13 attend primary schools for a period of six years. Public primary education is free of charge for all pupils.

General education in the primary school is divided into two stages. These are

- a. **Stage I** made up of Grades 1 to 3 of the primary school and covering early school education.
- b. **Stage II** made up of grades 4 to 6 of the primary school.

The *aim of general education in the primary school* according to OECD (2009) is to enable pupils to

- a. acquire a basic body of knowledge about facts, rules, theories and practice related in particular to topics and phenomena close to their experience; and
- b. acquire the ability to use the knowledge gained to carry out tasks and solve problems and to develop attitudes which are necessary for efficient and responsible functioning in the modern world.

The most important skills to be acquired by pupils in primary schools include

- i. reading,
- ii. mathematical thinking,
- iii. scientific thinking,
- iv. communication skills in the mother tongue and in a foreign language including speaking and writing skills,
- v. the ability to use ICT effectively, including the ability to search for and make use of information,
- vi. learning to learn as a means enabling pupils to satisfy their curiosity about the world, to identify their interests and to prepare for further education as well as team work skills.

The organization of the school year is defined by the Ministry of National Education in a separate regulation. The Ministry of National Education issues the calendar for the school year on an annual basis, specifying the date of start and the end of the school year as well as that of school holidays. The school year (for primary and secondary schools) is divided into two semesters, the first semester lasting from the first day of classes (the first working day of

September) until the last Saturday preceding the winter holidays, and the second semester from the Monday directly after the winter holidays until the last day of classes being the last Friday in June. The dates of the winter break vary among the provinces in Poland. In most public schools, lessons start at 8 a.m. and finish at 2 or 3p.m if a school works in one shift. Each lesson usually lasts for 45 minutes.

Internal assessment is carried out by school teachers, the performance and progress of pupils are regularly assessed by teachers throughout the school year. External assessment is conducted by the Central Examination Board and Regional Examination Board i.e. institutions external to the school. A pupil is promoted to a higher grade if he/she has received marks at the level of acceptability or above for all compulsory subjects at the end of the school year. If he/she receives an unsatisfactory mark in one subject, he/she can take a re-sit examination in this subject. A pupil who has failed the re-sit is not promoted and remains in the same grade. In some cases, the teachers' council can decide upon a pupil's promotion to a higher grade on condition that this subject will be continued by the pupil in the following school year. At the end of each school year, pupils receive certificates in a standardized form. On completion of primary school (at the end of grade 6), pupils sit for an external standardized test. The test is set by the Central Examination Board and assessed by Regional Examination Boards. It is obligatory for all pupils. The test has no selection function. i.e. its results have no bearing on admission to lower-secondary school. The head of the local lower- secondary school is obliged to admit a primary school graduate residing in higher school's catchment area regardless of the results obtained in the test or marked in the school leaving certificate. The test is intended to provide pupils, parents and teachers with information about the level of pupils' achievements (ICT in Sciences in Poland; 2000).

Public schools and nursery schools are free of charge, but some financial contributions from pupils and their families are usually required at each stage of education. The amount of financial support from the state budget to local authorities is approximately over 1.5 billion PLN (400 million Euros) per year. The local authorities (communes) also define the conditions for full or partial fee waivers. Parents also pay for meals. There are Parents Councils established in schools to collect funds from voluntary donations from pupils' parents and other sources. Non-public schools charge fees. Many schools according OECD (2009) offer various types of fee waivers to outstandingly gifted pupils and those from disadvantaged families.

Governance of school education reflects the territorial organization of the Polish State. Poland is divided into 16 provinces or regions (*Wojewódz two*), 379 districts (*Powiat*) and 2478 communes (*gmina*). The head of the province (*wojewoda*) represents the Council of Ministers in a given region. The regional education authorities (*kuratorium oswiaty*) are included in the regional administration. These are responsible for pedagogical supervision in the schools. The local authorities take part in exercising public authority (levels of *Powiat* and *gmina*). Responsibility for the administration of the school education system rests with the Minister of National Education.

The minister lays down, among other things requirements and procedures for admission to public schools, outlines of timetables for public schools, core curricula for pre-school education and general education in particular types of schools as well as for vocational education, rules for assessing and promoting pupils and for conducting tests and examinations, organizational arrangements for the school year, and rules for the remuneration of examiners and teachers (OECD (2009)).

Comparison of Primary Education in Nigeria and Poland

Nigeria is a country in Africa while Poland is a country in Europe. Children are admitted to primary schools at the age of 6 or 7 years in both countries. The duration of the primary education in the two countries is 6 years. Although the duration of primary education in Poland is divided into two stages that is stage I which include grade 1 – 3 years and stage II include grades 4 to 6. The performance and progress of pupils are regularly assessed by teachers throughout the school years in Nigeria and Poland. The schools define its own internal assessment system which is included in the school statutes. On completion of primary school (at the end of primary six for Nigeria and grade 6 for Poland) pupils sit for an external standardized test. The test is set by the Central Examination Board and assessed by Regional Examination Boards in Poland and by State Universal Basic Education Board in Nigeria. This examination is obligatory all pupils, although this test has no selection function, i.e. its results have no bearing on admission to lower secondary school in the two countries. Admission to basic seven to basic nine in Nigeria is automatic; therefore, the examination is a formality because transition to junior secondary school is automatic as a result of the outcome of World Conference on Education for All Declaration which was held at Thailand Jomtien from March 3-9, 1990. In Poland, the head of the local lower-secondary school is obliged to admit a primary school graduate residing in his or her school's catchment area regardless of the results obtained in the test or marked on the school leaving certificate. The test is intended to provide pupils, parents and teachers with information about the level of pupils' achievements.

Education is highly centralized in Nigeria that is the system of education is controlled by the Federal Minister of Education in Nigeria. All matters related to education including primary education are determined by the Federal Ministry of Education which governs the state's educational system through the State Commissioner of Education and the Local Government Area Officer while education in Poland is decentralized. The regional education authorities (*kwatorium oswiaty*) are included in the regional administration and are responsible for pedagogical supervision over school. The local authorities take part in exercising public authority.

In both Nigeria and Poland, public schools especially primary education are free of charge, but some financial contributions from pupils and their families are usually required at each stage of education. In Poland, the Parent's Council established at the school could collect funds from voluntary donations from pupils' parents and other source while in Nigeria, the Parent Teachers Association (PTA) charge a particular amount every year for the running of the programme in the schools.

Even though, there is educational challenges in both countries under study, the governments of both Nigeria and Poland at National and State/Provincial level are all committed to the running of the schools especially primary school in their country.

Suggestions

While there are efforts put in place to ensure that primary education is being provided for the teeming young population in both countries in tune with Universal Basic Education standard of world leaders, there are areas that need some touch particularly in Nigeria so that the country would join the rest of the world in celebrating the Education For All stand of the globe in the shortest possible time.

For instance, in the area of curriculum development, there is no doubt that a great deal of work has been done, but there is still room for improvement. The Federal and State Governments in Nigeria should set up Local Book and Materials Production Centres to cater for the development and production of text-books, as well as instructional materials including audio-visual aids.

There is equally the need to revamp the Inspectorate Division of the Ministries of Education. Inspection of primary schools is ineffective today because of the few personnel to handle the task. Inspectorate division should be expanded and personnel trained to ensure that supervision of education is adequately delivered at the door steps of the local schools.

The system of education in Nigeria especially primary school should be decentralized so that each state will develop its own programme of education among its citizens based on the need of the state just as Poland educational system is decentralized.

Nigeria should borrow ideas on the administration of primary school from Poland that is committed to the development of its primary education in all areas. This way Nigeria will be able to stand tall among the countries of the world especially in the area of technology.

Conclusion

It is obvious that primary education in Nigeria and Poland serves as the bedrock for the educational systems in both countries. It is traditionally the first level of education which serves as foundation for higher level of education in both countries. The governments of the two countries are committed to the running of primary education in their countries. The similarity in the running of primary education in the two countries shows that there is no much difference in the running of primary education all over the world.

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THE IMPACT OF LEADERSHIP ON THE EFFECTIVENESS OF PUBLIC AND PRIVATE SCHOOL TEACHERS IN BAYELSA STATE

Grace B. IBABA

*Department of Educational Foundations, Niger Delta University,
Wilberforce Island, Bayelsa State
E-mail: grace.ibaba@gmail.com*

Abstract

For any organization to achieve its key objectives and goals, it requires effective leadership styles to succeed, especially in the field education, with specific reference to the role teachers plays in society, how they can bring more effective and impactful knowledge to the organization. The objective of this study is to compare the impact of approaches of leadership on the effectiveness of public and private school teachers in Bayelsa, using the Marx-Weber theory as the theoretical framework for the comparison. The design for the study is correlational survey, with samples drawn from secondary school principals and teachers from CSS Agbura and Belary Schools, Yenagoa, Bayelsa State. The average mean score was 2.75, while the criterion mean score was 2.50. Using the random sampling technique was used to select the sample. The questionnaire was titled "Teacher And Students Academic Performance Questionnaire" (TSAPQ). Findings reveal that organizational theory influences leadership of educational institutions in Bayelsa State government and private schools. It was recommended that better implementation strategy should be the hiring of consultants to provide the desired results and the training of educational planners and administrators through seminars and workshops in the schools.

Keywords: *Impact, Leadership, Effectiveness, Public School, Private School, Teachers, Bayelsa State*

Introduction

The tremendous interest in educational leadership in the 21st century is the reason and belief that the quality of leadership makes a significant difference to school and student outcomes. For instance, in many parts of the world, there is recognition that schools require effective leaders and managers, if they are to provide the best education for their learners. However, the earlier work from classical theories like Taylor, Fayol and Weber contributed significantly to developments in management practice and some of the theoretical approaches are still very applicable and influential today (Adogboye 2013).

Good leaders are made, not born, and good leadership is developed through a never ending process of self-study, education and training, and the accumulation of relevant experiences. (Amachukwu, Stanley & Ololube 2015). In other words, to be a good leader, one must have the experience, knowledge and commitment, patience and relevant skills to be able to function effectively in educational organizations. A good leader inspires, motivates and directs the activities of other members of the organization or institution, to help achieve group or organizational goals, while alternatively an ineffective leader does not contribute or influence

organizational goals and therefore may detract or distract the organizational accomplishment and objectives.

Again, a wide range of factors have been found to affect organizational innovativeness and an essential one is leadership style or approach (Drunker 2011). Hence, leadership is the process of influencing employees towards the achievement of organizational goals and organizational excellence. In other words, outstanding leaders have a vision for their institutions. They should have a picture of preferred future, which shapes the programmes of policies and learning (Naylor 1999).

Also, leadership has various theoretical approaches that may influence the effectiveness of educational leadership. Theoretical approach emanates from work seeking to explain how industrial and commercial organizations operate. Bush, (2015) found out that a major contributor and founder of this body of literature was Max-Weber, who developed bureaucratic theory, and noted that organizational theory is a set of ideas for understanding organizational behaviour. Thus, Bush noted that the theory of Bureaucracy by Max-Weber remains the powerful wig of understanding organizational theory, in terms of describing and clearer understanding of what theoretical approaches should be in the display of leadership.

Again, theories and models of educational management have been categorized by different scholars. Cuthbert (1984) classified management theories to five groups; Analytic-rational; Pragmatic-rational; the political; phenomenological; and the interactionist models. Hussein in Bush (2015) posited that the theories of educational management are based on four elements which are; agreement about objective; the concept of structure; the level of environmental influences and the strategies.

It is against this background and within the context of school climate that this study is developed, aiming at examining the influence of theories of leadership on the effectiveness of leaders of educational organizations in Bayelsa State.

Statement of Problem

Numerous works on effective leaders have been published. However, the earlier works of classical theorists like Taylor, Fayol and Weber, have made significant impact on leadership styles. Thus, as posited by Drunker (2011), leadership is the process of influencing employees towards the achievements of organizational goals and excellence. The application of Max-Weber's theory appears lacking in the leadership effectiveness styles in government and private schools in Bayelsa State. This explains the reasons why Max-Weber's Bureaucratic theory is adopted as a model for this study, to measure the impact of leadership on the effectiveness of public and private school teachers in Bayelsa State.

The researcher has observed situations whereby teachers abandoned duties assigned to them by principals, due to weak or loose division of labour, rules and regulations taken for granted, and lack of orientation. Thus, the researcher considered it pertinent to examine the impact of leadership on the effectiveness of public and private schools in Bayelsa State. The researcher

has also observed that quite a number of secondary school teachers have poor and high career orientation, with hierarchy of authority determined by grade, interest and ownership of school to determine the leadership style of government schools and private schools.

Purpose of Study

The purpose of this study was to determine the impact of approaches of leadership on the effectiveness of public and private secondary school teachers in Bayelsa State. The specific objectives of the study were to

- a. Find out if there is any relationship between approaches of leadership on the performance of public and private secondary school teachers in Bayelsa State; and
- b. Determine if there is any significant difference in the impact of leadership theories on the performance of public and private secondary school teachers in Bayelsa State.

Research Hypotheses

The following research hypotheses were posed to guide the study.

1. There is no significant relationship between approaches of leadership on the performance of public and private secondary school teachers in Bayelsa State?
2. There is no significant difference in the impact of approaches of leadership on the performance of public and private secondary school teachers in Bayelsa State

Significance of Study

The outcome of this study will be useful to educational authorities in decision making and development planning in education.

Theoretical Framework

There are numerous theories of organization, including the classical theory, human relations theory the systems theory, and Max Weber's theory. But this study will adopt Weber's theory because of its high standing relevance. Among the major theories on leadership approach for effectiveness and industry is the theory of Max Weber; Max Weber was a German sociologist. He developed and refined bureaucratic theory in 1947. In the methodology of their survey on leadership effectiveness, Weber came up with five (5) principles, which are still in relevant today. According to Okorie (2011), postulated the concept of Bureaucratic Theory as the most effective, predictable, impersonal and impartial characteristics of complex organizations. Thus Max Weber's factors for effectiveness of leaders include

- a. division of labour;
- b. hierarchy of Authority;
- c. career orientation;
- d. rules and regulation; and
- e. impersonal orientation

In other words, Max-Weber's bureaucratic theory approach to leadership is the most effective theoretical approach to leadership because of its clearly laid out leadership demarcation features towards effective goals and influence in educational organization. The hierarchy of division of labour, whereby every worker in the organization shares responsibility, is well

defined for effective leadership management and achievement of set goals in the organization. Under the division of labour, job roles are understood (Peretomode 2008). This makes it an appropriate theory for this study. The table below capture its relevance to the private and public schools chosen as case study for this paper.

Table 1 Features of Max-Weber's Bureaucratic Theory in the Organization of Community Comprehensive Secondary School (CCSS) Agbura and Belary Schools, Imiringi Road, Yenagoa

S/N	Public	Private
	C.C.S.S Agbura	Belary Schools
	Community Comprehensive Secondary School	Senior secondary school Imiringi
1.	There is loose division of labour	There is strict division of labour
2.	Impersonal orientation is very low	Impersonal orientation is very high
3.	Rules and regulations are taken for granted and not strictly adhered to	Rules and regulations are not taken for granted or appointment may be terminated
4.	Hierarchy of authority, hierarchy of leadership is determined by advance grade level or political interest in the appointment of leadership in the public school.	Hierarchy of authority is determined by the proprietor/ proprietress of the school
5.	Career orientation: career is highly encouraged for effectiveness by leadership	Career orientation is not to encourage professionalism for leadership effectiveness
6.	Written records/ documentation are not always followed strictly, thereby rendering the leadership of the school ineffective sometimes	Written records/ documentation are taken serious by the proprietor and teachers thereby creating effectiveness on leadership in the system

Source: Compiled & Adapted by Author, 2017

Literature Review

Organization has several theories that influence organizational behaviour. For example, the classical, human relations and systems theories highlight different strengths and weaknesses of organizations.

The Classical Theory: This concerns itself with the structural aspects of the organization. It plays down the role of behavioural and motivational aspects of management and concentrates on formal structural principles. To this end, it only focuses on issues such as the determination of organizational objectives, grouping of activities, appropriate manner of delegating authority, specifying responsibility and establishment of the most suitable formal relations among employees.

The Human Relations Theory: This theory focuses on the creation of social environment within an organization. It seeks to stimulate individuals to strive to achieve the overall organizational goals. The theory is predicated on the following. That

- a. the amount of work carried out by a worker is not necessarily determined by the worker's physical capacity, but by his social capacity;
- b. non-economic rewards can play a central role in determining the motivation and happiness of the worker in an organization; and
- c. workers do not react to the norms of an organization and its rewards as individuals, but as members of a group.

The theory emphasizes the role of communication, participation and leadership as essential ingredients for organizational effectiveness and efficiency.

The Systems Theory: This theory sees the organization as a system with parts which interact to achieve the goals of the organization. Accordingly, it places emphasis on the effectiveness of the units of the organization and the proper coordination of their activities.

However, the key question to address is why leadership fails to improve effectiveness in educational organizations, despite its influence and approaches. This study sets out to answer this question. The literature looks at how Max Weber's theory influences leadership of organizations, and in this case both public and private schools in Bayelsa State. Hence, there are some factors responsible for leadership ineffectiveness in schools or educational organization. This includes the type of leadership in power. Max Weber wanted to understand the relationship between power and the ability to make people do what they do not ordinarily do or want to do. In other words, it means that leadership and authority appear inseparable in achieving effectiveness in organizations. Thus, Max according to Peretomode (2008) looks at the types of authority and came up with the following types of authority such as charismatic authority; traditional authority; and legal/rational authority

Charismatic Authority: This depends on the devotion to an extraordinary individual who is a leader by virtue of the personal qualities through which he or she is able to command obedience from his/her followers

Traditional Authority: This is done according to traditionally transmitted rules or beliefs and the person who holds this leadership position inherits the authority established by custom and tradition.

Legal/Rational Authority: This type of leadership is based on rules that are rationally developed by people and can be changed by formally established procedure. However, in this type of leadership position, obedience is not owed to a person or position but rather to the law that specifies to whom and to what extent people owe compliance. For instance, in school organization, the principal is respected because the law legally specifies it to be so. In other words, there are clear limits and extents of his duties to teachers and students in his appointment as the head and teacher of the school.

Again, Fielders, in his contingency theory of leadership cited from Peretomode (2008) anchored his leadership theory on the following basic assumptions. That

- a. leadership style is determined by motivation of the leaders; and
- b. group's effectiveness is a joint function of the leader's style and favourable situation.

This means that the leader controls or influences the situation, which is critical to group effectiveness.

Another theory of leadership is that Vroom & Yetton (1973). This theory recognizes the area of decision making for organizational leadership. This, according to Okorie (2011) is that effectively in leadership is a function of the extent to which the leader is an effective decision maker. In other words, for the effective influence of the leader on the organization to be achieved, it may be determined by how much he/she is able to make the right and clear decision in the organization. However, it is clear from all that has been said above that for leadership to be effective and impact positively on educational organizations, Max Weber's bureaucratic theory highlights this sharply more than the other theories reviewed and this explains this author's decision to adopt it as the theoretical framework for this study.

Again Max Weber's Bureaucratic theory points to the fact that the influence of leadership in educational organization may be achieved through leaders that may tend to apply his bureaucratic feature, which is still very applicable and relevant in the Bayelsa State educational system.

Education

Education has many definitions, such as the development of man to enable him create and recreate himself (Okorosaye-Orubite, 2008), the pursuit of a wide range of activities, planned and managed for the benefit of society and its members (Audu, 2004); the systematic influencing of peoples knowledge, skills and attitudes (Nduka, 2006); and the transmission of knowledge from one generation to another and the accumulated wisdom, knowledge, skills, values and attitudes of the society (Nyerere, 1967).

These definitions result in a number of implications. Some of these implications are that education

- a. makes man moral and ethical;
- b. inducts the individual into the shared values of society;
- c. develops commitment of the individual to societal goals;
- d. prepares the young members of society for the future;
- e. defines behavioural patterns of individuals and society; and
- f. enhances the productive capabilities of individuals and, by extension the society.

Education is thus the gateway to development, and many scholars have adequately highlighted this. For example, one of the studies conducted on this concluded that

formal education has a vital role to play in the development and social change of human communities. For development and change to take place, education is a must. It creates the environment and conditions conducive for change to take place... education is the builder and molder of attitude and behaviour of members of the society which lend support to the process of development and change (Ekin-Okut, 1985:54).

Whereas the above reference emphasizes formal education, it is imperative to note that informal education also enhances the goals of development. Although the dominant expectation of education is development, it is also expected that it will enhance the integration

of sub-populations that are divided by language, religion or ethnicity (Peshkin, 1967). Education is noted for three political roles:- agent of political socialization into a nation's political culture; the training and selection of political elite; and the enhancement of political integration and national political consciousness (Fagerlind & Saha (1989:125). Indeed, education is a product and a process that reforms society and induces desirable change in behaviour patterns of individuals (Okorosaye-Orubite, 2008:106).

Method

Research Design

The design for the study is a correlational survey. It is aimed at assessing the impact of organizational theory on leadership performance in public and private secondary schools in Bayelsa State. It is aimed at collecting, tabulating, describing, analyzing and interpreting data to ascertain relationships between variables.

Population and Sample

The population of this study is all the teachers in Bayelsa State public and private schools. The sample of this study was drawn from secondary school principals and teachers in Community Government Secondary School Agbura and Belary Schools Yenagoa, all in Bayelsa State. It was based on simple random sampling techniques method and this was chosen because it focuses on the process of selecting sample in such a way that it identifies the groups in the population, which are represented in the sample of the same proportion as they exist in the population.

Instrumentation

Three research instruments were developed and used to collect relevant data for the study. They are; document analysis, observation schedule and a questionnaire titled "*Teachers and Students Academic Performance questionnaire*" (TSAPQ). The respondents were expected to indicate the impact of organizational theory on the effectiveness of teachers and student's academic performance and it was designed after carefully reviewing some literature relating to the study.

Method of Data Analysis

Results and Findings

Hypothesis One: *There is no significant relationship between approaches to leadership and the performance of secondary school teachers in Bayelsa State.*

Table 1: χ^2 – Contingency Table on Observed/Expected Frequencies

	Enhances Performance	Does not Enhance Performance	Total
Interpersonal relations improve leadership efficiency	0 54 E ₁ 102	0 87 E ₂ 39	141
Defined roles enhances productivity	0 123 E ₂ 307	0 18 E ₄ 116	141
Hierarchy of authority improves work ethics	0 54 E ₁ 102	0 87 E ₂ 39	141
Formal rules and procedures ensure that targets are achieved	114 E ₇ 307	27 E ₈ 102	141
Total	409	155	564

Table 2: χ^2 : Calculation for Variables in Hypothesis One

	Responses	O	E	O - E	$\frac{O - E}{E}$	$\frac{(O - E)^2}{E}$
Interpersonal relations improve leadership efficiency	P	54	102	-48	-0.5	-0.9
Defined roles enhances productivity	N	87	39	-48	1.2	2.5
Hierarchy of authority improves work ethics	P	118	102	16	0.1	0.3
Formal rules and procedures ensure that targets are achieved	N	27	102	-75	-0.7	-1.5
Total						10.5

Calculated value of χ^2 = 10.5
 Df = No. R - 1
 = 4 - 1
 = 3
 Df = 3

At Df of 3 and at 5% level of significance, calculated value of χ^2 , which is 10.5, is higher than the critical value of 7.82. Thus, the null hypothesis is rejected. Thus, there is a relationship between achievement on the job and job satisfaction.

Hypothesis Two: *There is no significant difference between the impact of approaches to leadership on the performance of public and private secondary school teachers in Bayelsa State.*

(a) Public School Teachers

Chi-Square (χ^2) Analysis of Association Between the Approaches of Leadership on the Performance of Public and Private Secondary School Teachers in Bayelsa State

Observed Frequencies

Responses	X ₁	X ₂	X ₃	X ₄	X ₅	Total
Yes	236	276	277	188	197	1174
No	149	109	108	197	188	751
Total	385	385	385	385	385	1925

Expected Frequencies

Responses	X ₁	X ₂	X ₃	X ₄	X ₅	Total
Yes	235	235	235	235	235	1175
No	150	150	150	150	150	750
Total	385	385	385	385	385	1925

- X₁ = Interpersonal relationships
- X₂ = Defined roles
- X₃ = Hierarchy of authority
- X₄ = Formal rules and procedures
- X₅ = Respect and Responsibility
- X² = $\frac{(O - E)^2}{E}$

Were O = Observed frequencies, and E, Expected frequencies.

Solution

Significant level = 5%

Observed Frequencies (O)	Expected Frequencies (E)	(O - E)	(O - E) ²	$\frac{(O - E)^2}{E}$
236	235	1	1	0.50
149	150	1	1	0.01
276	235	41	1681	7.15
109	150	-41	1681	11.21
277	235	42	1764	7.51
108	150	42	1764	11.76
188	235	47	2209	9.4
197	150	47	2209	14.73
197	235	38	1444	6.14
188	150	38	1444	9.63

X² = 77.54

Table value of x²

Degree of freedom (DF) = (Rows - 1) (Columns - 1)
 = (2 - 1) (5 - 1) = 4

At 5% level of significance, table value is 9.49. Given that the calculated value of χ^2 (77.54) is greater than the table value, we reject the null hypothesis, and, therefore, accept that there is a significant relationship between approaches to leadership and performance of teachers in public schools.

(b) Private School Teachers

Chi-square (χ^2) Analysis of Association Between Leadership Approaches and Performance of Teachers

Observed Frequencies

Responses	Y ₁	Y ₂	Y ₃	Y ₄	Y ₅	Total
Yes	218	192	168	218	256	1052
No	167	193	217	167	129	873
Total	385	385	385	385	385	1925

Expected Frequencies

Responses	Y ₁	Y ₂	Y ₃	Y ₄	Y ₅	Total
Yes	210	210	210	210	210	1050
No	175	175	175	175	175	875
Total	385	385	385	385	385	1925

- Y₁ = Interpersonal relationships
- Y₂ = Defined roles
- Y₃ = Hierarchy of authority
- Y₄ = Formal rules and procedures
- Y₅ = Respect and Responsibility
- $\chi^2 = \frac{(O - E)^2}{E}$

Where O = Observed frequencies, and E, between perceptions of satisfiers and productivity

Solution

significance level = 5%

Observed Frequencies (O)	Expected Frequencies (E)	(O - E)	(O - E) ²	$\frac{(O - E)^2}{E}$
218	210	8	64	0.30
167	175	-8	324	0.37
192	210	-18	324	1.54
193	175	18	324	1.85
168	210	-42	1764	8.4
217	175	42	1764	10.08
218	210	8	64	0.30
167	175	-8	64	0.37
256	210	46	2116	10.08
127	175	-46	2116	12.09

$$\begin{aligned} X^2 &= 45.38 \\ \text{Table value of } X^2 & \\ \text{Degree of freedom (DF)} & \\ &= (\text{Rows} - 1) (\text{Columns} - 1) \\ &= (2 - 1) (5 - 1) \\ &= 4 \end{aligned}$$

At 5% level of significance, table value is 9.9 given that the calculated value of X^2 (45.38) is greater than the table value, we reject the null hypothesis, and, therefore, accept that there is a relationship between approaches to leadership and performance of teachers in private schools.

Findings

The findings show that there is a significant relationship between approaches to leadership and performance of teachers in secondary schools. Also, in testing hypothesis two, it showed that there is no significant difference between approaches to leadership and performance of teachers in secondary schools.

Conclusion

Following the findings, the study concludes as follows. That

- i. there is a significant relationship between approaches to leadership and the performance of secondary school teachers in Bayelsa State.
- ii. there is no significant difference between approaches to leadership and performance of teachers in public and private secondary.

Recommendations

Based on the findings and conclusions, the study recommends that educational planning and administration by the Bayelsa State Government should consciously apply relevant organizational strategies in order to achieve set targets. The implementation strategy should be the hiring of consultants to provide the desired framework, and the training of educational planners and administrators through seminars and workshops. Also, school administrators should adopt appropriate leadership styles to ensure improved performance by teachers in both public and private secondary schools in the state.

Subsequently, there is need for further research to identify how different approaches to leadership encourage performance of teachers in private and public secondary schools.

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DETERMINANTS OF EFFECTIVE BASIC EDUCATION FOR SOCIAL REFORMS AND NATIONAL SECURITY IN NIGERIA

Friday A. UMOH, PhD¹
drumohfriday@gmail.com
+2348033134865

Vincent AKANGBOU²
registrargsas@gmail.com
+2348103129203

&

Igbuasi PRINCEWILL³
princeigbusi@gmail.com
+2348037939014

^{1&3} *Department of Educational Foundations, Faculty of Education,
Niger Delta University, Wilberforce Island, Bayelsa State*

² *Department of Educational Management & Planning
Ignatius Ajuru University of Education, Port Harcourt, Rivers State*

Abstract

*This research was undertaken to investigate the determinants of basic education for social reforms and national security in Nigeria. Descriptive survey design was adopted for the study. Three research questions and three null hypotheses were raised to guide the study. The population for study comprised all teachers and students of Government-owned secondary schools in Bayelsa State. A sample of 345 respondents comprising 41 teachers and 304 JSS3 students, was used for the study. The instrument for data collection was a structured questionnaire developed by the researchers and validated by experts. The reliability coefficient of the instrument was obtained, using Kuder-Richardson Formula ($K-R_{21}$) which yielded a value of 0.79. The research questions were answered using mean and standard deviation, while the hypotheses were tested, using *t*-test statistic. The findings revealed that the roles teachers, management and Government are determinants of basic education programme for social reforms and national security. It was recommended that teachers should be motivated adequately for them to discharge their duties effectively.*

Keywords: *Determinants, Basic Education, Social Reforms, National Security.*

Introduction

Education is the bedrock for national development and national security. Its importance to economic growth, development cannot be overemphasized. Hence, in Nigeria it has been accorded top priority in principle by various governments (Ezeocha & Fontal, 2007). It is because of its contributions to the society, that the National Policy on Education (FRN, 2014:3) described education as “an instrument *par excellence* for social and economic reconstruction of

the nation". It added that government regard education as key to the realization of Nigeria's collective aspiration of being among the top twenty (20) developed nations of the world by the year 2020. At international level, education is also gaining ground. This is seen by the pursuits of the United Nations Organization in what she called the Millennium Development Goals (MDGs) now the Sustainable Development Goals (SDGs). This pursuit is the Education for All (EFA). The objective of this pursuit by the United Nations is the Universal Basic Education Programme (Okoh; 2006).

Education has witnessed a lot of reforms in Nigeria over the years such as from the Standard, Elementary and Primary, 6-5-4; 6-3-3-4 now to 9-3-4. That is six (6) years of primary education, five (5) years of secondary education and four (4) years of tertiary education; six (6) years of primary education, three (3) years of Junior Secondary education, three (3) years of Senior Secondary education, and four (4) years of tertiary education; nine (9) years of Basic Education, three (3) years of post-basic education, and four (4) years of tertiary education. Teachers' qualification to suit the above reform is spelt out in the National Policy on Education (FRN; 2014) to be Nigeria Certificate in Education (NCE) as the minimum qualification.

Basic Education

This is the education given to children aged 0-15 years (FRN, 2014). It includes the Early Child Care and Development Education (0-4 year), Primary Education (6-11⁺) and Junior Secondary Education (11+ - 15 years). This paper focuses on primary and junior secondary education as the component of the Basic Education.

Primary Education is the education given to children aged six (6) to eleven plus (11+) years (FRN, 2014). It is the foundation upon which all the other levels of the education system are built. It is the determinant of the success or failure of the whole system (Anukam, Okunamiri & Ogbonna, 2008). The National Policy on Education (FRN, 2014) itemized the following as the objectives of primary education. To

- a. inculcate permanent literacy, numeracy and the ability to communicate effectively;
- b. lay sound basis for scientific, critical and reflective thinking;
- c. promote patriotism, fairness, understanding and national unity;
- d. instill social, moral norms and values in the child;
- e. develop in the child the ability to adapt to changing environment; and
- f. provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society with the limits of the child's capability.

In order to achieve the above objectives, the policy made it clear that primary education shall be compulsory, free universal and qualitative. Again, the curriculum was reformed to include Basic Science and Technology, and teacher-pupil ratio shall be 1:35.

Junior Secondary Education covers the first three (3) years of secondary level. It is the education received by a child immediately after primary education. Here emphasis is placed on both academic and vocational/technical curriculum. It is part of the Universal Basic Education programme. The objectives of this level of education, according to the National Policy on Education (FRN, 2014) are

- a. providing the child with the diverse basic knowledge and skills for entrepreneurship and educational advancement;
- b. developing patriotic young people equipped to contribute to social development and the performance of their civic responsibilities;
- c. inculcating values and raising morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; and
- d. inspiring national consciousness and harmonious coexistence irrespective of differences in endowment, religion, and colour, ethnic and socio-economic background.

To ensure that the above objectives are achieved, the curriculum had being reformed to include Basic Science and Technology, Prevocational Studies and Religion and National Values.

What is Security?

The word security is derived from the Latin word '*securus*', which mean to be safe, freedom from anxiety or fear, to be emotionally secure, affording ground to be confident. Security is the condition or feeling of safety from harm or danger. The Oxford Advanced learner's Dictionary (8th edition) defined national security as the defense of a country, the activities involved in protecting a country, building or person against attack, danger, etc. Security is the protection against something bad that might happen in the future; a state of feeling happy all the time, the defence, protection and observation of core values and the absence of threats to acquired values. It is the condition which enhances the ability of government, its agencies, its citizens to function without hindrance (Yusuf & Babatunde, 2009). It is the absolute guarantee that people enjoy or state in terms of comfortability and operation without fear or threat (Salau, 2012). In fact, security is about the management of threat and pursuit of freedom from threat.

It is worth mentioning that Basic Education is aimed at making the young to acquire the skills of permanent literacy, numeracy, and ability to communicate effectively and to acquire practical skills with which to earn a living for life. Okorosaye-Orubite (2008) opined that the ultimate goal of Basic Education is to achieve 'Education For All' the advantaged and the disadvantaged; the gifted and the uneducable; the physically challenged and the non-challenged; the rural and the urban dweller; the rich and the poor; the nomadic and the sedentary; etc.

For the ultimate goal to be realized, a lot of factors have to be considered. Okorosaye-Orubite (2008) citing FGN (1999.4) identified among others, the following factors:

- a. Teacher factor
 - b. Infrastructural facilities
 - c. Enriched curricula
 - d. Textbooks and instructional materials
 - e. Improved funding
 - f. Management of the entire process.
- a) **The Teacher Factor:** The teacher factor is a *sine qua non* for the success of any “educational initiative”. This is so because no educational system can rise above the level of its teachers. The teacher factor here includes recruitments, education, training,

retraining and motivation. Okorosaye-Orubite (2008) opined that in all the workshops he has facilitated, teachers' level of ignorance about basic education programme has always been very high. This is so because there has not been training and retraining for teachers.

The few workshops organized by the Federal Government on Millennium Development Goals (MDGs) have always been attended by only one group of teachers each year. The Nigerian Educational Research and Development Council (NERDC) developed a high quality 9-year Basic Education Curriculum without involving a gross section of professional bodies like the Science Teachers Association of Nigeria (STAN), Curriculum Organization of Nigeria (CON) etc. (Okorosaye-Orubite 2008). Again, teachers are always neglected when it comes to the over-all decision making process. Again, there is need for training and retraining of teachers through workshops, seminars, and refresher courses to update the knowledge and skill of teachers in the light of changing curriculum. Also for motivation of teachers, it is a dream. How many teachers in this nation have been appointed as commissioner? What about TSS (Teachers' Salary Scale)? Has it been implemented? What about the normal salaries that due teachers monthly? Most Local Government Councils are not able to pay primary school teachers regularly. In most states of the federation promotion areas of teachers' have disappeared into the cloud. All of these affect teachers' effectiveness and productivity. This in turn poses threat to national security.

- b) **Infrastructural Facilities:** This affects Basic Education in the country. Infrastructural facilities refer to the physical, spatial enablers of teaching and learning. These include classrooms, libraries, laboratories, workshops, playfields, school farms and gardens, as well as provisions for water and sanitation (Owhondah, 2007). The writers visited some schools (primary and junior secondary) in Bayelsa state to see the level of infrastructure in these schools. They also contacted friends in others part of the country to find out how the Basic Schools are faring in connection with these facilities. What they saw is a miserable condition that affects teaching and learning adversely. Only few schools have these facilities. Even then, they are not in appropriate quality, size and quantity to the minimum standard for promoting any meaningful teaching and learning activity. This in turn is a barrier to our National Security since the products of Basic Education would have nothing to ride home about, except restiveness.
- c) **Enriched Curricula:** One of the factors affecting Basic Education Programmed in the country is late development of curriculum by the Nigerian Educational Research Development Council (NERDC) for the take-off or implementation of the UBE Programme (NERDC, 2007 in Okorosaye-Orubite 2008). The new curriculum included Basic Science and Technology, Computer Studies/Information Communication Technology (ICT). This is a laudable, but only a paper initiative. The information and Communication Technology (ICT) was meant to improve pupils' studies. It also mean that if ICT is well managed in the Basic schools, pupils and students will be well informed and education which in turn will lead to the attainment of National Security. Discussing further on the introduction of ICT into the new curriculum, Chineze & Okon, (2013)

opined that it will help to develop reading skills in children at an early age since it is the key to national development, which of course enhance national security.

- d) ***Textbooks and Instructional Materials:*** Only very few schools have received these from government. Even then, these are hardly found on the shelves of school libraries. This means that the supply of these books is limited. The instructional materials are neither supplied nor appropriate. To achieve the goal of effective teaching and learning at the basic level of education, these facilities should be available and used. To this end, Ezekoha (2010), had opined that when instructional facilities are properly managed, they can accomplish the following, among others:
- i. Make learning real by bridging the gap between theory and practice;
 - ii. Arouse the interest and active participation of learners in the instructional process; and
 - iii. Facilitate understanding by supplying concrete, basic requirements to stimulate thinking.

In the same vein, Benwari (2013) reiterated that multimedia, which is using of different communication and delivery modes such as verbal, pictorial, text, visual, video, computer, etc. appeal to the different sense organs and are effective because the learner is able to find one or more that appeal to him. If Basic Education is well managed, then national security would be guaranteed.

- e) ***Improved Funding:*** It is said that, 'there is no sacrifice without a sacrifice'. For Basic Education to enhance national security, a huge sum of money is needed for its funding. Based on the above, Danmole (2011) concluded that the functionality and sustainability of Basic Education Programme is highly dependent on funding. To Owhondah (2007), improved funding for UBE implies the
- a. mobilization of sufficient funds (from different sources) for the magnitude of activities needed for the realization of the objectives of the programme;
 - b. prioritizing the use of available funds to cover areas that will really make a difference, (e.g. teachers, girls education, infrastructures, equipment, textbook, etc.);
 - c. ensuring of various equitable distribution funds among various levels, types and sub-sectors of education; and
 - d. eliminating wasteful spending as much as possible.

The funding of education in Nigeria is a major issue. Funds are needed for other areas competing for government attention. Funds are not easily came by because of fluctuating commodity prices, and debts.

In view of the priority which the government of the federation place on basic education, as the foundation to genuine national development and security, considerable financial resources are needed for its implementation. To this end, the Universal Basic Education Fund was established through an Act of the National Assembly as a major source of financing the UBE programme. How far has this been realized and what is the state of

Basic Education in the country? It is sad to say that since the launching of Basic Education in Nigeria in September, 1999, by President Olusegun Obasanjo Basic Education has been in quark mire.

- f) **Management of the Entire Process:** The management of Basic Education is in the hands of the Universal Basic Education Commission. This commission was established by an Act of National Assembly for the overall co-ordination of the Universal Basic Education Programme. The commission is to work in close collaboration with relevant Federal agencies and parastatals and more intimately with state and local education boards that oversee the smooth running of the Universal Basic Education programme. The Board comprises member appointed by the Governor. The executive chairman is the highest member of the board. It is worth mentioning that those appointed to oversee the smooth running of basic education in the country are political appointees. Education ought to be managed by professional teachers. Political appointees who are not trained in education administration cannot deliver. It is the belief of the writers that, if the right caliber of person (Education Administrators) is not allowed to manage Basic Education, National Security will remain in shadblow.

Statement of the Problem

The increasing rate of violence, assassination, kidnapping, ethnic and religious crises, cattle rearing problem, herdsmen and farmers clash, violent agitation for self-determinations, attack by insurgents and terrorist with very high degree of casualties in Nigeria is becoming a worrisome issue today as reported by Onwughalu (2016). The remote cause of the above social vices as reported by many authors is the lack of basic education on the part of the youths. (Akagbou 2018). Several studies have established the importance of basic education for social reforms and national security in Nigeria, but scant evidence is available on the determinants of effective running of basic education that will enable programme to enhance social reforms and national security in Nigeria. Thus, this study sought to investigate the determinants of quality basic education for social reforms and national security in Nigeria.

Purpose of Study

The main purpose of this study is to investigate the determinants of effective basic education for social reforms and national security in Nigeria. The specific objectives of the study are to

- a. examine the roles of teachers as determinant of effective basic education for social reforms and national security;
- b. highlight the roles of management as determinants of effective basic education for social reforms and national security; and
- c. determine the roles of governments as determinants of effective basic education for social reforms and national security.

Research Questions

The following research questions were formulated to guide the study:

1. What are the roles of teachers as determinants of effective basic education for social reforms and national security in Nigeria?

2. What are the roles of management as determinants of effective basic education for social reforms and national security in Nigeria?
3. What are the roles of the federal and state government as determinants of effective basic education for social reforms and national security in Nigeria?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance

- Ho₁:** There is no significant difference in the mean responses of students and teachers on the roles of teachers as determinants of effective basic education for social reforms and national security.
- Ho₂:** There is no significant difference in the mean responses of students and teachers on the roles of management as determinants of effective basic education for social reforms and national security in Nigeria.
- Ho₃:** There is no significance difference in the mean responses of students and teachers on the roles of governments as determinants of effective basic education for social reforms and national security in Nigeria.

Method

The study adopted a descriptive survey research design. Nworgu (2015) defined descriptive survey design as a design in which a group of people or item is studied by collecting and analyzing data from only a few individuals or items considered to be representative of the entire group. This design is appropriate for this study because the information will be gathered from a sample of the population who are familiar with the ideas relating to the purpose of the study comprising all teachers and students of the 191 public secondary schools in the 8 educational zones of Bayelsa State. Stratified random sampling techniques, based on the 3 senatorial districts in the state, was used to sample 3 out of the 8 Local Government Areas. Simple random sampling was used to select 2 schools from each of the L.G.A(s). There 3 model schools in the L.G.A of interest were purposively selected because they are the only urban schools. All the 41 teachers and 304 students formed the sample of the study. The instrument for data collection was a structured questionnaire tagged '*Determinants of Effective Basic Education for Social Reforms and National Security Questionnaire (DEBESRNSQ)*', developed by the researchers and validated by experts of Education Management and planning at Niger Delta University, Wilberforce Island. The instrument was subjected to pilot testing and the outcome was analyzed, using Kuder-Richardson formula (K-R₂₁). A reliability coefficient of 0.79 was obtained, which was considered appropriate for the study. The instrument has two sections, namely, sections A and B. Section A sought information on the demographic variable of the respondents, while section B consists of 24-item structured questions, based on a 4-point Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with corresponding values of 4,3,2, and 1 respectively. On-the-spot questionnaire administration technique was used. So, a 100% return rate was achieved.

Means and standard deviations were used to answer the research questions, while t-test statistic was used to test the research hypotheses at 0.5 level of significance. The minimum obtainable mean rating was 2.50. Items with mean values of 2.50 and above were accepted,

implying agreed. While mean values below 2.50 were rejected. For the hypotheses, the decision rule was that if the calculated t-value is greater than the critical or table values, the null hypothesis would be rejected, otherwise it would upheld (accepted).

Results and Discussion

The results obtained from the data analysis on each research question are presented below.

Research Question I: *What are the roles of teachers as determinants of effective Basic Education for social reforms and national security in Nigeria?*

Table 1: Mean and Standard Deviation on the Roles of Teacher as Determinant of Basic Education For Social Reforms and National Security

S/N	Items	Teachers		Students		Decision
		\bar{x}	St.d	\bar{x}	St.d	
1.	Use appropriate teaching methods/techniques during teaching.	2.63	0.85	2.58	0.79	Agreed
2.	Select appropriate materials teaching aids and resources.	3.25	0.88	2.68	0.83	Agreed
3.	Exhibit high level of patience to student during teaching.	2.83	0.84	2.53	0.73	Agreed
4.	Punctual in classes always	2.54	0.92	2.87	0.09	Agreed
5.	Win the confidence of student during teaching.	2.74	0.83	3.15	0.84	Agreed
6.	Ability to pass on the learner new ideas during teaching and learning period.	3.05	0.85	2.59	0.81	Agreed
7.	Assess students learning achievement with the right types of tools.	3.20	1.01	2.86	0.93	Agreed
	Grand Mean/SD?	2.63	0.83	2.51	0.82	

Source: Fieldwork (2019)

The result in *Table 1* shown above reveals that all items were rated as 'Accepted' by the respondents. The grand mean scores of 3.01 and 2.75 for both teacher and students indicated that there are roles expected of teachers for the social reforms and national security in Nigeria. The standard deviations, which ranged from 0.09 to 1.01 indicate the variations in the opinion of both categories of respondents.

Research Question 2: *What are the roles of students as determinants of effective basic education for social reforms and national security in Nigeria?*

Table 2: Mean and Standard Deviation on the Roles of Management as Determinant of Effective Basic Education for Social Reforms and National Security in Nigeria

S/N	Items	Teachers			Students		
		\bar{x}	St.d	Decision	\bar{x}	St.d	Decision
8	Provision of adequate infrastructure	3.01	1.07	Agreed	2.98	0.93	Agreed
9	Maintaining conducive learning environment.	3.14	0.15	Agreed	2.60	0.73	Agreed
10	Recruitment of qualified teachers.	2.75	0.81	Agreed	2.85	0.86	Agreed
11	Organizing workshop/Seminar for teacher.	2.96	1.03	Agreed	3.01	1.10	Agreed
12	Provision of adequate textbooks in the library.	3.00	1.09	Agreed	2.81	0.93	Agreed
13	Planning and organizing effective Excursion trip for student and teacher	2.65	0.80	Agreed	2.51	0.79	Agreed
14	Ensuring adequate supervision of teachers	2.75	0.81	Agreed	2.54	0.82	Agreed
Grand Mean/SD		2.96	0.83		2.57	0.81	

Source: Fieldwork (2019)

The result of the analysis presented in the table above shows that all the items were rated as Agree by the respondents. The grand mean scores of 2.96 and 2.57 for both teachers and students shows that the respondents agree that there are roles that management are expected to play for social reforms and national security in Nigeria. The standard-deviations, which ranged from 0.73 to 1.10 indicated closeness in the opinion of both categories of respondents.

Research Question 3: *What are the roles of the government as determinants of effective basic education for social reforms and national security in Nigeria?*

Table 3: Mean and Standard Deviation on the Roles of Government as Determinants of Basic Education for Social Reforms and National Security in Nigeria

S/N	Items	Teachers			Students		
		\bar{x}	St.d	Decision	\bar{x}	St.d	Decision
15	Proper supervision of teachers	2.65	0.34	Agreed	2.52	0.74	Agreed
16	Adequate provision of facilities in various school	3.05	1.09	Agreed	2.90	1.01	Agreed
17	Ensuring proper implementation of Basic Education curriculum	2.96	0.96	Agreed	2.62	0.83	Agreed
18	Sponsoring training and retraining programme for teachers	2.85	0.90	Agreed	2.51	0.69	Agreed
19	Ensuring good welfare packages for teachers	2.89	0.90	Agreed	2.78	0.88	Agreed
20	Adequate funding of Basic education programme.	3.02	1.09	Agreed	3.00	1.09	Agreed
21	Establishing and finance quality assurance agencies in Nigeria.	3.51	1.25	Agreed	3.01	1.09	Agreed
Grand Mean/SD		2.87	0.89		2.91	0.90	

Source: Fieldwork (2019)

The result of the analysis presented in **Table 3** above shows that all items were rated 'Agreed' the grand mean scores of 2.87 and 2.91 for teachers and students respectively show that the roles of government at all levels are determinants of effective basic education for social reforms and national security. The standard deviation values indicate that there is closeness in the opinions of both categories of respondents.

Hypothesis I: *There is no significant difference in the mean responses of students and teachers on the roles of teachers as determinants of effective Basic Education for social reforms and national security.*

Table 4: t-Test Analysis on the Mean Responses of Teachers and Students on the Role of Teachers as Determinant of Effective Basic Education for Social Reforms and National Security

Categories	N	\bar{x}	St.d	df	P	t_{cal}	t_{crit}	Decision
Teachers	100	3.01	0.87	343	0.05	1.20	1.96	Accepted
Students	245	2.75	0.84					Ho_1

Source: *Fieldwork (2019)*

The results shown in **Table 4** above reveals that calculated t-value of 1.20, while the table value of $t(t_{crit})$ is 1.96 at 343 degrees of freedom and alpha value of 0.05. Since the calculated value of t is less than the table value, then the null hypothesis is upheld. Therefore there is no significant difference in the mean responses of students and teachers on the roles of teachers as determinants of effective basic education for social reforms and national security in Nigeria.

Research Hypothesis 2: *There is no significant difference in the mean responses of students and teacher on the roles of management as determinants of effective basic education for social reforms and national security in Nigeria.*

Table 5: t-Test Analysis on the Mean Responses of Teachers and Students on the Roles of Management as Determinants of Effective Basic Education for Social Reforms and National Security in Nigeria

Categories	N	\bar{x}	St.d	df	P	t_{cal}	t_{crit}	Decision
Teachers	41	2.96	0.83	343	0.05	1.46	1.96	Accepted
Students	304	2.57	0.81					Ho_2

Source: *Fieldwork (2019)*

The result shown in **Table 5** above reveals that the calculated t-value of 1.46 is less than the **Table** value of 1.96 at 343 degrees of freedom and alpha value of 0.05. Since the calculated value of t is less than the table value, the null hypothesis is accepted. Therefore, there is no significant difference in the mean responses of students and teachers on the roles of management as a determinant of effective basic education for social reforms and national security in Nigeria.

Research hypothesis 3: *There is no significant difference in the mean responses of students and teachers on the roles of government as determinants of effective basic education for social reforms and national security in Nigeria*

Table 6: t-Test Analysis on the Mean Responses of Students and Teachers on the Role Of Governments as Determinants of Social Reforms and National Security in Nigeria

Categories	N	\bar{x}	St.d	df	P	t_{cal}	t_{crit}	Decision
Teachers	100	2.78	0.87	343	0.05	1.55	1.96	Accepted
Students	245	2.75	0.84					Ho_3

Source: *Fieldwork (2019)*

The result shown in **Table 6** above shows that the calculated t-value of 1.55 is less than the **Table** value of 1.96 at 343 degrees of freedom and alpha value of 0.05. Since the calculated value of t is less than the table value, the null hypothesis is upheld. Therefore there is no significant difference in the mean responses of students and teachers on the roles of government as determinants of effective basic education for social reforms and national security in Nigeria.

Discussion

The result presented in table 3 revealed that the teachers have a vital role, which is a determinant of basic education programme for social reforms and national security in Nigeria. This finding is consistent with Jide (2016) who reported that the teacher is one who can translate knowledge, skills, attitude, values, and culture of the people with certain pedagogical principles. The teachers are a major determinant of educational programmes. No matter how well an educational programme is planed, without the teachers, the programme will not survive. In education sector, teachers are the most important human resource. The work of the teachers goes beyond teaching to molding lives, guiding youths, motivating students and general character-training.

The result concerning the second *research question* showed that the management of various institutions have some important roles to play as determinants of effective basic education programmes in Nigeria for social reforms and national security. This is in agreement with Akin & Bawo (2015) research work whose result revealed that for any educational programme to succeed, the role of the management must be effective. The quality of basic education system is largely determined by the management as it is the key driver of the system which directs and oversees how well the programme is being organized. The attainment of any educational goal depends on the management process put in place.

The result in **Table 3** showed that government at all level have some major roles to play as determinants of effective basic education programmes for social reforms and social security in Nigeria. This result is in agreement with Akagbou (2016) who states that government at all levels are key players in achieving basic education goals in most countries of the world. Without the effort of the government through the provision of adequate facilities for training programmes, the goals of basic education may not be achieved. The hypothesis tested shows

that there is no significant difference in the mean responses of students and teachers regarding government roles as determinants of quality programmes for social reforms and national security in Nigeria. This implies that there is no difference in the opinion among the two categories of respondents. Generally, the result affirms that there are vital roles expected of governments at all levels to play in order to achieve the objectives of effective basic education programmes for social reforms and national security in Nigeria.

Conclusion

Based on the findings of this study, it is established that the role of teachers, management and government are determinants of effective basic education programme for social reforms and national security in Nigeria. It was also established that there is no significant difference in the mean responses of students and teachers on the roles of teachers, management and government as determinant of basic education programme for social reforms and national security in Nigeria.

Recommendations

Based on the above findings, the following recommendations are made. That

- a. teachers should be motivated to discharge their duties effectively.
- b. the management of the school system should ensure effective discharge of their roles.
- c. government at all levels as a matter of urgency should ensure that the UNESCO recommendation of allocation at least 26% of total annual budget to education is implemented.

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YOUTH EMPOWERMENT AND ENTREPRENEURIAL COMPETENCIES THROUGH INNOVATIONS AND RESEARCH IN INDUSTRIAL TECHNICAL EDUCATION (ITE) FOR POVERTY ERADICATION AND SUSTAINABLE NATIONAL DEVELOPMENT

¹**Ukelabuchi ILOMA, PhD**

Department of Electrical Electronic Technology Education,
ilomaukelabuchi@gmail.com
+2348038290739

²**Obiazi A. OSAJI**

Department of Building Technology Education,
osajiaugusta9@gmail.com
+2348165489555

&

³**Julius ATOSE**

Department of Building Technology Education,
atosejulius@gmail.com
+2347066011020

^{1,2&3} Federal College of Education (Technical), Omoku,
Rivers State Nigeria

Abstract

This survey is on youth empowerment and entrepreneurial competency through innovations and research in Industrial Technical Education (ITE) for poverty eradication and sustainable national development. The aim of this study is to determine strategies for promoting youth empowerment through innovations and research in ITE. The study was carried out in Government Technical Colleges (GTCs) in Rivers State, Nigeria. The population consists of all male and female teachers in all four (4) government technical colleges in Rivers State, Nigeria. Eighty seven (87) respondents consisting of 60 male and 27 female teachers were randomly sampled from four GTCs. Three research questions were formulated to guide the study. A validated questionnaire consisting of 15 items with a reliability coefficient of 0.78 answerable on a 4-point scale of Strongly Agree, Agree, Disagree and Strongly Disagree was used for data collection. Mean and Standard Deviation were used to answer all research questions. The findings show among others that internship, job – shadowing and cooperative education are strategic for achieving youth empowerment and entrepreneurship through innovation and research in technical education for poverty eradication and national development. Based on the above, it was recommended among others that internship training should be encouraged in technical education in the country.

Introduction

The development of any nation has been associated with the strength and quality of its youth population which in most cases is the product of education. Achieving national development has, therefore, been hinged on the manpower strength of empowered youths. Acquisition of

technological skill is imperative in achieving this. Skill increases the chances for self reliance, provision of employment and provision of employable youths. World Bank (2004) had opined that the development of skilled and competent manpower is essential for furthering economic development of any nation and this could culminate to national development.

National development is the measure to which a nation has improved in material and human resources which manifests in areas such as increased gross domestic product, high literacy rates and good quality of social amenities like healthcare, electricity, housing and water (Iloma & Osaji, 2015). National development is, therefore, the strength of a nation to continually enhance the living standard of its people, which various aspects of education is expected to achieve.

According to Iloma (2013), education is the process by which knowledge, skills and positive attitude are transmitted for the socio-economic and political development of the society. National Policy on Education of the Federal Republic of Nigeria (Federal Republic of Nigeria-FRN, 2013) describes education as instrument for national development and social change. This could partly justify the reason why education exists in various aspects such as Technical Education and Training (TET).

Industrial Training Education (ITE) refers to those aspects of educational processes, involving in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations and various sectors of economic and social life (FRN, 2013). The objective of ITE include provision of trained manpower in the applied sciences, technology and business; provision of technical knowledge and vocational skills necessary for agricultural, commercial and economic development; giving training and imparting the necessary skills to individual who shall be self-reliant economically (FRN, 2013).

The provisions in National Policy on Education (FRN, 2013) in respect to the goals of ITE is basically to enhance national development through poverty eradication and the awakening of quality and responsible national value system which has been hitherto ravaged by the resultant effect of poverty. Globally, it is estimated that about 80% of the jobs undertaken by people requires technical skills (FRN, 2013). It becomes imperative to curb the resultant effect by increasing the chances of youth's entrepreneurial engagements through innovations and research in ITE.

Innovation in ITE is the process of adding new ideas to the instructional processes in the programme to enhance its productivity for the purpose of achieving improved economy through the acquisition and application of relevant skills by learners (Iloma, 2013). Quality information and scientific evidences are essential in facilitating innovations in ITE if youth empowerment and entrepreneurial competencies are to be inculcated. This could be achievable through systematic process of data collection, collation, analysis, interpretation and application of the findings. This makes research in ITE imperative.

Research is the systematic inquiry directed towards finding solution to the problems that confront man in all aspects of human endeavors (Wali, 2002). In education, it is the purposeful and systematic process of data collection, collation, analysis and subsequent interpretation of the result of the analysis with the view of using the result to add, improve or modify, refute or change current knowledge, skill and habit associated with teaching and learning (Idoko, 2011). Idoko further opined that no aspect of the educational enterprise is free from problem be it theory, policy, programme, planning, implementation, evaluation, staff and staffing, facilities, equipment etc. Alio (2008) defined educational research as the systematic process of finding solution to educational problems. Problems are basically sequential impediments that have the tendency of obstructing effective functioning of the educational system leading to low achievement of set objectives. This has the tendency of increasing poverty and thus negates national development. Research in ITE, therefore, is the systematic process of finding solution to various problems associated with ITE and this could yield to innovations that could promote youth empowerment and entrepreneurial competencies in them.

Entrepreneurship, according to Gana, (2001) is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and successfully run an enterprise based on identified opportunities. It is the pursuit of opportunity regardless of resources currently controlled by an individual (Omenkeukwu, 2000). The individual thus requires entrepreneurial competencies to achieve this. Similarly Arogundade (2011) had opined that educational programme at all levels should be made to provide the learner with needed entrepreneurial skills. Iloma & Osaji (2015) also opined that entrepreneurial skill acquisition is necessary for the economic and social well-being of the individual and further suggested that learners should be made to acquire entrepreneurial competencies while in school.

Entrepreneurial competencies are skills needed by the individuals for creating differences in value by devoting the necessary time and efforts towards engagement that yield financial benefits and satisfaction. According to Obi (2012), entrepreneurial competencies are skills required to set up a business and run it effectively. Alle (2012) had opined that *entrepreneurial competency is individual's ability to turn ideas into action. Alle further listed creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives as some of the competencies.* Thus, entrepreneurial competencies are skills, ideas and abilities acquired by individual or group of individuals which help them to become employable, self-employed and or employers of labour.

The predominant approach used in teaching ITE has been the course-based method which emphasized that students complete the required number of courses to meet certification and degree requirements. However, to achieve youth empowerment and entrepreneurial competency through ITE for poverty eradication and national development, inculcating instructional innovations from research findings such as the application of work-based learning approach could be imperative.

Work-base learning is the integration of workplace experiences and career and technical education curriculum. Work-based learning activities include internship, job shadowing and cooperative education among others. Several research findings have been made on work-base learning as innovative strategies to enhance competencies on learners. According to Obi (2012), work-based learning activities should be built into the school curriculum. Identifying and utilizing entrepreneurial opportunities in ITE curriculum could motivate learners to develop some self-reliance skills.

Internship which may be paid or unpaid, part-time or full-time is a structured work experience related to a student's major and/or career goal that is intended to enhance student's academic, career, and personal development which is supervised by a professional in the field (Abraham; 2013). It is a hand-on-chance to learn new skills and methodologies in an actual company as opposed to a classroom (Hamlett, 2017). Abraham (2013) had opined that internship has been a priceless educational experience that no book or class can ever substitute. Abraham further emphasized that interning builds learners' skills, helps learners to stand out, provides the individuals with invaluable resources, it offers hands-on-experience; it also refines career goals. Internship thus provides the opportunity to learn about entrepreneurial competencies from the inside, provides opportunity to work alongside a entrepreneur in the chosen career area and also providing the opportunity of observing the entrepreneur to see if the entrepreneurial competencies matches one's ability, interest and expectations.

Job shadowing could also be innovative. According to *Hansen (2017)*, job-shadowing is a career-exploration activity for middle-school and high-school students to help them determine a career path to follow. Shadowing also helps students see how their textbook learning can be applied in the real world. Vikas (2011) in a study on benefits of job shadowing revealed that job shadowing is significant in engendering entrepreneurial competencies on students. Job shadowing (work shadowing) is an on-the-job learning which enhances career development, leadership development programme. Vikas (2011) also opined that job shadowing helps students to build confidence in new employment tasks; reduce inter personal conflict and foster team spirit. It also lowers' cost of training, enhances skill development and increases learners' motivation and retention. This can help them develop entrepreneurial competencies that will result to self-reliance and by extension, value reorientation, poverty eradication and consequently, national development. These benefits could facilitate school-to-work transition through acquisition of entrepreneurial skill when cooperative education is added.

Cooperative education (or co-op education) is a structured method of combining classroom-based education with practical work experience (Wikipedia; 2017). To ensure the maximization of the opportunity, Fleming (2013) had asserted that there should be relationship between educational institutions and employers and that institutions, should take more initiative when it comes to training supervisors to be effective mentors. In line with this, Drewery & Pretti (2015) had opined that such relationship can greatly impact the students' satisfaction with the co-op term and the benefits they gain from it and further stated that such benefits increases the opportunity of students to acquire the needed skills for employment. This should be complimented with programme evaluation and follow up services to ensure goal achievement.

Despite the fact that the goal of ITE is directed towards youth empowerment for poverty eradication and national development through gainful employment of the graduates, youth unemployment has been on the rise in Nigeria. Akintoye (2008) observed that the evil of unemployment have been compounded by increasing number of unemployed professionally trained graduates of which technical education graduates are not exempted. Idoko (2010) estimated that about 4.5 million youths mostly educated are entering the labour market annually with very few succeeding in getting employed. Jodee (2011) stressed that the consequences of unemployment ranges from its effect on the individual's family to its impact on the economy of the society as a whole. Similarly John (2011) also opines that the impact of unemployment is felt at the personal, community and even national levels, with individuals and families suffering the brunt of emotional, psychological, spiritual and physical effects. These effects could lead to a state of poverty which is referred to general scarcity or the state of one who lacks a certain amount of material possessions or money (Wikipedia; 2020).

Defining poverty, the World Bank (2004), sees it as the pronounced deprivation in well-being of an individual; which comprises many dimensions including low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. It implies a condition in which a person is unable to maintain a living standard adequate for his physical and mental efficiency (Khathiravan, 2013). *Cleveland (2014) had argued that poverty has unquantifiable negative effect on the people in the area of nutrition, economy, education, health and the value system of the society. Apparently, poverty contributes immensely to breakdown of laws and order, criminality, contamination of societal values and death. As the Roman Emperor Marcus Aurelius noted, 'poverty is the mother of all crimes' as long as we allow poverty to fester; we shall have a reason for strife in our nations and advised that the steps to alleviate poverty must be taken immediately, implemented swiftly and enforced rigidly (Wikipedia; 2020). Poverty eradication has thus becomes imperative to human existence.*

Poverty eradication is any process which seeks the reduction of poverty among individuals including efforts aimed at removing social and legal barrier to income growth among the poor (Wikipedia, 2020). It is any positive effort made to reduce the poverty level of people by removing completely or minimizing the factor which contribute to poverty.

It is highly suspected that research findings in ITE especially in the area of instructional innovations for the eradication of poverty among the youth population are not adequately implemented. This justifies the purpose of this study which is to promote youth empowerment and entrepreneurial competency through innovations and research in ITE for poverty eradication and national development. Specifically, this study sought to

- a. determine the perception of respondents on internship as strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE.
- b. find out the perception of technical education teachers on job shadowing as strategy for enhancing youth empowerment and entrepreneurship through ITE for promoting youth empowerment and entrepreneurial competencies through innovations and research.

- c. determine whether **cooperative education** is a strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research.

Research Questions

Arising from the above purposes, this study was guided by the following research questions

- a. What is the perception of ITE teachers on internship as strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development?
- b. What is the perception of respondents on job shadowing as strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development?
- c. What is the opinion of respondents on cooperative education as strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development?

Method

A descriptive survey research design was adopted for this study. Descriptive survey describes in a systematic manner the characteristics, features and facts about a given population (Nworgu, 2006). Simple random sampling technique was used to draw a sample of 87 teachers from a total population of 125 technical education teachers from four technical colleges in Rivers State. A structured questionnaire consisting of 16 items in a four point rating scale of Strongly Disagree (1 point), Disagree (2 points), Agree (3 points), and Strongly Agree (4 points) which was designed by the researchers was used to elicit information from the respondents. The instrument was validated by three experts from Institute of Education, Faculty of Education, Rivers State University, Port Harcourt. Cronbach Alpha reliability was used to determine the reliability of the instrument and it yielded 0.78 indicating that the instrument was reliable for this study. Respondents were asked to indicate their opinion on the items of the instrument. The instrument was distributed and retrieved by the researchers on the spot after completion. Mean statistic and standard deviation were used to answer each of the research questions. Items with mean value of 2.50 and above were regarded as Agree (A) while those items with mean value below 2.50 were regarded as Disagree (D).

Results

Research Question 1: *What is the perception of technical education teachers on internship as strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development?*

Table 1: Mean Ratings and Standard Deviation on Technical Education Teachers' Perception on Internship as Strategy for Promoting Youth Empowerment and Entrepreneurial Competencies Through Innovations and Research in ITE for Poverty Eradication and National Development

N=87

S/N	Items	No of Respondent	Mean \bar{x}	Standard Deviation SD	Decision
1.	Learners are exposed to various job prospective	87	3.71	0.54	A
2.	Forming a network of professional entrepreneurs	87	3.67	0.53	A
3.	Opportunity to learn beyond one's field	87	3.83	0.38	A
4.	New experience on how to grow and manage business	87	3.82	0.39	A
5.	Opportunity to work with real entrepreneur	87	3.58	0.58	A
6.	Opportunity to learn entrepreneurship skills from real experts	87	3.28	0.48	A
7.	Exposure to ideas of job risks and solutions	87	3.36	0.57	A
8.	Increased access to start business	87	3.31	0.52	A
9.	Interns develops skills	87	5.58	0.58	A
Grand Mean			3.57		A

Table 1 showed that the respondents agreed to each of the items as the mean score of the items is higher than 2.50. The overall mean of 3.50 shows that respondents agreed that internship is a strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development.

Research Question 2: *What is the perception of respondents on job shadowing as strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development?*

Table 2: Mean Ratings and Standard Deviation on Job Shadowing as Strategy for Promoting Youth Empowerment and Entrepreneurial Competencies Through Innovations and Research in ITE for Poverty Eradication and National Development

S/N	Items	No of Respondent	Mean \bar{x}	Standard Deviation SD	Decision
10.	Building confidence of technical education students	87	3.71	0.32	A
11.	Opportunity to be mentored by entrepreneurs	87	3.13	0.40	A
12.	Fosters team spirit to achieve self-reliance	87	3.75	0.49	A
13.	Enhances learners' motivation and retention	87	3.67	0.47	A
Grand Mean			3.56		A

Result on **Table 2** showed that the respondents agreed to each of the items as the mean score of the items is higher than 2.50. The overall mean of 3.56 showed that respondents agreed that job shadowing is a strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development.

Research Question 3: *What is the perception of respondents on cooperative education as strategies for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development?*

Table 3: Mean Ratings and Standard Deviation on Respondents' Perception of Cooperative Education as Strategies for Promoting Youth Empowerment and Entrepreneurial Competencies Through Innovations and Research in ITE for Poverty Eradication and National Development

S/N	Items	No of Respondent	Mean \bar{x}	Standard Deviation SD	Decision
14	Identify ideal working style and the type of job wanted after graduating	87	3.10	0.64	A
15.	Improve students' ability in organization and time management skills	87	3.19	0.73	A
16.	Get first class experience in ones field of study	87	3.10	0.64	A
Grand Mean			3.13		A

Result on **Table 3** showed that the respondents agreed to each of the items as the mean score of the items is higher than 2.50. The overall mean of 3.13 showed that respondents agreed that **cooperative education** is a strategy for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development.

Discussion

The findings of study revealed among others that internship promotes youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development as it exposes students to various job prospective, enables them to form network with professional entrepreneurs, learns beyond their field, creates opportunity to work with real entrepreneur, increases the opportunity to learn from real experts and exposes learners to ideas of job risks and solutions.

Further, the findings of the study indicated that job-shadowing is a strategic for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development. This is in line with the findings of Vikas (2011) which noted that job shadowing helps students in building confidence of new employment tasks, reduces inter personal conflict, fostering team spirit, enhances skill developing and increases learners' motivation and retention.

The study further revealed that cooperative education is imperative for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development. This finding is in agreement with the opinion of Drewery & Pretti (2015) who explained that the benefit gained from this increases the opportunity of students to acquire the needed entrepreneurial skills for employment.

Conclusion

Based on the findings of this study, it is concluded that internship, job-shadowing and cooperative education are strategies for promoting youth empowerment and entrepreneurial competencies through innovations and research in ITE for poverty eradication and national development.

Recommendations

Based on the findings of the study, the following recommendations were made. That

- a. internship training should be encouraged in technical education.
- b. students should be intensively involved in job shadowing.
- c. evaluation of follow-up services should be intensified in technical education.
- d. students should be motivated to run school based enterprises.

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LIBRARY USAGE AND ACADEMIC ACHIEVEMENT OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN SELECTED FEDERAL UNIVERSITIES IN SOUTHERN NIGERIA

Monday O. OGBOMO, PhD

*Department of Library and Information Science,
Delta State University, Abraka, Delta State
E-mail-mogbomo@yahoo.com
+2348133911689*

&

Oghenetega IVWIGHREGHWETA

*Western Delta University,
Oghara, Delta State
E-mail: anthonyoghenetega@yahoo.com
+2347038860464*

Abstract

*The library is considered as an important input needed to implement a university programme. In the light of the foregoing, the study investigated library usage and academic achievement of Library and Information Science undergraduates in federal universities in Southern Nigeria. The specific objectives of the research are to find out the academic achievement of the undergraduates; the reasons for undergraduates' usage of library resources; and the extent to which the undergraduates make use of library resources. In carrying out this study, three research questions were revised and one null hypothesis was tested at $P < 0.05$. Descriptive survey design was utilized for the study. The population for the study is 1,440 undergraduates in the Departments of Library and Information Science in federal universities in Southern Nigeria. The selected universities are University of Ibadan, Ibadan, Nnamdi Azikwe University, Awka, University of Benin, Benin City, University of Calabar, Calabar, University of Uyo, Uyo and University of Nigeria, Nsukka. The sample size of this study was 1,440 undergraduates. The total enumeration and accidental sampling techniques were used for this study. **The instruments used for this study are a questionnaire with the title "Library Usage and Academic Achievement Questionnaire (LUAAQ)" and the Cumulative Grade Point Average Scores of the undergraduates for 2015/2016 academic session. The data obtained were analysed, using frequency, mean, standard deviation and Pearson Product Moment Correlation statistics. Findings from the study showed that the academic achievement of undergraduates in LIS was good. Undergraduates used library resources to do assignment, read for examination, consult library books, consult journals and project work. However, it was discovered that their level of usage of library resources was low. It was further revealed that there was no significant relationship between usage of library resources and academic achievement of undergraduates. The study recommended among others that undergraduates in the Departments of Library and Information Science in federal universities in Southern, Nigeria should make more regular use of library resources. Also, orientation, workshop and seminar should be organized by librarians and university authorities on the use of social media sites for academic purpose.***

Key words: *Academic Achievement, Academic Performance, Library Usage, Undergraduates*

Introduction

Universities in Nigeria and the world over are engines of growth and development. Their function is the development of human resources through teaching, learning and research aimed at giving students quality education. They are increasingly recognized to have a broader role in the social, economic, technological and manpower development of a nation (Abdulkareem, 2001). The Federal Republic of Nigeria (2004: 12) in the National Policy on Education noted that, "university education shall make maximum contribution to national development by intensifying and diversifying its programme for the development of high level manpower within the context of the needs of the nation".

In view of the foregoing, Nigeria has established many universities for the production of the much needed manpower. The aims and objectives of university education in Nigeria as enshrined in the National Policy on Education, FRN (2004) are to

- a. contribute to the development of the nation through relevant manpower training;
- b. inculcate and develop proper values in individual and the society for their survival;
- c. develop the intellectual ability of individuals to comprehend and acknowledge their local and external environments;
- d. obtain both physical and mental skills which will enable individuals to be self-sufficient and fruitful members of the society;
- e. encourage and promote community service and scholarship;
- f. forge and cement national unity; *and*
- g. *promote* national and worldwide understanding and interactions.

Universities have no worth without undergraduates. Undergraduates are the most essential assets of any institution of higher learning. The quality of the output in an education industry significantly determines the worth and ranking of the institution. The social and economic growth of the nation may be directly linked with undergraduates' academic achievement (Ali, Jusoff, Ali, Mokhtar & Salamt, 2009). In Nigeria, great emphasis is placed on education because it is believed to be the only avenue for national development. However, this can only be accomplished if undergraduates in higher institutions of learning get seriously involved in academic exercises which will enhance their academic achievement. This will in turn, lead to technological growth of the country (Ebenuwa-Okoh, 2010).

Academic achievement is regarded as undergraduates' examination grades commonly called Grade Point Average (GPA) at the end of a particular semester or programme (Nuthana & Yenagi, 2009). It could also be seen as the level of performance in a particular field of study. High scores indicate better academic achievement (Nuthana & Yenagi, 2009 and Heineesen, 2010). Undergraduates' academic achievement is very important in education as well as in the learning process. It is regarded as a yardstick to judge one's total potentialities and abilities which are constantly measured by examination results. It is used to pass judgment on the standard of education offered by an academic institution. It is still the most topical issue in tertiary institutions of learning that have caused great worry to educators and researchers due to the expressed academic performance of undergraduates in recent time (Nuthana & Yenagi, 2009).

For an undergraduate to progress and stay in the university, she/he must perform well in examinations that would be conducted by the university. Undergraduates are assessed on their performance based on their (GPA) as well as their Cumulative Grade Point Average (CGPA). This determines how the undergraduate is performing academically for the period (Plant, Ericsson, Hill & Asberg, 2005). The CGPA is very important to undergraduates and employers; this is because, it is among the major factors considered by the employer in recruiting workers especially fresh graduates. Thus, undergraduates need to put in great effort in their studies in order to obtain good grade to fulfill the employers' demand (Plant, Ericsson, Hill & Asberg, 2005). It is an objective tool for assessing the performance of undergraduates and this helps the institution to be aware of undergraduates who will be on probation, promoted or withdrawn from the programme of study (Kobrin, Paterson, Shaw, Mattern & Barbuti, 2008). Academic achievement refers to how well an undergraduate is accomplishing his or her tasks and studies (Scott, 2012). Grades are certainly the most well-known indicators of academic achievement. Grades are the undergraduates 'score' for their classes and overall tenure. Grading systems vary greatly from one school and country to another; the scales usually include lettering systems from A-F, a percentage form of 1-100 and cumulative grade point averages (CGPA) from 1.50 -5.00. According to Ward, Stocker & Murray-Ward (2006), academic achievement is seen as the outcome of education; the degree to which the institution, undergraduates or lecturers have achieved her educational goals. Academic achievement is also the ability to be able to communicate one's knowledge verbally or written on a paper and to be able to study and remember facts (Answers, 2011).

The problem of poor academic performance among undergraduates in Nigeria has been a concern to all stakeholders in the education industry. The problem is so much that it has led to the widely acclaimed fallen standard of education which has resulted in breeding of graduates with little technical know-how (Bande, 2001). It was revealed that there is an alarming depletion in tertiary education in Nigeria, according to the world ranking of the university education. Equally, it should not be a surprise to any sound and intellectually responsive Nigerian that no Nigerian university made the five hundred (500) top rated universities while the University of Cape Town did (Uniport News, 2012).

Aremu (2003) described low academic performance as a performance that is considered by the examiner as descending below an expected standard. Academic failure is not only frustrating to the undergraduates and parents but leaves a devastating effect on the society in terms of shortage of manpower in all spheres of the economy and the nation's health challenges.

It remains an accepted fact that the academic achievement of undergraduates is connected to several variables, one of which is library usage (Topping & Bremmer, 1998). Undergraduates that make use of library resources often perform better in examination than those who fail to use library resources. In the same vein, Polland & Payne (2006: 21) investigated a sample of over 33,000 undergraduate students from eight universities in the United Kingdom and found "a positive relationship between library resource use (access to electronic resources and book loans) and degree attainment".

Whitmire (2002: 23) investigated a sample of over 20,000 fourth year undergraduates using their library visits, use of electronic resources and book loans. This study found that “students who used more electronic resources and those who borrowed more books tended to have better grades in examinations”. Buttressing the same point, Sulit-Leonen (2012: 12) investigated students' achievement in the use of library resources. A total of 116 undergraduate students for 2009 to 2010 were selected to determine the relationship of book loans to overall grade point average. The study revealed that only “3% of the sample was statistically proven to have correlation between book check-outs and the overall grade point average of the students”. The remaining percent had no clear relationships. On the other hand, Eyo (2001: 32) in his study of student-use of school library maintained that “many undergraduates who do not assess the library also perform well in school than those who use the school library constantly”. He further stated that it is not in all cases that undergraduates' academic achievement is equated to their usage of library resources.

Literature Review

The library is seen as an information resource centre that provides and enhances personal and national development. It also influences undergraduates' overall academic achievement. Thus, the effective utilization of information resources in the library is critical to undergraduates' overall academic achievement or performance (Imeremba, 2000). Anyadike (2000: 41) established a connection between library usage and undergraduates' academic achievement. His study revealed that “undergraduates perform better when they frequently use the library than when they do not”. Similarly, other works have been carried out on the relationship between library usage, undergraduates' engagement and learning. For example, Laird & Kuh (2005: 41) found that “participation in library activities such as using the library website to search for academic information resources, requesting help from librarian were moderately associated with undergraduates commitment in other areas; that is to say, participation in information technology was connected with factors the researchers labeled as active and collaborative learning (for instance, working with other undergraduates on class assignment, working with other undergraduates outside of class)”.

Polland & Payne (2006: 23) investigated a sample of over 33,000 undergraduates from eight universities in the United Kingdom and found “a positive relationship between library resource use (access to electronic resources and book loans) and degree attainment”. Krista & De-Jager (2002) attempted to see whether it is possible for undergraduate Economics students at University of Cape Town (UCT) with high scores to have more borrowed books than those with low academic scores. The study found out that borrowing of books for students in Economics has no influence on their marks with a response that Economists do not read books. Wong & Webb (2011: 61) showed that “a mathematical correlation exists between student cumulative grade point average and their loan of books and audio-visual for Hong Kong Baptist University (HKBU) students both at undergraduate and graduate levels”. The study did not include the use of online resources and focus was on the number of check outs which did not include renewals. From the results, it was statistically proven to be valid that students who have borrowed more library books and audio-visual materials had higher GPA. The result shows that the library plays a vital role in student learning and their academic success.

Similarly, Goodall & Pattern (2010: 32), citing a study conducted by Huddersfield University Library staff found “a historical correlation between library usage and degree classification. It appears that students who read more, measured in terms of borrowing books and accessing electronic resources, achieve better grades”. The Wollongong University Library located in Australia formulated a database and pointed out that the system is a price efficient and maintainable means of gathering information on the library's impact on users' outcomes. The study showed a significant relationship between use of library resources and undergraduates marks. Undergraduates who borrowed books from the library and used online resources were seen to have obtained good grades than others (Brian & Margie, 2012). Another indicator for library use that may have an impact on academic success may include the usage of automated library systems. Study by Ossai-Ugbah (2010) examined the usage of online electronic information services with undergraduates' academic achievement in Nigerian universities. Four null hypotheses were formulated and the Chi-square test was utilized in to test the significance. The result shows that there is a significant relationship between academic performance of students and automated library access. These findings suggested that as information access is changing; the means of accessing this information is also changing.

Nkamnebe, Udem & Nkamnebe (2014) investigated the use of library by undergraduates of the Paul University, Awka. The descriptive survey was used for this study. Questionnaire and observations were used as research instruments for data collection. 276 undergraduates were used as sample. Findings showed that undergraduates fairly make use of the library in respect with to their academic studies. It was revealed that the undergraduates made use of the library during examination periods; resources available in the library were accessible and adequate. This implies that the undergraduates are satisfied with the resources and services provided by the university library. This study, therefore, is to investigate library resources and academic achievement among undergraduates in federal universities in Southern, Nigeria.

Statement of the Problem

Academic performance, which is determined by examination outcome, is one of the measures of outputs of a university education. Hoyle (2014: 23) pointed out that “schools are established with the intention of transmitting skills and knowledge to persons who are submitted to them with the intention of enhancing good academic achievement”. In Nigeria, at all levels of educational pursuit, tests and examinations are unavoidable and inevitable for any undergraduate in the tertiary level who wishes to progress in his/her studies. However, it has been observed in most literature such as the ones of Bandele (2001) and Aremu (2003) that there is a downward trend in the academic performance of undergraduates in Nigerian universities. Personal observation by the researchers also indicates the same situation in federal universities in Southern Nigeria. This phenomenon may not be unconnected with low usage of library resources. The problem of this study, therefore, is to investigate the relationship between the usage of library resources and academic achievement among undergraduates in federal universities in Southern, Nigeria.

Purpose of the Study

The purpose of this study is to investigate the relationship between the usage of library resources and academic achievement among Library and Information Science undergraduates in federal universities in Southern Nigeria. The specific objectives are to

- a. determine the academic achievement of undergraduates in the Departments of LIS in federal universities in Southern Nigeria;
- b. find out the reasons for undergraduates' use of library resources; and
- c. find out the level of usage of library resources by the undergraduates.

Research Questions

The following research questions guided this study:

- a. What is the academic achievement of undergraduates in the Departments of Library and Information Science in federal universities in Southern Nigeria?
- b. What are the undergraduates' reasons for the usage of library resources?
- c. What is the level of usage of library resources by the undergraduates?

Hypotheses

The following null hypothesis was tested at 0.05 level of significance.

Ho1: There is no significant relationship between usage of library resources and academic achievement of the undergraduates in the Departments of LIS in federal universities in Southern Nigeria.

Method

The study employed the descriptive survey design. The population of the study is 1,440 undergraduates. It is made up undergraduates in the Departments of Library and Information Science in federal universities in Southern Nigeria. The universities are the University of Ibadan, Ibadan, Nnamdi Azikewe University, Awka, University of Benin, Benin City, University of Calabar, Calabar, University of Uyo, Uyo and University of Nigeria, Nsukka. The questionnaire was the instrument used for data collection. 1,440 copies of questionnaire were distributed and 996 were retrieved. The total enumerative and accidental sampling technique was adopted for this study. Frequencies and statistical mean (\bar{x}) was used to analyze the data.

Results

Table 1: Distribution of Respondents According to Institution

Institutions	Frequency	Percentage (%)
University of Ibadan, Ibadan	10.4	10.4
Nnamdi Azikiwe University, Awka	9.9	9.9
University of Benin, Benin city	16.1	16.1
University of Calabar, Calabar	27.6	27.6
University of Uyo, Uyo	21.0	21.0
University of Nigeria, Nsukka	15.0	15.0

Table 1 shows that there were 104 (10.4%) undergraduates of the Department of LIS were from the University of Ibadan, Ibadan, 99 (9.9%) of them were from Nnamdi Azikiwe University, Awka; 160 (16.1%) of them were from University of Benin, Benin City, 275 (27.6%) undergraduates in the Department of LIS were from University of Calabar, Calabar, 209 (21.0%) of them were from University of Uyo, Uyo; while 149 (15.0%) of them were from University of Nigeria, Nsukka. This means that there were more LIS undergraduates in University of Calabar, Calabar. This was closely followed by the University of Uyo, Uyo.

Research Question 1: *What is the academic achievement of undergraduates in the Departments of LIS in federal universities in Nigeria?*

Table 2: Academic Achievement of Undergraduates of Library and Information Science

CGPA	Frequency	Percentage (%)
1.50 - 2.49	116	11.6
2.50 - 3.49	380	38.2
3.50 - 4.49	405	40.5
4.50 - 5.00	95	9.5
Total	996	100.0

Table 2 shows the academic achievement of Library and Information Science undergraduates in federal universities in Southern Nigeria. The results showed that, there were 405 (40.5%) respondents whose CGPA was within 3.50-4.49, 380 (38.2%) of them were within 2.50-3.49, 116 (11.6%) of them were within 1.50-2.49 and 95 (9.5%) of them were within 4.50-5.00. This means that most of the respondents were within the CGPA of 2.50-4.49 which is Second Class Upper and Lower divisions. This implies that the academic achievement of LIS undergraduates in Southern Nigeria was good.

Research Question 2: *What are the undergraduates' reasons for the usage of library resource?*

Table 3: Undergraduates Reasons for Usage of Library Resources

Reasons for the use of Library Resources	Mean	SD
Assignment.	3.14	0.87
Read for examinations.	3.07	0.91
Consult library books.	2.99	0.87
Consult journals.	2.95	0.93
Consult project work.	2.86	0.94
Carry out research.	2.84	0.98
Consult references sources.	2.71	0.96
Read lecture notes.	2.70	1.02
Borrow books.	2.61	1.02
Consult Internet resources.	2.60	1.02
Read newspapers.	2.59	0.96
Consult e-books.	2.48	1.05
Photocopy materials.	2.48	0.99
Consult e-journals.	2.44	0.99
Consult Google Books.	2.42	0.99
Consult full text database.	2.39	0.97
Consult online public access catalogue (OPAC).	2.37	1.04
Consult institutional repositories.	2.36	0.99
Use social media.	2.33	1.05
Check email.	2.29	1.03
Aggregate Mean		2.63
Criterion Mean		2.50
Average SD		0.98

Table 3 shows the undergraduates reasons for the usage of library resources. The results show that, with an aggregate mean of 2.63 which is greater than the criterion mean of 2.50, it can be inferred that the undergraduates agreed that they use library resources for the following reasons such as to do assignment (mean = 3.14), to read for examination (mean = 3.07), to consult library books (mean = 2.99), to consult journals (mean = 2.95), and to consult project work (mean = 2.86).

Research Question 3 *What is the level of usage of library resources by the undergraduates in the departments under study?*

Table 4: Level of Usage of Library Resources

Level of Usage of Library Resources	Very Often		Often		Rarely		Never		Mean
	No	%	No	%	No	%	No	%	
E-books	122	12.2	319	32.0	271	27.2	284	28.5	2.28
Institutional repository	44	4.4	279	28.0	320	32.1	353	35.4	2.01
E-journals	91	9.1	311	31.2	293	29.4	301	30.2	2.19
Full text database	89	8.9	190	19.1	410	41.2	307	30.8	2.06
Pre-print archives	58	5.8	126	12.7	404	40.6	408	41.0	1.83
CD-ROM database	41	4.1	128	12.9	397	39.9	430	43.2	1.78
EBSCO Host	27	2.7	176	17.7	255	25.6	538	54.0	1.69
Online public access catalogue (OPAC)	61	6.1	155	15.6	371	37.2	409	41.1	1.87
E-theses and dissertation	86	8.6	177	17.8	257	25.8	476	25.8	1.87
Textbook	539	54.1	222	22.3	133	13.4	102	10.2	3.20
Online Newspapers	311	31.2	230	23.1	256	25.7	199	20.0	2.66
Abstract and indexes	140	14.1	226	23.0	304	30.5	323	32.4	2.19
Atlases, maps & globes	44	4.4	83	8.3	351	35.2	518	52.0	1.65
Sports publications	145	14.6	198	19.9	313	31.4	340	34.1	2.15
E-news	268	26.9	250	25.1	235	23.6	243	24.4	2.55
Magazines	334	33.5	275	27.6	240	24.1	147	14.8	2.80
Journal collections	161	16.2	358	35.9	266	26.7	211	21.2	2.47
Government documents	81	8.1	202	20.3	412	41.4	301	30.2	2.06
Electronic Databases	43	4.3	84	8.4	354	35.5	515	51.7	1.65
Research monographs	60	6.0	99	9.9	365	36.6	472	47.4	1.75
Internet resources	263	26.4	291	29.2	224	22.5	218	21.9	2.60
E-Bulletins/Newsletter	209	21.0	186	18.7	303	30.4	298	29.9	2.31
E-Abstract and indexes	71	7.1	164	16.5	401	40.3	360	36.1	1.95
E-conference proceedings	99	9.9	147	14.8	407	40.9	343	34.4	2.00
Dictionary	444	44.6	224	22.5	185	18.6	143	14.4	2.97
Newspapers	372	37.3	258	25.9	200	20.1	166	16.7	2.84
Scholarly websites	148	14.9	321	32.2	272	27.3	255	25.6	2.36
E-Encyclopedias	131	13.2	288	28.9	298	29.9	279	28.0	2.27
E-Sport publications	126	12.7	289	29.0	267	26.8	314	31.5	2.23
Encyclopedias	230	23.1	183	18.4	342	34.3	241	24.2	2.40
Aggregate Mean									2.22
Criterion Mean									2.50
Average SD.									0.98

Table 4 shows the level of usage of library resources among LIS undergraduates. The results show that, with an aggregate mean of 2.22 which is less than the criterion mean of 2.50, it can be said that the undergraduates' extent of usage of library resources was low.

Research Hypotheses

Ho₁: *There is no significant relationship between library usage and academic achievement of undergraduates in the Departments of LIS in federal universities in Southern Nigeria.*

Table 5: Relationship between Usage of Library Resources and Academic Achievement of Undergraduates

		Academic Performance	Usage of Library Resources
Academic Achievement	Pearson Correlation	1	.013
	Sig. (2-tailed)		.673
	N	996	996
Usage of Library Resources	Pearson Correlation	.013	1
	Sig. (2-tailed)	.673	
	N	996	996

From **Table 5**, Pearson Correlation coefficient $r = (-0.013)$. Since the significant value (Sig.2-tailed) is 0.673 (which is greater than 0.05), it can be concluded that there is no significant relationship between usage of library resources and academic achievement of undergraduates. The null hypothesis is, therefore, not rejected implying that an increase in the usage of library resources may not lead to a corresponding increase in academic achievement of the undergraduates.

Discussion of the Findings

The study established that most of the undergraduates in the Departments of LIS in federal universities in Nigeria were within the CGPA of 2.50-4.49 which is Second Class Lower and Upper divisions indicating a good academic achievement. This implies that the undergraduates have a good academic standing. This finding is in line with that of Nuthana & Yenagi (2009) who pointed out that academic performance is a criterion to judge an individual's capacities and potentialities which are constantly measured by their cumulative grade point average.

The result of the analysis on undergraduates reasons for usage of library resources showed that undergraduates use library resources for the following reasons such as to do assignment, read for examination, access social media, consult journals and consult project work. This implies that the undergraduates see the library as a store house of knowledge meant to be utilized for their academic benefit. The library is one of the information centres where a person can obtain information. It is also a place where a person can go to read or study. This finding is in conformity with the one by Fasae, Aladeniyi, Arikawe & Ayodele (2013) which stated that, most of the participants in their study visit the library to read for examination, to consult library books and use it to do various assignments for the enhancement of their academics.

The result of the study showed that undergraduates' level of usage of library resources is low. This could be interpreted to mean that library resources were not being utilized maximally by the undergraduates due to fact that most of the library resources they desire were not available,

most of which they can access through the internet at the comfort of their homes. This finding is in contrast with that of Oyewusi & Oyeboade (2009) that, the usage of library resources by students of Ladoke Akintola University is high, implying that they took advantage of the rich information library resources for their academic purpose. In the same vein, Awoyemi & Yusuf (2016) in their study of reading habits of users as determinants of the utilization of library information resources of two public libraries in South-West, Nigeria, showed that the Weighted Average Mean in their study is 3.18, which indicated that the users sometime use the information resources. This level of their usage could be rated up to 64%.

The study revealed that there is no significant relationship between usage of library resources and academic performance of undergraduates, implying that an increase in the usage of resources may not lead to a corresponding increase in academic performance of the undergraduates. Therefore, usage of library resources is not a determinant of academic performance. This finding is in agreement with the one by Eyo (2001) who noted that, many undergraduates who do not go to the library also perform well in school than those who use the library constantly. He stated that, it is not in all cases that undergraduates' academic performances are equated to their usage of school library. This finding is in contrast with that of Polland & Payne's (2006) which found a positive relationship between library resource use (access to electronic resources and book loans) and degree attainment.

Conclusion

The study concluded that undergraduates' level of usage of library resources was low. This could be interpreted to mean that library resources were not being utilized maximally by the undergraduates due to fact that most of the library resources they desire were not available; most of which they can access through the internet at the comfort of their homes and that there was no nexus between usage of library resources and academic performance of undergraduates, implying that an increase in the usage of resources may not lead to a corresponding increase in academic achievement of the undergraduates. University authorities should ensure that their libraries are well stocked with adequate library resources in order to attract their students' attention.

Recommendations

Based on the findings of the study, the following recommendations are made. That

- a. government should ensure the provision of well-equipped library in order to attract students to the library. This could be achieved by making available relevant information technologies that will enable the use of social media for educational purpose;
- b. undergraduates in the Departments of LIS in federal universities in Nigeria should make more regular use of library. This could be achieved by giving students assignments that will force them to visit the library; and
- c. there should be priority placed on adequate provision of fund necessary for the provision of current and up to date library information resources in the universities.

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SMALL AND MEDIUM ENTERPRISES (SMEs) OPERATORS' PERCEIVED ENTREPRENEURIAL PERSONAL CHARACTERISTICS SKILLS REQUIRED OF BUSINESS EDUCATION GRADUATES FOR SELFEMPLOYABILITY IN BAYELSA STATE

Egberi F. AKELE, PhD

*Department of Business Education, School of Vocational/Technical Education,
Isaac Jasper Boro College of Education, Sagbama, Bayelsa State
frankele3@gmail.com
+2348061690401*

&

Taribulu TOUNAREGHA

*Department of Vocational/Technology, Faculty of Education,
Niger Delta University, Wilberforce Island, Bayelsa State
taribulu@gmail.com
+2347066151611*

Abstract

This study was carried out to determine small and medium enterprises operators perceived entrepreneurial personal characteristics skills required of business education graduates for self-employability in Bayelsa State. The study adopted the survey design and was guided by one research question and one null hypothesis. The population comprised 162 registered entrepreneurs in Bayelsa State. The instrument of data collection was a structured questionnaire with four response options. Mean and standard deviation were used to analyze data related to the research question while t-test statistic was used to test the hypothesis. The results showed that entrepreneurial personal characteristics skills are all required of business education graduates for self-employability in Bayelsa State. The study recommended that government at all levels should promote in the youth the need for skills acquisition for self-employability through establishing an enterprise college or skill acquisition centers for students in higher institutions and secondary schools.

Key Word: *Small and Medium Enterprises, Entrepreneurial Skills, Business Education, Self-Employability*

Introduction

The challenge of unemployment, poverty and hunger in Nigeria remains a serious problem facing both the government and the people. In order to combat these social menace, government at all levels and most especially the Federal Government of Nigeria introduced the poverty alleviation programmes to combat the challenge of unemployment to reduce poverty. The Federal Government in initiating the programme believed that one sure route for the achievement of the programme objectives is through education, specifically, entrepreneurship education. Entrepreneurship education is an educational process geared towards equipping

students with creative and innovative ideas that will enhance self-employment and job creation (Ibe, 2008). The Nigerian youths need to develop their knowledge and skills so that they could work and live meaningful lives in the society.

An entrepreneur is a person who organizes, manages and assumes the risks of starting and operating an enterprise. He/she is, therefore, an innovative, creative person who is ready to take risk. He/she has the ability to plan, manage and turn ideas to action in order to attain set goals (Harmburg, Bucksch & Brien, 2015). Entrepreneurship is an essential engine of growth to any economy. It is a key factor to local economic development (Deli, 2015).

Entrepreneurship and Small Scale business have always formed the backbone of every economy. Ebue (2011) defined small scale business as one which is owned and managed by one or two persons influenced by the family in decision making. Such businesses have undifferentiated organizational structure, small market share and employ less than 50 workers for their operations. They are businesses that are actively managed by their owners and so are highly personalized, largely local in their area of operations; of relatively small size and having little capital base. In terms of their asset base, Ebitu, Basil & Ufot (2015) had asserted that they are business enterprises which employ less than 200 persons and possess assets whose value excluding land and building is less than N300 million. The scope of operation of SMEs owners span from manufacturing/production, banking, wholesaling, retailing, transportation to insurance with the sole aim of profit making. For the operators, to function well, they need to employ entrepreneurial skills in their business operations.

Entrepreneurship skills are related to creativity, innovation, personal characteristics, invention, practical skills and marketing (Inyannah, 2002). These skills enable graduates to become self-employed entrepreneurs. The entrepreneur personal characteristics skills are personal traits, values, beliefs, the acquisition of individual training knowledge that could be employed in business for effective performance leading to success. Copeland (2010) observed that the behaviour and personality characteristics of entrepreneurs include; self-confidence, risk taking, discerning power, inquisitiveness, tolerance of ambiguity and uncertainty, creativeness, resourcefulness, affinity for autonomy and control, persuasive, adaptation, residence, tenacity and courage. These skills influence an entrepreneur to be optimistic, visionary, have initiative, self-control, motivated and have competencies in business performance in small and medium enterprises.

Entrepreneurial personal skills are individual potentials that influence the success of an entrepreneur in business. Sarwoko (2013) stated that entrepreneurial personal skills are major determinants of business performance in small and medium enterprises. These personal skills are used to enhance business growth. Translating these attributes into behaviour is believed to increase an entrepreneur's effectiveness. Entrepreneurs that have these attributes will be effective in total commitment, determination, and perseverance, drive to achieve growth, taking of initiative and personal responsibility, awareness and sense of humour, seeking and using feedback, calculative risk taking and risk sharing, integrity and reliability, decisiveness, learning from failure, team builder and hero maker. Lohor, Gumut, Gadi & Gontur (2007)

identified being visionary, having self-confidence, being innovative, creative, taking initiative and having personal responsibility, drive and energy, intelligence, proactive, goals setting and risk taking, resilience, desire for control and persistence in doing things among others certain qualities or characteristics expected of an entrepreneur.

Business education programme have been carefully designed to help an individual to learn how to make a living and to be able to live a better life. It is a visible sub-sector of Vocational and Technical Education (VTE) which equips its recipients with entrepreneurship skills for business and about business (Iyekekpolo, 2010). It is a programme that is carefully designed to meet the basic skills, knowledge and capabilities needed to function either as a business teacher or business executive (as entrepreneur). These skills enable Business Education graduates to become self-employed or be employable. Business education programme produces graduates that are employed in small and medium scale enterprises. These employed graduates of business education do exhibit entrepreneurial dexterity in their job performance.

The perception of SME_s operators toward business education graduates competences of business related activities is critical. Kotler & Keller (2006) defined perception as the process by which an individual selects; organizes and interprets information inputs to create a meaningful picture of the world. Through the perception of SME_s operators, the required and possessed entrepreneurial skills of the employed graduates of Business Education could be elicited and necessary motivational strategies employed for effective job performance. The operators of SME_s are both male and female entrepreneurs. Gender differences have been reported in this operation of entrepreneurship in Nigeria. According to Etukudo (1999), self-employment is on the rise with women launching a large share of new enterprises in Africa, in spite of discrimination in education and particularly in entrepreneurship education with accompanying training in skills.

Self-employability is the ability of an individual to secure jobs in the labour market, being equipped with most of the skills mostly envisaged by the employers (Kelebogile, 2014). These employability skills are essential credentials for many jobs positions and hence have become necessary for an individual's employment success at just about any level within a business environment. Self employment could mean the promotion of free enterprise and self sufficiency by creating and spreading wealth to the grass roots as a contribution to economic growth, employment generation and social progress (Onoh, 2013). The reason for this study is to provide an empirical basis for examining the SME_s operators' perceived entrepreneurial personal characteristics skills required of Business Education graduates for self employability in Bayelsa State.

Statement of the Problem

In Nigeria, the need of the society is the creation of jobs, not just by the government but also by young graduates. Unfortunately, greater part of the training given to students while in school which is expected to equip them adequately for the world of work seems to be theoretically biased. Thus, there is mismatch between the training given to students in school and the skills expected of them in the world of business. A survey carried out by the National Universities

Commission (NUC) as reported by Moses (2015) showed that Nigerian university graduates lack basic job competencies, oral communication as well as managerial skills. Plastrik, Seitzer & Taylor (2008), observed that if nothing is done to improve the educational performance, the gap between the skill needs of industry and SME_s and the skills received by graduates will continue to grow wider. However, there seem to be no clear evidence of entrepreneurial personal characteristics skills required of Business Education graduates to become employable in small and medium scale enterprises. This study is, therefore, designed to empirically find out the entrepreneurial skills required of Business Education graduates for the operation of SME_s as perceived by the operators of SME_s in Bayelsa State.

Purpose of the Study

The main purpose of this study is to find out SME_s operators' perceived entrepreneurial personal characteristics skills required of Business Education graduates for employment in Bayelsa State. Specifically it is to determine the SME_s operators' perception of

- a. the entrepreneurial personal characteristic skills required of Business Education graduates for self-employability in Bayelsa State.

Research Question

The following research question guided the study.

- a. What entrepreneurial personal characteristics skills are required of Business Education graduates for self-employability in Bayelsa State?

Research Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

HO₁ There is no significant difference in the mean responses of male and female SME_s operators regarding entrepreneurial personal characteristic skills required of Business Education graduates for self employability in Bayelsa State.

Method

The study adopted the survey research design because the study relied on the use of questionnaire to elicit the opinion of the respondents. The study was carried out in Bayelsa State. The population comprised 162 registered Small and Medium Enterprises (SME_s) operators. The entire population was studied because of its manageable size. Thus, there was no sampling. The instrument for data collection was a validated structured questionnaire with four point rating scale of Greatly Required (GR), Required (R), Rarely Required (RR), and Not Required (NR). Three lecturers of Business Education in the Department of Vocational and Technology Education, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State validated the instrument. The reliability of the instrument was tested using Cronbach Alpha with an internal consistency of 0.78 for the instrument. Out of the 162 copies of the questionnaire administered to the respondents by the researchers with a research assistant, a total of 155 copies, (95.7%) were correctly filled and retrieved. The data obtained were analyzed using mean scores and standard deviation to answer the research question while t-test statistic was used to test, the hypothesis at 0.05 level of significance. The item by item analysis relative to the questionnaire items was based on the real limit of numbers. Any item

with mean of 2.50 and above was accepted as required skill while any item with mean less than 2.50 was not a required skill. The null hypothesis was accepted when the t-calculated value was less than the t-critical value and was rejected when the t-calculated value was equal or greater than the t-critical value.

Research Question 1: *What entrepreneurial personal characteristics skills are required of Business Education graduates for self-employability in Bayelsa State?*

Table 1: Mean Ratings of the Responses of Respondents on Entrepreneurial Personal Characteristics Skills Required of Business Education Graduates for Self Employability in Bayelsa State (n=155)

S/N	Item on Personal Characteristics Skills	\bar{x}	SD	Remarks
1.	Ability to forecast business opportunities	3.65	0.69	Required
2.	Ability to think optimistically	3.72	0.44	Required
3.	Ability to bear risk	3.67	0.49	Required
4.	Ability to make decisions in line with the set objectives	3.47	0.53	Required
5.	Ability to be resilient in business activities	3.40	0.49	Required
6.	Ability to be courageous in taking up business challenges	3.52	0.53	Required
7.	Problem solving ability on business transactions	3.72	0.71	Required
8.	Ability of having discerning power on business	3.51	0.50	Required
9.	Having self-confidence	3.41	0.63	Required
10.	Having initiative on business issues	3.82	0.51	Required
11.	Having integrity and reliability	3.50	0.60	Required
12.	Employee with action-orientedness in business in related activities	3.61	0.55	Required
Grand Mean		3.58	0.55	

Note: x = Mean, NR = Not Required, R = Required.

The results in **Table 1** show that all the twelve items achieved the real limit number 2.50 and above. This indicates that the respondents agreed that the nine identified and others are all required skilled for Business Education graduates for self-employability in Bayelsa State as perceived by the SME_s operators. The standard deviation of the twelve items ranges from 0.44 to 0.71. This indicates that the responses of the respondents are close to each other.

H0₁ *There is no significant difference in the mean responses of male and female SME_s operators regarding entrepreneurial personal characteristics skill required of business education graduates for employability in Bayelsa State.*

Table 2: t-test Summary Of the Mean Ratings of Male and Female SME_s Operators Regarding Entrepreneurial Personal Characteristics Skill Required of Business Education Graduates For Self Employability in Bayelsa State

S/N	No	X	SD	T-cal	T-crit	Level	Remark
1	Male	87	3.58	0.52	0.39	1.96	Not Rejected
2	Female	68	3.57	0.53			

Data in **Table 2** reveal that at 0.05 level of significance, the t-calculated of 0.39 is less than t-critical values of 1.96. The hypothesis, therefore, is not rejected. This implies that, there is no significant difference in the mean responses of male and female SME_s operators regarding perceived entrepreneurial personal characteristic skills required of Business Education graduates for employment in Bayelsa State.

Discussion of Findings

The findings of this study in respect to the research question identified all the twelve entrepreneurial personal characteristics skills required of Business Education graduates in Bayelsa State. The findings of the study agreed with that of Abdullahi & Burcin (2017) who found that entrepreneurial characteristics and entrepreneurial competencies are positively related to overall business performance and, therefore, recommended that entrepreneurs of small and medium enterprises should ensure that they build their personal characteristics factors in order to have good business performance.

The findings on the hypothesis tested showed that there is no significant difference in the mean responses of male and female SME_s operators regarding entrepreneurial personal characteristics skills required of Business Education graduates for self employability in Bayelsa State. Okiridu (2016) in his study on entrepreneurship skills acquisition and students attainment of Sustainable Development Goals (SDGS) in Rivers State University of Science and Technology, Port-Harcourt, found a positive and significant relationship between Business Education students' entrepreneurship skills acquisition and students' employability skills for self-reliance.

Conclusion

The need of contemporary Nigerian society is the creation of more jobs, not by government but by young graduates. Unfortunately, the entrepreneurial training given to students while in school which is expected to equip them adequately for the world of work on graduation seems to be inadequate. Consequently, this study investigated the small and medium enterprises operators' perceived entrepreneurial personal characteristics skills required of Business Education graduates for employability in Bayelsa State. From the findings of the study, it is concluded that the acquisition and possession of critical entrepreneurial personal characteristics skills by Business Education graduates will enhance their quality and employability in the Nigeria labour market.

Recommendations

Based on the foregoing, the following are recommended. That

- a. government at all levels should promote in the youth the need for skills acquisition for self-reliance through the establishment of enterprises, colleges or skill acquisition centers for students in higher institutions.
- b. Business Educators should properly package the identified entrepreneurial personal characteristics skills into specific objectives for the training of undergraduates for entrepreneurship development who will turn serve as drivers of the Nigeria Economy; and
- c. educational administrators in Nigeria should be proactive to review and update the entrepreneurship education curriculum so as to equip individuals to be creators of jobs through school based enterprises.

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INSTRUCTIONAL MATERIALS FOR THE EFFECTIVE TEACHING AND LEARNING OF AGRICULTURAL EDUCATION IN SECONDARY SCHOOLS

Karinatei NAPOLEON

*Department of Vocational & Technology Education, Faculty of Education,
Niger Delta University, Wilberforce Island, Bayelsa State
karinatei270@gmail.com
+2348100489707*

Abstract

The study investigated the importance of the use of instructional materials for the effective teaching and learning of Agricultural Education in secondary schools. That the study of Agricultural Education plays a major role in the sustenance of Nigerian economic life through the provision of food thereby enhancing security, economic development, employment opportunities as well as the providing a source of livelihood for the people. For its effective teaching and learning the study highlighted the use of instructional materials as this encourages participation of the learners, making learning permanent, stimulating interest, serving as a source of information. While the above are the positive things about the use of instructional materials in enhancing effective teaching and learning of the subject, its effective utilization is being hampered by such barriers such as lack of finance, lack of maintenance among others. Based on the above, it is suggested that teachers of Agricultural Education should be encouraged to utilize instructional materials in order to enhance the interest of students in the subject in view of its role in the sustenance of the economy by the government making special fund available for the provision of latest instructional materials for the effective teaching and learning of Agricultural Education in Nigerian schools.

Introduction

Education as a concept does not lend itself to compact or simple definition that will be generally acceptable to all stakeholders in the field. As it covers a wide scope so are there many definitions on what the content of education should be. Others approach their definitions from the perspective of goal or end of education. But in Akinpelu's (1981:184) opinion, for a process or group of processes to qualify as educational, the following must be involved:

- a. A conscious effort to bring about a change in the mind of the recipient
- b. The change that is been brought about in the learner must be intentional, deliberate and directed towards a purpose.
- c. The learner must have some knowledge and understanding, some cognitive perspective, of the activity.
- d. The knowledge or skill must be transmitted in a manner that is morally and otherwise acceptable.

It is, therefore, pertinent at this point to examine some definitions of education by some educationists. Rusk (1979:224) for instance declared that education is the laboratory in which philosophic distinctions become concrete and are tested. Castle (1976:1) submits that

“education is what happens to us from the day we refuse to be taught...even if we think we have finished our education, even when we sleep”. Good (1959) defines education as “the art of making available to each generation the organized knowledge of the past”, while Fafunwa (1974:17) believes that “education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives”.

Kumar & Ahmed (2012:6) after an examination of various definitions of education by different scholars opined that, true definition of education should be “a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity”. According to them, education, in short, is the development of individual according to his needs and demands of society, of which he is an integral part. They also observed that various definitions of different educators highlight the following special features of education. That education is

- a. both unilateral as well as bi-polar in nature;
- b. a continuous process;
- c. knowledge or experience;
- d. development of particular aspects of human personality or a harmonious integrated growth;
- e. conducive for the good of the individual and the welfare of the society;
- f. a liberal discipline or a vocational course; and
- g. It is a stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.

This is why education cannot be confined to the processes of giving knowledge to children in school only. It is an activity that goes on from birth till death. In other words, every one learns something or the other throughout life through various experiences and activities.

Concept of Agricultural Education

Agricultural education is the teaching of agriculture, natural resources and land management to prepare students for entry level jobs or to further education to prepare them for advanced agricultural job (Wikipedia, 2015). Agricultural education has been an essential factor in the success of agricultural development in Nigeria. It is that part of the total educational process that provides knowledge, develops skills and inculcates the attitude necessary for entry and progress in an agro-business. It gets people into jobs that require specialized training in agriculture. Now and in the future agricultural education is geared, and will be geared towards the production of skilled and self reliant farmers (agriculturists) capable of producing, processing and marketing food and related products on a large scale, using modern and efficient technologies (Egbule, 2004). In achieving these aims, practical agriculture is very necessary for the acquisition of such skills. These facilities demand a lot of fund, which may be difficult for many secondary schools to secure in order to facilitate the practical teaching of the subject. Another area is the informal teaching that has to do with extension education services, which requires facilities for its efficient practices for achieving its objectives.

Considering the formal teaching, classes that may be taught in agricultural education include horticulture, land management, weed management, crop production, livestock production, fisheries, farm work, health and nutrition, poultry production, livestock management and others. Agricultural education can be taught at the elementary level, middle school level, secondary level, post secondary level and adult/informal level. Agricultural education involves training people for jobs in such areas as production, marketing and conservation. It also involves training people to teach, conduct research and provide information to advance the field of agriculture and animal science in other ways (Phipps et al 2008). The adult or informal level goes on outside the formal school systems. Most often, useful training is given by extension staff who work directly with rural farmers and other workers to bring and demonstrate on the new crops and animal production processes, techniques and machines to sustain individuals in rural settlement (Egbule, 2004).

One of the objectives of agricultural education is to define occupational objectives, providing preparation for a job in agriculture and ending with the individual successfully entering entrepreneurship or job in agriculture. Such individuals will have capacities to continue to learn and transfer personal and occupational skills to meet the changing job requirement of the agricultural sector of a technological society (Egbule, 2004). On the other hand, the focus of the national policy on agriculture is in food security, rural industrial and technological development.

The Role of Agricultural Education in the Sustenance of Nigeria Economy

The perceived role of agriculture in the growth and development process of a nation like Nigeria has changed considerably over time. Early theorists, building on the dual economy model comprising agricultural and industrial sectors, believed that economic development was viewed as a growth process requiring the reallocation of resources from a backward low productivity agricultural sector with higher productivity and increasing returns (Lewis, 1954). Agriculture was perceived not as a primary stimulant of development but a subsidiary of the industrial sector, contributing only passively to economic development. Modernization of agriculture was not accepted to be needed as a strategy for developing the rest of the economy. (Timmer, 1988). The unique features of agricultural education as a sector were simply not widely understood in the 1950s.

However, the 1960s witnessed a drastic paradigm shift in development, thinking about the role of agricultural education in national economy. The dynamism of the Green Revolution in Asia during the 1960s and 1970s (Diao, Xinshen, Hazell, Peter & James 2010) showed that it was possible to transform traditional agriculture into a modern sector. This demonstrated agriculture's potential as a growth sector and its active role in initiating broader development (Adelman, 2001). Emphases were laid on the interdependence of agriculture with the industrial and service sectors where supply and demand in sectors can be accommodated through linkage rather than competition (Timmer, 1988; Mellor, 1986). Other development theorists have also emphasized the role of agricultural education in rural development. Positive impact of agricultural growth in rural development was found to be strongest in countries where small

farms dominate agriculture (Diao *et al* 2010). In Africa, particularly in Nigeria, given widespread rural poverty and small scale farming, agriculture plays significant roles in economic development in a nation.

The major roles played by agriculture in the development of Nigeria's economy cannot be underestimated. These according Egbule; 2004) include the following:

- a. **Food Security:** A stable agricultural sector ensures food security a in nation. The main requirement of any country is food security. Food security prevents malnourishment that has traditionally been believed to be one of the major problems faced by developing countries. Most countries rely on agricultural products as well as associated industries for their main sources of income.
- b. **Economic Development:** Since agriculture employs many people, it contributes to economic development. As a result, the national income level, as well as people's standard of living is improved. The fast rate of development in the agricultural sector offers progressive outlook as well as increased motivation for development. Hence, it aids to create a good atmosphere for the overall economic development of a country. Therefore, economic development in a country like Nigeria relies on the agricultural growth rate.
- c. **Employment Opportunities:** Directly or indirectly, agriculture provides employment opportunities for many people in countries that depend on agriculture. Construction of irrigation schemes, drainage system as well as other activities in the agricultural sector is important as it provides larger employment opportunities. The agricultural sector provides more employment opportunities for the labour force. This, in turn, reduces the high rate of unemployment in developing countries caused by the fast - growing population.
- d. **Source of Foreign Exchange:** The nation's export trade depends largely on the agricultural sector. For example, agricultural commodities such as jute, tobacco, spices, oilseed, raw cotton, tea as well as coffee accounts for approximately 18% of the entire value of exports of a country. This demonstrates that agricultural products also continue to be an important source of earning for a country's foreign exchange.
- e. **Source of Raw Materials:** The main source of raw materials to major industries such as cotton and jute fabric, sugar, tobacco edible as well as non-edible oils is agriculture. Moreover, many other industries such as the processing of fruits as well as vegetables and rice husking get their raw materials mainly from agriculture.
- f. **Sources of Livelihood:** Most people's main source of livelihood is farming. About 70% of people rely directly on agriculture as a livelihood. The result of the non-development of non-agricultural activities to absorb the fast-growing population is this high percentage in agriculture, but many people are not engaged in agriculture in developed countries.

- g. ***Significance to the International Trade:*** Agricultural products like sugar, tea, rice, spices, tobacco, coffee etc. constitute the major items of exports of countries that rely on agriculture if there is a smooth development practice of agriculture, imports are reduced while exports increase considerably. This helps to reduce countries' unfavorable balance of payments as well as saving foreign exchange. This amount may be well used to import other essential inputs, machinery, raw materials and other infrastructures that is helpful for the support of the country's economic development.

From the above, it is worthy to note that, Agriculture is the main source of national income for most developing countries like Nigeria. However, it is necessary to inculcate the knowledge of agricultural education to the society and this aim can be easily achieved through 'effective leadership which in this context comes in the form of teaching'.

What is Teaching

Teaching according to Paulley (2013) quoting Thomas (2008), is a social service profession, which is central to the business of education. Eisenhower quoted by Thomas (2008:75), puts this in perspective "in all our efforts of education, we must never lose sight of the very heart of education; good teaching itself. Good teachers don't just happen; they are the product of the highest personal motivation".

Teaching, according to Ajumogobia (1999), cited by Abimbola (2009:1), is a process of facilitating learner's learning through proper management by the teacher of the interrelationships among the student's interests, the content for learning, the methods and materials he or she intends to use in the teaching and learning of content materials. It may involve giving instruction to somebody on knowledge, skills and attitudes with the intention that the person will be able to know the information or do something or act in a particular way that is compatible with the instruction. The phrase "proper management" needs to be emphasized because it is this that makes it professional.

The Teachers Registration Council of Nigeria (TRCN) (FRN: 2007:11) according to Paulley (2013) brought this to the fore when it defined teaching as "a systematic, rational and organized process of transmitting knowledge, attitudes and skills in accordance with professional principles" Implicit in the above statement is that, professionally speaking, those who do not perform the act of teaching in accordance with professional principles are not in the business of teaching. This is because it is in such manner that the proper management of the entire process is assured to ensure the facilitation of learning, which is the goal of every effective teacher.

To Akinpelu (1981:190-5) cited by Paulley (2019), teaching is "the conscious and deliberate effect by a mature or experienced person to impart information, knowledge, skills and so on to an immature or less experienced person with the intention that the latter will learn or come to believe what he is taught on good grounds.

This according to Paulley (2019:15), is a progressive definition in that it indicates at least five criteria, namely, that

- a. a person who is consciously and deliberately doing the act of teaching (teacher) with the intension of producing change in the behavior of another (learner).
- b. there is somebody being taught (learn). There is a learner which makes the process sensible and logical.
- c. something is being taught (content such as knowledge, skills, information, values and attitudes)
- d. there is an intention for learning even through learning does not always produce learning (as it is the case of non-willing learners)
- e. teaching involves procedure and methods that are more morally and pedagogically sound and acceptable. We should note that teaching referred to here is that which takes place in the education context in which something valuable, desirable or worthwhile is involved.

In order to succeed, effective teachers need to vary their teaching approaches to be adaptable and to be vigilant in gauging how pupils respond to their teaching style, the resources they use and the environment in which they are working (Mark, 2016) Teaching of agricultural education can be facilitated or enhanced with the use of instructional materials as they keep the individual learner focused on what is being taught by the teacher in the classroom session.

Concept of Instructional Materials

Ralph (2009) has written extensively on the effectiveness of instructional materials to enhance teaching and learning to achieve the desired behavioural changes as well as to ensure effective pedagogical-delivery. Instructional materials are pre-requisite requirements or essential conditions for the success of any teacher education programme. Instructional materials are the most effective tools for developing flawless communication and interaction between students and contents of instruction as well as between students and teachers of Agricultural Education. These aids do not only help to save the time of teachers but also helps in developing and arousing curiosity, creativity and motivation in the students of Agricultural Education. Instructional materials, according to Orakwe (2000), are the information dissemination devices, consisting of printed materials, audio, pictures, including films, and a host of others used in the classroom for easy transfer of learning and pedagogical delivery. Instructional materials are indispensable in the teaching and learning process at all levels of education. They are referred to as veritable channels through which instruction could be imparted in the classroom. Instructional materials have been identified as very important items in the teaching and learning process. Effective learning cannot take place without the availability of relevant instructional materials. According to Maifarfsir (2003), instructional materials are aids that facilitate quick understanding of the subject matter in the classroom, such as computer software, films, DVD and instructional television programmes. They represent fundamental resources in the schools for enhancing institutions effectiveness, furthering the pursuit of knowledge and providing experiences of real educational for class groups or for individual students. It is the shared responsibility of the state and the local community to provide an adequate number of instructional materials in a variety of format that are appropriate, timely and essential to the attainment of specified educational objectives.

The Importance of Instructional Materials Cannot be Underestimated in the Teaching and Learning Process

Instructional materials are a range of materials and equipment that make a visual impression in the students by assisting the teacher on his/her task of learning, thereby helping him/her to increase his/her effectiveness in the classroom. Instructional materials communicate information effectively, promote the acquisition and longer retention of knowledge when they are systematically used. Maifarfsir (2003) states, that the lack of instructional materials that facilitate quick understanding of the subject matter in the classroom is a great impediment to conclusive learning. He went further to state that, for effective teaching and learning to take place, relevant instructional materials, such as equipment in the laboratory, technological devices such as computer, charts diagrams, chemicals, models, tape recorder etc must be made available in the classroom to assist in the teaching and learning process. Okebukola (2005) and Johnson (2001) added that various reasons have been given as major factors among which is that the lack of necessary instructional materials in school is responsible for the observed poor trend on students' performances in the Senior School Certificate Examination (SSCE) for the period 2001-2005. Ajewole (2001), Ivowi (2001) and Futubi (2003) put it that laboratory facilities and instructional materials to which students have been exposed to are contributor factors to student academic achievement.

Types of Instructional Materials

Instructional materials can be grouped into the following types.

- a) **Graphic Materials:** It is a general term for two dimensional representations. Graphic materials are two dimensional, because they have just length and breadth and do not show any form of depth. The only exception is the globe because of its spherical nature. Graphic materials are works of art through which ideas are expressed. Two dimensional media are a combination of drawings, words and pictures to portray an idea in order to assist learners to form mental picture of any particular unit of instruction. Some examples of graphic materials are graphs, charts and diagrams, posters, maps, globe etc.
- b) **Projected Still Media:** These are pictures in the negative form, except for opaque projector, that are fitted into the projector and beamed on a large screen or wall for people to view. Some examples of projected still materials are stickles and projector, film strips and projector, overhead transparencies and projector, opaque materials and projector etc.
- c) **Specimen, Models and Diorama:** According to Mangal (2008), specimen is a sample that represents the whole model in a miniature replica of an object. Diorama is a scenic representation of an object. In the teaching and learning process, when it is impossible to expose the learner to the real life situation or the whole object, these may be used to communicate a reliable idea of the original. Majorly, specimen is used in the teaching and learning of practical agriculture.
- d) **Field Trips and Tours:** According to Prasad (2005), these activities provide real life experience to students. Students learn different skills by taking part in farming activities in cooperation with one another. He also says that field trips provides an opportunity to observe natural beauty, different farm industries, zoos and their operation.

- e) **Audio Materials:** these are instructional that appeal only to the sense of hearing, e.g. radio, telephone, audio cassette player. Audio materials are very useful in the reading and learning of agricultural education.

Importance of Instructional Materials in Teaching Agricultural Education

The important of instructional materials in the teaching and learning of agricultural education cannot be over-emphasized. They help to achieve the curriculum goals. Below are some of the areas of importance of instructional materials in the teaching and learning of Agricultural Education.

- a. **Encouraging Participation:** Instructional materials provide opportunities for students to develop communicate skills that help to solve actively engaged in solving meaningful problems (Natoli; 2011). Natoli also said that students learn more and communicate better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their understanding of the concept in question. They also learn more when they join in the dramatization of an event.
- b. **Making Learning Permanent:** instructional materials can play a major role of making learning permanent in learners. Gopal (2010) stressed that audio-visual method seems to facilitate acquisition, retention and recall of lessons, learned, because they seem to evoke the maximum response of the whole organism to the situation in which learning is done. Perceptual materials readily associate themselves with the unique experiential background of each individual. Natoli (2011) stressed that audio-visuals are important in the teaching and learning process because "having seen something, most people remember".
- c. **Stimulating Interest:** According to Katherine (2009), "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions to the materials provided". During the process of learning, the teacher of agricultural education has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional materials. The attention of the learner is caught and his interest is also won and he is ready to learn.
- d. **Serves as a Source of Information:** McNaught (2007) observed that instructional materials are very useful teaching, and instructional and promotional aids, a useful source of information. He further stressed that where consistency of presentation is derivable, instructional materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning.
- e. **Extending Experience:** Gopal (2010), stressed that instructional materials help the teacher to overcome the physical difficulties of presenting the subject matter to the learners in the teaching and learning environment. That is to say, with instructional materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slide, films, film strips

and projectors. This is important because once the phenomenon is visualized, the picture and knowledge become very clear and permanent.

- f. **Individualized Instruction:** Instructional materials provide means of individualized instructional (Gopal, 2010). This is possible through programmed learning and tapes, which enable the learner to learn at his pace and also to work on his own.
- g. **Basing Learning in Sense Experience:** Stressing the importance of instructional materials, Ngozi, Samuel & Ameh (2012) stated that instructional materials are important and useful in education because the normal learner gains understanding in terms of multiple impression recorded through the eye, ear, touch and other senses.

Constraints to the Use of Instructional Materials

The constraints to the use of instructional materials in the teaching and learning of agricultural education are numerous. Below are some of the constraints to the use of instructional materials in secondary schools.

- a. **Lack of Finance:** Finance has been a critical constraint to the use of instructional materials. Instructional materials are very expensive to acquire and maintain. Fadenje (2000) noted that government has not given appropriate financial support and there is always the inadequacy of well-trained teachers and poor funding for the acquisition and maintenance of up-to-date equipment. He further noted that rapid change in technological innovation in the developed countries outpace the level of development in Nigeria, which is very difficult to keep abreast except there is a definite commitment on the part of government.
- b. **Lack of Maintenance:** Instructional materials are not adequately maintained, some administrators prefer building new classrooms instead of maintaining the old ones. Instructional materials are in a similar situation. Administration allows these materials to waste away and request will be placed for the purchase of new materials, instead of maintaining the ones they already have (Igba & Nweke, 2004).
- c. **Lack of Teachers:** The shortage of teachers leads to available materials not being used in classroom. Nwokoro (2008) rightly observed that the total number of secondary schools outnumber the total number of qualified teachers who can handle these instructional materials. This simply means that teachers are not enough to manage and use instructional materials.
- d. **Lack of Operative Skill of Teachers:** Lack of basic knowledge and skill has hindered effective utilization of instructional materials in schools. Bozino&Ikwumadu (2004) noted that educational technology materials supplied by the Federal Government for effective implementation of the new system of education are been neglected due to lack of skill and basic knowledge of their operation by teachers, coupled with rapid changes in technological advancement, which have thrown some teachers, out of balance, Ijeagwu (2008) advised that teachers, on their part, should not be impervious to change

and must realize that we are now in a world of constant change. He suggested that every school teacher should make the best use of available instructional materials to enhance teaching and learning. This implies that the teachers should be trained in the use of instructional materials.

- e. *Lack of Time:* Eze (2003) opined that the lack of time in the school time table for effective utilization of instructional materials is another problem encountered by teachers. He pointed out that the present practice of two periods of 40 minutes each in a week does not augur well for effective use of instructional materials by teachers. Most of these materials need a lot of time to set up and dismantle within the time allowed on the timetable. In the school, the time given for the use of instructional materials is very short. In fact, the teacher concentrates on the theoretical aspects and pays less attention to practical aspect. This affects the performance of the learners. The teaching-learning process is teacher centred rather than learner-centred as stipulated in the national policy in education that “educational activities shall be centred on the learners for maximum self-development and self-fulfilment” (Federal Republic of Nigeria, 2004:9).

- f. *Overcrowded Curriculum:* When the curriculum is overcrowded with topics, management and utilization of reading resources become difficult. The teacher rushes to cover the topics in the curriculum and no attention is given to the use of instructional materials in the class. According to Ivowi (2005), the content of the curriculum is satisfactory, through overcrowded. The issue is not the large content presented to the learners, but the availability of time and resources for the coverage of the content. This implies that, when the curriculum is overloaded, management and utilization of resources become ineffective.

Suggestions

Based on the above discussion, the following suggestions are made. That

- a. teachers of agricultural education should be encouraged by the government to utilize instructional materials in order to enhance the interest of students and keep them attentive in class.
- b. government, curriculum planners and policy makers should realize the value and effectiveness of instructional materials and make it a part of the teacher education programme so that teachers will be trained in the proper utilization of instructional materials.
- c. government should make available special funds and grants for the provision of latest instructional materials for the teaching and learning of agricultural education.
- d. teachers should improvise where instructional materials are not available to teach agricultural education in schools.
- e. teachers need to be equipped with necessary skills on how to use instructional materials for the effective teaching and learning of agricultural education.

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BUSINESS EDUCATION AS A KEY FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

¹Comfort G. SURVEYOR, PhD

comfortgeorge06@gmail.com

+2348068615596

²OmorO O. MILLO

omorooyeintonyo@gmail.com

+2348104101433, +2347058201770

&

³Alex UMUWE

alexumuwe@gmail.com

+2348035027272, +2348134534202

^{1,2&3}*Department of Vocational & Technology Education, Faculty of Education,
Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria*

Abstract

Business Education is an aspect of vocational and technology education which serves as a tool for sustainable development. Sustainable development is that development that meets the needs of the present and future generations. For sustainable development to be achieved, a functional education such as Business education is required. Business education provides individuals with knowledge, skills and attitudes leading to employability and also prepares them to handle their own businesses and function intelligently as consumers and citizens in the business economy. The study looked at the concept of business education, the role of business education, contributions of business education towards sustainable development and how to achieve sustainable development through business education in Nigeria. One of the recommendations of the study was that Nigeria government should give proper attention to business education by providing the fund and necessary equipment and facilities needed to enhance teaching and learning.

Keywords: Business, Education, Job Creation, Sustainable Development.

Introduction

The role of Business Education is very important in the development of any country in the sense that it enables individuals to acquire the skills and knowledge needed to be employed in business establishments, or to be self employed, that is, running or handling their own business enterprises. Business Education deals with all aspect of the economy; Nigeria cannot do without the services of marketers, managers, accountants, secretaries, auditor's etc. The services of the above mentioned persons are needed in the country in order to achieve a sustainable development is to reduce poverty in the world. This paper seeks to examine how business education serves as a key for sustainable development.

Concept of Business Education

Education generally, is the process of transmitting knowledge, ideas, skills from one person (teacher) to another (learner), so that the learner will be of the best to himself and the society in which he belongs. That is to say, education builds a man. Business Education can be defined as that aspect of education through which individuals acquire knowledge, ideas, skills and attitudes that will enable them enter into, perform and progress in a business enterprise. Business Education is a course that prepares students for entry into and advancement in jobs within business and it also prepares individuals to handle their own business affairs and function very well in it.

Osuala (1989) sees business education as an essential part of the preparation of youths for a living. Business education programme prepares the individual or individuals to earn a good living, engaging in one occupation or the other. Njoku (1997) also defines business education as that aspect of educational training that helps the individual to acquire relevant skills needed for a living. In addition, Njoku (2006), further defined business education as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself.

Business Education can simply be seen as an educational programme that equips an individual with entrepreneurial skills that would enable him enter and perform in any business suitable for him/her. It also gives the individual the financial knowledge, marketing knowledge, production knowledge as well as the human resources management skills needed to run a business enterprise. Ademola (2000) defined business education as the acquisition of knowledge, skills, understanding and attitude to perform in the world of goods and services, the business offers. Azuka (2000) viewed it as a programme of study which offers students who wish to pursue a career in business an opportunity to develop those skills, abilities and understanding that will enable them to enter, perform and progress in a business occupation after graduation from high school or the university.

The main goal of business education therefore, is to equip or build the individual in the society with all the business skills and attitudes needed so that the individual will be useful to himself and the society in which he belongs. One can easily say that Business education is geared towards promoting sustainable development in a given nation.

The Role of Business Education

Business Education plays a major role in the development of a country. Abadom (2012) stated that the introduction of business education provides answers to the numerous socio-economic and political problems in any country. Business education is the aspect of education upon which economic development revolves around. That is why it is necessary that individuals who have gained business knowledge through business education programmes be given important and critical positions of leadership, especially in the area that will boost the national and economic growth. Even in politics, these individuals with business knowledge and skills are those well suited for leadership. That is why schools in Nigeria at all levels should make sure that they instruct and educate the child who is the future leader with business education.

Business education plays the following additional role such as the

- a. introduction of the individuals into the world of career;
- b. education of individuals about business;
- c. provision of the financial management knowledge needed in business; and
- d. inculcation the fundamental qualities needed for the proper management of a business.

Meaning of Sustainable Development

The Sustainable Development Goals (SDGs) came into limelight in August 2015, when the United Nations (UN), in collaboration with world leaders, came up with seventeen (17) Sustainable Development Goals as an extension of the Millennium Development Goals (MDGs).

Sustainable development means development that meets the needs of the present generation without compromising the needs of succeeding generations to meet their own needs. Central to the idea of sustainable development according to Paulley (2011:57) is the imperative to adapt development option which guarantees equal opportunities to the present and future generations in their quest to achieve their developmental aspirations. This may be achieved through among others the improvement in the quality of life, poverty eradication and good governance which can be only be guaranteed through good quality education. It is a wholistic socio-economic development of people in meeting their basic and human rights needs without compromising environmental conservation and protection so that the earth resources will be able to meet the needs of the present and future generations. It is, therefore, people-oriented which must include the active participation of all without bias towards race, gender, social class, and religion. In this direction, education becomes necessary in meeting the needs of living beings through the training of all of the subjective and social capacities of a person. In doing this the place of Business education as a vocation related field of studies cannot be overemphasized as the instrument to provide skills needed to make the people skillful in various areas of human endeavour.

Contributions of Business Education as Key to Sustainable Development

Sustainable development is seen as that development that meets the needs of the present and future generation i.e. it is a development for a relatively long period. Business education enhances sustainable development and it also improves the capacity of individuals to address issues that hinder sustainable development in any country. Business education offers more opportunities to social investments, poverty alleviation and building a safe and crime reduced society. Business Education could contribute to sustainable development of a nation through the provision of human capital development, provision of jobs, judicious spending of resources, work ethics, transference of skills and building of skills.

- a. **Human Capital Development:** The human capital development has to do with training and re-training of individuals of the various categories of the labour force. This requires creating the necessary environments in which employees can learn better and apply innovative ideas, develop skills, behaviors and attitudes. For a country to attain a sustainable development, that country needs highly skilled and qualified manpower, and this can only be possible through effective and skill oriented education such as business education.

- b. Provision of Jobs:** Business education creates job opportunities by providing individuals with the necessary business idea, skills and attitudes to establish business enterprises to be self-employed and employ others. Business education promotes self reliance of the citizenry. With the knowledge of business education, individuals can enter into and excel in any business establishment.

Business education makes an individual becomes judicious spender. This is beneficial to a country by way of investing excess resources on meaningful projects that will lead to economic development. Today, we are talking about poor infrastructural facilities in the educational system which could be avoided if we spend wisely or judiciously. Business education gives individuals good work ethics. Individuals develop proper values towards work, they tend to contribute economically to the nation. The nation will be free from violence, sexual immorality, pride, corruption among others.

- c. Transference of Skills:** Business education provides workers with skills that are transferable from one organization to another and from one geographical region to another. It also builds the individual with the skills needed to approach the changing labour market in the country.

Achieving Sustainable Development through Business Education in Nigeria

Business education serves as a tool for sustainable development. The services of entrepreneurs, accountants, marketers, secretaries, auditors, and managers etc. are needed in a nation in order to achieve sustainable development. All the above mentioned group of persons renders their services based on the business education knowledge they have acquired. Sustainable Development in Nigeria can, therefore, be achieved through the services provided by the under listed skills in Business Education.

- a. Entrepreneurs:** Abadon (2012) identified entrepreneurs as business investors who have the ability to identify and carry out investment opportunities in an environment. An entrepreneur is generally seen as one who coordinates all other factors of production in the production of goods and rendering of service. Entrepreneurs can play a very big role in the economic growth of Nigeria by way of establishing small and medium scale business enterprises that requires the services of other individuals there by leading to employment of citizens. Business Education is the aspect of education that equips individuals with the entrepreneurial skills and attitude to become self employed and employer of labour in Nigeria.
- b. Accountants:** The job of accountants according to Ademola (2000) is ordinarily to identify record, analyze, summarize and interpret financial information to enable users make assessment. Accountants are the group of persons responsible in organizations and government that prepare and analyze financial statement in other to identify the inflow and outflow of resources and to know the financial position of the organization or government in order for them to use their resources efficiently. Effective and efficient use of the nation's resources will lead to sustainable development.

- c. **Managers:** Business Education according to Osuala (1989) also prepares individuals to be managers who possess the skills and competence in handling resources within their environment. Managers carry out management functions of planning, controlling, organizing, directing, co-coordinating, staffing and motivating. The growth of any organization or government lies in the hands of the managers. Before you take any business action, you must plan it. Thus organizations cannot do without planning and it is the responsibility of the managers to plan, direct, co-ordinate etc. in an organization or government. Managers utilize minimum resources and maximize profit; they have the capacity to sustain and even revive a dead economy. Hence, business education is the key to sustainable development in Nigeria.
- d. **Marketer:** Marketers according to Azuka (2000) also play a vital role towards the economic development of Nigeria. Marketers carry out the activity of presenting, advertising and selling a company's products. The main purpose of production is satisfying the needs of the consumers; production is not complete until it gets to the final consumers. Marketing enhances industrial growth, it regulates the economy by equitably distributing resources. Business education prepares and trains marketers that have the key to sustainable development in Nigeria.
- e. **Secretaries:** Secretaries in the opinion of Osuala (1989) could help Nigeria and other countries of the world achieve sustainable development by receiving, sorting, recording, processing, storing and retrieving information necessary for the execution of government plans, policies and programmes.
- f. **Auditors:** Business education also produces auditors who according to Njoku (2006) perform the duty of examining financial records of an organization or country to see that they are true and correct, hence it enhances sustainable development in Nigeria.

Conclusion

Business education serves as a key for sustainable development in Nigeria. It is that aspect of education that equips individuals with the skills, knowledge, ideas and attitudes that will enable them enter into and perform very effectively in the world of business. Business education inculcates the fundamental qualities needed for the proper management of resources. It trains individuals to be self-employed and also employer of labour. Business education produces such as entrepreneurs, marketers, accountants, managers, secretaries and auditors contribute greatly towards sustainable development in Nigeria. Business education seeks to create job opportunities in Nigeria, so that her citizens will move away from violence, sexual immorality, pride, corruption etc.

Suggestions

Based on the foregoing, the following are suggested. That

- a. the Nigeria government should give proper attention to business education by providing the fund and necessary equipment and facilities needed to enhance teaching and learning;

- b. Nigeria leaders should acquire Business Education skills which will give them the managerial capability and competence needed to manage the affairs of the nation effectively and efficiently; and
- c. the Nigerian government should give financial support to individual that are willing to start up a business enterprise in terms of reviewing loans or grants.

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UNIVERSITY MATRICULATION EXAMINATIONS SCORES AS PREDICTORS OF FIRST YEAR GRADE POINT AVERAGE OF UNIVERSITY STUDENTS IN SOUTH-SOUTH, NIGERIA

Erefitei K. AYAWEI, PhD

*Department of Science Education, Faculty of Education,
University of Nigeria, Nsukka*

Email: ayawei_faithful@yahoo.co.uk

Tel No: +2348039341080

Abstract

This study sought to investigate the predictive validity of University Matriculation Examination Scores (JAMB-UTME scores and PUME screening test scores) between the matriculation examination scores and students' first year grade point average (FYGPA). Participants in this study consisted of 564 undergraduate (352 male and 212 female) students whose records were obtained from one Federal Government-owned university and one state-owned university. The study was guided by 3 research questions and 3 hypotheses, tested at 0.05 alpha level of significance. The study adopted a correlational design and collected data from universities using the Institution and Student Characteristic Pro Forma (ISCP). The data collected were analysed using simple linear regression and hierarchical multiple linear regression analysis. The major findings of this study were as follows: (1) UTME scores did not significantly predict FYGPA $F_{1, 562} = 1.98, p > .05$. UTME scores explained $R^2 = .004$, (0.4%) of the variance of FYGPA. (2) PUME scores significantly predicted FYGPA, $F_{1, 562} = 194, p < .05$. PUME scores also explained $R^2 = .258$ (25.8%) of the variance of FYGPA. (3) The combination of UTME scores and PUME scores significantly predicted FYGPA $F_{2, 562} = 97.34, p < .05$. They also explained $R^2 = .258$, (25.8%) of the variance of FYGPA. One of the implications of this study is that PUME screening tests serve as a quality control measure in the university admission system. Among other things it was recommended that rather than seek for the proscription of the PUME screening tests, JAMB should redesign the UTME such that it will be have a higher predictive validity.

Introduction

A test or examination is an assessment intended to measure an individual's level of knowledge, skill, aptitude, physical fitness, or classification in many topics (e.g., beliefs) in a particular area). A test, according to Nworgu (2006), is a quantification of the behaviour of a candidate, based on his or her response to the questions set in a particular area. Thus, a test score is a piece of information, usually a number, which conveys the performance of an examinee on a test. It is a summary of the evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured. Ogundokun & Adeyemo (2010) observed that examination marks or scores assigned to a candidate is an indicator of his or her cognitive achievement in a particular at a given time or over a period of time.

One of the several reasons for developing and administering a test and grading candidates with test scores is the selection of candidates to fill identified vacant spaces in school. According to Mehrens and Lehmann (1975), the selection of candidates to fill the vacant places either in an

institution for admission purposes or an establishment for the purpose of employment or the selection of personnel, either into the civil service or the military, necessitates the conduct of selection or placement tests. The idea is that, the spaces are fewer than the number of candidates applying at a particular time and there are specific skills and abilities needed for success in the expected field. Therefore, selection or placement or entrance examination necessitates breeds stiff competition. These tests are developed in such a manner that performances in them reflects the likelihood of success in a similar environment after being exposed to the skills and training in the envisaged field of engagement. For instance, Grolund (1970) stated that tests used for placement or selection purposes perform two basic functions: ascertaining that the candidate possesses the knowledge and skills needed to begin the planned instruction or engagement, and, secondly, to ascertain the extent to which the candidate has already mastered the objectives of the envisaged programme. Thus, in order to ascertain that candidates' possesses the prerequisite knowledge and skills, universities in Nigeria now use an applicant's test score on both the Unified Tertiary Matriculation Examination (UTME) and Post Universities Matriculation Examination (PUME) screening tests as just one of their many admission criteria to determine if an applicant should be admitted into one of its undergraduate programmes. The other criterion or requirement in this case is the applicant's Senior School Certificate Examination results or its equivalent, the reason being that those admitted are the most suitably qualified candidates.

The UTME is developed, administered and graded by the Joint Admissions and Matriculation Board (JAMB). The Board was established, through Decree No.2 of 1978 by the then Federal Military Government of Nigeria, as an agency of the Federal-Government and an examining body. Its principal responsibility is to conduct a national matriculation examination common for candidates seeking admission into all Nigerian universities, thereby centralizing the admission system. This notion is conveyed in the introduction to the Joint Admissions and Matriculation Board Act of 1989:

“... an act to establish the Joint Admissions and Matriculation Board to administer a centralized admissions system for universities, polytechnics and colleges of education...” (Joint Admissions and Matriculation Board Act, 1989).

Before its establishment and the conduct of UTME, each of the existing universities conducted its own matriculation examination. The result was that the admission processes were untidy and uncoordinated. Adamu (1994) and Harbor-Peters (1999) observed that there were vacant and unfilled spaces in some universities because of multiple offers of admissions, multiple application and multiple examinations written by students at that time. Nworgu (2006) observed that the decentralized university admission system created an allowance for admission irregularities, malpractices and lack of comparability of standards. Afemikhe (2008) also noted that generally there was untidiness and lack of coordination in the admission system into universities. Similarly, Ukwuije & Orluwene (2010) observed that there were multiple admissions, poor logistics, and high cost of application as well as travel expenses, tribalism, regional tendencies, corruption and non-uniformity of standards in the entrance examinations across different universities. Omodara (2010) stated that there had existed educational imbalance occasioned by disparity of educational opportunities between the regions in which

the universities were sited and those outside as well as differing admission standards by the different universities. Uju & Ezeudu (2010) argued that there were several irregularities in the matriculation examination which were conducted by the respective universities.

While the above were some of the obvious reasons for the establishment of the Board, the more important reason was the unity of the country and reduction of regional tendencies. Asein & Lawal (2007) argued that the need to foster national unity among the different ethnic groups, which were recovering from an avoidable 30-month war necessitated the establishment of the Board and the centralization of the admission processes into Nigerian universities. In summary, the National Policy on Education with regard to universities stated as follows:

“...admission of students and recruitment of staff into universities and other institutions of higher learning should be on a broad national basis...” (FRN, 2004: 24-26).

The JAMB administered matriculation examinations had several advantages over the individual universities conducted matriculation examination. First, it provided candidates the opportunity to obtain a single form and chose an examination centre closest to them without necessarily travelling to their preferred university for the examination. Secondly, it reduced the influence of state of origin because candidates had the opportunity of choosing universities far away from their state of residence. Third, the UTME ensured that all candidates seeking for admission to tertiary institutions in Nigeria write the same examination thereby ensuring uniformity and comparability of standards of performance between successive years, zones, states and even candidates (applicants).

However, the validity of the UTME scores which is the correlation coefficient between the UTME scores and university grades, either the first year Grade Point Average (FYGPA) or the cumulative Grade Point Average (CGPA), has been a concern for users of the UTME and critics. One of the criticisms of the UTME scores is that they do not adequately predict individual students' university grades. For example, Obioma and Salau (2007) observed that the UTME scores was the least predictor of both the first year grade point average (FYGPA) and final year cumulative grade point average (CGPA), accounting for 1.5% of the variance in FYGPA and 0.6% of final CGPA. In a similar study conducted by Ojerinde and Kolo (2009) the authors observed that UTME scores accounted for a very low amount of variance (2.8%) in the FGPA.

Others have argued that the scores students obtain in the UTME are not their true scores, suggesting they may have been affected by external influences. For instance, Ifedili and Ifedili (2010) stated that the admission decisions based on UTME scores have created an access route for malpractice compliant students to be admitted into courses and programmes into which they are least qualified for admission. Consequently, it has led to a loss of educational equality and opportunities among applicants and created unfairness in the admission process. Uju & Ezeudu (2010) also argued that examination malpractice induced by psychological factors, such as fear, stress, insufficient preparation for the examination, low academic ability, laziness, among other things, have resulted in seemingly unreliable UME scores, hence the universities have offered admission to unqualified candidates with many matriculated students changing courses which they were originally admitted, to other courses which seem to be less

academically demanding. This is not necessarily due to interest in the new course but necessitated by lack of commensurate ability to match the demands of the originally-admitted course or discipline.

These criticisms necessitated the birth of the Post-Universities Matriculation Examination (PUME) screening tests. Thus, the 2005/2006 school year would be long remembered because it ushered in the PUME screening tests. The PUME, otherwise called the Screening Tests is a university-dependent matriculation examination designed and conducted to test the consistency of performance standards of applicants or candidates who apply for university admission in a current school year. According to Isine, Deji-Folutile & Amakeodo (2005), the Federal Government of Nigeria approved the request of the committee of Vice-Chancellors to further screen candidates to determine the quality of students as reflected in their UTME scores. To qualify for the PUME, the candidate must have sat for the Unified Tertiary matriculation Examination (UTME) in the current year and meet a university determined cut-off score/point. As currently designed, the PUME is a screening test; hence, different universities adopt different methods for the screening exercise. In some universities, the screening tests are oral interviews, while in some others it is standardized achievement test. Consequently the criteria for admission also vary between institutions.

Some universities admit students based on an aggregate of the UTME and PUME screening test scores. The average performance of the candidates is now assessed in relation to faculty and departmental cut-off points for possible admission/placement. Proponents see the PUME screening tests as a great leveller, which allows demonstration of consistent individual ability and a remedial measure that permits universities to make better decisions about those students for whom UTME scores may not provide wholly consistent information about their abilities as required for university admission.

However the post-university matriculation examination (PUME) screening tests are not without their criticisms. First is the concern of and fear expressed by parents, guardians and the candidates. This group argues that the PUME screening tests will breed favouritism and state of origin bias in university admissions. Some candidates fear that their admission and those of their loved ones will depend on the strength of the personal relationship between parents, guardians or relatives with university authorities. The implication is that children of the poor in the society may not gain university education as they may not have equal access to the authorities.

Second, the establishment (approval) and subsequent conduct of the PUME screening tests could lead to lack of uniformity of entrance examination standards, which existed before the introduction of the UTME. Third, some critics believe that apart from breeding issues relating to state of origin and personal relations in admission decisions, the PUME screening tests are avenues by university authorities to raise funds both for the institution, cyber café operators and bank officials. This group contends that there are several in-built charges that make these forms much more expensive than the UTME. Fourth, there is the opposition from JAMB official who view the intrusion of the PUME screening tests as unlawful and a subtle attempt by

university authorities to render their employments redundant by performing their statutory responsibility. For instance, Ifedili & Ifedili (2010) noted that JAMB officials complained bitterly about the PUME screening process as universities usurping their mandatory roles. For instance JAMB, officials argued before the Nigerian Senate that there is no law mandating the universities to conduct matriculation examination for university admission.

Predictive validity is the extent to which performance on a test is related to later performance that the test was designed to predict. For example, the UTME and PUME screening tests are taken by university-bound students to predict their future performance in college namely, their college GPA. A score in the UTME or PUME screening test is supposed to be an indicator of the academic ability of a prospective university undergraduate and a forecast of what a student can do. If students who scored high on these tests tend to have high GPAs in colleges, then we can say that the UTME and PUME scores have good predictive validity. But if there is no significant relation between UTME and PUME scores and college GPA, then we would say the UTME and PUME scores have low or poor predictive validity, because they do not predict students' performance. Nworgu (2006) noted that predictive validity provides evidences that make a test instrument standard. Hence, establishing the predictive validity of the matriculation examination scores is a means of providing standardization evidences of the examinations. Schmidt and Hunter (1998) stated that, in terms of practical value, predictive validity is the most important property of a personnel assessment method because the predictive validity coefficient is directly proportional to the practical economic value of the assessment method. A great deal of research has been done on the predictive validity of UTME scores but the correlations obtained from these predictive validity studies vary greatly and are typically quite low. However, most of the studies on prediction of first year GPA has not taken into cognizance the PUME scores. The fact remains that, if the PUME will be used as a selection examination for admission into Nigerian universities, its predictive power need to be determined.

Thus, the goal of this paper is to extend our understanding on the predictive validity of both UTME scores and PUME scores in relation to FYGPA (the criterion variable).

Purpose of the Study

The general purpose of the study was to determine the predictive validity of UTME scores and PUME test scores on undergraduate students' performance in Nigerian universities. Specifically, the study was intended to determine the

- a. predictive validity of UTME scores with regard to first year GPA among undergraduates in Nigerian universities;
- b. predictive validity of PUME scores with regard to first year GPA among undergraduates in Nigerian universities; and
- c. predictive validity of the combination of UTME scores and PUME scores with regard to first year GPA among undergraduates in Nigerian universities.

Research Questions

The following research questions were raised to guide the study.

- a. What is the predictive validity of UTME scores with regard to first year GPA of undergraduate students in Nigerian universities?
- b. What is the predictive validity of PUME scores with regard to first year GPA of undergraduate students in Nigeria universities?
- c. What is the predictive validity of the combination of UTME and PUME scores with regard to first year GPA of undergraduate students in Nigerian universities?

Research Hypotheses

This study was guided by the following null hypotheses (H_0) tested at $p < 0.05$.

- a. The predictive validity of UTME scores with regard to first year GPA of undergraduates' in Nigerian universities is not statistically significant.
- b. The predictive validity of PUME scores with regard to first year GPA of undergraduates' in Nigerian universities is not statistically significant.
- c. The predictive validity of the combination of UTME scores and PUME scores with regard to first year GPA of undergraduates in Nigerian universities is not statistically significant.

Method

This study investigated the relationship between the criterion variable (first year grade point average) and the focal predictors, namely, unified tertiary matriculation examination (UTME) scores and post-university matriculation examination (PUME) scores. The study adopted the correlational survey design.

The accessible sample consisted of 564 students comprising of 352 male students and 212 female students respectively. Three hundred and thirty one (331) students were drawn from a federal university, while 233 students were drawn from a state university in the 2005/2006 academic session. The 2005/2006 academic session was chosen since it heralded the beginning of PUME so that comparative validity studies could be conducted. Purposive sampling was used in the selection of universities and faculties. Thus, the sample was drawn from the faculties of arts/humanities, engineering, management sciences, natural/applied sciences and the faculty of social sciences.

Data were obtained from the respective departments of the sample universities with the instrument titled Institution and Student Characteristics Pro-forma (ISCP). It was developed by the researcher to elicit information on already existing data such as student's UTME scores, PUME scores and first year GPA. The ISCP has two open-ended spaces for the name and proprietorship of institution (either federal or state). It has eight (8) columns. Column 1 is termed Serial Number and abbreviated (S/No). It is the serial number of data collected in each department and field of study. Column 2 is candidate's matriculation number, which was added to ensure that data were person-specific, Column 3 is christened first year grade point average (FYGPA); column 4 is for UTME scores; column 5 for PUME scores; column 6 for gender; column 7 for field of study and column 7 for the department. Whereas the department

was not a variable of study, yet it was added so that data obtained by research assistants should cut across all the departments in the field of study.

Results

Research Question 1: *What is the predictive validity of UTME scores with regard to FYGPA?*

The data with respect to *research question 1* are presented in **Tables 1 & 2**

Table 1 Model Summary of Hierarchical Multiple Regression Analysis for UTME Scores and PUME Scores with FYGPA

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1.	.059	.004	.002	1.06	.004	1.98	160	
2.	.508	.258	.255	.91	.254	192.03	.000	1.34

Table 2: Summary coefficients of hierarchical regression analysis for UTME scores and PUME Scores with FYGPA

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Correlations			Collinearity Statistics	
	B	Std Error	Beta			Zero order	Partial	Part	Tolerance	VIF
	1. (Constant)	2.59	.04				58.38	.000		
C_UTME	-.16	.12	-0.6	-1.41	160	-.06	-.06	-.06	1.00	1.00
2. (Constant)	2.59	.04		67.57	.000					
C_UTME	-.03	.10	-.01	-.26	.799	-.06	-.01	-.01	.99	1.01
C_PUME	1.02	.07	.51	13.86	.000	.51	.50	.50	.99	1.01

In model 1, in which UTME scores were the only independent variable, the correlation coefficient was $r = -.059$. The results of model 1 indicated that the coefficient of determination (R^2) for UME scores was $R^2 = 0.004$. In other words, UTME scores could only account for 0.4% of the variance of FYGPA of students admitted into undergraduate programmes in Nigerian universities. The regression equation for UTME scores derived from Table 2 was as follows:

$$FYGPA (Y) = 2.59 - .16*UTME$$

Hypothesis 1: H_{01} : *The predictive validity of UTME scores with regard to first year GPA of undergraduates in Nigerian universities is not statistically significant.*

Hypothesis 1 is answered with the ANOVA table presented in Table 3. The obtained F-value was $F(1,562) = 1.98$, with an associated probability value of 0.160. Since the obtained probability value (0.160) associated with the computed F-value (1.98) was greater than 0.05 level of significance, the null hypothesis was upheld. It could be inferred that UTME scores did not explain a significant proportion of the variance of first year grades among university undergraduates in Nigerian universities. This means that the predictive validity of UTME

scores with regard to first year GPA of undergraduates in Nigerian universities was not statistically significant.

Research Question 2: *What is the predictive validity of PUME scores with regard to FYGPA?*

The results from Model 2 in Table 1 indicated that the obtained coefficient of determination $R^2 = .258$. The incremental variance or R Square change (ΔR^2) which was due to the entry of PUME scores into the equation was R Square change $\Delta R^2 = .254$. In other words, PUME scores accounted for 25.4% of the variance of FYGPA of students admitted into undergraduate programmes in Nigerian universities. The regression equation for PUME scores which was derived from Table 2 is as follows: $FYGPA (Y) = 2.59 + 1.02 * PUME$

Hypothesis 2: H_{02} : *The predictive validity of PUME scores with regard to first year GPA of undergraduates in Nigerian universities is not statistically significant*

Hypothesis 2 was tested with the F change statistic in Table 1 and corresponding t-test statistic of Table 2. F change was (ΔF) = 192.03, $t = 13.86$, $p < .000$. Since the obtained probability value (.000) associated with the computed F-value (194.94) was less than 0.05 level of significance, the null hypothesis was rejected. It implies that predictive validity of PUME scores with regard to first year GPA of undergraduates in Nigerian universities was statistically significant.

Research Question 3: *What is the predictive validity of the combination of UTME scores and PUME scores with regard to first year GPA of undergraduate students in Nigerian universities?*

The results from the full model (model 2) indicated that the coefficient of determination (R^2) for the combination of UTME scores and PUME scores was $R^2 = .258$. That is UTME scores and PUME scores jointly accounted for 25.8% of the variance in FYGPA.

The combined regression equation derived from Table 2 is as follows $FYGPA (Y) = 2.59 - .03_{UTME} + 1.02_{PUME}$

Hypothesis 3: H_{03} : *The predictive validity of the combination of UTME scores and PUME scores with regard to FYGPA of undergraduates in Nigerian universities will not be statistically significant*

Table 3: Summary ANOVA of Hierarchical Regression Analysis for UTME scores and PUME Scores with FYGPA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.205	1	2.21	.198	.160
	Residual	626.39	562	1.12		
	Total	628.59	563			
2	Regression	161.95	2	80.97	97.34	.000
	Residual	466.65	561	.832		
	Total	628.59	563			

Hypothesis 3 is answered with the ANOVA table presented in Table 3. The obtained probability derived from the summary ANOVA table was $F_{2,561} = 97.34$, $p < .000$. Since the obtained probability value (.000) associated with the computed F-value (97.34) was less than 0.05 level of significance, the null hypothesis was rejected. It implies that the predictive validity of the combination of UTME scores and PUME scores with regard to FYGPA was statistically significant. See appendix D page for output details.

Discussion of the Results

The findings of the study are discussed under the following sub-headings;

- (i) The predictive validity of UTME scores on FYGPA
- (ii) The Predictive validity of PUME scores on FYGPA
- (iii) The predictive validity of the combination of UTME scores and PUME scores on FYGPA.

The Predictive Validity of UTME Scores in Relation to First Year Grade Point Average (FYGPA)

An examination of Table 1 revealed that Unified Tertiary Matriculation Examination (UTME) scores has a low predictive power of .004, that is, UTME scores accounted for only 0.4% of the total variance. This suggests that 99.6% of the variance of a student's FYGPA is accounted for by other factors other than the UTME scores requirements needed for success in an academic environment such as the university. These findings as regards the low predictive validity of UTME scores are similar with several other research evidences. For instance, JAMB (2007) observed that UME scores accounted for only 2.8% in the variance of FYGPA of students in Nigerian universities. Similarly, Omodara (2010) had also observed that there was a very low correlation and no significant relationship between the students' performance at 300 level students in a Nigerian university and UTME scores. In the same vein, Gbore (2006) also observed that cognitive entry qualification has low predictive strength on academic performances at a higher level of academic engagement. Adeyemo (2009) also observed a low contribution of UTME scores to the predictive validity of university grades. Additionally, Salahdeen & Murtala (2004) reported that the correlation between JAMB scores and the students' performance at 100 level and pre-clinical sciences was non-significant. The low variance may have been affected by several factors including restriction of range. Weber (2001) stated that restriction of range occurs whenever design or circumstances abbreviate the values of one or both values being correlated and has impact on score validity, score reliability and statistical power. Wiberg & Sundstrom (2009) also observed that restriction of range is a common problem in predictive validity studies in educational and psychological research as it affects the criterion variable. The most common form of restriction of range occurs when a researcher wants to estimate the correlation between two variables such as UTME scores (X_1) or PUME scores (X_2) and FYGPA (Y) in a population, but the subjects are selected on (X_1) or (X_2) and data for Y are only available for a selected sample who were admitted into the universities and completed the first year of studies. The effect of restriction of range on predictive validity studies was also supported by Zimmerman & Williams (2000) and Bobko, Roth and Bobko (2001) who observed that restriction of range reduces the correlation that exists in an unrestricted sample.

However, the findings of this research were not consistent with the observations of Owie (2010), which stated that UTME scores had a positive and significant relationship with university survival as reflected in students' first year grades from a sample drawn from two universities. The result of hypothesis 1 derived from tables 1, 2 and 3 suggests that UTME scores did not significantly predict FYGPA of students' in Nigerian universities. Furthermore, from table 2, it showed that the zero-order correlation coefficient of UTME scores was low and negative ($r = -.06$) and squared semi-part correlation which also indicated that UTME accounted for .0036 (.36%) in the variance of FYGPA. It is obvious from this study that stakeholders must not look unto the UTME scores for university admission alone but beyond it.

The Predictive Validity of Post-University Matriculation Examination (PUME) Screening Test Scores on FYGPA

An examination of **Table 1** also revealed that there was a positive correlation coefficient $r = 0.51$ between PUME scores and FYGPA. PUME scores also explained 25.8% of the variance of FYGPA, that is, 25.8% of the total variance of FYGPA was accounted for by the cognitive entry qualification PUME screening test scores. This finding lends support to the rescreening of candidates through the PUME screening test. For instance, Afemikhe (2008) noted that the PUME's, has provided a selection avenue for quality entrants into Nigerian universities. In the same vein, Ifedili and Ifedili (2010) also reported that students admitted through the PUME screening process had better FYGPA than those admitted via the UTME.

This finding also supported the position of the Committee of Vice-Chancellors of Nigerian Universities who argued that the PUME screening tests provide an avenue for admitting the most qualified students into the university. For instance, Nebo (2008) stated that as of today the dubious and unqualified have had the admission door shut in their faces in order to maintain the image and reputation of the university (University of Nigeria, Nsukka) as a centre of academic excellence. The outcome of this study suggests that the PUME screening tests are structured in such a manner that the assessment of abilities and skills are more congruent with the skills and competencies emphasized by the respective institutions and departments. This is most expected because the questions are developed, the examination is supervised and the papers are graded by the universities themselves. For instance JAMB (2007) stated (seemingly in agreement with the principle of congruence) that the very low value of the multiple correlations between UME scores and FYGPA may be because the skills and competences tested in the UME may not be congruent with the skills emphasized in the first year of university education in Nigeria. However, the findings of this study were not consistent with a similar study by Owie (2010) who observed that PUME scores failed to measure up as a credible predictor of university survival as reflected in their first year grades and questioned its relevance for post-secondary admissions into Nigeria institutions.

Furthermore, though the PUME tests may have been structured as achievements tests in some universities as noted by Ukwuije & Orluwene (2010), the weak inter correlation between the PUME scores and UTME scores suggests that the items of these tests may not have been drawn from the same item bank. The low and negative inter correlation ($r = -.09$) between the UTME scores and PUME scores in this study agrees with Bassey, Joshua & Joshua (2010) who observed

that there was no significant positive correlation between the UME and screening aptitude test scores. That is to say a student's high score in the UME does not translate to a similar high score in the screening aptitude test. The finding agrees with the observations of Umo & Ezeudu (2009) who also stated that there was no correlation between UME scores and PUME scores, suggesting that students' UME scores may have been influenced by various forms of examination malpractice. The findings also supported Obioma and Salau (2007) who had observed that there were very low inter-correlations that existed among the public examinations including UME. It does imply that the contents of the UME and PUME are rather different, though they may all be achievement-type tests. It also seems that the skills emphasized in these two examinations are different. Thus, the high positive correlation of PUME and its significant contribution in the prediction of FYGPA justifies its continued administration and usage for university admission. In any case, though PUME scores accounted for 26% of the total variance of a student's FYGPA while 74% of the variance was unaccounted for by the PUME screening test.

The Predictive Validity of the Combination of UTME Scores and PUME Scores on FYGPA

An evaluation of **Tables 1, 2 & 3** indicated that the combination of UTME scores and PUME scores had a positive correlation of $r.51$ with FYGPA. They also jointly explained 25.8% of the variance of FYGPA. However, their combined variance was not higher than the unique variance attributed to PUME scores alone, suggesting that UTME scores in this analysis did not make any significant contribution to the prediction of FYGPA. The focal predictor variables significantly predicted FYGPA. This finding suggests that though UTME in the study did not make any significant contribution to the prediction of FYGPA; the result is enough to say that using either of them as a pre-selection examination may not be sufficient in itself. This finding was consistent with JAMB (2007) in which it was reported that the combination of SSCE and UTME had a significant difference in the prediction of FYGPA among students than either of them singularly. Similarly, Obioma & Salau (2007) had also reported that the combination of Senior School Certificate Examination (SSCE) and UTME yielded a better prediction than anyone variable alone, though the incremental improvement was small. It does imply that the combined use of both examinations would ensure the admission of the most qualified candidates into undergraduate programmes in Nigerian universities.

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COMPUTER ASSISTED INSTRUCTION AS INNOVATIVE METHOD OF INSTRUCTION FOR TEACHING KEYBOARDING IN TERTIARY INSTITUTIONS FOR SOCIO-ECONOMIC TRANSFORMATION

¹Cyprian A. OKODUWA

Email: cyprianokoduwa@gmail.com

+2347030378381

&

²Festus C. AKPOTOWHO, PhD,

^{1&2}Department of Vocational & Technology Education,

Niger Delta University,

Wilberforce Island, Bayelsa State

Abstract

Keyboarding has been emphasized only in typewriting but not in computer operation. It is called touch typing and often covered at the beginning of typewriting instruction. But with the versatility and general applicability of computers to every sphere of life, the acquisition of computer touch-keyboarding competency can no longer be overlooked in business education curriculum. This paper reviewed related literatures in area of keyboarding literacy and computer assisted instruction (CAI) and made a strong case for the utilization of computer assisted instruction as innovative strategy for the teaching of keyboarding for computer terminal users. It notes that the CAI adoption in keyboarding classroom will mitigate the problem of not having enough teachers or unqualified keyboarding teachers in schools. The challenges facing the adoption of CAI to traditional method are discussed. The paper concludes by making proposals to address the challenges.

Keywords: Transformation, Keyboarding, CAI, Strategy

Introduction

The new curriculum in education, as specified by the National policy on education, (Federal Republic of Nigeria-FRN 2013) has emphasized that children should be properly taught so that they could acquire appropriate skills and competencies that would enable them to function well and solve problems in the society. The accomplishment and realization of these educational goals in Nigeria lie in the acquisition of new trends in educational approaches. The use of different approaches to teaching keyboarding has made this shift possible. Okoduwa (2009) had asserted that keyboarding is the process of learning the correct manipulation of the computer or typewriter keyboard and using that keyboard for basic data input. Owojori (1992) documented the goal of keyboarding instruction to include the student learning

- a. which fingers are used to strike the various keys on the keyboard;
- b. to type by touch. He/she must acquire a feel for the keys that will let him/her know when he/she is on or near the home keys and when he/she is reaching far enough in the proper direction to strike a particular keys;
- c. to manipulate the key so well that he can do so without consciously thinking about key locations and finger reaches his mind must be free to deal with the problems of composing, arranging his work, and other related matters; and

- d. to type with good basic techniques; quick, sharp, continuous stoking, quiet writs and arms, skilful keyboard manipulation and reading the copy by letter, word and combination response pattern.

Concept of Computer Assisted Instruction

Computer Assisted Instruction (CAI) as the name suggests, is the use of computers to provide instruction. According to Akeredolu (2000), CAIs are programmes designed carefully to assist beginners in using programmes without human intervention. Here, the computer is the medium of instruction. Nwosu (2003) states that CAI consists of programmed instructional sequence presented to students by means of computers. The students interact with the computers directly. Nwosu (2003), went further to say that the disc which may contain tutorials on a number of subjects, books, etc could be purchased and effectively used in classrooms by business educators.

CAI has existed for over four decades, but it was not widely used until the advent of the personal computer. Technological innovations have been identified to play an important role in the socio-economic transformation and competitive advantage of any nation. With the state of progress in educational sectors and technological advancement, virtually all aspects of business education now have experienced some technological components embedded in them (Jibril, 2011).

The computer is now an indispensable innovation that good business education student utilize efficiently and effectively in teaching keyboarding (Adamu, 2011). Reeves cited in Okoduwa (2007), had opined that the personal computer is the most common interactive technology used as a 'tutor' today. Interactive instruction via personal computer is known by many names and acronyms such as computer-based instruction (CBI), (Alessi & Trollip, 1991); Integrated Learning System (ILS), (Bailey, 1993); and Intelligent Tutoring Systems (ITS) (Polson & Richardson, 1993). The personal computer as a tutor or surrogate instructor has been the subject for much research and evaluation since its development in the late 1970 (Coley, Cradler & Engel, 1997; Hannafin, Hannafin, Hooper, Riober & Kini, 1996).

In some parts of the world, especially in Europe and Latin America, computer is commonly used as a veritable instructional media. In Nigeria and other third world counties generally, the use of computer as an instructional tool is very low due to lack of awareness, lack of trained personnel and high cost of procuring the system (Ugwoke, 1997). Cotton (1991) had argued that the most commonly used and most frequently researched kind of educational computer use is Computer-Assisted Instruction (CAI). According to Ayo (2001), CAI offers both visual (character/graphic) display as well as audio (sound) through the set of speakers, adding that this system gives almost a perfect replacement of the lecturers as the learner is able to learn at his own pace and without stress. According to Akeredolu (1994), CAIs are programmes designed carefully to assist beginners in using programmes without any human intervention. Here, the computer is the medium of instruction. CAI is mostly used in tutorial programmes and this will mitigate the problem of not having enough teachers or unqualified teachers in schools. It even encourages more practical than theory in teaching.

CAI is a new instructional technology that the business education teachers cannot afford to overlook in teaching keyboarding skills. According to Nwosu (2003), CAI consists of programmed instructional sequences presented to students by means of computers. The students interact with the computers directly. He went further to say that the discs which may contain tutorials on a number of subjects, books; etc could be purchased and effectively used in classrooms by business educators. Research in the area of CAI generally points to the benefits of academic gains in all curriculum areas in students of all ages. Proficiency in keyboard removes one of the stumbling blocks young business education students face when attempting to use the computer (Hoot, 1986). Suhor (1987) cited a survey of elementary supervisors in Pacific Northwest which showed 44 percent in favour of keyboarding in the elementary schools. Suhor further stated that students are developmentally ready for keyboarding by third grade and that the keyboarding instruction would occur when students have a real need at school or away from school, to use a word processor for communication. The need to adapt to the trend is further supported by the National Policy on Education which stipulates that modern educational techniques will be increasingly used and improved (FRN, 2013).

According to Adamu (2001), the aims and objectives of CAI packages used in conjunction with a computer should be seen as a dynamic teaching aid allowing students to

- a. progress at their own speed of learning;
- b. increase motivation for learning;
- c. gain a quantitative as well as qualitative understanding of problems in the subject/ topic being studies;
- d. study experimental or theoretical areas where the exercises involved are too dangerous, too expensive or too time consuming; and
- e. in experimental subjects, stimulate experiments and investigate variations in physical parameters and values and their effects on the experiments by immediate feedback of data and visual display.

He went further to say that from the teacher's point of view such packages may be used as

- f. lecture demonstrations in the classroom;
- g. interactive teaching-tutorial aids; and
- h. self-testing exercises for students working individually in pairs or in small learning groups.

Some researchers such as Bialo & Sivin (1990); Braun (1990); Lawton & Geischer (1982) in their separate investigations asked students what they like about CAI?. The following is a list of reasons given by students for liking CAI activities and/or favouring them over traditional learning. Students say they like working with CAI in learning keyboarding skills because computers

- a. are infinitely patient;
- b. never get tired;
- c. never get frustrated or angry;
- d. allow students to work privately;
- e. never forget to correct or praise;

- f. are fun and entertaining;
- g. individualize learning;
- h. are self-paced;
- i. do not embarrass students who make mistakes;
- j. make it possible to experiment with different options;
- k. give immediate feedback;
- l. are more objective than teachers;
- m. free teachers for more meaningful contact with students;
- n. are impartial to race or ethnicity;
- o. are great motivators;
- p. give a sense of control over learning;
- q. are excellent for drill and practice;
- r. call for using sight, hearing and touch;
- s. teach in small increments;
- t. help students improve their spelling;
- u. build proficiency in computer use, which will be valuable later in life; and
- v. work rapidly-closer to the rate of human thought.

Keyboarding

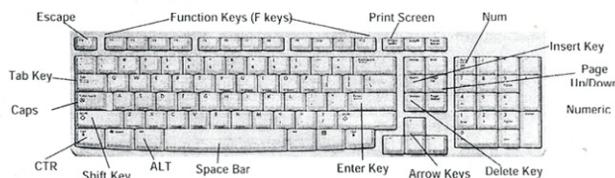
Okoduwa (2009) defined keyboarding as the process of learning the correct manipulation of the computer or typewriter keyboard and using that keyboard for basic data inputs. Hence, Obi (2005) opined that keyboarding entails the process of learning to manipulate the machine and developing speed and accuracy in production work. Agoumo (2015) asserted that keyboarding is one of the activities that are needed in modern office today in creating/analyzing information, searching for information, managing information, process information and communicating information activities in the modern office.

Keyboard

At present, keyboard (whether on a typewriter or computer) remains the major input device being used to interact with today's technologies. In other words, a keyboard is an input device that contains a set of typewriter-like keys which you press to enter words and data into the computer. Personal computer keyboards usually have between 101 to 108 keys. Keyboard on portable laptop computers have fewer keys. The most common key boards are:

- a. 101 - key enhanced keyboard;
- b. 104 - key window keyboard;
- c. 82 - key apple standard keyboard; and
- d. 108 - apple extended keyboard.

Although keyboards differ, they all follow the same basic layout which looks something like



Shift Key: Press shift at the same time you are pressing any other key and you will get a new character. For instance, press shift at the same time you press a letter and it will capitalize the letter. Press shift at the same time you press a number and you will get a "%" or "\$."

Tab Key: Just like a typewriter, the tab key helps you indent your text.

Function Keys: Sometimes referred to as "F keys,". They are not as popular as they once were (with older DOS programs). But there's one F key you can pretty much always count on:

The F1 key: It will most often bring up a help menu, no matter what programme you're in.

Enter Key: On your keyboard, the Enter key might be marked as a "Return" key or with only a large arrow. It's used to go down to a new line when typing text. It also can be pressed any time a button or choice is highlighted (within a software program or on the Internet) to tell the computer you select that particular item.

CTRL Key: The Control key is used in conjunction with another key to initiate a certain action. In most programmes, holding down the CTRL key while pressing the S key will save a file, CTRL+P will print a file, etc.

ALT Key: This is also used in combination with other keys to do something. For instance, ALT+F usually opens the File menu.

Caps Lock: Press it once and when you type the letters they will all be capitalized. Press it again and the letters will go back to lower case.

Meaning of Innovation

Innovative teaching can be defined as any process leading to creative learning by the implementation of new ideas, methods tools and contents, which can benefit learners and facilitate active learning and creativity of students (Ferrari, Cachia & Punie 2009, Zhu, Angels, 2003). Some of these innovative teaching processes emphasized the need for the development of cognitive abilities and emotional aspects displayed by the teacher either by the use of new methods and techniques or by managing the classroom environment effectively (Amebile, 1989). According to Martin & Ramsden in Ekezie & Tugwell (2019), innovative teaching practices of the teachers are related to their perceptions of teaching and learning. Teachers' perception of innovative teaching often guides their decisions in the classroom and influence many aspects of classroom management and coordination including degree of students' autonomy, interaction and assessment in the classroom. Modern teaching and learning approaches affect the way young people learn and understand especially in this current world of technology. In order to apply innovative teaching in instructional delivery, it is imperative for business education teachers to continually strive to improve their knowledge base, thinking patterns and evaluation systems. The teacher is seen as a source of creativity and innovations to learners. This is because no matter how good the educational programme appears, its implementation lies on the teachers (Ng & Smith, 2004). The teachers need to be able to promote students learning by appropriate application of innovative teaching approaches. Some of these innovative teaching strategies according to Redecker (2008) include student-centered learning and constructivist-oriented learning. Students centered teaching and problem based learning are seen as innovative teaching and learning strategies adopted by teachers to encourage students' usage of the effective strategies for representing and processing new information in ways that lead to active learning and problem-solving (O'Sullivan, 2007).

Methods of Keyboarding Instruction

If we look closely at the keyboarding programme proposed by business educators, we find a method geared towards the industrial age purpose (Freyed & Kahn, (1987). The two methods of instruction found most frequently in the review of recent literature according to Donica & Foata (2018) are keyboarding familiarization and touch-typing. According to them, keyboarding familiarization is the primitive keyboarding method, "hunt and peck" where one visually locate each key and uses one finger on one hand or one finger on each hands to depress the keys. (Hoot, 1986). While this is not the most efficient way of keyboarding, it can be a functional method for beginners or students with five motor challenges (Niles-Cambell, Tam, Mays & Skidmore, 2008). However, the more authentic the keyboarding process, the more the individual can focus on content over mechanics (Pista, 1993).

The problem with students who become familiar with the keyboarding instead of learning touch-typing is that it causes the students not to be able to type as fast as they can do with both hands. This idea is backed by Pisha (1993) who found that students will gradually learn keyboard on their own through hunting and pecking but eventually, they will not be able to achieve the same speed as students who learn to touch-type. Freeman, Mackinnon & Miller (2005) had suggested that touch-typing or touch-keyboarding is a more authentic process. Touch keyboarding requires bimanual finger placement on the home row keys and reliance on kinesthetic feedback rather than visual for locating keys. Compared to the hunt and peck method, the touch, method involves both hands and fingers working synchronously to navigate and press the keys. Additionally, the shift from visual to kinetic feedback allows the individual to focus attention on the task instead of the components of the task, thus improving the occupational performance (Freeman, et al. 2005). Acquisition of touch keyboarding may be the most proficient and efficient way of producing quality work (Pisha, 1993).

The National Business Educators Association (NBEA. 1999) has pointed out that whether using traditional teacher-directed or computer-directed instructions, the following principles will apply;

- a. **Present all Alphabetic Keys in a Relatively Short Time Frame:** In today's learning environment, time variables directly impact delivery. Secondary school teachers who operate in a block schedule, as well as post-secondary (colleges of education, polytechnic and universities) business education teachers are encouraged to move swiftly through the initial keyboard presentation. Teachers who use a traditional keyboarding text, in a traditional 50-minutes schedule are encouraged to present at least one lesson a day (omitting excess drill work and review lessons). Those who prefer a computer-based programme are encouraged to follow the recommended time frames. Remember, once the alphabetic keys are presented, they will be continually reinforced through classroom practice, application, and skill building.
- b. **Remember the Technique First Rule:** Reinforcing effective technique is a primary responsibility of the teacher. The computer programme cannot see 'how' the student is inputting the data. It is imperative that during the initial skill development experience the teacher remains a visible factor in the learning environment. Continued coaching is necessary to remind students of those critical technique elements that ultimately define

their keyboarding success. Critical elements of technique include posture, body position, eyes on copy, wrists position and proper reaches for keys. Refer to the attached technique checklists for assistance in reinforcement.

- c. **Teachers Must Provide a Supportive Atmosphere During Early Skill Development:** Supportive atmosphere variables includes the learner's age, experience, finger dexterity and fine motor coordination which impact initial learning. Therefore, teachers are encouraged to provide lots of formative feedback during the initial stages and very little summative feedback. In other words, one-to-one interaction, approval, coaching, and direct instruction are a far better practice than grading printed copy. The printed copy does not communicate technique or process. If a teacher wants to ascertain a grade during the initial keyboard presentation, techniques grades and feedback are preferred to product.
- d. **Push for Speed:** A student who is afraid of making an error because it may influence his or her grade will never push to reach a new speed level. Besides, making errors is an important part of the skill-development.
- e. **Drop Back for Control:** Typically, students develop speed and accuracy in a stair-step process. In other words, students may push for a new speed level, push to maintain the speed level and then drop back to gain some control. Accuracy is attained by controlling the speed with which one keys.
- f. **Distribute the Practice:** To attain the skill levels needed for today's workplace, students will need routine reinforcement of technique, speed, and accuracy. A daily regimen of short, focused skill-building strategies is preferred over a weekly assessment activity. Taking a five-minute timed writing once a week is not an example of an effective skill-building pattern. Whether students engage in individualized, intense practice activities or the teacher leads the class in some of the recommended strategies, attention to technique, speed and accuracy must be daily. Using the traditional 'warm-up period' which in many cases constitutes mindless copying, is an easy way to modify the keyboarding environment.
- g. **Using Appropriate Assessments:** When teachers and students use appropriate assessment strategies, the results can immediately impact skill development. For example, a three-minute speed writing may provide a wealth of information to both students and teachers. It is highly recommended that during early skill development, two measures be targeted for the traditional timed-writing assessment; speed and accuracy. With two measures reported (gross words per minute and total number of errors) one measure can be used to individualize future practice; for example, on a three-minute timed writing Student A records 36 wpm with 7 errors while Student B records 24 wpm with 0 errors. With this type of data, a teacher might encourage Student A to drop back for control while Student B needs to push for more speed. The National Policy on Education (FRN 2013) indicated that governments' intention to improve the quality of education among other measures led to the establishment of Teachers' Resource Centres in each state and local government area.

The Federal Government's effort in the same direction led to the establishment of a National Education Technological Centre (NETC), Kaduna in April, 1997. Invariably, computer is

conspicuously included in the array of instructional materials within the realm of Educational Technology that identifies and incorporates all technological devices that are capable of enhancing teaching and learning as a variable means of making the learner learn well especially as an individual (Imogie, 1984; Omeiza, 1997).

From the above, it is evident that the government is highly interested and efforts are on to improve the quality of education in Nigeria, hence CAI can be an indispensable medium of instruction in teaching keyboarding in our schools (Omeiza, 1997). According to him, this can be done through the following strategies:

- a. **Computer Teacher Training:-** Computer teacher training programme should be introduced in teacher education curriculum. This may have informed the decision of NCCE (2012) to introduce Computer Literacy as a GSE in business education in the Minimum Standards for Colleges of Education in Nigeria. This would enable the trainee acquire the skill of CAI. This strategy is in line with the concept of Curriculum Innovation suggested by Agun (1984) which he defined as

all well-conceived and properly directed ideas in education introduced to improve the content of the curriculum in order to make it more relevant to the varying needs and aspiration of the learners and to the ever changing needs of the society....

Pask & Curran (1982) cited in Okoduwa (2009), added that in the process of preparing the teacher for CAI, the trainee should be exposed to the skill of SOCRATES – Systems for Organising Content to Review and Teach Educational Subjects. This method can be used for numerous students and it involves question and answer dialogue. It was designed between 1961 and 1963 by Lawrence Stolhuran. Another skill the trainee should undergo is PLATO –Programme Logic for Automated Teaching Operations. Its uniqueness lies partly in its knowledge of HARDWARE set-ups and partly enormous range of SOFTWARE options. It was invented by Don Bitzer in 1960.

- b. **Computer Literacy:** Organization of short-courses, series of workshop on the nature, operations and capabilities of computers in the classroom for the already practicing business education teachers is another strategy. This will help in removing the technophobia tendency in many business education teachers and reshape their conception about computer as an interactive machine that involves input, processing, storage and output manipulations.
- c. **Computer Installation:** This strategy requires the government and college/polytechnics/ universities authorities embarking on bold effort at providing computers in schools, especially business education laboratory, so that the business education teachers who are now trained can utilize them in actualizing CAI.
- d. **Software Sourcing:** The computer software which is the set of instructions known as the programmes used to run the computer can be localized to take care of Nigerian situation. Experts in computer programming language should be made to design programmes on subject contents which our teachers can use with minimal difficulties.

Socio-Economic Transformation

Socio-economic development is an important tool for measuring and understanding transformation of individual, family, society and a nation as a whole. According to Etim (2013), transformation refers to a tangible and verifiable change in the well-being and standard of living of a group of people. He went further to say that the role of education in socio-economic transformation is an important area of interest in the recent years. It is the process, spread over a period of time. Socio-economic change is one of the major indicators of transformation, and education constitutes a major stimulus for such change. Socio-economic transformation defines a measureable, sustainable and significant growth in the economic and social spheres depicted through a change in economic capacity (income, expenditure and saving) and social development which has to do with the transformation of the family and the society at large with significant changes in education, health, status, capacity building, access to social amenities and mobility, etc. When the right decision is taken on computer assisted instruction as innovative method of instruction for teaching keyboarding in tertiary educational institutions, it will lead to positive and meaningful socio-economic outcome.

Integration of Computer Assisted Instruction Software in Teaching Keyboarding

The integration of CAI software programme into keyboarding instruction has shown positive results. Olinzook (1998) cited in Okoduwa (2009) believed that software should be in addition to an instructor. The CAI programmes can help to individualize the curriculum. Boom (n.d.) found out that software-generated lessons provided just an effective programme as one created and directed by the teacher adding that even though it is an effective programme, he feels that it is still best if the teacher is there to monitor and make sure directions are followed. Freyd & Kahn (1990a) agreed and stated that only older students should use the typing programme. Robinson (1992) recommended a programme that includes both an instructor and a software tutorial. Sladden (1997) has indicated that many programmes such as Mavis Beacon, type to learn, etc are based on behaviourist approach to learning. The programme stresses the home-row keys and a conditional response. In order to move on to the next step or level, the student is required to demonstrate accuracy and speed. This method arose from the days of the secretary having to be efficient at what he or she does. Erti (2007), believe that software can enhance a keyboarding curriculum but it should not take the place of the instructor.

Problems of Adopting CAI in Teaching Keyboarding

As lofty as the idea of using and popularizing the application of computers for instructions in Nigerian schools and Colleges is, there are pertinent and teething problems associated with the strategies advanced above. Some of these are as follows:

- a. **Government:-** Series of policy on quality in education are either ill-conceived or lip-service in nature such that they are never matched with action. This attitude is capable of frustrating the whole idea of CAI in Nigerian schools, especially in Colleges of Education, Polytechnics and Universities.
- b. **Finance:-** The financial involvement in popularizing CAI in Nigerian schools is enormous. This could constitute a scaring factor against the introduction of the medium. Fund mismanagement syndrome that has bedeviled the Nigerian system is a Part of the Logic for Automatic Teaching Operations (PLATO) which was developed at the University of Illinois, Urbana-Champaign, USA.

- c. **Poor infrastructure:-** The monopoly NEPA now PHCN (with several Distribution companies in Nigeria) is enjoying for the supply of electricity accounts mainly for the poor services of the organization, and unfortunately the alternative to NEPA is ridiculously expensive. With erratic electricity supply from PHCN, the power source for computer usage cannot be guaranteed.
- d. **Weather Condition:-** Nigeria is located in the tropical region and as such the harsh weather condition is not favourable to the machine. This hampers the effective functioning of the machine.
- e. **Complexity:-** Computer machine is never Nigerian technology and as such it is a complex device. The operation technique is complicated, the manpower training, the servicing, repairs and installation are all capital intensive.

Conclusion and Suggestions

The primary device enabling students to interact with the computer is the keyboard. Research in the area of computer assisted instruction and its utilization in teaching keyboarding generally points to the academic gains in all curriculum area in students of all ages in our school system. The challenge pose by its adoption as an instructional device was highlighted in this paper. It is submitted that unless all the issues hindering its adoption as instructional strategy are addressed, the utilization of CAI in our tertiary institutions will be a vacuous illusion, a mere pipe-dream in transforming the teaching and learning of keyboarding in our tertiary institutions.

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AWARENESS AND PERCEPTION OF UNDERGRADUATES ON THE USE OF E-BOOK FOR LEARNING IN PRIVATE UNIVERSITIES IN SOUTH-WEST NIGERIA

Blessing A. AKPORHONOR, PhD
*Department of Library & Information Science,
Delta State University, Abraka*
bakporhonor@yahoo.com

&

Esther A. ARAPASOPO
*Samuel Adegboyega University,
Ogwa Edo State*

Abstract

The study investigated the awareness and perception of undergraduates on the use of e-book for learning in private universities in the South-West, Nigeria. The study adopted the descriptive survey research design. The population of the study is 2, 241 undergraduates students from the Faculties of Arts, Social Science, and Science in the three private universities in South West, Nigeria. The study adopted the stratified and purposive sampling techniques. The questionnaire was used for data collection. Data were analyzed using frequency and statistical mean. Hypothesis was tested using Pearson Product Moment Correlation Coefficient [PPMCC] at 0.05 level of significance. Out of 225 copies of the questionnaire (representing 10% of the population) administered, 184 were retrieved, representing 81.78% response rate. Findings from the study indicated that the awareness of e-book among undergraduates of private universities in South-West, Nigeria is high. Furthermore, the perception of the undergraduates towards the use of e-books for learning is positive. The extent to which undergraduates make use of the e-book for learning is high. Finding from the study also revealed that there is a significant relationship between undergraduates' awareness and use of e-book for learning in private universities in North-West, Nigeria. Also there is no significant relationship between undergraduates' perception of use of e-book for learning. It was recommended that undergraduates should maintain the continuous use of e-book for learning. Also it was recommended that undergraduates should be taught the easy ways they can access e-book using their various applications.

Introduction

The advancement of Information and Communication Technology [ICT] especially the development of the internet that makes information widely available to more people has brought changes to the publishing industry. This technological development includes the introduction of electronic sources such as e-journals and e-books. The concept of e-book started with electronic versions of books that had usually existed in print format. Currently, many e-books are produced originally as e-book and never existed in print format. E-book is a book and publication made available in digital form. They consist of text, images or both in readable form on the flat panel display of computer or other electronic devices as an electronic version of printed books. Some e-books exist without a printed equivalent. Armstrong, Edward & Lonsdale (2012) in their study of e-books in UK libraries, defined an e-book as any piece of

electronic text regardless of size or composition (a digital object) but excluding journal publications made available electronically (optional) from any device handled or desk-bound that includes a screen.

Awareness is knowledge about particular information and manifested through a particular behaviour. Awareness is paramount if undergraduates are to effectively and efficiently use e-books for learning. Awareness of e-books indicates user knowledge of the availability of the resources, their services and the extent they made use of them. Students that are aware of the availability of e-books are more likely to be users of the e-books as opposed to those who are not aware or have a low level of awareness (Okuonghae, 2017), Adegbola (2016) examined the awareness levels of the e-books format amongst students in South-South geo-political zone of Nigeria. The study revealed that students' awareness level in the zone was very low with only 20% positive responses. Awareness that their universities are providing e-books was also low with responses less than 21%.

Perception may also affect the effective usage of e-books for learning. According to Taiwo (2012), perception is the view, opinion and belief of e-books as an information material for learning. The perception of library users about e-books is of utmost importance because to a large extent it determines the level of its usage in libraries (Ejio, 2014). Walberg & Tsai (2015) asserted that a positive perception towards reading is one of the strongest correlates of use of e-books. Partin (2012) study on students perception towards electronic resources revealed that a large number of students leave universities without necessary skills to cope with the information based society and as such do not consider themselves competent users of information resources in variety of formats.

In spite of the perceived challenges embracing the use of e-books, e-books provide academic libraries the potential to offer undergraduates convenient access to full-text books whenever students need to access information without having to come to the library.

Objectives of the Study

The general objective of the study is to examine the awareness and perception of undergraduates towards the use of e-books for learning in private universities in South-West Nigeria. Arising from the above general objective, the specific objectives of the study are to

- a. find out the level of undergraduates awareness of the use of e-books for learning in private universities.
- b. examine the perception of the undergraduates on the use of e-books for learning.
- c. find out the reasons for using e-books.
- d. investigate the level of undergraduates use of e-book for learning.
- e. ascertain the relationship between undergraduates awareness and use of e-books for learning.
- f. determine the relationship between undergraduate perception and use of e-books for learning.

Research Questions

The following research questions guided the study;

- a. What is the level of awareness of undergraduates on the use of e-book for learning in private university in South-West, Nigeria?
- b. What is the perception of the undergraduates on the use of e-books for learning
- c. What are the reasons for using e-book?
- d. To what extent do undergraduates make use of e-book for learning?

Hypotheses

The following null hypothesis were formulated and tested at 0.05 significance level.

- a. There is no significant relationship between undergraduates awareness and use of e-book for learning in private universities in South-West, Nigeria
- b. There is no significant relationship between undergraduates perception and use of e-books for learning.

Literature Review

Awareness is knowledge about particular information and manifested through a particular behaviour. James (2009) believes that awareness of e-book has been a major concern for academic, students and researchers in recent days. He further concluded in colleges, undergraduates usually become aware of libraries e-book when they have to write research papers. Also Aina (2014) carried out a survey on awareness, accessibility and use of electronic databases among academic staff of Babcock University and found out that majority of respondents were aware of academic journal 59 (69.4%), followed by JSTOR 48 (56.5%) as well as dissertation and theses 46(54.1%) and Ebscohost 43(50.6). The analysis also revealed that majority of respondent were not aware of Bookboon, Worldbank Open Knowledge Repository and National Virtual Library with 22 (25.9%), 28 (32.9%) and 25 (29.4%) respectively. He concluded that respondents had average awareness of electronic database. This implies that there is need to increase awareness to cover all electronic resources the library subscribed to. Perception regarding environment and electronic book resources vary among undergraduates. According to Walberg & Tsai (2015), a positive perception towards reading is one of the strongest correlates of use of e-books. The perception of library users about library resources is of utmost importance because to a large extent it determines the level of information resources usage in academic libraries. Although, Salaam & Opeke (2009) state that the more available and accessible resources are, the more they would be utilized. This may be true hence the study of Sathe, Grady & Guise (2012) on perception and use of both print and electronic books among undergraduates showed that 75% of the respondents utilized print books frequently against 25% who used electronic books to the some extent. The effectiveness of e-textbooks is one of the major reasons for their adoption in various universities across the world. The design of the e-books is an important factor for user acceptance. Biranv & Khasseh (2014) pointed out that students like using e-books because they offer advantages such as ease of movement, saving resources in phones and using electronic ink for recording subject matters and notes. Thus, students like using e-books because they have features that allow the user to easily search through texts book mark and highlight notes. On the level of use of e-books Briddon (2009) found out that 62% of the students who participated in his study on the use e-books. Out of this

number, 37% used e-books for independent reading for coursework, while 25% used e-books as recommended reading for coursework. There were differences in the use of e-books among users of difference disciplines, law students were the most frequent users (31%) of e-book compared to students in other disciplines such as humanities, language and social sciences who had only 21% users (Briddon, 2009).

Research Method

The study adopted is the descriptive survey design which involved the systematic collection of data. The population of the study is 2,247 undergraduates in the Faculties of Arts, Social Science and Sciences in the three private universities in South-West, Nigeria. The data were collected in 2018 from the academic planning unit at Afe Babalola University, Ado-Ekiti, Ekiti State, Elizade University, Ilara-Mokin, Ondo State and Joseph Ayo Babalola University, Ikeji, Osun State. The sample size for the study is 225 undergraduates from the private university in South-West, Nigeria. The sample size of 225 respondents was adequate for this study. According to Krejcie & Morgan (1970), a sample of 379 (1.26%) is adequate for a population of 30,000. As such, the adoption of a sample size of 225 which is 10% for a population of 2,247 is this study is more than adequate. The instrument used for the collection of data was the questionnaire. The data were analyzed using both descriptive and inferential statistics.

Answer of Research Questions

Research Question One: *What is the level of awareness of undergraduates on the use of e-book for learning in private university in South-West, Nigeria?*

Table 1: Level of Awareness of Undergraduates of Private Universities in South-West, Nigeria Use of e-book

Awareness of Use of E-books	VHL		HL		LL		VLL		Mean
	No	%	No	%	No	%	No	%	
I do not need to use data to access the content of an e-book after downloading	103	56.0	81	44.0	-	0	-	0	3.56
Content of an e-book can easily be accessed using search retrieval feature	85	46.2	88	47.8	8	4.4	3	1.6	3.43
I can easily go anywhere with my e-book(s)	88	47.8	82	44.6	14	7.6	-	0	3.40
I know the applications needed to access e-book content	85	46.2	85	46.2	14	7.6	-	0	3.39
The use of e-books save storage space	100	54.3	61	33.2	16	8.7	7	3.8	3.38
I can easily share or transfer an e-book to others using different web 2.0 tool	87	47.3	76	41.3	21	11.4	-	0	3.36
I knows what e-book entails	77	41.9	93	50.5	14	7.6	-	0	3.34
I can use different hard-wares such as smart phones and computers to access the content of an e-book	63	34.2	100	54.3	14	7.6	7	3.8	3.19
I can print the content of an e-book for further reading if need be	74	40.2	68	37.0	28	15.2	14	7.6	3.10
I can search for information in an e-book	63	34.2	86	46.8	21	11.4	14	7.6	3.08
Criterion Aggregate									250 3.23

Table 1 shows the level of awareness of undergraduates of private universities in South-West, Nigeria about the use of e-book shows that since the aggregate mean (3.23) is higher than the criterion mean (2.00), it could be concluded that the level of awareness of undergraduates of private universities in South-West, Nigeria on e-books is high.

Research Question Two: *What is the perception of undergraduate on the use of e-book for learning?*

Table 2: Perception of Undergraduates on the Use of e-book for Learning

Perception of Undergraduate on e-books for learning	SA		A		D		SD		Mean
	No	%	No	%	No	%	No	%	
I feel that the country's power supply hinders the use of e-books for learning	12.7	69.2	57	30.3	-	0	-	0	3.69
I think e-books could easily be lost or deleted	103	56.0	81	44.0	-	0	-	0	3.56
I know the content of an e-book could easily be accessed using search and retrieval features	79	42.9	105	57.1	-	0	-	0	3.53
I perceive the e-books usage requires a bit of computer literacy	88	47.8	89	48.4	-	0	7	3.8	3.40
I feel e-books could only be used for skimming information	80	43.4	81	44.0	15	82	8	4.4	3.27
I think e-books could easily be carried and read anywhere	79	42.9	77	41.9	21	11.4	7	38	3.27
I feel e-books are easier to share than printed books	71	36.6	78	42.2	28	15.2	7	3.8	3.16
I think the use of e-books require technical know-how of software application	56	30.4	93	50.5	21	11.5	14	7.6	3.04
I feel it is easier to use e-books than printed books	42	22.8	29	15.8	48	26.1	65	3.3	2.26
I feel e-books are not used for serious study	14	7.6	51	27.7	56	30.5	63	34.2	2.09
Aggregate Mean									3.13
Criterion Mean									2.50

Table 2 reveals that the perception of the undergraduates on the use of e-books for learning. Since the aggregate mean (3.13) is higher than the criterion mean (2.50) it could be concluded that the undergraduates have positive perception on the use of e-books for learning.

Research Question Three: *What are the reason for undergraduate use of e-book for learning*

Table 3: Reasons for Undergraduate Use of e-book for Learning

Use of e-books	Agree		Disagree	
	No	%	No	%
Cost effectiveness	170	92.4	14	7.6
Ability to read offline	168	91.3	16	8.7
Ability to print pages	154	83.7	30	16.3
Easy to use	150	81.5	34	18.5
Easy to upgrade at anytime	142	77.2	42	22.8
Adaptable to different dedicated reading devices	133	72.3	51	27.7
Storability	130	70.7	54	29.3
Possibility of including multimedia element/features	130	70.7	54	29.3
Highly immersive	122	66.3	62	33.7
Customization of learning processes	117	63.6	67	36.4
Reliability	51	27.7	133	72.3

Table 3 shows the reasons for undergraduates' use of e-books for learning. Majority of the respondents agreed that cost effectiveness is the reason for undergraduates use of e-book 170 (72%) however, it was revealed that reliability is not a reason for undergraduates use of e-book 51 (27.7%).

Research Question Four: *To what extent do undergraduate make use of e-book for learning?*

Table 4: Extent of Undergraduate Use of e-book for Learning

Extent of undergraduates use of e-book for	VHE		HE		LE		VLE		Mean
	No	%	No	%	No	%	No	%	
Use of e-book for personal study	71	38.6	92	50.0	14	7.6	7	3.8	3.32
Use of e-book for class work activities	51	30.0	92	50.0	28	15.0	7	3.8	3.08
Use of e-book for personal assessment	43	23.4	74	40.2	60	32.6	7	3.8	2.83
Use of e-book for assignment	56	30.4	55	29.9	52	28.3	21	11.5	2.79
Use of e-book as a reference tool	35	19.0	68	37.0	76	41.3	14	7.6	2.67
Use of e-book for relaxation and leisure	42	22.8	53	28.8	75	40.8	14	7.6	2.67
Use of e-book for building of vocabulary	35	19.0	36	19.6	92	50.0	21	11.5	2.46
Use of e-book in preparation for examination	28	15.2	43	23.4	85	46.2	28	15.2	2.39
Use of e-book for group study	42	22.8	29	15.8	54	34.8	49	26.6	2.35
Use of e-book for continues assessment	21	11.8	35	19.0	8.6	46.7	42	22.8	2.19
	Criterion mean								2.50
	Aggregate mean								2.67

Table 4 shows the level of undergraduates' use of e-book use of e-books for personal study with a mean score of 3.23. This is followed by use of e-books for class work activities (x=3.08), use of e-books for personal assessment (x=2.82). Since the aggregate mean (2.67) is higher than the criterion mean (2.50), it could be concluded that the level of undergraduates' use of e-books for learning is higher in private universities in South-West Nigeria.

Testing of the Hypothesis

Hypothesis 1: *There is no significant relationship between undergraduates awareness and use of e-books for learning in private universities in South-West, Nigeria*

Table 5: Relationship Between Undergraduates Awareness and Use of e-book for Learning in Private Universities in South-West, Nigeria

	Awareness of e-book	Use of e-books
Pearson Correlation	1	.846**
Awareness of e-books		
Sig (2-tailed)		.000
N	184	184
Pearson Correlation	.846**	1
Use of e-book		
Sig.(2-tailed)	.000	
N	184	184

**** Correlation is significant at the 0.01 level (2-tailed)**

Table 5: Pearson Product Moment Correlation coefficient $r=0.846$. Since the significant value (sig 2-tailed) is 0.000 (which is less than 0.05), it could, therefore, be concluded that there is significant relationship between awareness and use of e-books for learning in private universities in South-West, Nigeria. The null hypothesis is, therefore, rejected. This implies that an increase in awareness of e-book may lead to corresponding increase in the use of e-books.

Hypothesis 2: *There is no significant relationship between undergraduate perception and use of e-books for learning.*

Table 6: Undergraduate Perception and Use of e-book for Learning

	Awareness of e-book	Use of e-books
Pearson Correlation	1	.658**
Preparation of e-books		
Sig (2-tailed)		.000
N	184	184
Pearson Correlation	.658**	1
Use of e-book		
Sig.(2-tailed)	.000	
N	184	184

**** Correlation is significant at the 0.01 level (2-tailed)**

Table 6: Pearson Product Moment Correlation Coefficient $r, 0.658$ is less than 0.05). It could, therefore, be concluded that there is significant relationship between undergraduates' perception and use of e-books for learning in private universities in South-West, Nigeria. The null hypothesis is, therefore, rejected. This implies that an increase in perception of e-book may lead to corresponding increase in the use of e-books.

Discussion of Findings

The results of the study on the level of awareness of undergraduates reveal that there is high level of awareness of e-books. This is in agreement of the study of Abinewand & Vuda (2073), James (2009) and Ekenna & Ukpebor (2012) that undergraduates of universities have high awareness of the use and implications of e-books on learning.

On perception of undergraduates towards the use of e-books for learning, the findings revealed that the state of the country's power supply hinders the use of e-books for learning. The findings of this study is in agreement with that of Walberg & Tsai (2015) which states that there is high use of e-books because it is easy to use and could be easily carried to anywhere as oppose to carrying heavy luggage of books. This finding disagrees with the findings of Sathe, Grady & Guise (2012) on perception and use of both print and electronic books among undergraduates which showed that 75% of the respondents believe that print books are better used than electronic books.

On the reason for undergraduates use of books, the result indicated that undergraduates used e-book for learning because e-books are cost effective, could be read offline, could be printed off pages, easy to upgrade at any time etc. This finding agrees with the findings of Biranv & Khasseh (2014) which states that students like using e-books because they offer advantages such as being easily moved about, saving resources in phones and using electronic link for recording subject matters and notes. This finding upholds the finding of Briddon (2009) who found that 62% of the students who participated in his study used e-books, 76% use e-books for independent course work, while 55% use of e-books as recommended reading for coursework.

Furthermore, the finding of the study reveals that there is a significant relationship between undergraduates' awareness and use of e-books for learning in private university in South-West Nigeria. The finding agrees with that of Vakari (2016) which stated that the high patronage enjoyed by e-books is because it is readily known, accessible and functional, not necessarily because of its rich content. Also, the findings of the study on the relationship between perception and use of e-book by undergraduates of private universities in South-West is positive. The finding is in line with that of Walberg & Tsai (2015) which indicated that the positive perception towards reading is one of the strongest correlates of the use of e-books.

Conclusion

The level of awareness of undergraduates of private universities in South-West, Nigeria on e-books is high. Again, the extent of use of e-book for learning is also high. There is significant relationship between undergraduates' awareness and use of e-books for learning in private universities in South-West, Nigeria. On the other hand, there is no significant relationship between undergraduates' perception and use of e-books for learning in private universities in South-West, Nigeria.

Recommendations

Based on the foregoing, the following recommendations are made. That

- a. undergraduates should maintain the continuous use of e-books for learning;
- b. undergraduates should be taught the easy way on how they could access e-books using various application;
- c. undergraduates should embrace the use of e-books for learning as this enables ease-of-use, mobility and save space; and
- d. universities should provide uninterrupted avenues for undergraduates through which they would make effective use of e-learning in the course of their studies.

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INDIGENOUS EDUCATION AND FEMALE POLITICAL PARTICIPATION IN NIGERIA: A HISTORICAL PERSPECTIVE

Youboere J. EKPEFA-ABDULLAHI, PhD

*Department of Educational Foundations, Faculty of Education
Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria
E-mail: abduallahijanet80@gmail.com
+2348069775157*

&

Abdullahi GARBA, PhD

*Department of History & Diplomatic Studies, Faculty of Humanities,
Ignatius Ajuru University, Rumuolumeni Rivers State
E-mail: Agdinvestment@gmail.com
+2348036978566*

Abstract

Indigenous education existed in Nigeria long before the introduction of Islamic and Western education in Nigeria. Indigenous education emphasised social responsibility, job orientation, spiritual as well as moral values and political participation. Women in pre-colonial Nigeria contributed to the maintenance of their families as well as played an integral part in the political administration of their communities. This Paper examines African indigenous education and female political participation in Nigeria using the historical approach. Three questions were raised for the investigation. Findings revealed that pre-colonial Nigerian societies had successful social and political life because provision was made for full and equal participation of women quite unlike what obtains in the case of western education introduced by the colonial and missionaries with early deprivation of equal educational opportunities that gave men advantage over women. This had being made worst by the fear by some male dominated societies in recent times that if the female is given unfettered access to education she might begin to claim equality with her male counterpart. This has turned the state of development backward in most African societies. Against this background, the paper suggests that government must as a matter of urgency invest more in the education sector particularly on the girl child education by subsidising public schools. Scholarship schemes especially for female students from poor economic background should be created. Furthermore, the National Gender Policy (NGP) of 35% Affirmative Action for Women should be enshrined in the country's Constitution and must be implemented in all the states of the Federation.

Keywords: *Indigenous, Education, Society, Political, Participation.*

Introduction

Indigenous educational systems in Africa existed long before the introduction of Islamic and Western Education in Nigeria. The education was designed for the induction of members of the society into activities and modes of thought that are considered worthwhile in the society. Osokoya (2017) maintained that the indigenous educational system though informal was

comprehensive and goal oriented of which functionalism was the main guiding principle. Okoro & Eniola (2018) also asserted that education in pre-colonial society was for immediate induction into society and that occupations were assigned primarily according to sex. They further stressed that certain occupations where men and women cooperated, the work might be subdivided along sex line. For instance, farming in most parts of traditional societies was a joint enterprise although it was the responsibility of the man to dig the ground while the planting of seedlings was the responsibility of the women. However, all over the world women assumed some key roles such as being a mother, producer, homemaker, community organizer and socio-cultural and political activists.

There are several variations in traditional economic responsibilities of the Nigerian women from one ethnic group to another. For instance, Okeke (2002) stated that while the Igbo women were mainly farmers the Yoruba women were mainly traders. The women in the Niger Delta were mainly into fishing, gathering and farming. In the northern part of Nigeria prior to the coming of Islam, women were not confined, they carried out their economic roles freely and creditably, they contributed to the maintenance of their families and were respected by men.

In addition, Oloyede (2017) maintained that politically in the pre-colonial era women in Nigeria played an integral part of the political set up of their communities. For instance, it is on record that women in Bornu played active roles in the administration of the state, complementing the roles played by their male counterparts. There was the legendary Queen Amina of Zaria and many others who contributed immensely to the political administration and development of the Nigerian society in pre-colonial times. For several centuries the Anioma people in the present day Delta State of Nigeria have been ruled by queens the '*Omu*' and it has remained like that to this day.

However, since the turn of the 19th century, foreign cultural influences have greatly affected the indigenous ways of life of the Nigerian woman. Okeke (2002) opined that the colonial economy placed Nigerian women at a structural disadvantaged position as western education which became crucial for the new economic dispensation was made available to fewer women than men. She further stressed that the western education introduced by the colonialists changed both the structure of traditional society and the perspective of the people as it disregarded both the political and traditional economic organisation which played essential roles in the village administration prior to colonialism. In view of this, women lost their outstanding economic position in the society. In the new structure of the western education, women were displaced in many fields. For instance, in the medical fields where the native women functioned as midwives, which was a lucrative economic undertaking, the new medical set up displaced them. The building of hospitals health centres and maternity homes made the village midwives obsolete. Thus the early deprivation of equal educational opportunity to women gave men an advantage over women in the economy which was the deciding factor for active and successful living and political participation in every society and in Nigeria. This paper, therefore, sought to examine the indigenous education system and female political participation in Nigeria with a view to exposing the issues and challenges facing women education and political participation in Nigeria.

Statement of the Problem

Education is a basic human right and has been recognised as such since the 1948 adoption of the Universal Declaration on Human Rights. Over the years, the different governments in Nigeria have undertaken series of programmes to improve the quality and quantity of education. These include the Universal Primary Education (UPE) programme in the 1950s up to the current Universal Basic Education (UBE) scheme. There is no doubt that these programmes have led to the sharp increase in school enrolment rates resulting in higher literacy rates and astonishing increase in female citizens attending schools. However, the fact also remains that two third of the African illiterates are women (United Nations; 2015). The International Women's Day celebration emerged as a result of this known fact in 2009.

It is now known that women constitute over half of the world's population and in line with the global trend, Nigerian women constitute nearly half of the population in the country. More importantly, they contribute in vital ways to societal development, yet the state of women's political participation in Nigeria remains abysmally low. This sad commentary on the state of women education and female political participation in Nigeria is indeed a great concern as what this portends for the future of the Nigerian society is best imagined. It is in view of this that this paper becomes necessary to examine the issues and challenges behind women education and political participation in Nigeria with the aim of suggesting the way forward for women for the development of the country as a whole.

Indigenous Education and Women in Pre-colonial Nigeria

Indigenous practices are synonymous with indigenous education in Nigeria and in Africa as a whole. Education for the good life has been one of the persistent concerns of man throughout history. The content or subject matter of indigenous education are derived from the physical, social and spiritual situations within the environment of pre-colonial Nigeria. According to Fafunwa (2004) indigenous education emphasized social responsibility, job orientation, political participation, spiritual as well as moral values. This in turn helped the young ones to live, work and profit from their environments. The implication of this is that indigenous education served the needs and aspirations of the people as it developed the individual to become not only useful to himself but to become a functional member of the society where he lives and as a part. Fafunwa (2004) further observed that every society whether simple or complex has its own style for training and educating its youths. Thus, every society has its own culture and people's behaviour are patterned to conform to the culture specification of their society.

In terms of political administration of the Nigerian society, an examination of the political history of Nigeria revealed that women in Nigeria have not always been excluded from the political sphere. According to Ingyoroko, Sugh & Alakali (2017), pre-colonial Nigerian societies had a successful political-social life because of its provision for full and equal participation of women. Women participation in the political sphere was greatest during the pre-colonial era in Nigeria as evident in some ethnic groups in the Table below:

Statistics of Female Traditional Rulers in Pre-Colonial Nigeria

S/N	Name	Town	State	Type of Rule	Date
1	Luwo Gbadiaya	Ife	Osun	Oni of Ife	Pre Colonial Era
2	Iyayun	Oyo	Oyo	Alaafin	Pre Colonial Era
3	Orompoto	Oyo	Oyo	Alaafin	Pre Colonial Era
4	Jomijomi	Oyo	Oyo	Alaafin	Pre Colonial Era
5	Jepojepo	Oyo	Oyo	Alaafin	Pre Colonial Era
6	Amina	Zauzau	Kaduna	Queen	Pre Colonial Era
7	Kofono	Daura	Katsina	Queen	Pre Colonial Era
8	Daura	Daura	Katsina	Queen	Pre Colonial Era
9	Eye-Moi	Akure	Ondo	Regent Monarch	Pre Colonial Era
10	Ayo-Ero	Akure	Ondo	Regent Monarch	Pre Colonial Era
11	Gulfano	Daura	Katsina	Queen	Pre Colonial Era
12	Yawano	Daura	Katsina	Queen	Pre Colonial Era
13	Yakania	Daura	Katsina	Queen	Pre Colonial Era
14	Walsan	Daura	Katsina	Queen	Pre Colonial Era
15	Cadar	Daura	Katsina	Queen	Pre Colonial Era
16	Agari	Daura	Katsina	Queen	Pre Colonial Era
17	Kambasa	Bonny	Rivers	Queen	Pre Colonial Era
18	Oreyeye	Ijebu-Land	Ogun	Awujale	Pre Colonial Era
19	Oregeje	Ijebu-Land	Ogun	Awujale	Pre Colonial Era
20	Rubakaje	Ijebu-Land	Ogun	Awujale	Pre Colonial Era
21	The Omu	Anioma	Delta	Queen	Till Date

Source: Awofeso & Odeyemi, 2014, Oloyede, 2017 and Ekpefa-Abdullahi & Abdullahi 2020.

From the **Table** above, it is very clear that though mostly unrecognized and unappreciated in some male dominated societies in recent years, historically and culturally Nigerian women have not always been neglected to the domestic sphere rather many women Queens were crowned and successfully ruled their domains in the pre-colonial era. According to Oluwalana (2018), in most cases female traditional rulers were the founders of the towns where they ruled. A good example is Ondo which was founded by the daughter of one of the Alaafin of Oyo and the Owu Kingdom was said to be founded by one of the daughters of Oduduwa. Ingyoroko *et al* (2017), further maintained that women political involvement and participation was correlative or complementary rather than a hierarchical division of labour that exist in the present era. In addition, there is the fear in some male dominated societies that if the female is given unfettered access to education she might begin to claim equality with her male counterpart. It is important to mention here that all these factors and fears were non-existent in pre-colonial Nigerian societies and that they are all off shoot of colonialization and western education in Nigeria.

Further-more, Ingyoroko *et al* (2017) stressed that contrary to the postulation of modernization scholars that the root of women subjugation and marginalization is embedded in traditional cultural practices of the Nigerian people, women subjugation and marginalization seems to have begun with the competitive and individualistic tendencies of modernization and

westernization. For instance, there is the misconception in many Nigerian societies that western education could succeed in exposing the female child to immorality. Also, there is the misconception that the education of the female child would end up in the kitchen particularly as she will be married out and eventually drop her father's name for her husband's, hence her education is considered a mere waste of resources.

On the contrary, children and adolescents (boys and girls) in traditional societies were all made to learn by doing through participation in ceremonies, rituals, initiation, recitation and demonstrations. They are involved in practical fishing, farming, weaving, dancing, wrestling, cooking, carving, knitting, midwifing and so on (Fafunwa, 2004). Okoro & Eniola (2018) also observed that education in pre-colonial African society was not rigidly compartmentalized as is the case with the contemporary systems. In other words, education was without formal classrooms, without walls, no examinations, no grade as it is in the contemporary formal western type. Omolewa (2018) is of the view that this is how real education ought to be in the sense that education should be a continuous process, flexible enough to accommodate any mature person at any stage unlike what obtains in the present formal system where if a stage is missed all other chances may be forfeited.

From the foregoing it could be deduced that most indigenous societies in Nigeria encouraged participation by all in the society which in essence encouraged a holistic development of the society. The current male dominated society particularly in the area of political democratic process is not only detrimental to the actualization of social, economic, political advancement but detrimental to the overall development of Nigeria as a whole.

Status of Female Education in Nigeria

Education according to Ekpefa-Abdullahi (2018) is a social service sector designed primarily in the production of manpower and enhancing knowledge for social, economic and national development. The school in any society is, therefore, designed to transmit socio-cultural values from one generation to another. As mentioned elsewhere, education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights. To ensure equal access to education the National Policy on Education (FRN, 2014) states that access to education is a right for all Nigerian children irrespective of gender, religion and disability.

The issue of gender equality in education have been a subject of great concern in recent years. Historical records revealed that right from the inception of western education in Nigeria boys and men dominated the enrolment into schools. According to Wikipedia (2020) from 1970 to 1994, the enrolment of girls in primary education steadily increased from 30% to as high as 80%. However, differences exist between enrolment of males and females at all other levels of education. It is revealed that the drop-out rate of girls is equally higher than boys and participation in Science, Technology, Engineering and Mathematics (STEM) classes are lower for girls than for boys.

In 2002, the combined gross enrolment for primary, secondary and tertiary education for females was put at 57% compared to 77% for the male counterparts (Awofeso & Odeyemi, 2014). This translates into fewer women in certain economic fields. For instance, the percentage of female workers in some selected professions in 2012 is as follows: Architects 2.4 percent, Quantity Surveyors 3.5 percent, Lawyers/jurist 25.4 percent, Lecturers 11.8 percent, Obstetricians and Gynaecologists 8.4 percentage and paediatricians 33.3 percentage. In the same vein, in 2010 the female adult literacy rate for Nigeria was 59.4 percent compared to 74.4 percent of their male adult counterparts (Mathew, 2019). According to the Federal Ministry of Education (2017) the national female literacy rate is 59 percent while that of the male is 71 percent. The publication also put the national literacy rate in Nigeria at 65 percent as at 2017.

Interestingly, the issue of greater participation of women in politics in Nigeria has also been a major concern both in the public as well as in the academia in recent times. This is in realization of the important role of women in promoting the culture of productivity and creativity, industry and enterprise, honesty and tolerance, personal integrity and self-projection of individuals in the society. The United Nations recently confirmed this stance when it stated according to Oloyede (2017) that the world can only witness rapid progress when the women who because of their numerical strength are brought into the developmental process rather than being at the periphery when decisions affecting them, their families and communities have dominantly been made by men.

In Nigeria despite the National Gender Policy (NGP) recommendation of 35 percent of both elective, political and appointive public service positions to women, results from the 2019 general elections in Nigeria revealed that out of the 109 Senators in the 9th National Assembly, only 7 are women and out of the 342 members of the Federal House of Representatives only 11 are women. (Leadership Newspaper, July 19, 2019). In addition, according to the Guardian Newspaper of 20th April 2019, out of the 2,970 women that contested various elective positions in 2019 general elections only 57 were elected which represents 3.83 percent of all the elective positions in the country from the office of the Presidency to the various states Houses of Assembly. These statistics portrays Nigeria as a gender insensitive country when it comes to political participation. Awofeso & Odeyemi (2014:108) observation in this regard clearly explains the dilemma of the Nigerian woman in politics when they opined that

it is very difficult for a married woman to participate in politics without people casting aspersions on her person as promiscuous. A husband's consent must be obtained and his relatives consulted before a woman enters into politics. An unmarried woman venturing into politics is simply inviting public scrutiny to her private and personal life. Political opponents will accuse her of sleeping with all the party stalwarts to win. In addition, the nocturnal hours politicians keep in strategizing and mapping campaigns deter women from effectively following the electioneering process...the ones that brave it to the venues are booed and taunted by opponents as shameless women. Majority of the people in Nigeria believe that no decent woman can play politics without compromising their virtue...women themselves see the name calling and odd hours fixed for meeting as schemes hatched by the men to remove them from the happenings in the political circle. This attitude of the society creates a sense of apathy in the women and explains the reason why they are more comfortable as voters, mobilizers, praise singers and supporters of the male candidates.

From the evidences previously gathered as shown in the Table above, it is quite clear that the sorry state women found themselves in the political atmosphere in Nigeria today was hardly same in pre- colonial era. The present situation also reveals the fact that the Nigerian government only paid lip service to the issue of women participation in politics without concrete efforts towards alleviating the plight of women in politics in Nigeria. The implication of this is that there could be no meaningful development in a country if women are deprived of their fundamental human right to aspire and attain their greatest potentials in life.

Conclusion

This paper concludes that the early deprivation of equal education opportunities in the western sense gave men advantage over women making her a victim of some external factors outside of her. It has been observed that a positive correlation exists between the enrolment of girls in schools, the gross national product in a country and increase of life expectancy. This correlation according to Wikipedia (2020) represents the largest component of the investment in human capital in any society. This means that the rapid socio-economic development of a country depends on the calibre of women and their education in the society.

A closer look at the objectives of education in Nigeria reveals that students are given character and moral training as well as ways of developing sound attitudes. Hence, education afford the learners (women inclusive) a disposition for life long acquisition of knowledge, attitudes, values, competences and skills which must be put into practical use for successful living. This is quite similar to what obtains in our indigenous educational systems where individuals are given the opportunity to develop manipulative skills that helped them function effectively in their society. The link between culture, society and the school is, therefore, very crucial and must be emphasized through the teaching of indigenous trades, crafts, moral values and common ties in order to foster national integration, sound societal values and overall development of the society devoid of female gender discrimination in education and political participation. Political philosophers consent to the fact that an uneducated or uninformed citizen cannot contribute to national development. Therefore, Nigeria cannot be anywhere in development without ensuring the proper education of her citizenry and particularly the females who constitute a greater part of her population for that matter.

Suggestions

Based on the findings in this paper, the following suggestions are proffered. That

- a. the Federal and the various states governments should as matter of urgency invest more in the education sector and subsidize public school fees in Nigeria to allow the girl child compete favourably with their male counterparts;
- b. special scholarship packages should be worked out by the various governments to encourage and enable the girl-child particularly from poor economic backgrounds to attain their educational aspirations;
- c. the National Orientation Agency (NOA) through the various states Ministries of Information and Culture should set up public enlightenment programmes on the demerits of conservative traditional practices that mitigate against female education and tends to limit the rights of women to aspire to their full potentials in the society; and

- d. the National Gender Policy recommendation of 35 percent of both elective political and appointive public service position for women must be backed by the law and enshrined in the Constitution of Nigeria must be implemented at the various levels of governance in Nigeria.

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COMMUNITY PARTICIPATION: A PANACEA FOR PROJECT ABANDONMENT IN COMMUNITY DEVELOPMENT PROGRAMMING IN NIGERIA

Esuefieni J. ETIGBAMO, PhD

*Department of Educational Foundations,
Isaac Jasper Boro College of Education,
Sagbama, Bayelsa State
E-mail: dretigbamoej@gmail.com*

Abstract

This paper focuses on the importance of community participation in forestalling the menace of project abandonment in community development programming in Nigeria. It discusses the concept of community participation, causes and effects of project abandonment. Factors such as lack of effective planning, poor leadership and lack of community participation are identified as possible factors responsible for project abandonment and the effects of such abandonment on the individuals, community and government are discussed. On the basis of these, paper suggested various ways in which community participation could help in forestalling the issue of project abandonment in community development programming.

Keywords: *Participation, Community, Project Abandonment, Community Development, Community Participation*

Introduction

One major challenge facing infrastructural development in most third world countries particularly Nigeria is the menace of project abandonment. Projects are basic elements or indices used in the assessment of the level of development of a country. The aim of any developmental project is to improve the living conditions of the people where the project is sited. Regrettably, most development projects embarked upon by individuals, communities, governments, corporate bodies and even donor agencies do not see the light of the day as they are abandoned at one stage or the other before completion. In Nigeria, every level of government had been affected by the menace of project abandonment to the extent that it is seen as a normal syndrome and a common feature in the hand-over note of successive administrations.

The situation is pathetic as most rural and urban communities are littered with various abandoned projects such as roads, electrification projects, classroom blocks and staff quarters, pipe-borne water, hospitals and health centres, factories and even agricultural processing plants. Indeed, it is catastrophic to evaluate the quantum of human and material resources that have been recklessly sunk, wasted and forgotten by government, corporate bodies and even individuals. The Presidential Project Assessment Committee (2011) estimated that over 11,886 Federal Government Projects valued at N7.7 trillion were abandoned after government had spent N 2.2 trillion on them, and that an additional N9.0 Trillion is required to complete them.

Similarly, Ebatamehi (2019) reported that a recent survey carried out by the Chartered Institute of Project Management of Nigeria shows that abandoned projects across Nigeria with regard to structures already on ground are about 56,000 abandoned government projects across the country's geopolitical zones valued at over N12 trillion. He reported that the breakdown shows 15,000 abandoned projects in South-East, 11,000 in South-South, 10,000 in the South-West, 6,000 in the North-West, 7,000 in the North-Central, 5,000 in the North-East and 2,000 in the Federal Capital Territory, Abuja.

The effects of shamelessly abandoned projects are very disturbing because of its untold negative impact on the economic and social well-being of the people in the location where they are sited. When community development projects are abandoned, the effects are felt by individuals, communities and government. This is why Thompson (1983) affirms that when community development projects are abandoned, community members are automatically robbed of the expected changes and consequently leave them worse than they were before the project because the sites where these projects are sited where put into economic use by the people which is not possible due to the sitting of such projects that are no use to them.

The failure and abandonment of most development projects in Nigeria including community development projects are chiefly attributed to, among other factors, corruption, lack of community participation. Community participation in project decision making, design and execution is vital in tackling the menace of project abandonment. Community participation engenders ownership and commitments which are essential ingredients to the success of any community development programming. This paper, therefore, is focused on the role of community participation in tackling project abandonment in community development programming in Nigeria.

The Concept of Community Development

The term community development is conceived differently by different scholars, practitioners and organizations. According to the Great Britain Colonial Office (1955) the term community development was first mentioned internationally at the 1948 Cambridge Conference on Africa Administration organized by the British Colonial Office. There, it was agreed that the compound word should be used in place of mass education and went on to define it as a movement designed to promote better living for the whole community with the active participation and if possible on the initiative of the community, but if this is not forth coming spontaneously, by the use of techniques for arousing and stimulating it in order to secure its active and enthusiastic response to the movement. Since then, the concept has undergone some form of semantic metamorphosis and has, therefore, been used in different context to refer to mutually related development activities and situations.

Barikor (1984) sees community development as a polymorphous product- an amalgam of many dynamic and complementary factors including educational, economic, social, political and cultural transformation of the community and their subsequent emancipation from regressive tradition, poverty, ignorance and diseases. In the words of Hillman (1960) community development is a method of helping local communities to become aware of their

needs, to access their resources more realistically, to organize themselves and their resources, in such a way as to satisfy some of their needs and in so doing, acquire the attitudes, experiences, and co-operative skills for repeating this process again and again on their own initiative.

Etigbamo (2013) defined community development as a deliberate plan of action undertaken by an individual, or group of persons, government or non-government organizations, with the active participation of members of the community with or without the support of external agencies in order to bring about economic, social, political, technological and cultural improvement in the overall living condition of the people of the community. From the various points of view presented here, community development is aimed at promoting better living conditions for the entire community, relying on their resources, initiative and participation.

Concept of Project and Project Abandonment

The term project is conceived differently by different scholars depending on their perspectives. However, in this paper, the term project is used to mean the execution of infrastructural or physical projects which are geared towards the improvement of the general well-being or living conditions of the people including their physical environment. For Amirinze (2005) project is any plan or deliberate programme of activities which could provide the support base, to complement efforts of individuals, to enhance their well-being and solve their peculiar problems. Tamuno & Otto (2000) see project as an instrument of change, a co-ordinated series of action resulting from policy decision to change resource combination and level so as to contribute to the realization of a country's development objectives. Projects are physical structures designed, executed and utilized for the progress and development of the people.

Project abandonment on the other hand according to Ntamere (1995) is the abandonment of contract such as refusal or failure to complete a contract before practical completion. To Olapade & Anthony (2012) project abandonment refers to structures on which taxes and mortgage are no longer paid, and for which services are neither paid for nor provided. They are unoccupied, vandalized, unused, boarded-up, deteriorated or those which have unmaintained ground. The Longman Dictionary conceived abandonment as the act of given up an action on something completely, with no certain intension of when to resume. When actions and activities on development projects are suspended without any stated time of resumption, the project is said to be abandoned. In a nutshell, an abandoned project is an uncompleted project in time frame of the contract which all construction activities are totally suspended.

Causes of Project Abandonment in Nigeria

The list of possible causes of project abandonment in Nigeria is endless. Osas (2012), STAND (2010) and Oyadongha (2012) attributed the abandonment of projects to corrupt practices such as embezzlement and mismanagement of funds arising basically from low demand for accountability especially at the local government level.

Etigbamo (2006) and Jones (1980) identified ineffective planning, lack of community participation, poor leadership are some other causes of project abandonment in Nigeria.

Etigbamo (2012) and Dagana (2005) also identified diversion of funds from one project to another, inadequate funding, dearth of manpower especially community development officers among others as factors that causes abandonment of community development projects.

Hanachor (2012) identified choice of project site, embarking on project without needs analysis, project imposition, lack of social analysis of projects, improper financial analysis, under bidding of projects and lack of technical analysis as causes of project abandonment. Furthermore, Bello & Bola (1989) observed that leadership choice of project rather than the felt needs of the people will automatically leads to under-utilization or abandonment of community development projects. They also opined that lack of honest and sincere leaders is also a contributory factor to project abandonment. In his own assessment, Oduaran (1994) identified ineffective and uncoordinated mobilization of community members as a factor that causes project abandonment in community development programmes since community development programmes require active participation of all community members.

To Olapade & Anthony (2012) the reasons for abandonment of projects include incorrect estimation, lack of available skilled personnel, inadequate planning, poor risk management, misunderstanding of work requirement, poor quality control by regulatory agencies, corruption and communication gap among personnel, cost, inability of clients to engage contractors or designers' incapability to do the work, failure on the part of the contractor to obtain vital inputs such as materials, manpower and machines.

Others include the desire for ego, credit taking rather than service delivery by the political class, pitiable planning, inadequate budgeting, delay in releasing project funds, increased contract cost variation and contract splitting to give jobs for the 'political boys', upfront payment for contracts prior to execution are some other factors responsible for the failure and abandonment of projects including community development projects in Nigeria.

Effects of Project Abandonment

The effect of project abandonment is disastrous not only on the community and the nation but also on the economic and social lives of the people. This is why Thompson (1983) noted that when community development projects are abandoned, the community members are automatically robbed of the expected changes and consequently leave them worst than they were before the project.

Hanachor (2012) averred that when community development projects are abandoned, the effect is felt by the individuals in the community, the community and the government. He noted that execution of projects in communities results to empowerment of members of the communities in the form of employment and contract etc. If for any reason, these projects are abandoned, those working there will lose their job and supplies will be stopped. This will result to loss of economic benefits of the projects. In some cases people experience social problems as they will find it difficult to readjust their lives. He explained that depending on the size and magnitude of the projects, a single project in the community is capable of transforming the face look and the socio-economic feature of the community. If the project attracts large population

of workers, it is possible to attract some social services which will develop the community. In addition to the above, if the project is one of the government zoned projects, record will reflect that the community has benefited from government while physically the project is non-existing and the expected benefits forfeited. He further maintained that most people see government properties as every bodies property hence when government projects in communities are abandoned, the community members go as far as vandalizing whatever of the materials is left in the site at that time. On return to site, after years of abandonment, the vandalized materials have to be replaced at extra cost. Sometimes the government, end up re-awarding the contract to new contractor at even a higher contract value than at first.

Mac-Barango (2017) disclosed that the effects of project abandonment include wastage of resources, reduction in employment opportunities, a decrease in the tempo of construction activities and a decrease in revenue accruable to the government. Similarly, Okey & Walpole (2019) reveal that the effects of project abandonment include serving as hideout for criminals, reduction of property value within the neighbourhood, wastage of resources, poises health challenges, reduction in employment opportunities among others.

Furthermore, Osemena (1987) listed the effects of abandoned projects on the national economy to include

- a. wastage and underutilization of human resources;
- b. reduction in employment;
- c. increase in bankruptcy of firms, companies and incidence of bad debts;
- d. effects on community and neighbourhood aesthetics;
- e. impact on public health and safety;
- f. promotion of illegal activities;
- g. liability as a result of uncompleted project;
- h. problems arising from high accommodation rate and housing problems, particularly if the project is housing related;
- i. low turn-up of foreign investors due to total loss of trust in professional competence of local contractors; and
- j. declining property value.

Significance of Community Participation in Forestalling Project Abandonment in Community Development Programming

The term participation is conceived by Cohen & Uphoft (1988) to mean the involvement of a significant number of persons in situation or actions, which enhance their well-being.

Agboola (1988) as cited in Torutein (2010) saw participation as the active process in which a people in question takes part in the initiative and implementation of decisions. To Palmer & German (1974) as cited by Oyebamiji & Adekola (2008) participation refers to the ability of individuals; old or young, rich or poor, to have an input into the decision-making process and play a vital role in improving the quality of life in the environment. Accordingly, participation in the context of community development programming is an educational empowering process in which people are in partnership with those able to assist them identify their needs and increasingly assumes the responsibility to plan, manage, control and assess the collective actions that are necessary. It is a concept based on shared interest on what each can do best.

To Paul (1987) community participation is an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits. Participation is a weapon to conscientize community members to dictate the tune of development projects in their communities. Oyebamiji & Adekola (2008) regarded community participation as the ability to control and manage resources not only in a sustainable way, but also in a manner that meets people's social, cultural and economic needs. Bopp (1994) opined that participation is involvement. It is a doctrine by which beneficiaries or people affected by any intervention are made to take active parts in all aspects of the processes that affect their lives and the environment intended to transform, the context and conditions within which they must live and upon which their well-being depends.

For Barikor (2005) it implies that the people so affected by any development must be the 'subjects', not 'objects' of the process. They must be active doers, not passive recipients of development. Thus development cannot be delivered to people for it comes from within, it is only through reflection on their own lives and conditions that they could generate the need assessment, an identification of issues and problems, a discovery of solutions and an articulation of the plans and goals to implement the strategies and evaluate the results of their efforts. For even though outsiders may help, the ownership of the process fundamentally belongs to the people, whose development the process is supposed to promote. Accordingly, participation is to people-centered development what shaping sound is to music, or expressive movement is to dancing. If there is no participation, there is hardly any development or learning.

This is why Abiona (2009) and Imhabekhai (2009) are of the opinion that the principle of citizen participation is the hub of all other principles of community development and that the principle implies that the people in the community should take part in the identification of needs, planning, execution, utilization and evaluation of programmes and projects. The principle of citizen participation underscores the importance of every member of the community without gender or social bias.

Emphasizing the importance of participation in community development, the United Nations (1978) as cited by Oyebamiji & Adekola (2008) declared that many community development programmes and projects failed because the people had not been effectively engaged in needs and resources assessments. Thus, Anyanwu (1986) and Duorbos (1973) suggested that for any development programme and policy to succeed, there is the need for people's involvement. This will give them a sense of belonging that the projects as theirs.

The significance of community participation in forestalling project abandonment in community development programming cannot be overemphasized. Basically, community participation will help in forestalling the abandonment of community development projects in the following ways:

- a. ***Check Corrupt Practices:*** Corruption is one of the main causes of under-development in Nigeria. Nigeria has continued to maintain a steady rise in the global corruption index ranking over the years and it has permeated every facet of the Nigerian society.

Community development programming had suffered greatly due to corrupt practices often leading to abandonment. Joe (2005) noted that corrupt practices such as bribery, fraud and concealment of bribes takes place during the following stages in community development projects; the planning and designing stage, the pre-qualification or tender stage, the implementation stage/execution stage and maintenance stage. He noted that corrupt practices could lead to increased project cost and abandonment, unsuitable projects, projects delay, maintenance problems and wastage. However, when community members are involved, corrupt practices are greatly checked at every stage of the project execution to ensure successful completion. They will demand for accountability and ensure that every financial involvement concerning the project is highly transparent thereby eliminating wastages which often lead to project abandonment.

- b. ***Provision of Cheap Labour:*** Community participation engenders ownership. When community members are involved in a project especially projects that touch their felt needs, they will see the project as theirs and be willing and ready to provide labour for the successful completion of the project thereby avoiding abandonment that could result from lack or high cost of labour.
- c. ***Community Participation Leads to Identification of Felt Needs of the Community:*** According to Onyeozu (2007) felt-needs are something sincerely desired, something craved for, wanted, longed for or inspired to. It is an object of inner wish or heart-felt prayer. Through community participation felt-needs projects of communities are identified through the Participatory Rural Appraisal (P.R.A) strategy. According to Torutein (2010) projects identified and embarked upon through this strategy often lead to timely completion with minimal fear of abandonment because of the active participation of the members of the community whereas projects imposed on the community are often susceptible to suffer setbacks leading to abandonment and underutilization.
- d. ***Community Participation Bring About Effective Monitoring and Supervision of Projects:*** One reason why most community development projects are abandoned is the lack of effective monitoring and supervision by the supervisory agencies and community leaders and members of the community where the projects are sited. Most government agencies in Nigeria seldom monitor and supervise projects under their agency or ministry especially when kick-backs are expected. They will prefer to sit back in their offices to get unrealistic and faulty information about the project(s) from the contracting firm which often leads to abandonment in most cases. But when the community is actively involved, they will strive to ensure that they monitor and supervise the project from time to time from designing to completion stage giving no room for the contracting firm to abandon the project(s) at any stage.
- e. ***Community Participation Helps to Check the Use of Sub-Standard Materials in Project Execution:*** The use of sub-standard materials in project execution is a common feature in Nigeria. Most contracting firms often use sub-standard materials in the execution of projects to maximized profits leading to project failure and abandonment. This could be checked when community members are actively involved in the execution of the project(s). Community members who are the would-be beneficiaries of the project(s) will

not only ensure that standard materials are used, but would ensure that materials used are according to project specifications. This would safeguard the project from failure and breakdown as well as abandonment.

- f. ***Community Participation Will Ensure Effective Coordination and Mobilization of Community Members For Project Execution:*** When community members are involved, the community will ensure that community members are effectively coordinated and mobilized to carry out their responsibilities at every stage of the project. This will ensure the smooth and timely execution of the project thereby giving no room for abandonment at any stage of the project.
- g. Finally, ***when community members are involved in the initiation and execution of a project especially projects that have direct bearing on their lives;*** they will be willing to contribute their own financial and material quota to ensure that the project sees the light of the day. This is very common in self-help projects initiated by communities or projects requiring counter-funding from the community.

Conclusion

Community development is one sure way of improving the overall living conditions of the people in our society especially those at the grassroots. Community development brings about the provision of infrastructures such as electricity, pipe-borne water, provision of health and educational facilities and structures among others. Unfortunately, most community development projects are abandoned at one stage or another, thereby making life and living more difficult for the people especially projects that comes with great expectations. Therefore, tackling the menace of project abandonment requires the concerted efforts of all. Hence the need for all members of the community to be actively involved from the planning stage to the physical execution of the project to ensure successful completion and sustainability of community development projects.

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NEED FOR ENHANCED INTERACTION IN THE ENGLISH AS A SECOND LANGUAGE (ESL) CLASSROOM FOR EFFECTIVE TEACHING AND LEARNING IN NIGERIAN SECONDARY SCHOOLS

Rose J. MUSA, PhD

*Faculty of Education, University of Benin,
Benin City, Nigeria.
roselynmusa@yahoo.com*

&

Felicia B. K. FASAE

*College of Education, Ikere-Ekiti,
Ekiti State, Nigeria
fasaekehinde@yahoo.com*

Abstract

English as a Second Language (ESL) is very crucial in Nigeria, because it is the language of education for wider communication. Teaching and learning of this language has been fraught with many problems among which classroom interaction is major. It is essential to note that a good pass in English Language at credit level, is not the measuring tool for proficiency for academic purposes at higher levels; otherwise, there will be no need for basic courses in the use of English for new entrants at tertiary institutions. It is common knowledge that many students who successfully completed the secondary level of education still grapple with the challenges of speaking, reading and writing fluently. This paper discusses the need for enhanced interaction in English as a Second Language (ESL) in the classroom. The paper examines the causes of secondary school students' poor performance in English language, patterns and challenges of classroom interaction, need for enhanced interaction in the ESL classroom, and, strategies for improving classroom interaction. The study concluded that practicing regularly through well structured windows of interaction in the classroom will help to improve teaching and learning in the ESL classroom. The paper suggested that good teacher-student and student-student relationships are indispensable to students' effective performance in English as a Second Language. It also added that the teacher needs to do more to serve as a facilitator, who duty is to provoke students to have interests in ELS for positive relationship in the classroom through his methods, techniques, knowledge and experience in language teaching.

Keywords: *Enhanced Interaction, ESL Classroom, Effective Teaching and Learning*

Introduction

The classroom is where teaching and learning takes place. In this context, it is a formal forum where teacher-student and student-student interact. The classroom also falls within the ambit of providing the appropriate platform for the key players in the school environment, who are teachers and students, to exercise freedom in sharing and exchanging knowledge in the domains of learning using language. The basis for enhanced interaction in English as a Second Language (ESL) in the classroom for effective teaching and learning is derived from the peculiar need of the school child to be equipped effectively with the communication skills of

listening, speaking, reading and writing. To this end, therefore, the importance of interaction in the ESL classroom needs a closer examination.

The importance of language as a means of establishing a solid educational foundation for the promotion of social interaction, national cohesion and preserving cultures among secondary school children had been stressed by the National Policy on Education (Federal Republic of Nigeria-FGN 2014). This is because language drives the wheel of development of communicative ability in the students. According to Sauvignon (2015), the classroom itself as a social context along with other socio-linguistic issues in language acquisition, had been neglected over time. If English as a Second Language in the classroom is not well organized, the purpose for teaching and learning will be defeated. However, researchers' attention is now being directed to the social dynamics and discourse of the classroom, such as, what teacher-learner interaction looks like? What happens during pair or group work? How much the second language is being used and for what purposes?

If language use is essential for the development of communicative competence, then the nature and amount of second language used in the classroom setting needs to be examined closely. Is the aim truly communication, that is, is the focus on the negotiation of meaning, rather than on practice of grammatical forms? What are the opportunities for interaction in the second language? Who participates? Who initiates discourse in the second language? What are the purposes of this discourse?

Interactivity in the learning environment, according to Singh & Mohammed (2012), is an important aspect of the teaching and learning process. It is a process whereby two or more people engage in a reciprocal action. The classroom climate is built up by the pattern of interaction between teacher and students' verbal exchange, asking questions, responding and reacting. The most important factors in a classroom situation according to Sita (2010) are the interactions and exchanges initiated by teacher and students.

Alexander (2014) posited that the environment of teaching and learning in a multilingual society affects English language proficiency and that apart from interference phenomenon manifested at all levels of language-phonology, morphology, lexis, syntax and semantics, the students are also exposed to deviant forms within and outside the school environment, and, in some cases, the deviant forms are transferred and perpetuated by their own teachers who ought to know best.

A strong relationship exists between the teacher and his students which tend to provide a good atmosphere for the classroom interaction. Sauvignon (2015) noted that it is important to have a teacher who cares for his/her students' needs and strengths, and who holds a supportive relationship with their students, giving them the same chance and opportunities to participate in the learning process. These opportunities according to Musa & Danner (2018) make students feel comfortable and free to interact in the classroom to improve their academic skills. A teacher who cares about his students transmits knowledge affectively and has a good interaction with them. In addition he also provides the students the opportunity to create an emotional link.

Interaction is a key element in a successful instructional process. According to Singh & Mohammed, (2012) and Agbatogun, (2014), knowledge is best constructed when learners are involved in the negotiation of meaning. In recent time, most educational theories emphasize social learning and learner-centered learning in knowledge construction. Chou, (2003); Kasim (2004); Kay & LeSage, (2009), noted that many studies concerning teaching materials, teachers, students and curriculum have been done, but only very few studies have been conducted on what is happening in the classroom. There is no gainsaying the fact that classroom interaction will promote effective teaching and learning.

Agbatogun (2014) had also observed that studies have shown that classroom interaction promotes improved learning outcomes, critical thinking and captures students' attention and interest. Sims, (2003), Felder & Spurlin, (2005) and DeBourgh, (2008) had argued that individual learning styles influence interaction and participation in the classroom where there are active learners who learn by doing, sensing learners who learn by discussing possibilities and relationships, visual learners who learn when they see things, and the sequential learners who gain understanding in linear steps.

The introduction of interactive teaching approaches in schools has had an increasing impact in the teaching learning process (Facer, Sutherland, & Furlong, 2003). The Communicative Approach (CA) to teaching is a classroom strategy that involves pairing and grouping of learners to enhance negotiation of meaning, development of confidence by engaging in tasks and activities that are fluency-based. It is directed towards enhancing classroom interaction and learners' participation in communication during the instructional process (Menking, 2002 and Qinghong, 2009). The role of a CA teacher is more of a facilitator of learners' task performance because learners do more of the talking here than in the traditional classroom. With CA, activities and tasks set up by the teacher include real life situations which involve games, role-playing, simulations and problem-solving.

A well-managed classroom environment provides students with a consistent, safe setting where expectations for appropriate behaviours are clearly stated and consistently reinforced. Such settings allow students to develop a sense of trust and comfort with all members of the classroom community (Stipek & Miles, 2008). Such environments also provide teachers with an increased number of opportunities to develop and sustain meaningful relationships with individual members of the classroom because teachers in such settings have the freedom to engage in more positive interactions with students rather than constant disciplinary duties (Richards & Rodgers, 2011). When social and psychological relationships with students are established, it creates a positive relationship and also promotes social development and self-esteem among students. A good classroom environment according to Mazer, (2013), is important because the social-emotional climate a teacher establishes with students will provide opportunities to see themselves as capable, worthy and confident members of the classroom community and make them feel part of the learning process.

Furthermore, Nyadanu, Garglo, Adampah & Garglo, (2015) submitted that self-esteem has been used in psychology to reflect a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem

encompasses beliefs and emotions such as triumph, despair, pride and shame (Hewitt, 2009). To further support this assertion, Alpay, (2004) indicated that whilst academic success raises or maintains self-esteem, it is self-esteem which influences performance; self-esteem develops out of a person's experiences with success and failure. Alexander (2014) had also asserted that learners should be assigned clear roles in their own learning process so that together with the teachers they can achieve their aim of being proficient in English. In other words, teachers should have a clear understanding of who their learners are, why they learn, what they need to learn, and what motivates them as this kind of self-awareness on the part of the learners will make it easier for the teachers to negotiate learning activities with them.

Causes of Students' Poor Interaction in English as a Second Language Classroom

A lot of studies have been conducted into the reasons why a great percentage of secondary school students in Nigeria are deficient in communication skills which invariably lead to poor performances most times at external examinations. According to Alexander (2014), the quality of English Language being learned by ESL students depends largely on the competence of teachers and their capability to engage, motivate and encourage their students through functional interaction strategies to accomplish their desired goals. For instance, Aina, Ogundele & Olanipekun (2013) investigated reading problem among the Master degree students in the Arab world and found linguistic handicap as the dominant reason for their problem in reading comprehension which invariably led to academic failure. They concluded that since the versatility of language depends largely on usage, enhanced interaction among the students and their teachers will help a great deal to improve teaching and learning.

Explaining this further, Iroegbu (2006) had asserted that, the misplaced emphasis on secondary school students passing English language examination at credit or distinction level to enable them gain admission into any Nigerian higher institution of learning drastically reduces social interactions among teachers and students. Furthermore, Nyadanu *et al* (2015) noted that the learning environment is important to enhancing students' self-esteem which is a major factor that influences students' learning. They examined the effects of lecturer-student relationship on the self-esteem and academic performance of nursing students at the University of Cape Coast, Ghana and found that because there was little interaction between lecturers and students resulting in the average relationship, the prevailing relationship did not directly influence high academic and high level attainment but rather encouraged high self-esteem which in turn stimulated high academic and high level attainment significantly ($p < 0.01$).

Need for Enhanced Classroom Interaction in the ESL Classroom

Enhancing classroom interaction in the ESL classroom is needful for many reasons, ranging from teacher ineffectiveness in method to students' lack of readiness. Second language (L2) learning according to Agbatogun (2014) requires that learners take ownership of learning activities through interaction, active participation and the use of the target language in a more authentic context. Adesemowo (2005) and Oluwole (2008) noted that despite English being the medium of instruction in Nigerian schools, many students are academic underachievers because of their low level of communicative skills in English caused by teachers' reliance on the

lecture method. The traditional '*chalk and talk*' method which involves the teacher talking to students and writing notes on the chalkboard results in rote learning, learners' low level of retention, and passive learning.

In the Nigerian school environment, English has been taught through coercion, resulting in fear and anxiety in the learning process. For most part of the process, attention is on rote learning, repetition and screaming through drills and exercises without any recourse to the communicative and pragmatic contexts of usage and without any connection with the students' mother tongues. The introduction of communicative strategies in second language classrooms did little to improve the situation because teachers were not properly taught how to use such strategies. There is less attention according to Alexander (2014) paid to reading, listening, speaking and writing and the attention devoted to grammatical rules has yielded very little.

Sita (2010) averred that interaction is viewed as being significant because it is only through interaction, could the learner break down the teaching learning structures and derive meaning from classroom events. Class interaction is very important because it affects students' self-esteem which is another important factor for success in ESL classroom. Laryea, Saani & Dawson-Brew (2014) noted that in the present time, the affective side of learners receives a noticeable attention in the learning process. Nyadanu, *et al* (2015) confirmed this adding that many factors have been found to influence the self-esteem of students which are the environments under which the student is nurtured which include the school, family and peers, social environment and the emerging technologies. Consequently, students' self-concept is an important variable which affects students' performance in English Language because when a student has a high concept of himself, he tends to perform better and *vice versa*. Nyadanu, *et al* found a high relationship between self-concept and students' academic achievement. Engaging in interactive activities such as role play and group work through Communicative Language Teaching (CLT) and Communicative Teaching (CT) strategies according to Oyinloye & Fasae (2018) give the students some indication that they are also important in the class, and this tend to change their self-perception positively and consequently, their performance.

Effects of Classroom Interaction on Learning of English Language

Normally, teachers have an important role and effect on students. Students' successes and failures can be directly linked or attributed to a teacher's effectiveness and how he or she leads and manages his or her classroom and how he or she communicates and motivates students to learn. When students have supportive relationships with their teacher, they feel more motivated and engaged in the learning process. Sauvignon (2015) had argued that a caring teacher who tries to create a good classroom environment is the one whose students will respond to, and to that extent the students will be encouraged to learn more. Allen, Gregory, Mikami, Lun, Hamre, & Pianta (2013) developed an assessment approach that organizes features of teacher-student interactions into three major domains namely *emotional supports*, *classroom organization*, and *instructional supports*. The *emotional link* makes the students feel comfortable in front of the teacher and class, which is essential to the student's success or failure. *Classroom organization* is the way teachers manage the classroom in order to achieve

several goals. This includes physical arrangement of the classroom for learning; while *provision of instructional supports* for the best strategies are support services which will better help them to differentiate instruction to meet all students' needs and promote their engagement in the learning process.

By having a good relationship with students, teachers can offer to students the chance to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning process instead of being passive learners. Soares & Luz (2015) investigated how a supportive relationship between teachers and students in the classroom could improve the learning process using communicative approach and cooperative learning strategies while teaching and how these approaches affect and improve students' learning performance. The results show that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship.

This sense of caring and support from the teachers motivates students to become more interested in learning. Students benefit and are motivated when their teachers create a safe and trustful environment. These methods and strategies which teachers use make students feel engaged and stimulated to participate in the learning process. According to Rohmah (2017) the students have in their mind that a cordial relationship with their teachers positively impacts their interest and motivation in classroom based tasks which contributes to the enhancement of the learning process. Furthermore, having a supportive teacher in the classroom could create a safe environment and thus develops relationships with students that could better orient them and help them to improve their learning.

Kasim (2004) investigated classroom interaction during the teaching-learning process in a speaking class which includes the finding out of the patterns of classroom interaction (CI) occurring during the learning-teaching process, the dominant patterns of classroom interaction, types of interactional features used by the teacher and students in the learning-teaching process, the examination of facilitation of speaking skill and description of the students' communicative ability at the beginning to the end of a speaking class. He found that five interaction patterns occurred during the process. These patterns are discussed shortly. He concluded that the occurrence of these patterns should be organized in such a way that an instructional goal is effectively achieved. He noted that classroom interaction is important for the development of communicative ability as it provides opportunities for second language acquisition, because it puts the students into the target language exposure.

Patterns of Interaction

Interaction is an important word for English language teachers. It is the fundamental fact of pedagogy says Kasim (2004). He further stated that the next move after lesson planning is to step into the classroom and begin the process of stimulating the interaction. Based on observation, he revealed that there are five patterns of classroom interaction, namely

- a. student-student interaction (S-S);
- b. teacher-student interaction (T-S);
- c. student-teacher interaction (S-T);

- d. teacher-class interaction (T-C); and
- e. teacher-group interaction (T-G).

(a) **Student-Student Interaction:** Sauvignon (2015) stated that engaged students display many behaviours inside and outside of the classroom that reflect their interest and engagement in learning. They often have the opportunity to listen attentively, verbally contribute during interesting and engaging discussions, take notes, and ask teachers questions. A good and efficient classroom management is important to set up the rules, manage time and space in order to give students all the conditions and support to be and feel engaged in the learning process (Mazer, 2012; Tabber & Koeijer, 2010). It allows the students to behave well and be motivated and focused thereby enhancing their interaction with the whole class.

Soares & Luz (2015) noted that teachers and students have different roles to perform in the Communicative Language Teaching (CLT) classroom. The teacher sees the learner as a negotiator between himself, the learning process, and the objective of learning. In their opinion, Oluwole (2008) & Djihed (2013), accepted that learners participate in classroom activities that are based on cooperative rather than individualistic approach to learning when given the right atmosphere to interact. Students according to Qinghong (2009, Oyinloye & Fasae (2018) have to be comfortable in listening to their peers in group work or paired work tasks, rather than relying solely on the teacher for a model. They are also expected to take on a greater degree of responsibility for their own learning and contribute as much as they could gain and learn in an independent way (Douglas 2001 & Fakeye, 2008). Students as asserted by Richards & Rodgers (2011) are expected to interact primarily with each other rather than with the teacher for functional learning to take place

The study of Kasim (2004) revealed that the *S-S interaction* is more dominant than the *T-S interaction*. However, Kasim citing Menking (2002) confirmed that one of the reasons students find it difficult to interact is that they do not have sufficient knowledge about the world and the way to organize their thoughts. In other words, background knowledge about the topic is important to make the students explore what they have to interact about in the classroom (Laryea & Dawson-Brew, 2014).

(b) **Teacher-Student Interaction:** Nyadanu, Garglo, Adampah & Garglo, (2015) highlighted the importance of the teacher in shaping the self-esteem of students and this is achieved through the kind of relationships that they demonstrate towards their students. Soares & Luz (2015) explained that teachers are to facilitate the communication process among students and act as independent participants within the teaching-learning group. Teachers are not in the classroom to correct only speech and writing; their role extends to creating social learning conditions and giving students the chance to produce language, interact, make mistakes and get corrected.

Soares & Luz (2015) believed that the teacher could be assumed to be a needs analyst who determines and responds to learners' language needs; a counselor who expects to exemplify an effective communication stream; and a group process manager who organizes the classroom

for communication and communicative activities. Fakeye (2008) investigated the extent to which teachers' classroom behaviour would predict students' achievement in English Language among public senior secondary students in Ibadan Metropolis and found that teachers' classroom behaviour has significant contribution to achievement of students in English Language. Teachers' classroom behaviour was found to be capable of predicting students' academic achievement in English Language.

Aina, Ogundele & Olanipekun (2013) and Soares & Luz (2015) observed that environments provide teachers with an increased number of opportunities to develop and sustain meaningful relationships with individual members of the classroom because teachers in such settings have the freedom to engage in more positive interactions with students rather than constant disciplinary duties. Although most teachers recognize the importance of establishing clear rules and routines in the classroom, the methods through which these rules and routines are conveyed to students can vary radically. The type of relationship between the teacher and the student could greatly influence the student's behaviour, academic performance and overall sense of social acceptance in the school (Stipek & Miles, 2008 in Nyadanu, *et al.* (2015). A close relationship of children with their teachers showed significant improvement in their scholastic achievements compared to similar classmates without such relationships.

(c) Student-Teacher Interaction: Students' ability to connect with their teachers is one attribute that could make a great difference in students' learning achievement. According to Sauvignon (2015), student-teacher relationship is emotion-based experiences that emerge out of teachers' on-going interactions with their students. When students feel that their teachers are supportive, trustworthy people, they tend to create a connection with them and begin to see them as people who are there to protect them and give them all the chance to enhance their learning experiences. Students' reaction towards learning depends on how they feel engaged or not by their teachers. When teachers manage the classroom effectively, support their students unflinchingly, and communicate with them freely, students will be ready to identify their role in the classroom and actively participate in the learning process.

Soares & Luz (2015), investigated how a supportive relationship between teachers and students in the classroom could improve the learning process and found that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student healthy relationship (one that support the learning process of the student). By having a good relationship with students, teachers could offer the students chances to be motivated and feel engaged in the learning process. This sense of care and support received from teachers serve as valuable motivation for students to become more committed to learning. Students believe that a good relationship with their teachers positively impacts their interest and multi-dimensionally motivates their intellectual growth. Rohmah (2017) supports student-teacher interaction by stating that the students tend to use some interpersonal function markers such as cooperation, agreement, disagreement, response, reaction, and confirmation during teaching and learning process.

(d) Teacher-Class Interaction: This would be described as the hub of the teaching and learning process, where the teacher practically demonstrates his skills in imparting knowledge to the students. He is equipped with sundry tools and materials for this purpose. As the facilitator of learning, the teacher according to Soares & Luz (2015) and Sita (2010) directs the affairs of the classroom. The teacher may share his/her own experiences with the students and encourage them to talk about their own. The teacher is supposed to elicit more students to talk in a classroom conducted in such a manner.

In other words, the amount of teacher talk and student talk should be balanced or the amount of student talk should be more dominated because the good proportion of students' talk may facilitate interaction effectively and efficiently. Meng & Wang (2011) and Rohmah (2017) had suggested that the teacher should give the students more opportunities to initiate topics for interaction with others.

(e) Teacher-Group Interaction: Groups are formed to satisfy individual needs. The central feature of interaction is the possibility that the actions of each person affect the other and the classroom is not left out in this arrangement. The patterns of interaction during teaching and learning process are not fully dominated by the teacher because the students also actively participate in the process. According to Erling, Burton & McCormick (2012) and Rohmah (2017), the teacher should emphasize student-centered interaction, relying heavily on hands-on activities, group work, peer work, individual work, projects, and discussion to engage students and encourage active participation.

Many directions, lectures, and questions posed by the teachers have motivated the students at giving and initiating responses. In conveying the responses, the students do not always do it individually sometimes, the students chorus their responses. The term interaction according to Sadeghi, Ketabi, & Sadeghi (2012) and Agbatogun (2014) implies an action-reaction or a two-way influence which may be between individuals as student-student or teacher-student or between an individual and a group like teacher-audience or between materials and individuals.

Learner-centered activity such as group work, which forces students to talk to each other spontaneously, ask each other questions and respond in a natural way are examples of how this might be practiced. In group work pattern, the students are given a group task in carrying out learning activities like playing game and doing a task from the book. To support this pattern, Meng & Wang (2011) had asserted that group work activity is a good way to change the traditional teacher-talk method that dominates the most class interactive sessions.

Jones (2007) explained that when students are working together in English, they talk more, share their ideas, learn from each other, get involved more, feel more secure and less anxious, and enjoy using English Language to communicate. Again, Lightbown & Spada (1999) argued that students produce not only a greater quantity but also a greater variety of language functions, for example, disagreeing, hypothesizing, requesting, clarifying, and defining.

Based on the above analysis, Kasim (2004) went on to assert that an ideal proportion of the dominance of classroom interaction is approximately 50% for S-S pattern, 20% for T-S pattern, 15% for T-C pattern, 10% for S-T pattern, and 5% for T-G pattern. It was also discovered that students find it difficult to converse because they do not have sufficient vocabulary. Interesting topics are important for the students to motivate them to experiment with the target language. In addition, some questions related to the topics were required in order to focus the discussion in group work. T-S pattern of CI has also been identified to have created a facilitative condition for the development of communicative ability if the teacher's involvement or domination is kept low and the meaning-based instruction was used.

Strategies for Enhancing Interaction in the ESL Classroom

Sauvignon (2015) observed that a teacher can use numerous strategies to manage their classroom and offer students the opportunity to build their knowledge and also prevent misbehavior in the classroom. Sauvignon (2015) & Rohmah (2017), advised that rules should be set up in the classroom as well as having a good classroom management and small numbers of students inside the classroom in order to allow the teacher to have total control of the classroom for better management of the activities in the classroom so as to achieve success.

Oyinloye & Fasae (2018), on their part believed that a thorough and effective evaluation and appraisal could only be achieved if it is rooted on needs-based assessments of both teachers and learners and if the governments have the political will to reform the educational system, especially for the sake of young people but most importantly for the sustainable development of the educational system. Such an evaluation should be based on reflective teaching, classroom research and action research which should take into consideration the current trends in second language teacher education and teacher development. The results of the evaluation should be used to re-conceptualize the knowledge base of second language teacher education with the aim of achieving a broad and critical perception of language and literacy.

In addition, [Alexander \(2014\)](#) is of the opinion that students should be assigned clear roles in their own learning process so that together with the teachers they can achieve their aim of being proficient in English Language. This should include a clear understanding of them, in terms of, who they are, why they learn, what they need to learn, and what motivates them. This kind of self-awareness on the part of the students will make it easier for the teachers to negotiate learning activities with them.

Effective teacher training and refresher courses are necessary for in-service teachers. They should be made to learn and be highly competent in the language in order to have a strong linguistic base of how language works universally. They should be able to translate this into practical purposes in the classroom. This should be in form of seminars and workshop trainings to include utilizing patterns of classroom interaction in the ESL classroom. English Language teachers should investigate patterns of interaction that could enhance positive learning in the language classroom and utilize such based on theoretical approaches.

Conclusion

Good teacher-student relationship is indispensable for students' effective performance in English as a Second Language Classroom. The bulk of the work rests on the teacher who is the facilitator and who provokes students to positive relationship in the classroom through his methods, techniques, knowledge and experience in language teaching and usage. Interaction strategies that are goal oriented and student friendly are ready tools to promote cordial relationships between students and teachers and among students. These will invariably enhance the knowledge and use of English Language by second language speakers within and outside school demands.

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APPLICATION OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR ENHANCED ADMINISTRATION IN NIGER DELTA UNIVERSITY

¹Diepreye OKODOKO, PhD

²Pere-ere F. T. VICTOR,

³Ikechukwu M. OKAFOR,

^{1&2}Department of Educational Foundations,

Niger Delta University, Wilberforce Island, Bayelsa State

³Department of Arts Education, Federal University, Otuoke

Abstract

The study examined the application of ICT for enhanced administration in Niger Delta University of Bayelsa State. The research design for this study was the correlational survey design. The population of the study was made up of 420 staff of Niger Delta University. A sample size of 420 staff representing (100 percent) of the total population was selected through the purposive sampling technique for the study. The instrument for data collection was a questionnaire. The instrument was titled Application of ICT for an Enhanced Administration Questionnaire (AIEAQ). The validity of the instrument was validated by three different experts on the face, content and construct respectively. The reliability coefficient was carried out through the test-retest method. The result of the reliability analysis stood at 0.83. The mean and standard deviation which were used to answer the research questions one to three and model summary of simple regression analysis to answer research question four. The hypothesis was tested using *f*-statistical tool of simple regression analysis at 0.05 level of significance. A major finding of the study was that, a significant relationship existed between ICT application and enhanced administration in Niger Delta University of Bayelsa State. In conclusion it is noted that, ICT application has significant relationship with enhanced administration and recommended that government should not hesitate to provide ICT equipments for effective and efficient administration.

Key words: Information Communication Technology (ICT), Enhanced Administration

Introduction

According to the Collins English Dictionary (2019), the word administration has its origin from the Latin noun '*administratio*' and verb '*administare*'. As a noun, administration refers to all activities engaged in while overseeing or managing an organisation or business. It involves an everyday account of what was done in a business. Administration can also be referred to as the persons or individuals behind these organisations or businesses who oversee or run them. Diksha (2019) opines that in education, administration does not refer to a single person alone, rather it is the application of the required resources; both human and material, which have already been provided to achieve the goals of any educational institution. Administration is, however, a process as well as an activity which involves planning, organising, directing, coordinating, supervising, controlling and evaluating. Educationally, it takes place in an institutional block, district, state and central level, what we recognise as Local, State and Federal levels in Nigeria. It focuses on the full utilization of all human and material resources in order to actualise organizational goals. It covers all levels from pre-primary, elementary,

secondary and tertiary levels. Although it is common knowledge for those in the field of education that there is a discipline called educational administration which examines the theory and practice of the administration of education. For the purpose of this study, administration refers to the workings by all staff in the university administrative system. For the Niger Delta University, administrative system to operate at par with other counterpart universities worldwide, ICT application is necessary and relevant (Fidelis, 2018). This is so because we live in a global age and time where ICT is required if we are to operate effectively.

Bassey, Okodoko & Akpanumoh (2009) cited Nwafor (2005:416) viewed information communication technology as a “network which offers a steadily expanding range of new services that have major economic consequences for the standardization of information in universities”. ICT is a computer-based application that enables organizational personnel in achieving their information and communication requirements. On the other hand, (Wikipedia, 2019a) stated that, ICT plays a huge role in human development. It involves a wide range of things like softwares, technologies and instrument etc. It is used in e-learning, open and distance learning, blended learning, m-learning etc (Wikipedia, 2019b). Furthermore it is to acknowledge the relevance of ICT application in universities administration system. To this end, Yusuf (2005) stated that, the ability of modern organization to attain its set goals and the decision-making efficacy of contemporary managers is no longer dependent on just the quality of the manager, but more importantly is a function of the quality of information channels activities. According to Jill, Maria & Emmanuel (2017), it is not only important for educational organisations to be well aware of maximising funds but to achieve efficiency through realising much at the barest minimal cost. Although Jim (1991) believes that realising efficiency in education is elusive because the role education plays and the extent knowledge could be applied in education cannot be measured within the frame of an institution; the Niger Delta University administration still owes the general public the provision of quality education while maximising cost and actualising the university's goal. Despite the uniqueness of ICT to the rapid development of university administration, the system still encounters some challenges in its application. Ifinedo (2007) identified three broad areas of challenges in ICT application to include infrastructural, institutional and human capital factors.

Statement of the Problem

The Niger Delta University as an institution of higher learning was established under the Bayelsa State Law in 2000 having as its main goal of providing and promoting quality education for the people. As part of global best practice, ICT application is expected to help the Niger Delta University administration to promote quality education. Since inception, the university has been funded by the state and currently, she is supported like every other Nigerian university by the FG via TETFUNDS in order to provide and promote quality education for the people in the Niger Delta Region in particular and the wider society in general. Since the inception of university administration, in the globe, several researches have been carried out about the university administration however, not many recent researches have been carried out on ICT application and its roles in enhancing administration. What are the available ICT equipments for enhanced administrative system and how has it supported an enhanced administration in the Niger Delta University? The answer to these questions is the problem of this study.

Purpose of the Study

The major purpose of the study is to examine the application of ICT for enhanced administration in Niger Delta University of Bayelsa State. Specifically the following objectives guided the study. To

1. determine the availability of ICT equipments for enhanced administration in Niger Delta University of Bayelsa State.
2. examine the extent of ICT application support for enhanced administration in Niger Delta University of Bayelsa State.
3. determine the challenges of ICT application for enhanced administration in Niger Delta University of Bayelsa State.
4. examine the relationship between ICT application and enhanced administration in Niger Delta University of Bayelsa State.

Research Questions

Arising from the above objectives, the following research questions are raised to guide the study.

1. What are the available ICT equipments for an enhanced administration in Niger Delta University of Bayelsa State?
2. What is the extent of ICT application support for an enhanced administration in Niger Delta University of Bayelsa State?
3. What are the challenges of ICT application for an enhanced administration in the Niger Delta University of Bayelsa State?
4. What is the relationship between ICT application and enhanced administration in Niger Delta University of Bayelsa State?

Hypothesis

1. There is no significant relationship between ICT application and enhanced administration in the Niger Delta University of Bayelsa State.

Research Methods

The research design utilized in this study was the correlational survey design. The population of the study was made up of 420 staff of Niger Delta University. A sample size of 420 staff representing (100 percent) of the total population was selected through the purposive sampling technique for the study. The criterion used for the selection of the sample size was that, the staff requires the utilization of an ICT application. The instrument for data collection was a questionnaire. The instrument was titled *Application of ICT for an Enhanced Administration Questionnaire (AIEAQ)*. The AIEAQ instrument that was developed by the investigators and had two separate sections A and B. Section A sought information on staff demographic data, on the other hand, section B sought information on application of ICT for and enhanced administration. The B section was further divided into four sub-sections that measured various aspects of the variables and contained different number of items. Items 1-9, 10-15, 16-24 and 25-34 sought information on availability of ICT equipments, ICT applications support, challenges of ICT application and enhanced administration.

The validity of the instrument was validated by three different experts on the face, content and construct respectively. One of the experts was from Adult and Community Development Education, the other two from Educational Management, Measurement and Evaluation Units of the Department of Education Foundations, Niger Delta University, Wilberforce Island. The expert from Adult and Community Development unit validated the instrument on the face value, while the other two experts handled the instrument on the content and construct aspects respectively. The reliability coefficient was carried out through the test-retest method by the administration of the AIEAQ instrument twice within an interval of two weeks to 20 staff of Federal University of Otuoke, Bayelsa State that were not part of the main study population. The scores obtained from the two administration of the instrument were subjected to Pearson Product Moment Correlation Coefficient (PPMC) analysis in order to establish the internal stability of the instrument reliability coefficient. The result of the analysis stood at 0.83 and this reliability coefficient value was considered as an acceptable value for the instrument utilization to collect data in the study. Data gathered in the study were analysed with both descriptive and inferential statistical tools. The descriptive statistical tools include Mean and Standard Deviation which were used to answer the Research Questions One to Three and model summary of simple regression analysis to answer Research Question Four. On the other hand, the hypothesis was tested using f-statistical tool of simple regression analysis at 0.05 level of significance.

Presentation of Results

Research Question 1: *What are the available ICT equipments for an enhanced administration in Niger Delta University of Bayelsa State?*

Table 1: Summary of Mean And Standard Deviation Scores of Respondents on the Available ICT Equipments for an Enhanced Administration

S/N	Available ICT Equipments For An Enhanced Administration	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	SD
1	Fax machines are available for an enhanced administration in the university.	150 (600)	191 (573)	66 (132)	13 (13)	420 (1318)	3.14	0.788
2	Microphones are available for an enhanced administration in the university.	151 (604)	176 (528)	74 (148)	19 (19)	420 (1299)	3.09	0.842
3	Telephones are available for an enhanced administration in the university.	128 (512)	200 (600)	70 (140)	22 (22)	420 (1274)	3.03	0.826
4	Mobile phones are available for an enhanced administration in the university.	141 (564)	193 (579)	58 (116)	28 (28)	420 (1287)	3.06	0.859
5	Computers are available for an enhanced administration in the university.	138 (552)	163 (489)	82 (164)	37 (37)	420 (1242)	2.96	0.936
6	Laptops are available for an enhanced administration in the university.	148 (592)	213 (639)	34 (68)	25 (25)	420 (1324)	3.15	0.806
7	Printers are available for an enhanced administration in the university.	154 (616)	186 (558)	52 (104)	28 (28)	420 (1306)	3.11	0.864
8	Copiers are available for an enhanced administration in the university.	148 (592)	208 (624)	53 (106)	11 (11)	420 (1333)	3.17	0.745
9	Internet servers are available for an enhanced administration in the university.	115 (460)	222 (666)	68 (136)	15 (15)	420 (1277)	3.04	0.760
Total Mean		141 (564)	195 (585)	62 (124)	22 (22)	420 (1295)	3.08	0.825

Cut-off mean = 2.50; N = 420

The data presented in **Table 1** shows that, all items Mean scores of 3.14, 3.09, 3.03, 3.06, 2.96, 3.15, 3.11, 3.17 and 3.04 were greater than the cut-off Mean score of 2.50. On the whole, the total score of 3.08 was also greater than the cut-off mean score of 2.50. This implies that, there are various forms of available ICT equipments for an enhanced administration in Niger Delta University of Bayelsa State.

Research Question 2: *What is the extent of ICT application support for an enhanced administration in Niger Delta University of Bayelsa State?*

Table 2: Summary of Mean And Standard Deviation Scores of Respondents on the Extent of ICT Application Support For an Enhanced Administration

S/N	Extent of ICT Application Support for an Enhanced Administration	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	SD
10.	ICT application support and enhanced administration in teaching	155 (620)	188 (564)	64 (128)	13 (13)	420 (1325)	3.15	1.090
11.	ICT application and enhanced administration in teaching by providing instructional materials	150 (600)	191 (573)	66 (132)	13 (13)	420 (1318)	3.14	0.788
12.	ICT application and enhanced administration in providing educational resource for students	151 (604)	176 (528)	74 (148)	19 (19)	420 (1299)	3.09	0.842
13.	ICT application and enhanced administration in the co-ordination of exams.	128 (512)	200 (600)	70 (140)	22 (22)	420 (1274)	3.03	0.826
14.	ICT application and enhanced administration in the presentation of results	141 (564)	193 (579)	58 (116)	28 (28)	420 (1287)	3.06	0.859
15.	ICT application and enhanced administration in promotion of student learning.	138 (552)	163 (489)	82 (164)	37 (37)	420 (1242)	2.96	0.936
Total Mean		144 (576)	185 (555)	69 (138)	22 (22)	420 (1291)	3.07	0.890

Cut-off Mean = 2.50; N = 420

The data presented in **Table 2** reveals that, all items mean scores of 3.15, 3.14, 3.09, 3.03, 3.06 and 2.96 were greater than the cut-off mean score of 2.50. On the whole the total score of 3.07 was also greater than the cut-off mean score of 2.50. This implies that, there exists a positive extent of ICT application support for an enhanced administration in Niger Delta University of Bayelsa State.

Research Question 3: *What are the challenges of ICT application for an enhanced administration in the Niger Delta University of Bayelsa State?*

Table 3: Summary of Mean and Standard Deviation Scores of Respondents on the Challenges of ICT Application for an Enhanced Administration

S/N	Challenges of ICT application for an enhanced administration	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	SD
16	Inadequate ICT facilities and lack of funds	148 (592)	213 (639)	34 (68)	25 (25)	420 (1324)	3.15	0.806
17	Regular power-outage	174 (696)	171 (513)	52 (104)	23 (23)	420 (1336)	3.18	0.852
18	Low voltage	138 (552)	172 (516)	74 (148)	36 (36)	420 (1252)	2.98	0.922
19	Inadequate ICT facilities	153 (612)	175 (525)	73 (146)	19 (19)	420 (1302)	3.10	0.843
20	Irregular maintenance of ICT facilities	130 (520)	198 (594)	70 (140)	22 (22)	420 (1276)	3.04	0.828
21	Lack of skill in ICT application by users	143 (572)	191 (573)	58 (116)	28 (28)	420 (1289)	3.07	0.862
22	Inadequate knowledge of users to effectively maximise use of ICT appliances.	144 (576)	158 (474)	82 (164)	36 (36)	420 (1250)	2.98	0.939
23	Lack of qualified training personnel to aid staff and students with ICT application.	154 (616)	210 (630)	34 (68)	22 (22)	420 (1336)	3.18	0.791
24	The absence of refreshers training course to keep ICT users abreast with updated application versions.	175 (700)	171 (513)	51 (102)	23 (23)	420 (1338)	3.19	0.851
Total Mean		151 (604)	184 (552)	59 (118)	26 (26)	420 (1300)	3.10	0.855

Cut-off Mean =2.50; N = 420

The data presented in **Table 3** reveals that, all the items mean scores of 3.15, 3.18, 2.98, 3.10, 3.04, 3.07, 2.98, 3.18 and 3.19 were greater than the cut-off mean score of 2.50. On the whole the total mean score of 3.10 was also greater than the cut-off mean score of 2.50. This implies that, there exist challenges of ICT application for an enhanced administration in Niger Delta University of Bayelsa State.

Research Question 4: *What is the relationship between ICT application and enhanced administration in Niger Delta University of Bayelsa State?*

Table 4: Model Summary of Simple Regression Analysis of the Relationship Between ICT Application and Enhanced Administration

S/N	Variable	N	R	R ²
1	ICT application i.e Enhanced administration	420	0.425	0.180

The data presented in **Table 4** indicates that, a simple regression index (R) of 0.425 with a simple regression index square (R²) of 0.180. This shows that 18.0 percent of the total variance of enhanced administration can be attributed to ICT application. In order to confirm whether this relationship is significant, the simple regression analysis was further subjected to the F-test statistical analysis (See **Table 5**).

Testing of Hypothesis

Research Hypothesis 1: *There is no significant relationship between ICT application and enhanced administration in the Niger Delta University of Bayelsa State.*

Table 5: F-Statistics of Simple Regression Analysis of the Relationship Between the ICT Application and Enhanced Administration

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P <
Regression	544.555	1	544.555	91.962	0.000	*
Residual	2475.185	418	5.921			
Total	3019.740	419				

* = Significant at 0.05 alpha Level; Critical F_{1, 418} = 3.86; N = 420.

The data in **Table 5** shows that the simple regression analysis is significant at p < 0.05 alpha level because the calculated F- value of 91.962 is greater than the critical table F-value of 3.86 at 0.05 alpha level with 1 and 418 degrees of freedom. Hence, the null hypothesis which states that, there is no significant relationship between the ICT application and enhanced administration in Niger Delta University of Bayelsa State is rejected. The alternative hypothesis which states that, there is a significant relationship between the ICT application and enhanced administration in Niger Delta University of Bayelsa State is upheld.

Discussion of Findings

The result in **Table 5** indicates that there is a significant relationship between ICT application and enhanced administration in Niger Delta University of Bayelsa State. From **Table 4**, it is observed that a positive correlation coefficient value of 0.425 existed between ICT application and enhanced administration. This simply implies that, ICT application contributes positively to the promotion of enhanced administration in the university. This finding is in agreement with Muhammad (2016) who carried out a study on the efficient use of ICT. According to him, higher institutions especially in developed countries are adopting the use of ICT and maximising the benefits since it helps and enhances administration. The study also agrees with that of Fidelis (2018) who stated that ICT has a positive impact on the universities administrative services and management of student records. The study also indicated that, the various forms of available ICT equipments were found to be greater than the cut-mean score of 2.50. The various forms includes Fax machines, microphones, telephones, mobile phones, computers, laptops, printers, copiers and internet servers. There exists a positive extent of ICT application support for an enhanced administration in Niger Delta University of Bayelsa State. It is important to state here that most respondents strongly agreed that challenges exist in the

ICT application for an enhanced administration. The challenges of ICT application includes inadequate facilities, lack of funds, regular power- outage, low voltage, inadequate ICT facilities, irregular maintenance of ICT facilities, lack of skill in ICT application by users, inadequate knowledge of users to effectively maximize use of ICT appliances, lack of qualified training personnel to aid staff and students with ICT application and absence of refresher training course to keep ICT users abreast with updated application versions.

Conclusion

The study found out that fax machines, microphones, telephones, mobile phones, computers, laptops, printers, copiers and internet servers are various forms of ICT equipments available for an enhanced administration. ICT application has positive impact on an enhanced administration in Niger Delta University of Bayelsa State. In spite of the above positive influence of ICT equipment, thir use in the facilitation of administration is being hampered by inadequate facilities, lack of funds, regular power- outage, low voltage, inadequate ICT facilities, poor/irregular maintenance of ICT facilities, lack of skill in ICT application by users, inadequate knowledge of users to effectively maximize use of ICT appliances, lack of qualified training personnel to aid staff and students with ICT application and absence of refresher training course to keep ICT users abreast with updated application versions are some of the challenges faced by university administrators. Above all, it is established that ICT application has significant relationship with enhanced administration in Niger Delta University of Bayelsa State.

Recommendations

Based on the forgoing, it is being recommended that the

- a. Niger Delta University Management should continue to provide and maintain the available ICT facilities, because it enhance administration;
- b. management of NDU should encourage the application of ICT, since ICT has the ability to project positively their administrative skills;
- c. university administration should seek ways to eliminate all possible challenges facing ICT application; and
- d. government should not hesitate to provide ICT equipments for efficient and effective administration of its parastatals.

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SOCIAL STUDIES EDUCATION AS BOLSTER OF VALUE DEVELOPMENT FOR TACKLING ACADEMIC CORRUPTION AMONG UNDERGRADUATE STUDENTS IN KADUNA STATE, NIGERIA

¹**Zulyadaini G. SANI, PhD**
zulsagaya@yahoo.com

&

²**Uthman S. LAWAL, PhD**
08032285454
uthmankad2000@gmail.com

^{1&2} *Department of Arts and Social Science Education
Faculty of Education
Ahmadu Bello University, Zaria – Nigeria*

Abstract

*This paper examined Social Studies education as bolster of value development for tackling academic corruption among undergraduate students in Kaduna State, Nigeria. The study was guided by three (3) research objectives, questions and null hypotheses. Descriptive survey was employed, while, the population of study comprised 300 and 400 level undergraduate Social Studies students as well as postgraduate students of Social Studies in A.B.U., Zaria which stood at eight hundred and forty-seven (847), out of which a sample of two hundred and seventy-eight (278) participants were selected through purposive and proportionate sampling techniques. The instrument titled **Developing Values through Social Studies Education Questionnaire (DEVSOSQ)** was used for data collection. Mean and standard deviation were used to answer the research questions, while the null hypotheses were tested using t-test statistics at 0.05 level of significance. The study revealed significant difference between male and female responses on nature and causes of academic corruption among undergraduate students. However, significant difference was not found between male and female responses on the use of Social Studies education for value development in tackling academic corruption among undergraduate students in Kaduna state. Based on these findings, it was recommended among others that, institutions of higher learning should strive towards production of knowledgeable, progressive, creative and effective lecturers who can inspire students to learn, develop the spirit of inquiry and self-confidence; lecturers of Social Studies should always serve as good role model and be free from corrupt practices of any kind.*

Keywords: *Social Studies Education, Integrity, Discipline and Academic Corruption*

Introduction

Institutions of higher learning in Nigeria have seven-fold objectives which are training high-level relevant manpower, developing and inculcating proper values for the survival of society, developing the intellectual capability of individuals to enable them to understand and appreciate their local and external environments, equipping individuals with physical and intellectual skills which will enable them to be self-reliant and useful members of the society, and promoting and encouraging scholarship and community services (Ocheyenor, 2016). However, there is widespread belief that Nigeria's higher education system is far from

realizing these objectives owing to prevailing academic corrupt practices exhibited by some lecturers and students and this support the statement made by President Muhammadu Buhari's that, academic corruption is one of the leading causes of the fall in the standard of higher education (Ocheyenor, 2016).

Also, Odunaya & Olujunwon (2010) noted that, greed, the quest for material possession and rising to the top through cutting corners plaguing the larger society have crept in slowly and insidiously to this centre of dignity being the tertiary institutions such that corrupt practices have become endemic therein. Despite the fact that, academic corrupt practices erode institutions of higher learning, research showed that, higher education helps to create desired changes by transmitting values to improve students' behaviour. The Nigerian core values such as integrity and discipline also lie at the heart of all institutions of higher learning activities as well as cardinal goals of Social Studies education (Chapfika, 2008). Similarly, Uche (2014) reiterates that, institutions of higher learning are looked upon as the *Ivory Tower*, the citadel of learning, producing men and women of integrity by men found worthy in character and in learning. Although, these values inculcated through formal education are important at every level of schooling, it should be stressed that they are most crucial in higher education.

Social Studies education is noted to be one of the effective instruments for effecting national development irrespective of what the economic sector plays as a veritable tool in developing norms and values from one generation to another. Its worthy of note that whenever the school system, lecturers, teachers and other stakeholders in the running of education fail to instil values of discipline and integrity in learners, definitely students are more likely to misbehave and as well engage in corrupt academic practices (Olanrewaju, 2016). This paper sought to establish the viability of Social Studies education as curriculum instrument for developing values of integrity and discipline in tackling academic corruption among undergraduate students.

Lawal (2014) on the other hand had opined that Social Studies has a set of goals which describe how the concept of citizenship education is to be selected, organized and taught. Citizenship education in the definition refers to Social Studies as a subject that helps in socializing learners against juvenile delinquency, disrespect for elders and all sharp practices that often metamorphose into full-blown crimes. Its helps in inculcating in learners virtues such as tolerance, discipline, integrity, patriotism and other core values for tackling corruption.

Corruption is a behaviour which deviates from the formal duties of a public role, because of private (gains) - regarding (personal, close family, private clique, pecuniary or status gains. It is a behaviour which violates rules against the exercise of certain types of (duties) for private (gains) - regarding influence. This definition includes such behaviour as bribery (use of a reward to pervert the judgment of a person in a position of trust); nepotism (bestowal of patronage by reason of ascriptive relationship rather than merit); and misappropriation (illegal appropriation of public resources for private uses) (Dike, 2007). On the other hand, academic corruption refers to all dishonest acts perpetrated in the academic environment by institutional administrators, lecturers or teachers, parents, students and other stakeholders in the academic

sector or educational institutions which have adverse effect on the goals of education in Nigeria (Amini-Philips & Ogbuagwu, 2017).

In the paper, academic corruption refers to gross misconduct, an anathema by well-meaning individuals both within campuses and the society at large, which affects the quality of graduates produced in our institutions of higher studies negatively by lowering the standards of students and activities undertaken by them. It implies wrongdoings in the academic environment which have pernicious effect on the standard of education. The only difference between it and other forms of corruption is that it occurs in the academic setting.

Integrity has been defined by *Chapfika* (2008) as the state or quality of being complete, undivided, (and) unbroken. This definition of integrity connotes a quality of life marked by completeness or perfection. To view integrity as some form of being whole, sound, upright and honest is consistent with the Aristotelian view of continuously learning and seeking to grow in virtue. Individuals' efforts to deal with conflicting intentions, continuously evaluate themselves and to improve their personalities is an attempt to achieve some level of completeness. Also, Van (2016) noted that, the term discipline is derived from the Latin word *disco* which means to learn, to instruct and *disciplina* which means instruction, knowledge and learning communicated to disciples or learners. Discipline connotes not only external discipline, but a personal or inner discipline promoted by spiritual acceptance of disciplined behaviour. Van (2016) quoted Jenkin by saying that discipline must be maintained in the school and the classroom to ensure that education of learners' proceeds without disruptive behaviour and offences. One of the goals of Social Studies Education is to teach and lead learners to be self-discipline.

Social Studies education by virtue of its nature and content is expected to bring about the desired change in learners because it places premium on corruption prevention, avoidance, resistance, non indulgence or abhorrence via right character propelled self discipline as against coercive discipline of the anti-corruption effort or commissions. Social Studies as a value free and value laden subject has the capacity to build sound morals and integrity in all facets of the society. It serves as an aid to changing the value system of the people and as a means of re-appraising undue obsession to materialism and primitive wealth accumulation which is the mania that is somehow responsible for academic corrupt practices in institutions of higher learning which invariably thwart educational development (Onifade, Ogunlade & Shopeju, 2009; Edinyang & Usang, 2012; Kabir, 2014).

Also, the National Policy on Education (Federal Republic of Nigeria-FRN; 2014) stated that, the philosophy and goal of Nigerian education as it relates to Social Studies is the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of the society. The aim of introducing Social Studies in the post primary schools is, therefore, to develop in the student an appreciation of his cultural heritage and a desire to preserve it and not to destroy it with social vices. Kenneth & Daniel (2012) had asserted that Social Studies education has been identified as a potent instrument that can facilitate the attainment of national development goals through

the production of responsible and self-discipline citizens that will contribute maximally to the growth of the society. This was seen from the citizens' behavioural dispositions which may include honesty, dedication, forthrightness, hard work and productivity.

Consequently, Akpan, Martha & Magret (2008); Gabriel (2008); Mike (2011); Tijani, Abdulgaffar & Musa (2013); Ezegebe, Eskay, Anyanwu & Abiogu (2014) had asserted that, the dynamic nature of Social Studies lies fundamentally in its utilitarian values for social reconstruction and teaching of values relating to the social environment, physical environment, cooperation and conflict, discipline, integrity and justice, honesty, tolerance, hard work, service to the people, civil rights and responsibilities, culture and identity, truthfulness and a wise use of resources, cultural patterns, and common heritage and national symbols. Supporting this view, Mbaba & Omabe (2012); Ezegebe, Eskay, Anyanwu & Abiogu (2014) opined that Social Studies is a vehicle through which desired culture, values (integrity, honesty, loyalty, respect among others) and norms of the society are being inculcated to its learners.

It is apparent from the literatures reviewed that, a lot of scholars have underscored the relevance of Social Studies education in developing values among learners. But there is still an empirical gap in literatures on the extent to which Social Studies can bolster the development of integrity and discipline and values for tackling academic corruption among undergraduate Social Studies students in Kaduna State. This justifies the purpose of the study.

Academic corruption in institutions of higher learning according to Alutu & Alutu (2003) exists when lecturers aid and abet examination malpractice. Indeed, corrupt practices manifest in diverse forms among lecturers. For Galtima (2012), there is high level of corruption in higher education in terms of admission and other sharp practices. There is also the issue of cultism, sale of inferior textual materials (handouts), admission and certificate racketeering, academic fraud and examination malpractices (Kanno, 2004). Absenteeism, exploitation and extortion through forced sale of textual materials were perceived by students as the most prevalent corrupt practices among academics (Alutu & Alutu, 2003). Other forms of corrupt practices in institutions of higher learning include certificate forgery, impersonation, plagiarism, gangsterism, rape, embezzlement of funds, unjust delay of payment of salaries and staff promotions and recycling of the criminal elements (Eze, 2006).

Empirically, Oladipupo & Ibadin (2014) in a study *found statistical significant positive relationship between male and female with regard to the magnitude of corrupt practice. But*, Karstedt (2001) revealed a negative correlation between levels of corruption and female attainment of secondary education and a high proportion of women in government positions. Also, Alolo (2007) found that the differences between male and female government officials in approving corrupt practices were not significant, but there were interesting gender differences in the way corruption is rationalised and explained. Another study by Alatas *et al* (2006) revealed gender differences in regard to corruption. They found that in Australia, women tend to be less tolerant of and engage less in corruption than men, whereas in the three Asian countries covered by their study, no difference was found between women and men in their attitude to corrupt

practices. They also suggest that there is a larger variation among women in attitudes towards corruption than among men, because there is *larger variation in the social roles of women than those of men across countries* (Alatas *et al.* 2006). Literature abounds on gender and corrupt practices in education, government and other countries around the globe. However, Social Studies education as a curriculum instrument in developing values of integrity and discipline for tackling academic corruption among undergraduate students has not been explored in Kaduna State. This again justifies the need for this study.

Statement of the Problem

Social Studies in Nigeria is widely regarded as one of the discipline or programme dedicated to the development of values amongst students. However, academic corrupt practices are observed to have become intractable in institutions of higher learning. The practice has the tendency to make tertiary institutions fail to achieve their goal of developing competent and morally upright people for socio-economic and political development of Nigeria. It must be mentioned at this point that, the moral upbringing of students of tertiary educational institutions is paramount to the sustainability and development of the societies they are being trained for. It is against this backdrop that, this study explored Social Studies education as bolster of integrity and discipline values for tackling academic corruption among undergraduate students in Kaduna state, Nigeria.

Objectives of the Study

This study sought to

- a. find out the nature and causes of academic corruption among Social Studies undergraduate students by gender in Kaduna State.
- b. find out the use of Social Studies education as bolster of integrity as a value for tackling academic corruption among undergraduate students by gender in Kaduna State
- c. find out the use of Social Studies education as bolster of discipline as value for tackling academic corruption among undergraduate students by gender in Kaduna State.

Research Questions

The study was guided by the following research questions:

- a. What is the nature and causes of academic corruption among undergraduate Social Studies students by gender in Kaduna State?
- b. In what way can Social Studies education as a bolster of integrity act as a value for tackling academic corruption among undergraduate students by gender in Kaduna State?
- c. In what way can Social Studies education as bolster of discipline act as a value for tackling academic corruption among undergraduate students by gender in Kaduna State?

Hypotheses

The study tested the following null hypotheses at $p = 0.05$:

- a. There is no significant difference between male and female responses on the nature and causes of academic corruption among undergraduate students in Kaduna State.
- b. There is no significant difference between male and female responses on the use of Social Studies education as bolster of integrity as value for tackling academic corruption among undergraduate students in Kaduna State.

- c. There is no significant difference between male and female responses on the use of Social Studies education as bolster of discipline as value for tackling academic corruption among undergraduate students in Kaduna State.

Method

The study employed descriptive survey method. The population of study was 300 and 400 level undergraduate Social Studies students in Ahmadu Bello University, Zaria; Federal College of Education, Zaria, Kaduna State College of Education, Gidan-waya as well as postgraduate students of Social Studies in A.B.U., Zaria which stood at eight hundred and forty-seven (847), out of which a sample of two hundred and seventy-eight (278) were selected through purposive and proportionate sampling techniques as participants. The instrument titled **“Developing Values through Social Studies Education Questionnaire (DEVSOSQ)”** was used for data collection and was validated by four lecturers in the Department of Arts and Social Sciences, Ahmadu Bello University, Zaria. The instrument was developed based on 4-point modified Likert scale; presented as Strongly Agree (SA) = 4, Agreed (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Cronbach alpha was used to test the reliability of the instrument and reliability coefficient of .76 was obtained. Mean and standard deviation were used to answer the research questions, while the null hypotheses were tested using t-test statistic at 0.05 level of significance.

Results and Discussions

Out of three hundred (300) questionnaires distributed to the respondents, two hundred and seventy-eight (278) were retrieved which comprised of 156 male and 122 female undergraduate students. Thus, the analysis was based on this.

Table 1: Mean Responses of Males and Females on the Nature and Causes of Academic Corruption Among Undergraduate Social Studies Students in Kaduna State

S/N	Statement	Male			Female		
		\bar{z}	S.D	Decision	\bar{z}	S.D	Decision
	Nature of Academic corrupt practices						
1	Examination malpractices	3.66	.19	Agreed	3.52	.20	Agreed
2	Plagiarism	3.24	.22	Agreed	3.10	.19	Agreed
3	Indecent dressing	2.51	.28	Agreed	2.67	.21	Agreed
4	Sex exchange and money for marks	1.95	.57	Disagreed	1.45	.81	Disagreed
5	Cultism	1.21	.81	Disagreed	1.13	.88	Disagreed
6	Forging of payment receipts	2.58	.22	Agreed	2.55	.27	Agreed
7	Impersonation	2.11	.67	Disagreed	1.14	.72	Disagreed
8	Embezzlement of funds by student leaders	2.67	.28	Agreed	2.63	.26	Agreed
9	Extortion of parents and students	2.72	.23	Agreed	2.56	.25	Agreed
10	Skipping of lectures Causes of Academic Corruption	3.65	.21	Agreed	3.62	.18	Agreed
11	Laziness.	3.82	.21	Agreed	3.56	.17	Agreed
12	Desire to learn	1.56	.71	Disagreed	1.44	.78	Disagreed
13	Too much emphasis on paper qualification.	3.92	.13	Agreed	3.89	.18	Agreed
14	Strong institutions and effective disciplinary action.	2.10	.78	Disagreed	2.36	.89	Disagreed
15	Indiscipline.	3.55	.21	Agreed	3.59	.26	Agreed
16	Availability of teaching and learning materials	1.81	.67	Disagreed	1.73	.74	Disagreed
17	Positive student-lecturer relationship.	1.23	.82	Disagreed	1.18	.78	Disagreed
18	Failure of socialization agents.	3.58	.21	Agreed	3.65	.26	Agreed
19	Poor supervision of students by lecturers.	3.72	.22	Agreed	3.78	.21	Agreed
20	Effective counselling services.	1.78	.81	Disagreed	1.62	.76	Disagreed
	Cumulative Mean	2.67			2.56		

Table 1 presents the responses of male and female students on the nature and causes of academic corruption. The respondents agreed with item 1, 2, 3, 6, 8, 9 and 10 as the nature of academic corrupt practices. However, the respondents disagreed with item 4, 5 and 7. Put in another way, the respondents agreed that, examination malpractices, plagiarism, indecent dressing, forging of payment receipts, extortion of parents and students and skipping of lectures as nature of academic corruption experienced among undergraduate Social Studies students in Kaduna State. Nonetheless, exchange of sex and money for marks, cultism and impersonation were markedly low or not experienced at all.

Also, male and female respondents affirmed items 11, 13, 15, 18 and 19. On the other hand, they disagreed with items 12, 14, 16, 17 and 20. Thus, laziness, too much emphasis on paper qualification, indiscipline, failure of socialization agents and poor supervision of students by lecturers were attributed to be some of the causes of academic corruption among undergraduates. The cumulative mean of items in **Table I** for male respondents were 2.67 while that of females respondents were 2.56 which were greater than 2.50 which implies that majority of the respondents had similar view on items presented in the **Table 1**.

Table 2: Mean Responses on Social Studies Education in Developing Value of Integrity for Tackling Academic Corruption

S/N	Statement	Male			Female		
		\bar{z}	S.D	Decision	\bar{z}	S.D	Decision
21	Exposing students to learning activities in Social Studies that stress the importance of trustworthiness.	3.56	.19	Agreed	3.68	.21	Agreed
22	Creating an atmosphere that encourages cheating and bribery in Social Studies classroom.	1.37	.81	Disagreed	1.25	.79	Disagreed
23	Encouraging students through Social Studies curriculum activities to be responsible and abide by rules and regulations laid down in the society.	3.22	.22	Agreed	3.19	.21	Agreed
24	Taking students through learning activities that develops their conscious on the negative effects of corruption.	3.72	.17	Agreed	3.82	.16	Agreed
25	Giving Social Studies students class activities that are above their level.	1.36	.65	Disagreed	1.29	.83	Disagreed
26	Engaging Social Studies students in learning activities that demands transparency and accountability.	3.56	.21	Agreed	3.60	.22	Agreed
27	Helping Social Studies students to develop values of honesty, sincerity and forthrightness.	3.86	.17	Agreed	3.89	.21	Agreed
28	Serving as bad role model to students.	1.22	.78	Disagreed	1.23	.79	Disagreed
29	Using curriculum activities in Social Studies to inculcate values of hard work, dedication and contentment in students.	3.25	.31	Agreed	3.39	.26	Agreed
30	Encouraging Social Studies students to develop love for certificate and materialistic values.	1.87	.61	Disagreed	1.83	.71	Disagreed
Cumulative Mean		2.70			2.72		

Table 2 shows the responses of male and female undergraduate students on use of Social Studies education in developing value of integrity for tackling academic corruption. The respondents agreed with items 21, 23, 24, 26 and 29 but disagreed with items 22, 25, 27, 28 and 30. Hence, that, exposing students to learning activities that stress the importance of trustworthiness, encouraging students through curriculum activities to be responsible and abide by rules and regulations laid down in the society, taking students through learning activities that develops their conscious on the negative effects of corruption, engaging students in learning activities that demands transparency and accountability and helping students to develop values of honesty, sincerity, forthrightness, hard work, dedication and contentment are approaches through which Social Studies education as a curriculum instrument can develop value of integrity for tackling academic corruption among undergraduate Social

Studies students in Kaduna State. The cumulative mean of items in **Table 2** for male respondents were 2.70 while, that of females respondents were 2.72 which are greater than 2.50. This suggests the fact that, majority of the respondents had similar view on items presented in the **Table 2**.

Table 3: Mean Responses of Social Studies Education as bolster of Developing Value of Discipline for Tackling Academic Corruption

S/N	Statement	Male			Female		
		\bar{z}	S.D	Decision	\bar{z}	S.D	Decision
31	Helping students to develop skills of self-control through Social Studies curriculum activities.	3.66	.23	Agreed	3.58	.26	Agreed
32	Engaging students in classroom activities that enable them to critically examine their behaviours in line with approved behaviours in the society.	3.01	.29	Agreed	3.10	.21	Agreed
33	Taking students through curriculum activities in Social Studies that help modify their behaviours and acquire new skills through interpersonal relationships and imitating of other person's behaviour that are desirable.	3.88	.22	Agreed	3.67	.27	Agreed
34	Beating/flogging of students that engage in any academic corrupt practices.	2.23	.56	Disagreed	2.25	.72	Disagreed
35	Use of abusive languages on students' that engage in any form of corrupt academic practices.	1.37	.63	Disagreed	1.57	.67	Disagreed
36	Engaging Social Studies students in classroom activities that develop their sense of reasoning and critical thinking.	2.56	.33	Agreed	2.50	.35	Agreed
37	Creating an enabling environment through the use of teaching methods such as cooperative learning approaches that makes it possible for students to develop positive self-confidence that will enable them shun academic corrupt practices.	3.67	.18	Agreed	3.61	.16	Agreed
38	Use of corporal punishment to correct students that engage in corrupt academic practices.	2.23	.51	Disagreed	2.18	.68	Disagreed
39	Encouraging Social Studies students to maintain good reputation and study hard to defend their certificates	3.47	.33	Agreed	3.38	.31	Agreed
40	Giving Social Studies students' access to question papers before commencement of examinations.	1.26	.74	Disagreed	1.21	.83	Disagreed
Cumulative Mean		2.74			2.71		

Table 3 presents the responses of male and female participants on use of Social Studies education in bolstering value of discipline for tackling academic corruption among undergraduate students in Kaduna State. The respondents agreed with items 31, 32, 33, 36, 37 and 39, while they disagreed with items 34, 35, 38 and 40. Put in simple terms, the respondents

affirmed that, helping students to develop skills of self-control through Social Studies curriculum activities, engaging students in classroom activities that enable them to critically examine their behaviours in line with approved behaviours in the society, taking students through curriculum activities that help modify their behaviours and acquire new skills through interpersonal relationships and imitating of other person's behaviour that are desirable, engaging students in classroom activities that develop their sense of reasoning and critical thinking, creating an enabling environment through the use of teaching methods such as cooperative learning approaches that makes it possible for students to develop positive self-confidence that will enable them shun academic corrupt practices, encouraging Social Studies students to maintain good reputation and study hard to defend their certificates are approaches through which Social Studies education can help develop value of discipline for tackling academic corruption among undergraduate students in Kaduna State. The cumulative mean of items in **Table 3** for male respondents were 2.74 while, that of females respondents were 2.71 which are greater than 2.50 and this gave the impression that, majority of the respondents had similar view on items presented in the **Table 3**.

Test of Null Hypotheses

Table 4: Summary of Independent Sample t-test by Gender

Sex	N	Mean	SD	T	Df	P	Mean Difference	Std. Error Difference
Male	156	2.67	.338	1.983	276	.000	0.11	.317
Female	122	2.56	.369					
Total	278							

Table 4 which is the summary of independent sample t-test result shows that, the mean response scores of male (M= 2.67, SD = .338) is higher than those of female students (M = 2.65, SD = .369). The mean difference between male and female students was 0.11 in favour of male students. This is supported by t (276)=-1.983, p=0.000<0.05; the null hypothesis that states no significant difference was rejected. Therefore, there is significant difference between male and female responses on the nature and causes of academic corruption among undergraduate students in Kaduna State.

Table 5 Summary of Independent Sample t-test by Gender

Gender	N	Mean	SD	T	Df	P	Mean Difference	Std. Error Difference
Male	156	2.70	.319	-1.65	276	.172	-0.02	.224
Female	122	2.72	.301					
Total	278							

Table 5 which is a summary of independent sample t-test result shows that, the mean response score of male students (M=2.70, SD=.319) is less than that of female students (M=2.72, SD=.301). The mean difference between male and female students is 0.02 in favour of female students. This is supported by t (276)= -1.65, p=0.172>0.05; the null hypothesis that states no significant difference is retained. Therefore, there was no significant difference between male and female responses on use of Social Studies education in developing value of integrity for tackling academic corruption among undergraduate students in Kaduna State.

Table 6 Summary of Independent Sample t-test by Gender

Gende	N	Mean	SD	T	Df	P	Mean Difference	Std. Error Difference
Male	156	2.74	.341	1.68	276	.311	0.03	.544
Female	122	2.71	.360					
Total	278							

Table 6 which is the summary of independent sample t-test result indicates that, the mean responses score of male (M=2.74, SD=.341) is higher than that of female students (M=2.71, SD=.360). The mean difference between male and female student is 0.03 in favour of male students. This was supported with $t(276) = 1.68, p = 0.311 > 0.05$; the null hypothesis that stated no significant difference was retained. Therefore, there is no significant difference between male and female responses on use of Social Studies education in developing value of discipline for tackling academic corruption among undergraduate students in Kaduna State.

Discussions of Findings

The study found significant difference between male and female responses on the nature and causes of academic corruption among undergraduate students in Kaduna State. This is in line with the findings of Bello (2011); Alfred, Twene, Mensah & Arthur (2014); Abanobi & Abanobi (2016) which revealed that, favouritism, nepotism and examination malpractices, plagiarism, indecent dressing, forging of payment receipts, extortion of parents by students and skipping of lectures to be the major forms of academic corrupt practices that take place in the institutions of learning. However, the study disagrees with findings of Uche (2014) which revealed no significant difference exist between male and female undergraduates in their perception of corrupt practices among lecturers.

Furthermore, significant difference was not found between male and female responses on use of Social Studies education in developing value of integrity for tackling academic corruption among undergraduate students in Kaduna State. This finding sustains the submissions of Akpan, Martha & Magret (2008); Gabriel (2008); Mike (2011); Tijani, Abdulgaffar and Musa (2013); Ezegbe, Eskay, Anyanwu and Abiogu (2014) whose findings in their various studies suggested that the dynamic nature of Social Studies lies fundamentally in its utilitarian values for social reconstruction and teaching of values relating to the social environment, physical environment, cooperation and conflict, discipline, integrity and justice, honesty, tolerance, hard work, service to the people, civil rights and responsibilities, culture and identity, truthfulness and a wise use of resources, cultural patterns, and common heritage and national symbols.

Finally the study revealed that, significant difference did not exist between male and female responses on use of Social Studies education in developing value of discipline for tackling academic corruption among undergraduate students in Kaduna State. This is in agreement with the findings of Agerberg (2014) and Whawo (2015) which established that, corrupt practices can be addressed through quality education and development of discipline as a value among citizens. Also, Kenneth & Daniel (2012) had asserted that Social Studies education has

been identified as a potent instrument that can facilitates the attainment of national development goals through the production of responsible and self-discipline citizens that will contribute maximally to the growth of the society. This was seen from the citizens' behavioural dispositions which includes honesty, dedication, forthrightness, hard work, and productivity.

Conclusion

Based on the findings of the study, it can be concluded that, the nature of academic corruption among undergraduate Social Studies students are examinational malpractices, plagiarism, indecent dressing, forging of payment receipts, extortion of parents and students and skipping of lectures which were attributed to laziness, too much emphasis on paper qualification, indiscipline, failure of socialization agents and poor supervision of students by lecturers. Nonetheless these academic corrupt practices can be addressed through the use of Social Studies teaching methodology, curriculum contents, learning experiences and classroom activities.

Recommendations

Based on the findings from this study, the following recommendations were made. That

- a. Social studies lecturers should endeavour to supervise students academic activities as this will go a long way in reducing examination malpractices, plagiarism and skipping of lectures. Similarly, socialization agents (such as family, constituted authorities and religious organisations) should intensify their effort in guiding students on dress code.
- b. lecturers of Social Studies should always serve as good role model and be free from corrupt practices of any kind.
- c. institutions of higher learning should strive towards the production of knowledgeable, progressive, creative and effective lecturers who can inspire students to learn, develop the spirit of inquiry and self-confidence.

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SOCIAL MEDIA AND THE PROMOTION OF CHANGE AMONG RURAL DWELLERS OF JAHUN LOCAL GOVERNMENT, JIGAWA STATE, NIGERIA

Idris W. AUJARA, PhD

Department of Adult Education and Community Services

Bayero University, Kano

idrisaujara@gmail.com, iwaujara.ade@buk.edu.ng

+2348033850248

Abstract

*This is a study on the impact of social media in the promotion of change among rural dwellers in Jahun Local Government Area Jigawa State. The objectives of the study are to determine the social media platforms accessed by rural dwellers, examine the scope of knowledge and ideas acquired by the rural dwellers from the social media platforms and determine the social changes that have resulted from social media access among rural dwellers of Jahun Local Government Area, Jigawa State. The study adopted a survey research design comprising of a population of 2188 adult persons living in the rural areas of Jahun Local Government and in possession of a cellphone capable of installing and accessing any social media platform. Out of the population, 327 persons were randomly selected and involved in the study. A self-developed 4-Point Likert scale questionnaire titled 'Questionnaire on the Impact of Social Media' (QISM) whose reliability index was 0.58 was used for data collection. In analyzing the data, simple frequency and percentages as well as cumulative mean scores were computed to answer the research questions. Findings of the study revealed that **the social media platforms that were installed and being accessed by rural dwellers in Jahun Local Government Area are facebook, whatsapp, Instagram and youtube; the scope of knowledge and ideas acquired by the rural dwellers of Jahun Local Government Area from the social media platforms are social interaction and cooperation; civic, citizenship education and human rights; information on current affairs and daily news updates; music, comedies and sporting activities; and dramas, films and entertainments as well as literacy and other educational enrichment programmes; ideas on life and leadership skills and wider, modernized and scientific innovations; and the social changes resulting from usage of social media platforms among rural dwellers in Jahun Local Government Area are behavioural and attitudinal changes; change in their perspectives and world view; literacy and numeracy skills; enlightenment and empowerment drives; new ideas and innovations needed to improve on customary and traditional practices to modern ways of living. Based on these findings, the study recommended that Nigeria Communications Commission, social media platforms and other internet service providers should make data cheaper so as to allow for more accessibility of the websites to the rural populace; social media platforms should open virtual learning hubs that could facilitate the delivery of social learning experiences online for the stimulation of users' educational requirements; and rural development scholars. That change agents should incorporate some of the social media learning contents into their scheme of works so as to moderate the efficacy of learning and reduce the learning of negative outcomes from the social media platforms.***

Key Words: Social Media, Social Change, Promotion of Social Change, Rural Dwellers

Introduction

The influence of the media on society has for a long time, preoccupied researchers in the field of communication, development and the social sciences. Various normative, social scientific and critical communication theories have addressed how media influence social change. Early media effects theories assumed a direct and unmitigated influence of media on individuals and society. Later research questioned the assumption of all-powerful media effects, launching what became known as the limited-effects tradition. From those early days of communication research, there has been a constant ebb and flow of theories and empirical researches attempting to understand the real impact of media on social change. One of the primary objectives of rural development is to instigate progressive and sustainable social, economic and political changes in the peripheral areas of each country. This is what calls for the involvement of all structures and institutions as well as all stakeholders in the rural areas and outside to partner and collaborate with each other so as to design, implement and manage programmes and activities envisaged to produce the desirable changes that most rural development policies are targeting. The emergence of information and communication technology coupled with that of the social media platforms appear to be a turning point in the art of instigating social changes among rural dwellers in Nigeria. Nowadays, many people living in the peripheral areas can now access the social media platforms through their mobile phones as a result of which they acquire new knowledge, attitude and skills and competencies resulting in changes in various ways. This paper, therefore, investigated how social media could promote social changes among rural dwellers in Jahun Local Government Area of Jigawa State.

Background to the Study

Social change pervades all aspects of human and societal lives. This is because neither human beings nor their society could remain permanently stable in its original state. Human beings are changing along with their societies and other embodiments of their physical environment. Change is, therefore, such a prevalent and often positively or negatively disturbing phenomenon associated with fear of unknown among people. In all societies, changes are bound to happen, sometimes slowly and at other times, rapidly. Social change can be defined as the transformation of culture and social organizational elements over time (Macinois, 1997). Societies all over the world are not static, they undergo several repairs, reforms, alterations and transformations which lead to change that yields profound consequences. Social change can be planned or sudden and could be initiated from within the society or from outside. In either case, it involves the alteration of the social composition, the repairs of norms and values as well as the reformation of structural phenomena existing in a society. In the rural areas, changes are taking place as a result of so many factors working for or against the people, sometimes naturally and at other times artificially. It is the variation in conducts and established process of social web or relations (Lauer, 1982). Social change in the rural areas is, therefore, taken to mean any alteration, reform or transformation in the social, economic or political structure of the rural society. There are enormous changes taking place quite regularly in these areas as a result of many factors and practices. Social changes are taking place in the structure and composition of these societies, attitudes and behaviours, custom and traditions of the people, peoples' world view, interaction, production and consumption as well as in leadership and support for environmental safety and so on. The changes in social process are simply known as social

changes. It is a modification or variation in any facet of social form, process or pattern. Olagbaju & Oladotun (2015) had argued that social change is a fundamental shift in the social structure which is already established. Social change is undeniable in any society and it is produced by various variables. Rural development stakeholders and practitioners are working tirelessly towards the management of such changes so that people can be made to benefit efficiently and maximally from the resurging changes. This is because some changes must be adhered to while others could only be managed with the view of reducing their adverse effects on the people and this is why Moore (1967) explains social change as a form of social actions like values, norms and culture.

The social media can be used to reconfigure access to information and people in ways that could support networked individuals and enhance their relative communicative power vis-à-vis other individuals and institutions, such as, by supporting collective action, sourcing of information, and whistle blowing (Sormanen & Duton, 2015). Social media is a tool of “interaction between social context, political purpose and technological possibility” (Gillan, Pickerill & Webster; 2008). The platform of social media is helpful in connecting many-to-many, many-to-one and one-to-one. Additionally, the ability of social movement could be increased through social media by linking one movement to other organizations which would result to a wide network of the people (Akashraj & Pushpa (2014). This newly generated platform of social media is not only to share information or to connect people but is a vibrant weapon to defend the ideology that could be used against the ideological enemies as well (Jordan & Taylor, 2004). Social media is thus a strong factor for political and regime changes.

In this study, the Social Learning Theory is being used as the theoretical framework. Social learning theory is based on the simple assumption that people learn from observation. This assumption has been held for generations as conventional wisdom; and it has been applied in areas such as education and training. In his book *Psychological Modeling: Conflicting Theories* (1971), Social Psychologist, Albert Bandura, had argued for an indirect and complex understanding of how people model their behaviour on images that they obtain from society. Bandura's social learning theory maintains that human beings acquire symbolic images of actions and behaviours, which they adapt and then use to inspire their own behaviour. According to Bandura, social learning from the media is achieved in one or a combination of observational learning, inhibitory effects and disinhibitory effects. Observational learning is the most direct way in which social learning operates. It is based on the fact that by observing a behaviour, people could learn how to perform it themselves. There are rare examples in which viewers, especially younger ones, imitate a scene from a television programme or a movie in close details which results in copycat crime; one of the worrisome examples of imitation. Most people, however, will imitate images and behaviours they see on television screens or cellphone screens to discriminate and being selective. In vocational training, for example, apprenticeship is developed as a more or less lengthy process of initiation primarily based on learning by observation. By observing the master at work, the apprentice is to learn the trade. *Inhibitory effects* operate on the assumption that if someone observes a person being sanctioned for behaving in a certain way, then the observer will learn not to behave in that way. In other words, inhibitory effects produce an avoidance of a behaviour that the observer associates with

sanctions. The opposite occurs with *disinhibitory effects*. If a person is rewarded for destructive behaviour, it is probable that an observer would imitate the behaviour. This is why some television critics are disturbed by programme that glorifies violence and leaves it unpunished. Social learning theory has had a lasting effect on efforts to induce social change using the mass media because it recognized that social learning is not a rote process of direct imitation, but one in which several forces affect both observation and behaviour. The implication of this theory to the study is that social media platforms have transformed the way people communicate and socialize with others who they might have not met. Social networking sites render the opportunity for people to reconnect with their old friends, colleagues and mates. They also help people to make new friends, share content, pictures, audios, videos amongst them. Social media also changes the life style of a society. Social networking sites render the opportunity for people to reconnect with their old friends, colleagues and mates. There may not be visible teachers, but people learn through social learning and observation as a result of which they study, read and learn from these materials.

Social media is a term which defines an informative and social platform that consists of different webs, technologies and applications. It plays a vital role in transforming people's life style. Social media include social networking sites and blogs where people could easily connect with each other. Since the emergence of these social networking sites like Twitter and Facebook as key tools for news, journalists and their organizations have performed a high-wire act. These sites have become a day to day routine for the people. Social media has been mainly defined to refer to the many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship (Siddiqui & Singh, 2016). It facilitates people to connect each other online. The rapid emergence and dominance of social media as a means of spreading information and knowledge has started scholarly debate about the consequences and impact of social media on human attitude and society. Globally, social media is playing a dynamic role in organizing the public against any unhappy incident or government policies. It invigorates the social movements and shares the uncensored information to the people. Shirky (2011) had asserted that for the first time in human history, everyone became a journalist. Notwithstanding, this tool of communication remains contentious since its birth, because authoritarian rulers, governments and institutions have tried to curtail the freedom of social media or sought to regulate or control this platform whenever it threatens their *status quo* or lead a debate about the malfunction of institutions, corruption and transparency. Some social media platforms have transformed the way people communicate and socialize on the web. Social media also changes the life style of a people. For example, in Jahun Local Government of Jigawa State, a significant proportion of the communities are rural agrarian in nature as the predominant occupation of the people is peasant farming. Many members of farming families migrate from their communities to urban centers in search of income during the dry season through which they obtain electronic devices such as phones, television sets, radios and so on and learn the use of these cellphones in accessing social media platforms. This study, therefore, examined the impact of social media in the promotion of social change among rural dwellers in Jahun Local Government Area, Jigawa State.

Statement of the Problem

Social media is a term which connotes an informative and social communication platform that consists of different webs, technologies and applications. With the advent of information and communication technology equipments such as the computers and other electronic devices such as mobile cellphones, social media came into being. Many social media platforms also emerged. It facilitates people to connect each other online using different and diverse applications that can be installed and accessed using internet connectivity through mobile cellphones. The rapid emergence of social media has ignited scholarly debate about the consequences and impact of social media on human attitude, businesses and society. In the rural areas, people are accessing various social media platforms and are benefitting from information, attitudes, skills and competencies found on the media. These information, attitudes and skills are likely to promote social and other changes in the lives of the people. This paper, therefore, examined the impact of social media in the promotion of social change among rural dwellers in Jahun Local Government Area of Jigawa State.

Objectives

The following objectives guided the study. To

- a. determine the social media platforms accessed by rural dwellers in Jahun Local Government Area, Jigawa State.
- b. examine the scope of knowledge and ideas that are acquired by the rural dwellers of Jahun Local Government Area from the social media; and
- c. determine the social changes that have resulted from social media access among rural dwellers of Jahun Local Government Area.

Research Questions

Arising from the above objectives, following research questions were raised to guide the study.

- a. What are the social media platforms accessed by rural dwellers in Jahun Local Government Area, Jigawa State?
- b. What scope of knowledge and ideas are acquired by the rural dwellers of Jahun Local Government Area, Jigawa State from the social media?
- c. What are the social changes that have resulted from social media access among rural dwellers of Jahun Local Government Area, Jigawa State?

Method

This study adopted a descriptive survey research design. Most surveys gather data at a particular point in time with the intention of describing the nature of existing situations or identifying standards against which existing happenings could be compared or determine the relationships that exist between specific events. Thus, surveys may vary in their levels of complexity from those which provide simple frequency counts to those which present relational analysis (Cohen, Manion, Lawrence & Morrison, 2000). Gay & Airasian (1992) had aptly indicated that survey studies are concerned with assessing attitudes, opinions, preferences, practices and procedures. Also, Moore (1983) pointed out that the purpose of survey research is to obtain information that describes existing phenomena by asking individuals their perceptions, attitudes, behaviours or values. This study, therefore, adopted survey research design because it obtained information from adult persons who are in

possession of cellphones and who could freely express their opinion on the changes they are witnessing as a result of their interaction with the social media platforms. The population for the study comprised of all adult persons living in the rural area of Jahun Local Government Area, Jigawa State and are in possession of a cellphone capable of installing and accessing any social media platform. Preliminary investigations carried out in the area revealed that there are 2188 adult persons living in the rural areas of the Local Government Area who are in possession of a cellphone capable of installing and accessing a social media platform. These constituted the population for the study. Out of these, 327 persons were randomly selected for the study using simple random sampling, which, according to Cohen, Manion, Lawrence & Morrison (2000) is a method of selecting sample in which each member of the population has an equal and independent chance of being selected.

A self-developed 4-Point Likert scale questionnaire titled 'Questionnaire on the Impact of Social Media' (QISM) was used for the collection of data for this study. The questionnaire was made up of three sections that generated data used in answering the research questions of the study. Because of the nature of the population comprising of adult rural dwellers whose level of educational attainment is apparently low, the instruments of the study were translated in to local vernacular (Hausa) to aid their ability to respond appropriately to the instruments. In analyzing the data, it was first pre-arranged using simple frequency and percentages while cumulative mean scores were computed to answer the research questions. Accordingly, all mean scores < 2.50 were used to indicate acceptance while those > 2.50 were used to indicate rejection of items.

Data Analyses, Results and Discussions

Table 1: Demographic Data of the Respondents

Demographic Data of the Respondents	Frequency	%
Age Distribution: 18 – 29	207	64.1
30 – 39	68	21.1
40 – Above	48	14.9
Gender: M	251	77.7
F	72	22.3
Type of Phone: Android	224	69.3
Iphone	99	30.7

Table 1 shows data as collected on the demographic characteristics of the respondents. Accordingly, the data shows that out of the respondents, those between 18-29 years constituted 207 (64%) while those between the age ranges of 30 – 39 and 40 and above constituted 68 (21%) and 48 (14.9%) respectively. Gender shows that 251 (77.7%) are male while 72 (22.3%) are female while 224 (69.3%) are using android phones and the remaining 99 (30.0%) have Ipad phones. From these, it could be gleaned that majority of the respondents were adults who are using android phones and who are mostly male. This shows that in the rural areas of Jahun Local Government Area, ownership or possession of android phones is mostly common among the male folk who could afford them.

Table 2: The Social Media Platforms Installed and Accessed By Rural Dwellers in Jahun Local Government Area, Jigawa State

Statement	SA		A		D		SD		Mean Scores
	F	%	F	%	F	%	F	%	
Using a cellphone, I have installed and is accessing various social media platforms	217	67.2	85	26.3	12	3.7	9	2.8	3.58
I am accessing WhatsApp	169	52.3	107	33.1	25	7.7	22	6.8	3.31
I am accessing Facebook	180	55.7	85	26.3	38	11.8	20	6.2	3.32
I am accessing Instagram	104	32.2	76	23.5	77	23.8	66	20.4	2.67
I am accessing Imo	489	14.9	68	21.1	118	36.5	89	27.6	2.23
I am accessing 2go	79	24.5	86	26.6	92	28.5	66	20.4	2.55
I am accessing Youtube	123	38.1	104	32.2	57	17.6	39	12.1	2.96
I am accessing Skype	55	17.0	65	20.1	113	35.0	90	27.9	2.26
I am accessing Twitter	75	23.2	73	22.6	102	31.6	73	22.6	2.46
I am accessing Duo	44	13.6	44	13.6	144	44.6	91	28.2	2.13
Cumulative Mean									2.75

Table 2 presents data on the social media platforms installed and accessed by rural dwellers in Jahun Local Government Area, Jigawa State. According to the table whose cumulative mean score is 2.75, respondents that are accessing facebook got a mean score of 3.32, those on whatsapp, 3.31 and youtube, 2.96. Other respondents on 2go got a mean of 2.55, Imo with a mean of 2.23; skype, 2.26; twitter, 2.46; duo, 2.13 and Instagram attracted a mean score of 2.67. From these we could deduce that the social media platforms installed and being accessed by rural dwellers of Jahun Local Government Area are facebook, whatsapp and youtube.

Table 3: The Scope of Knowledge and Ideas Acquired By the Rural Dwellers Through Social Media in Jahun Local Government Area, Jigawa State

Statement	SA		A		D		SD		Mean Scores
	F	%	F	%	F	%	F	%	
Social interaction and cooperation	201	62.2	74	22.9	23	7.1	25	7.7	3.40
Civic, citizenship education and human rights	141	43.7	121	37.5	30	9.3	31	9.6	3.15
Ideas on life and leadership skills	124	38.4	117	36.2	53	16.4	29	9.0	3.04
Inculcation of tolerant and peaceful conducts	127	39.3	113	35.0	46	14.2	37	11.5	3.02
Wider, modernized and scientific view of the world	127	39.3	106	32.8	51	15.8	39	12.1	2.99
Information on current affairs and daily news	146	45.2	99	30.7	36	11.1	42	13.0	3.08
Music, comedies and sporting activities	161	49.8	80	24.8	48	14.9	34	10.5	3.14
Dramas, films and entertainments	140	43.3	99	30.7	51	15.8	33	10.2	3.07
Literacy and other educational enrichment programmes	131	40.6	106	32.8	50	15.5	36	11.1	3.03
Access to cooperatives and support services and institutions	105	32.5	88	27.2	71	22.0	59	18.3	2.74
Cumulative Mean									3.07

Table 3 presents data on the scope of knowledge and ideas acquired by the rural dwellers through Social Media in Jahun Local Government Area, Jigawa State. According to the table whose cumulative mean score is 3.07, the rural dwellers in this area found social interaction and cooperation, with 3.40; civic, citizenship education and human rights, having 3.15; information on current affairs and daily news updates, 3.08; music, comedies and sporting activities, 3.14 and dramas, films and entertainments, 3.07. However, literacy and other educational enrichment programmes had 3.03, ideas on life and leadership skills, 3.04 and wider, modernized and scientific innovations had 3.02 as the mean scores. From this table, one could conclude that the scope of knowledge and ideas acquired by rural dwellers through the social media platforms are social interaction and cooperation; civic, citizenship education and human rights; information on current affairs and daily news updates; music, comedies and sporting activities, dramas, films and entertainments, literacy and other educational enrichment programmes, ideas on life and leadership skills, wider, modernized and scientific innovations.

Table 4: The Social Changes That Have Resulted From Social Media Access Among Rural Dwellers in Jahun Local Government Area, Jigawa State

Statement	SA		A		D		SD		Mean Scores
	F	%	F	%	F	%	F	%	
Through interaction with other users, I have experienced behavioural and attitudinal changes	166	51.4	107	33.1	30	9.3	20	6.2	3.30
I have also experienced a change in my perspectives and view of the world	150	46.4	110	34.1	50	15.5	13	4.0	3.23
I have acquired some literacy and numeracy skills	156	48.3	106	32.8	40	12.4	21	6.5	3.23
Access to the social media is full of enlightenment and empowerment drives	158	48.9	110	34.1	33	10.2	22	6.8	3.25
I have learnt new ideas and innovations needed to improve on my customary and traditional practices to modern ways of living	129	39.9	122	37.8	51	15.8	21	6.5	3.11
I have participated in online decision-making and opinion giving	88	27.2	88	27.2	88	27.2	59	18.3	2.63
My personality, status and role performance have changed through constant dialogue with enlightened persons	98	30.3	116	35.9	80	24.8	29	9.0	2.88
Social media had impacted on my capacity to engage in socio-cultural and moral obligations in a more dignified manner	120	37.2	107	33.1	65	20.1	31	9.6	2.98
I have learnt to adjust to emotional situations and temperamental adjustment	77	23.8	99	30.7	113	35.0	34	10.5	2.68
I can participate actively in the design and implementation of structures and institutions in my locality	131	40.6	78	24.1	70	21.7	44	13.6	2.92
Cumulative Mean									3.02

Table 4 presents data on the social changes that have resulted from social media access among rural dwellers in Jahun Local Government Area. Accordingly, the rural dwellers have experienced behavioural and attitudinal changes which attracted a mean score of 3.30, some of them had a change in their perspectives and world view who obtained a mean score of 3.23; literacy and numeracy skills with a mean of 3.23; enlightenment and empowerment drives, 3.25; new ideas and innovations needed to improve on customary and traditional practices to modern ways of living, with a mean score of 3.11. Some of the rural dwellers indicated that their personality, status and role performance have changed through constant dialogue with enlightened persons, that social media had impacted on their capacity to engage in socio-cultural and moral obligations in a more dignified manner and that they could participate actively in the design and implementation of structures and institutions in their locality attracted mean scores of 2.88; 2.98 and 2.92 respectively. From this table it could be deduced that the social changes that have resulted from social media access among rural dwellers in Jahun Local Government Area are behavioural and attitudinal changes; change in their perspectives and world view; literacy and numeracy skills; enlightenment and empowerment drives; new ideas and innovations needed to improve on their customary and traditional practices to modern ways of living as well as change in personality, status and role performance through constant dialogue with enlightened persons, capacity to engage in socio-cultural and moral obligations in a more dignified manner and active participation in the design and implementation of structures and institutions in their locality.

From the preceding analyses, the following results were found. That the

- a. social media platforms that were installed and being accessed by rural dwellers in Jahun Local Government Area are facebook, whatsapp and youtube;
- b. scope of knowledge and ideas acquired by the rural dwellers of Jahun Local Government Area from the social media platforms are social interaction and cooperation; civic, citizenship education and human rights; information on current affairs and daily news updates; music, comedies and sporting activities; and dramas, films and entertainments as well as literacy and other educational enrichment programmes; ideas on life and leadership skills and wider, modernized and scientific innovations; and
- c. social changes resulting from usage of social media platforms among rural dwellers in Jahun Local Government Area are behavioural and attitudinal changes; change in their perspectives and world view; literacy and numeracy skills; enlightenment and empowerment drives; new ideas and innovations needed to improve on customary and traditional practices to modern ways of living as well as change in personality, status and role performance through constant dialogue with enlightened persons, capacity to engage in socio-cultural and moral obligations in a more dignified manner and active participation in the design and implementation of structures and institutions in their locality.

These findings are discussed hereunder in the following paragraphs. The first finding of the study is that the social media platforms that were installed and being accessed by rural dwellers in Jahun Local Government Area are facebook, whatsapp, Instagram and YouTube. This finding is in tandem with the assertion of Siddiqui & Singh (2016) who established the

utilization of the social media platforms such as facebook, twitter and Instagram as the most commonly accessed social media platforms due to their easy access people enjoy. Facebook, whatsapp, Instagram and sometimes twitter are commonly installed as applications in most android phones sometimes from factory. They appear as cheapest because a user could access them using free mode or relatively small amount of data. They could be conveniently used in sending written materials, audio or videos which recipients could observe, study and learn from. The platforms also have the potentialities of opening groups and group memberships through which any user may decide to belong to several groups of his interest through which one could access classified information in diverse areas of life. This finding shows that using android phones, one could install and have access to these platforms. Although some respondents indicated that they have installed social media platforms like 2go and imo, they are not as popular and simpler as facebook and whatsapp because of the peculiar capacities of the mobile phones devices possessed by the rural dwellers.

The second finding of the study is that the scope of knowledge and ideas acquired by the rural dwellers of Jahun Local Government Area from the social media platforms are social interaction and cooperation; civic, citizenship education and human rights; information on current affairs and daily news updates; music, comedies and sporting activities; and dramas, films and entertainments as well as literacy and other educational enrichment programmes; ideas on life and leadership skills and wider, modernized and scientific innovations. This finding indicates that in most of the social media platforms there are educative materials which people could learn from by observation; studying and could lead to behavioural change. As asserted by Siddiqui & Singh (2016), they relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship, the shows that social media is a social learning outlet that conveys a wide range of experiences, attitudes and life skills needed to improve on the living standard of the people socially, politically and economically. This finding gave credence to Bandura's (1971) social learning theory which maintains that people acquire symbolic images of actions and behaviours, which they adapt and then use to inspire their own behaviour. According to Bandura, social learning from the media is achieved in one or a combination of observational learning, inhibitory and disinhibitory effects. Observational learning is the most direct way in which social learning operates. It is based on the fact that by observing a behaviour, people could learn how to perform it themselves. This finding, therefore, shows the subject matter which social media users could observe and learn from.

The last finding of the study shpwed that the social changes resulting from usage of social media platforms among rural dwellers in Jahun Local Government Area are behavioural and attitudinal changes; change in their perspectives and world view; literacy and numeracy skills; enlightenment and empowerment drives; new ideas and innovations needed to improve on the customary and traditional practices to modern ways of living as well as change in personality, status and role performance through constant dialogue with enlightened persons, capacity to engage in socio-cultural and moral obligations in a more dignified manner and active participation in the design and implementation of structures and institutions in their locality. This finding is supported by the position of Gillan, *et al.* (2008) which posits that social media is

a tool of interaction between social context, political purpose and technological possibility. Akashraj *et al.* (2014) also pointed out that the platform of social media is helpful in connecting many-to many, many-to-one and one-to-one. Additionally, the ability of social movement could be increased through social media by linking one movement to other organizations which could result in the development of a wide network of the people. This finding indicates that social media would always be used as an approach for the delivery of rural education and development. Jordan & Taylor (2004) also asserted that this newly generated platform of social media is not only to share the information or connect people but is a vibrant weapon to defend the ideology which could be used against the ideological enemies as well. All these show the impact of social media in the promotion of socio-economic and political changes as well as enhancing development in the rural areas of Nigeria.

Conclusion and Recommendations

The study was conducted on the rural dwellers of Jahun Local Government Area of Jigawa State, Nigeria using a population of adult rural dwellers who possess android and ipads as social media platforms. Findings of the study revealed that social media is capable of promoting social changes among rural dwellers by behavioural and attitudinal changes; change in their perspectives and world view; literacy and numeracy skills; enlightenment and empowerment drives; new ideas and innovations needed to improve on the customary and traditional practices to modern ways of living.

Based on the findings of the study, it is recommended that

- a. Nigeria Communications Commission, social media platforms and other internet service providers should make data cheaper so as to allow for more accessibility of the websites by the rural populace;
- b. social media platforms should open virtual learning hubs that would facilitate the delivery of social learning experiences online for the stimulation of users' educational requirements; and
- c. rural development scholars and change agents should incorporate some of the social media learning contents into their scheme of works so as to moderate the efficacy of learning and reduce the learning of negative outcomes from the social media platforms.

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PLANNING AND EFFECTIVE MANAGEMENT AS PRE-REQUISITE FOR TRANSFORMATION OF SECONDARY SCHOOL EDUCATION IN CONTEMPORARY NIGERIA

Oduo BAYEFA

*Department of Educational Foundations, Faculty of Education,
Niger Delta University, Wilberforce Island, Bayelsa State
Email: oduobayefa@gmail.com*

Abstract

Educational transformation is nothing less than the positive and purposeful transformation of every individual who is involved in education. It further entails the new trends of doing things compared to the old ways. Educational planning is a process of preparing set of decisions about an educational enterprise in such a way that goals and purposes of education will be sufficiently realized in future with available resources. The effective management off the essentials of the educational system is the opium of educational transformation. The new ways are technologically driven centrally. Technological advancement cuts across the teachers, the students and the medium of relating between the parties. Computer internet use, social media and the emerging robotics are the new pointers in the education sector. The efficiencies of these pointers are based on planning and management of resources and system within the educational system. In conclusion, the paper suggests that government should be the implementation of educational plans by adequately funding the educational sector.

Keywords: *Planning, Educational Planning, Management, Educational Transformation.*

Introduction

Education is the foundation of any development in every society. When citizens of a country are educated; they would think right, act right and bring about positive change for the development of their nation and the world at large. Fahd al-Quadah (2006), opined that if a nation is able to realize a glorious future for itself,, promote peace within it boundary and defend it sovereignty. On the other hand, if a nation fails to develop (educate) its citizenry and make them deficient in carrying out some of the activities of life effectively, then that nation is doomed to weakness, destruction and move to obscurity. Education is a weapon for acquiring skills, knowledge and competence for survival in a changing world (Ekpo & Is'haq 2014). According to Osundare (2009), education is the supreme light-giver, the breezy dawn after a night of suffocating darkness. It clears a path through the jungle and it is the compass that takes man ashore from the rough and clueless waters. Education is the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. In this period of continuous technological development and globalization, education should train man to acquire knowledge and skills that will enable the person to compete favourably and adjust to changes in his/her environment. Education, as we know is evolving in several ways and the evolution is mostly driven by reforms. Omolewa (2007) opined that these reforms emanates from the basic conviction that considerable progress could be made in a nation by its people through careful engineering of the educational process. For education to achieve all

these; it has to be planned and managed properly in order to ensure that actions conform with the plans. Plans are blue prints, framework or maps which are based on current trends and tendencies which are aimed at projecting futuristic events for the achievement of organisational goals.

However, due to some factors that might occur as a result of changes between what was planned and the current, there is need for strategies or techniques in the execution of the plans. Education involves a systematic training and instruction that prepares an individual for the future. It involves acquisition of knowledge, ability, skills, development of character and mental power resulting from such training and instruction. One important fact in education is the building of knowledge or creation and sharing of knowledge with the learners so that the end of schooling, the individual acquires the necessary knowledge, skill and expertise that will enable the person to develop him/herself so as to contribute constructively to the development of the nation (Akpan, 2015).

Concept of Planning

Okunnamiri, Ibiam & Okunamiri (2008) opined that planning is the preparation and series of decisions which are future oriented and the decisions concerned with the proper and most effective use of limited resources for achieving objectives. Ile (2001) noted that planning involves selecting from alternative courses of action for the enterprise. Koontz (1980) opined that planning is deciding what to do, how to do it, where to drop it, who to do it and even where it should be done. It bridges the gap from where we are to where we want to go. Planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Akpan (2015) conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose.

According to Nwagwu, Ijioma & Nwagwu (2004), there are two types of educational planning, namely *strategic* and *operational planning*. ***Strategic planning*** is the process of deciding on the educational goals for the educational system, changes in goal and the allocation of resources. ***Operational planning*** is the process by which administrators ensure that resources are obtained and used effectively and efficiently in the achievement of strategic objectives set in the strategic plans. While planning generally has being defined, what then is educational planning?

Educational Planning

Akpan, (2015) described educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribed courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives

developing action plans for implementation and periodic appraisal of progress and achievement. However, the political, social, economic and technological needs of a nation must be considered in educational planning. Educational planning does not just happen by chance. It is an organised social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programmes to be carried out, implementation strategies, method of monitoring and evaluation of achievement and progress and the time frame for implementation (Efe, 2008).

Elements of Effective Educational Planning

Mackay & Ratston (1999) identified the basic elements of educational planning to include

- a. **Principles of Comprehensiveness:** Planning should take the overall view of the entire educational system. If planning is concerned with national educational system, the overall view of the national educational system must be done in order to have adequate information for planning. If the planning is for one level of education, for example, secondary education, an overall assessment of the secondary educational system must be carried out.
- b. **Principles of Flexibility:** The planning should be flexible to give room for adjustment.
- c. **Principles of Systematic Integration:** This implies that educational planning should aim at maximizing output through the use of limited resources. Efforts should be made to link the various planning operations and the focus should be to improve the outcome of educational services provided.
- d. **It should be Dynamic:** We are living in a society and environment that are not static and changes occur daily. Educational planning should be dynamic in order to keep pace with changes in the society.
- e. **Should Provide for Exploration of Alternatives:** This would enhance choice of possible alternatives in terms of methods, strategies and approaches for effectiveness and efficiency.
- f. **Should be Goal-Oriented:** It should focus on achievement of set educational goals and objectives. Planning should be based on clearly defined goals that are simple and easy to understand.
- g. **Should be Future-Oriented:** It should focus on the improvement of future educational development.
- h. **Should Be Pragmatic:** This means that the plan should be good and effective. The pragmatic nature of educational planning can be evaluated by how good the plan is and how well it is implement.
- i. **Should be a Continuous Process** that takes into consideration current changes in the society.
- j. **Be a Deliberate Action:** It does not happen accidentally.
- k. **Is a Formal Activity** that has a structured plan and some procedures in a written form to follow.
- l. **Equitable Distribution:** Education equity is a measure of achievement, fairness and opportunity in education. It is also based on historical context of the location, people and structure. History shapes the outcome of individuals within the education systems.

- m. Principles of Participatory Planning:* Participatory planning aims to harmonize views among all participants as well as prevent conflict between opposing parties.
- n. Administrative Harmonization Principles:* The ways planning takes place should be based on the effective use of the available resources, both 'human' and 'financial resources'. It is also a purpose of planning in education to bring about the harmonization of society with the kind of culture that has influenced and formed that society.

Importance of Education Planning

Educational planning is important because it

- a. helps in identifying educational goals and objectives;
- b. aids decision making in education;
- c. is necessary for administrative decision making in education;
- d. enables a nation to make her choices clear in terms of educational needs;
- e. effective planning makes provision for quality education and sustainable national economy;
- f. effective educational planning enhances investment in human capital which leads to rapid national economic growth;
- g. educational planning reduces exigencies in the educational sector. Problems are anticipated in time and dealt with appropriately;
- h. enables stakeholders in education to gain economic insight in the use of scarce educational resources; since education is a social good that provides benefits to the people and the nation, it is important that education should be planned;
- i. enhances literacy and reduces ignorance among citizens;
- j. gives direction and guidelines for a country's educational system;
- k. to meet societal needs;
- l. to ensure accurate results of goals; and
- m. helps to minimize wastages.

Concept of Educational Management

This is one other concept in this discourse that needs explanation. Educational Management is a concept used to describe the process of bringing men, materials and money together for effective, efficient and functional attainment of educational aims, goals and objectives. It involves planning, organizing, directing, supervising, coordinating, evaluating educational policies and programmes. Peretomode (2003) stated that management is the guidance, leadership and control of the effort of a group of people towards some common objectives. Management and administration are sometimes used interchangeably. However, the basic distinction in educational management and administration is that while educational managers refers to Ministry of Education officials who plan, formulate policies and programmes, educational administrators on the other hand refers to those in the field or schools such as the heads and teachers/lectures who implement the policies and programmes. Administration primarily involves following instructions and service. Educational administration involves a process of implementation of educational plans, structure, policies and programmes/practices from existing plans, policies and programmes/practices aimed at improving existing ones. However, educational management is concerned with the planning and formulation of

educational policies and programmes with a view to achieving educational goals. Emenalo (2008) sees educational management as a process of human engineering of a leader with the capacity to produce and nourish ideas, stipulate thought, motivate action, introduce and manage resources and change in education. Arogndade (2008) views it as the coordination of all the resources made available to education through the process of planning, organizing, directing and controlling in order to achieve educational goals and objectives.

Educational Transformation

Nigeria in its National Policy on Education (Federal Republic of Nigeria: 2014) has adopted education as an instrument *par excellence* for effecting the much desired national development and transformation. Information Communication Technology (ICT) is the major advocate in propelling transformation in educational system. According to Adams & Kpangban (2010) Information and Communication Technologies (ITCs) are electronic technologies used for information storage and retrieval Ajayi & Ekundayo (2010) had stated that the provision, utilization and the management of ICT in Nigerian school system has become a critical factor in student's academic pursuit productively, decision making, growth and sustainable development. The changes on regular usage of these new technologies may be rapid or gradual and it affects the educational sector directly or indirectly. In Nigeria, education would be effectively managed when administrators, teachers and students are trained to be computer literate through development programmes.

An educated workforce is a vital component of a dynamic economy and all its stakeholders. Obasanjo (2012) maintained that the history of Nigeria runs parallel to the history of Nigerian education, because of the realization by the early nationalists that the country could not develop without proper grounding in a national education system that could guarantee the production of desired workforce without which national development is impossible. Thus, for the educational system to remain in a state of equilibrium in an ever-changing society like Nigeria; there is need for educational planners to forecast the future and plan for it. In this period of continuous technological development and globalization, education should train man to acquire knowledge and skills that will enable the individual to compete favourably, globally and to successfully adjust to changes in his/her environment including the use of ICT in education.

Imoke (2011) sees educational reforms as conscious evolution of policy regimes which are capable of bringing a significant revolutionary change in the educational sector. It involves a process of formulation and or reformation, designing and re-designing. Such change is usually necessitated when existing educational structures, plans, policies, programme and practices become redundant, obsolete and non-functional to accomplish the earlier stated or envisage purposes, aims, goals and objectives. Pryor, Taneja, Huinpreys, Anderson & Singleton (2008) noted that change is constant and leaders should anticipate change and react rapidly and responsibly to be successful. Agabi & Okorie (2002) asserted that change is naturally an evitable phenomenon which must occur in every organisation.

Some Major Educational Transformation

Nigeria educational system has passed through major changes over the past 60 years. The first significant reform agenda for the Nigerian educational system came as early as 1954 when the nationalists advocated a change from a 8-6-2-3 system. (i.e. 8 year primary, 6 year secondary, 2 high school certificate and 3 year university to a new 6-5-2-3. The country's educational system experienced several reforms since independence. The reforms include the restructuring of years a pupil/student should spent in school from the then 6.5.4 which projected the British system (i.e. six years in primary school, five years in the secondary and four years at the tertiary institution).

The change resulted in reducing the number of years at the primary and secondary school levels. The federal structure of government was adopted which consist of the central and three regional governments. Education was seen as a social service which focused on manpower development for the nation and enhancing knowledge for social and economic development. More educational institutions were established unlike the colonial rule. After independence, these reforms continued and in 1969, there was a National Curriculum Conference held in Lagos. Participants eager to set a new path for the future of the country's education, claimed the inherited colonial system lacked the relevance and vitality that was needed for Nigeria to compete globally as a force to reckon with. Accordingly, the Conference recommended the adoption of the American 6-3-3-4 system in 1973, (i.e. six years in primary school, three years in the junior secondary school, three years in the senior secondary school and a minimum of four at the tertiary institution). Also, the National Policy on Education (NPE) was formulated in 1977. The goals and philosophy of Nigeria's education were spelt out in the policy document in unequivocal terms (Idowu, Esere, & Omotosho, 2011). Uwaifo & Uddin (2009) opined that poor implementation of the 6-3-3-4 system as its inception particularly affected the primary and secondary schools with issues such as ill-equipped classrooms, under-qualified and under-staffed teaching force. The absence of specific agenda for the Nigerian education manifested itself in the tertiary intuitions. This is as a result of poor planning and administration. Presently the 9-3-4 (i.e. nine years basic education at the primary and junior secondary level, three years in the senior secondary school, and four at the tertiary level) is being introduced. Also, the Federal Government in May 2011 came up with a four-year development plan tagged: Transformation Agenda (TA), 2011-2015. This is in a bid for Nigeria to achieve the Millennium Development Goals (MDGs) and the Vision 20:2020 target. The Transformation Agenda (2015) is based on a set of programme aimed at transforming the Nigerian economy to meet the needs of the present Nigerians without jeopardizing the needs of future generations. TA, therefore, emphasizes continuity, consistency and commitment (3Cs) and makes education a key component of the human development capital of the agenda.

Important policies for the development of education under the TA are the

- a. promotion of primary enrolment of all children of school going age irrespective of the income profile of the parents;
- b. provision of infrastructures such as classrooms across all levels of education to ease over-crowding, increase access and reduction of pupils'/ teacher ratio; and
- c. enhancement of the efficiency, resourcefulness, and competence of teachers and other educational personnel through training, capacity building, and motivation.

Other educational transformation include the liberalization of the assessment system and the introduction of Continuous Assessment (CA), changes in the format of examinations in JAMB examinations, as well as the introduction of post UME. The main objective of these changes is to make the nation's education fall in the line with global practices and make it to compete favourably with most educational system in the world.

Functions of Planning in Managing Educational Transformation in Contemporary Nigeria

The complexities of the educational system as well as the transformation that exists in the educational system call for the need for educational planning and management. This is because

- a. planning is necessary for managing the growth in population, the rising cost of education, the politicization of education and modern technological development;
- b. with the limited resources allocated to Education, there is need for efficient utilization of the scarce resources. Planning helps to identify the programmes of action that will lead to the achievement of desired objectives at a minimal cost. To actualize the goal of Transformation Agenda (TA) in the education sector, the Federal Ministry of Education had drawn a 4-year Strategic Plan (2011-2015) for the development of the sector. The plan has some focal areas such as access and equity; standard and quality assurance; strengthening the institutional management of education; teacher education and development; technical and vocational education and training; and funding, partnerships, resource mobilization and utilization. In addition to that, the development of modern technology has brought innovative practices in government, business and in education. Therefore, constant planning helps in even or effective distribution of scarce resources. All these will not have been achieved without proper planning.
- c. education planning is among the key elements of national and socio-economic development. It improves the chance of success of the educational institution;
- d. it ensures the success of the institution. It takes into consideration the important issues, conditions and constraints in the educational sector while focusing on future objectives, vision and goals. This ensures the education planners and managers to adapt easily to changes and new methods of doing things;
- e. in managing educational transformation, effective and efficient planning and administration helps to save time, effort and money. They provide intelligent direction to activity and prevent the wastages of the limited scarce resources. Proper planning and administration help to clarify goals and the means to achieve those goals thereby eliminating trial-and-error process. This helps to reduce the chances of failure and ensures success. It enhances optional utilization of resources and so eliminates imbalance and waste (Ekong, 2006).

Problems of Planning and Managing Educational Transformation

Planning and managing educational transformation in Nigeria is faced with some challenges. These include

- a. ***Politicization of the Educational System:*** Since independence, the political atmosphere in Nigeria has not been good enough to allow the continuity of government plans, projects and programmes. Every successive government wants to be identified with new plans and programmes and so doing forcefully terminating educational plans of his/her

predecessors in order to implement his/her own. In this way, educational planners will have to leave the existing plans and take to the new ones in an attempt to help the government achieve her political agenda.

- b. *Financial Problem:*** One of the limitations to effective educational planning in Nigeria is finance. No organisation or system can work effectively without adequate provision of funds. Funds are needed to procure, train and maintain personnel. Education in Nigeria has tended to depend greatly on public expenditure as the main source of finance. In the past decades, the budgetary allocation to education kept on dwindling. This depicts that enough fund is not provided to train educational planners, purchase equipment and tools and move around to gather useful information for effective planning of education (Ekong 2006).
- c. *Lack of Effective Monitoring and Evaluation System:*** The implementation of educational plans and policies in Nigeria are not appropriately monitored, supervised and evaluated. Even when this is done, it is not painstaking as it is haphazardly carried out. Sometimes no written report is sent to the appropriate authority for study which could help in the review of the plan if necessary. The success of any plan implementation depends on the effectiveness of supervision and evaluation system put in place, which is lacking in the Nigerian setting in most cases.
- d. *Poor Forecasting:*** The educational planners in Nigeria sometimes underestimate the cost of education as a result of poor forecasting of students' enrolment. For example, the cost of UPE scheme in Eastern Nigeria in 1957 was greatly underestimated. This gave rise to poor implementation of the scheme. The number of pupils enrolled in the scheme was greater than the estimated figure. There were no classrooms for pupils to learn and the new schools established were not enough to accommodate the increase in pupil's enrolment. The government needed more funds for administration of the programme. All these happened because of poor prediction by educational planners. The same thing happened in 1976 when the Federal Government of Nigeria launched the nationwide Universal free Primary Education. When the programme started in 1976, eight million pupils enrolled across the country and by 1980, the figure rose to over fifteen million pupils. The programme experienced serious problems and it was clear that the planning was defective.
- e. *The scarcity of financial and other non-material resources poses a challenge to education planning.***
- f. *Population Growth:*** The population of Nigeria is on a steady growth. Growth rate is reciprocal to resource allocation. The population growth is not commensurate with the growth of educational system in Nigeria (Ekong, 2006).

Conclusion

The educational system in Nigeria operates with poor policy implementation. Lapses are created between planning and implementation of educational policies. Most challenges are noticed as a result of poor implementation of these policies that would have resulted to positive transformation. Nigeria needs a vibrant educational system that will place emphasis on skill acquisition for self-reliance as a form of transformation in the country's educational sector. Planning plays an important role in managing educational transformation in Nigeria by

creating room for equitable distribution of scarce resources. Managers and planners of the educational system should ensure that modern educational facilities are provided and maintained for effective teaching and learning in schools as a means of promoting transformation of the country's educational system.

Suggestions

Based on the foregoing, the following are suggested as means to transform the country's educational system for better results. That

- a. government should be committed to the implementation of educational plans by adequately funding the educational sector;
- b. efforts should be made by educational planners to avoid poor forecasting in terms of over estimation and underestimation of educational resources such as human, material, financial and physical resources;
- c. government should always include modern technological tools in the budget of the ministry of education and fast track its implementation and use; and
- d. government should provide adequate funds and materials for supervisors of schools for effective supervision of educational activities.

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MANAGING TRANSFORMATION IN HEALTH EDUCATION IN CONTEMPORARY NIGERIA

¹**Adata D. T DIEPRIBO, PhD**

+2348037922314

diepribo@yahoo.com

²**Vivian ODIOWEI,**

+2348037081404

³**Bright O. OKAH,**

oghenebright4ever@gmail.com

+2347038645402

&

⁴**Ogogo W. EBIKESYE**

ogogowahili@gmail.com

^{1,2,3 &4}*Department of Science Education*

Faculty of Education, Niger Delta University

Wilberforce Island, Bayelsa State

Abstract

The management of transformation in health education has continued to change the health operations that are carried out in Nigeria. This is one aspect that has remained virtually elusive to educators, educational administrators, managers and Ministries of Education (MOE) nationwide. This paper looked at transformation in health education. The concepts of health, health transformation, health educational services delivery function and transformation are addressed. It is suggested that government and stake holders at all levels should put in place good health information which is the priority of health educators to function well in the sector.

Keywords: *Transformation, Health Education and Health Transformation.*

Introduction

The transformation in modern health education has continued to change the way health operations are carried out in Nigeria. Today, through research, surgical operations including diseases which have hitherto been hostile to cure are now benefiting from the use of digital procedures to carry out health activities and operations. All these have constituted transformation in contemporary health systems. The result is a unique opportunity for public health, health planners, hospitals, doctors and communities to work together so that people can be kept healthy and live smarter with their income.

The concept of health as defined by the World Health Organization (1948) cited by Jakab (2011), is a state of complete physical, mental and social well-being of an individual and not merely the

absence of disease or infirmity. What the World Organization implies from the above definition is that even at a seemingly healthy situation, one must still be very cautious and concerned about their health situation. This may be because some health concerns may accumulate over time and may only show symptoms within days, weeks, months or even years later.

Health transformation on the other hand, especially as used in this paper relates to the improvements in the practice of medicine, hygiene policies, training and retraining of staff amongst others that shape the way a nation attends to its public health (Katz, Aaron, Amelia, Bond Emily & Carrier, 2010). Transforming health care delivery is designed to better and meet the needs of the people and for their requirements. There has to be changes to strengthen health care delivery for people who already have good access to health care services, as well as changes to improve care for patients who find it harder to get the care they need. Such innovations include development of cross-specialty teams and networks of providers that are accountable for the full range of services used by their patients or for specific episodes of care. At the same time, primary care practitioners, working independently or in teams, are starting to take on new roles and responsibilities in managing care and serving as a health resource for their patients (Grantmakers in Health, 2010).

In this paper, however, it is expedient to look at the concepts of transformation and health care delivery independently before looking at how both variables intertwined for the purpose of studying the underlying relationships between the variables.

Concept of Health

The concept of health can be viewed in different perspectives. For example, Hameed (2012) defined health from the perspectives of biomedical, ecological, psychosocial and holistic.

As a *biomedical* concept, health has been viewed as an 'absence of disease', and if one is free from disease the person is considered healthy. *Ecologically*, health implies the relative absence of pain and discomfort and a continuous adaptation and adjustment to the environment to ensure optimal function. Health seen as a *psychosocial* concept is both a biological and social phenomenon. Health as a *holistic* concept means a sound mind in a sound body, in a sound family, in a sound environment embracing all sectors of society like agriculture, animal husbandry, food, industry, education, housing, public works, communication and all other areas that have an effect on health.

The World Health Organization (1948) defines health as a state of complete physical, mental and social wellbeing of an individual and not merely an absence of disease or infirmity. The ability to lead a socially and economically productive life is an evidence of good of health. It is a condition or quality of the human organism expressing the adequate functioning of the organism in given conditions, genetic or environmental. Thus, health means

- a. no obvious evidence of disease and that the person is functioning normally and
- b. several organs of the body are functioning adequately as well as in relating to one another (equilibrium or homeostasis) (Hameed; 2012).

However, all modern concepts of health recognize health as more than the absence of disease, implying a maximum capacity of the individual for self realization and self-fulfillment. This should equilibrate the human inner forces and possibilities with the feeling of pleasure or dissatisfaction in the relationship with the environment (Rutter, 1987 in Anna, Doncho, Nina & Strecko, 2017).

Social medicine and public health approach to health, on the other hand, advocate that one should not only observe the health of the individuals, but also the health of the groups and community, as a result of the interaction of the individuals with the social environment. For them, the holistic concept of health is, therefore, contained in the expression of wholeness. Therefore, health is a relative state in which one is able to function well physically, mentally, socially, and spiritually to express the full range of one's unique potentialities within the environment in which one lives. Both health and illness are dynamic spectrum processes and each person is located on a graduated scale or continuous (continuum) ranging from wellness and optimal functioning in every aspect of one's life, at one end and to illness culminating in death, at the other (Tiljak, 2017 and The Free Dictionary, 2017).

Concept of Health Transformation

In the managerial ranks across various fields of endeavour, it is often a wrong approach on the part of management to say that systems are in order and need no further improvements. Technology grows everyday and inventions which transform ones very life especially the way one thinks and lives are discovered at intervals. Consequently, administrators look for ways to utilize these daily inventions to solve human abundant problems. Therefore, transformation in health is a key if the sector must grow in line with current innovations and practices in the global space.

Today, the public health care delivery system is in total need of transformation in the area of added services which are not available in Nigeria and have hitherto led many on foreign medical trips. Transformation in the quality of medical personnel, many of whom have been involved in wrong diagnosis which have caused depression amongst patients; transformation in the area of provision of more health facilities like general hospitals, children hospitals, centre for mother and child health care, psychiatry amongst other salient and indispensable aspects of health concern.

Since this paper focuses on the management of health education, there is the need to take a look at the state of the health sector being operated in Nigeria. In Nigeria, health care delivery cannot be discussed without a good understanding of the National Health Care delivery strategy. The provision of health services in the responsibility of federal, state and local governments as well as religious organizations and individuals (National Population Commission, 2000). This means Nigeria operates a three-tier health care system. The first tier which is the *primary health care* is in the domain of the local governments but with the support of the various State Ministries of Health. It essentially provides health care for people at the grassroots (Oluwabamide, 2014). The second tier which is in the domain of the State Governments is the *secondary health care level*. The *tertiary health care* is in the domain of both the Federal and State

governments. This level of health care provides highly specialized referral services to both the first and second tiers (primary and secondary levels) of health care delivery system.

Over the years, the national government, which is the Federal Government, had formulated several policies and programmes, all of which were aimed at improving health care delivery services in the country. The Fourth National Development Plan (1981-1985) established a government commitment to provide adequate and effective primary health care that was protective, preventive, restorative and rehabilitative to the entire population by the year 2000. Consequently, the Nigerian government adopted a national health policy in 1988 to provide a formal framework for the management of the country's health system (Obionu, 2007). The policy was approved by the then ruling Armed Forces Ruling Council in 1987 and was launched in 1988. Its goal was to provide the population with access not only to primary health care but also secondary and tertiary care, as needed through a functional referral system. It was revised in 1997. The revised national policy includes ancillary policies of the main health problems such as HIV/AIDS, malaria, tuberculosis, reproductive health, health management information, etc. (Oluwabamide, 2014).

Management of the Transformation in Health Education in Contemporary Nigeria

To manage the overwhelming transformation in the health education sector in Nigeria will require the collective responsibility of health care providers, sponsors, patient, etc. The goal of transformation is to move from where one is to where one wants to be in terms of having effective and efficient health care delivery systems to meet with the health needs of the people across communities, schools, colleges and universities. Much change was expected to happen locally with assistance and investment in key system-wide areas at the state and national levels with coordination and open communication across levels as being essential. Areas requiring and benefiting from attention include both infrastructure and incentives. Consequently, the above areas according to Grantmakers in Health (2010) will formulate constituents of transformation in the health education sector in Nigeria.

Moronkola (2017) defined health education as a concept, process, discipline, profession and a strong factor in helping humanity to achieve over all state of wellbeing. For Green & Kreuter (1999), health education is any combination of learning experiences designed to facilitate voluntary action conducive to health'. This definition of Green's & Kreuter and similar definitions of health education need to be seen as a voluntary action, not as a propagandist, coercive brainwashing approach in which one acquires necessary health knowledge that will promote attitudes and skills favourable to positive health.

Health education may also be seen as communication activity designed at enhancing positive health as well as preventing or diminishing ill health in individuals and groups by influencing the belief, attitudes and behaviour of individuals with power as well as the community in general (Downie, Fyfe & Tannahill, 1990). To the World Health Organization (1998), health education comprises conscious constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge and developing life skill conducive to individual and community health.

Simineran (1999) noted that health education should be an active process that should enable individual or groups to realize their health needs and match them with relevant behaviour to achieve positive health. Simineran (1999) saw health educators as individuals who facilitate learning experiences designed to enable and reinforce behaviour conducive to health in individuals, groups. This includes understanding and incorporating the teaching-learning process and behavioural techniques into the education process.

For transformation to take place, the health educator must be fully involved because he/she is a change agent which is transformation. Transformation is the change in character, attitude, behaviour and in practice. When the health educator or health administrator is not involved in the system, it means it will be faulty and many things will go wrong in the classroom and the society at large.

Transformation in the health sector comes in different forms. These include among other the following:

- a. **Personnel/Workforce Transformation:** Human resources are the most important component of the health care delivery infrastructure. While the Nigerian health care workforce is well-educated and well trained, there is relatively little national attention to workforce strategy and few policy levers outside by which to spur desired changes. It is not clear that resources are always deployed in ways conducive to establishing effective and patient-oriented health care delivery systems. Notably, the system offers far greater financial rewards to those physicians with relatively narrow specialties instead of a general practice focusing on primary care and prevention. Further, medical health education and training programmes have not traditionally emphasized the teamwork approach that is increasingly recognized as a critical feature of effective health care delivery. It is difficult to retool practice and sustain change if practitioners are unprepared to practice in new ways. Also, the use of the broader range of health care professionals and the scopes of their practice vary significantly across institutions, states, and communities suggesting that there is untapped potential to deliver care more efficiently without compromising effectiveness.

- b. **Health Education Information Technology (HIT) Transformation:** After decades of paying lip service to the need to integrate automated information management and communications technology into health education care delivery, remarkable progress on this front has been made quite recently. Information technology provides the capacity to access patients' clinical information in the course of a treatment episode, to make relevant and up-to-date evidence and protocols more readily available, to share information across providers, to facilitate students'/patients' self-management and shared decision making, to extend care to patients/students in areas with limited local provider availability, and to engage in real-time monitoring of quality and safety. Thus, strengthening and fostering its use continue to be among the most essential goals of delivery system transformation in the health sector in the short term.

- c. **Leading Health Education Services Delivery Transformation:** To learn from the process of leading health education services delivery transformation is the key success factor of instituting change. To support linkages between concepts and practical actions—from 'what' to 'how' – the framework aims to narrate the process of transformation through the first hand experience of health education institutions, answering the question of 'what are the determining process factors for the success of transformations at scale, pace and fully embedded within the health education system to achieve measurable health education gains?' Backed by lessons from implementation, this final component of the framework intends to detail the change process in a clear and step-wise approach relevant to leaders and managers across the region (World Health organization 2014).
- d. **Students/Communities Centered Outcomes Research:** Information and evidence from research on effective health education delivery, in terms of both treatments and models are another essential part of the health education delivery infrastructure. Recent investments in developing the information base have resulted from debates that highlight the large gaps in knowledge needed to deliver health education effectively and to arm students with the ability to participate in informed and shared care decision making. Such investments are also critical to achieving a better balance between the promotion of beneficial innovation and the pressures to rapidly diffusing unproven technologies that serve as a driver of rapid escalation in health education costs. Ultimately, information on relative effectiveness could be combined with estimate of the relative costs of alternative education paths to enable students to consider value as a factor in decision making.
- e. **Health Education Quality Improvement:** A focus on quality of health education, particularly when it is accompanied by investments in the quality measurement and improvement infrastructure, can create incentives for health education delivery reforms. An early and ongoing focus on patient safety issues, such as medication errors, has expanded to include national attention to problems such as avoidable hospital readmissions, inadequate management of chronic conditions, and poor transitions across health and long-term health education delivery settings. Furnishing providers with data on relative performance across quality metrics can and does spur innovation in approaches to deliver health education that can provide models for others seeking to improve.

Optimizing the Health Education Service Delivery Function

The promotion of a common understanding of health education services delivery function is very vital. A core aim of the framework is to promote a common understanding of health education services delivery concepts. This includes its sub-functions and attributes for optimizing performance, investing to a discrete number and clustering of core subsidiary functions. What are those dimensions of distinguished importance or significances, as features of each? What are the qualities, as values or attributes for improved performance that guide actions to promote the delivery of people-centred health education services? To this end, the

framework aims to provide a common platform to reason the functional components of the health education services delivery function, measure its performance, and monitor its improvement (World Health Organization, 2014).

Providing Payment and Other Misaligned Incentives for Health Educators

Misalignment of financial and other incentives is perhaps the largest obstacle to be surmounted in reforming health education delivery. Too often, provider payment systems unintentionally reward duplication of services, use of services that may not be clinically necessary or appropriate, and other cost-escalating activities, while failing to create incentives and compensate providers for their contributions including disease prevention and their health education care decisions to appropriately use fewer and less intensive services.

Incentives to develop health education delivery innovations are countered by the reality that such students/communities serve as an important source of provider revenue. Experts agree that the fee-for-service payment system needs to give way to more sophisticated arrangements that offer global or bundled payments that are tied to acceptance of responsibility for health education care episodes and outcomes. Experimentation with alternative payment arrangement is one of the most important areas of ongoing reform.

Provider payment is not the only area in which misaligned incentives pose obstacles to health education delivery reform. Throughout the health education system, there are tensions and conflicts of interest that would create barriers to change. While the burden of high and rising health education costs affects everyone, the health education sector is also a thriving economic sector that serves as a job creator and center for lucrative opportunities that have played a vital role in the nation's economy. Deep-seated cultural, financial and institutional vested interests constitute hurdles to recognize and overcome such hurdles. Addressing these challenges will require a transformed leadership equipped with creativity and sustained commitment on the part of health education delivery managers especially in government and health education institutions.

Summary/Conclusion

From the foregoing, it could be inferred that the management of health education transformation in Nigeria has been very daunting and may continue to be so unless administrators who understand the tenets of modern ICT, technological demands of health education facilities are employed. Today, the world is moving at a faster pace and health delivery systems need to move in accordance with modernization. Health education and medical personnel who are abreast with current trends in health care education delivery understand that an important aspect of transformation in the Health education sector is the provision of up-to-date facilities to assist medical and health education service personnel in their dispensation of health education services.

To this end, administrators, governments at various levels (institutions, local, state and federal) must be involved in the management of the transformation of medical/health services. Again, the Ministry of health education must give adequate attention to the employment of quality

health care providers and must do away with quacks so as to ensure that only the inputs of experienced workers in the field is the only best option for the transformation of the health sector in the country is a *sine qua non* for betterment of the society at large. All these will not be possible if management in the first place is not vibrant and sensitive and if health education and medical personnel are less qualitative as existing laws speculate. For transformation to take place, the health educator must be fully involved as a change agent, where his professional inputs are given top priority in issues relating to the changes that are proposed to move the sector forward. When the health educator or health administrator is not involved in the system, it means it will be faulty and the desired results for the betterment of the sector the benefit of the people shall be a pipe dream.

Accordingly, it is suggested that efforts must be made by government at all levels to put in place good health information which is the priority of health education. The introduction of computer literacy by management of health facilities in the operation of these facilities for the advancement of the operations by its operators is one sure way to transform the sector in contemporary Nigeria. These should not be introduced but should also be made accessible to the operators. There should be constant training and retraining on in-service basis of health workers and health educators to update their knowledge base for the sustenance of the transformation in the contemporary Nigeria. This could come in form of workshops and seminars. This is important because knowledge is dynamic. Non-governmental organizations and institutions of learning should take interest in the management of the transformation since they are equal beneficiaries of the transformation process.

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EFFECTIVE MANAGEMENT OF SCHOOL INTERNALLY GENERATED FUNDS AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BAYELSA STATE

¹Friday AARON

Email: aaronnomin@gmail.com

Mobile: +2347030232925

&

²Ibebietai T. OFFOR, PhD,

Email: ibeibietempleoffor@yahoo.com

Mobile: +2348037504090

^{1&2}Department of Educational Foundations, Faculty of Education,
Niger Delta University, Wilberforce Island, Bayelsa State

Abstract

*This paper examined the impact of effective management of school generated funds on teachers' job performance. The intention of government is to entrench the culture of accountability, transparency, effectiveness and efficiency in the management of funds in the school system (Federal Republic of Nigeria-FRN; 2013). But over the years, this culture has not been seen practiced in the management of internally generated funds in the secondary schools. To achieve the purpose of the study four (4) research questions were formulated to guide the study. The descriptive research design was adopted. The population of the study is 2579 principals and teachers from Ogbia, Yenagoa and Sagbama education zones. A sample size of 300 principals and teachers representing 12 percent of the population which consisted of 10 principals and 290 teachers were drawn through the proportionate stratified random sampling technique. A questionnaire instrument titled **Impact of Effective Management of School Generated Fund on Teachers' Job Performance (IEMSGFTJP)** with 20 items was used in the study. Cronbach alpha was used to obtain a reliability coefficient of 0.79 while item and mean analysis were used to answer the research questions. Findings of the study revealed that effective management of school generated funds can positively influence teachers' job performance by motivating them to prepare adequately for lessons before coming to the class, go to school regularly and punctually, attend class as scheduled, teach the students well, cover the scheme of work, properly evaluate and assess students and carry out other necessary task assigned to them in the school. It was recommended among others that school administrators (principals) and teacher should undergo training in financial management. This will help them to properly manage funds generated in the school and government should periodically send auditors to audit all financial records and account of public schools in the state.*

Key words: *School Generated Funds, Management of School Funds, Effective Secondary*

Introduction

Effective management of funds refers to the proper co-ordination and harnessing of the limited financial resources available in the school in order to achieve predetermined objectives of the school. Ken & Orji, (2016) stated that administration is a social process concerned with identifying, maintaining, motivating, controlling and unifying formal and informal organized

human and material resources within an integrated system designed to achieves specific organized goals. They further argued that school administration entails the activities of planning, organizing, coordinating, controlling, commanding, directing, evaluating, and motivating teachers, students and others toward the attainment of the overall goals of the school system. However, these aforementioned functions are usually carried out by the school administrator (principal) within the school setting (Archibong, 2013).

The effective management of financial resources in any organization (be it business or educational) requires managers to perform basic tasks. Specifically, basic managerial functions in the management of financial resources include; budgeting, fund sourcing, fund utilization, monitoring and evaluation of financial activities (Agabi, 2014).

It is expected of the school administrator to employ all the necessary financial management strategies in the management of school generated funds. Imo (2013) posits that teachers could be stimulated to work in the school and education goals could be accomplished by proper management of school funds. This, therefore, underscores the need for the school administrators to explore all non-statutory sources of fund in order to generate money for school activities.

However, the management of funds and financial resources available in the school has faced a lot of challenges as funds generated in the school are often diverted to service other purposes such as the activities of those concerned with the generation and utilization, corrupt school administrators who engage in sharp practices of mismanagement of funds meant for the development of the school, diversion of funds generated in the school to personal use thereby leaving nothing for the development of school facilities and teachers motivation (Baraka 2010).

There is no gain saying that quality education does not just happen but through continuous and improved efforts by the stakeholders in the education sector, especially by enhancing teachers' performance through several welfare packages. It is worthy of not that when teachers perform well, students' performance will improve as well. Therefore, effective management of school funds occupies a unique place in the development of quality education and it becomes absolutely expedient to give it prominent attention. Thus, the main trust of the study is to examine the roles of effective management of school funds in improving teachers' job performance.

It is clearly stated in the National Policy on Education (FRN; 2013) that government shall strengthen governance framework and the skills of administrators at all levels, in order to entrench and promote a culture of accountability, effectiveness and efficiency in the management of funds invested in education (FRN; 2013:70).The pertinent question is that, is the culture of accountability, transparency, effectiveness and efficiency entrenched in the management of funds generated internally in secondary schools?

Research works such as Nwakudu (2016) and Ogba & Igu (2014) has shown that principals and teachers generated funds from school activities, but the point here is how these fund are spent

or utilized is not properly accounted for. The situation in the secondary school system is that school administrators (principals) completely depend on the government for the provision of all the necessary 'things of education' that facilitate the smooth running of the day to day activities of the school. For instance, principals rely on government to provide things such as chalk or markers, brooms, washing basins, toiletries, first aid materials, stationery and the repairs and maintenance of broken chairs, seats, lockers, tables, ceilings, leaking roof, just to maintain a few. This practice presents a scenario that appears as if nothing is being generated in the school to cater for the miscellaneous expenditure of the school.

Statement of the Problem

Various scholars and researcher have observed that funds generated in the school only end in the pockets of those that are in position to raise such funds or those that have the privilege to be in custody of those funds. Yet no adequate measures have been put in place to stop these unwholesome practices (Baraka, 2010; Kuria, 2012).

These practices that are prevalent in the secondary school system has always generated concern to stakeholders in the education sector, hence the need for this research work. It is in light of the aforesaid that this study seeks to examine the impact of proper management of school generated funds on school effectiveness in Bayelsa State.

Concept of School Generated Fund

According to Nwakudu (2016), school generated funds are money generated internally from the school for the purpose of expenditure that may arise from school activities. They come under non statutory sources of fund. Agabi (2014), stated that non statutory sources of fund are sources that are not specified by law or education policy but school administrators are allowed to explore for financial gains but with humanitarian considerations that ensures the safety of students and workers in the school. They include but not limited to

- a. sales of farm proceeds;
- b. sales of art and craft products from the school;
- c. sales of products from science activities;
- d. provision of student accommodation;
- e. leasing and hiring of school facilities and halls;
- f. renting out part of school grounds;
- g. P.T.A levies;
- h. alumni contributions;
- i. donations from well meaning individuals;
- j. host community support; and
- k. donations from NGOs and philanthropic groups etc.

Management of School Generated Funds

Phylisters, Mulwa & Kyalo (2018) had argued that financial management in education is the performance of management actions (regulatory task) connected with the financial aspects of schools, with the main aim of achieving effective education and it carried out by a person in a position of authority. Financial management is a process of several activities, such as

identification, measurement, accumulation, analysis, preparation, interpretation and communication of information (both financial and operational). Agabi (2014) succinctly had opined that the effective management of financial resources in any organization (education) requires managers to perform some basic tasks. Specifically, basic managerial functions in the management of financial resources include budgeting, fund sourcing, fund utilisation, monitoring and evaluation of financial activities. This involves the exploration of all statutory and non statutory sources of funds in order to generate money for the activities of the school system. Financial management in a school is a process of ensuring that the principal as head plan, organises, delegates and controls the funds of the school in such a way that the goals of the school are achieved. Financial management in education is economics and accounting as applied to school (Orlosky, 2010, Miskel & Hoy, 2007).

Kuria (2012) had stated that the overall responsibility for the control of school money lies with the principal of the school. The principal who is the head of secondary school is the chief executive in the school and the chief account officer, managing all physical, human and financial resources in the school (Baraka, 2010).

Harris & Lambert (2011) had argued that beyond the obvious reason of obtaining more funds in order to purchase additional educational resources lies more challenging issues on the principal. According to Gudmund (2010), the principal has the responsibility to keep a comprehensive records of funds received and spent in the school. Spencer & Rochester (2009), in this direction had stated that the principal of the public school must

- a. draw up criteria to ensure that the school's resources are mobilized effectively;
- b. keep records of funds received and spent, its assets, liabilities and financial transactions; and
- c. as soon as possible, but not later than three months after the end of each financial year, draw up annual financial statement in accordance with certain guidelines.

Hargreaves (2010) indicates that principals in public schools must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school and that all school financial decisions should be made with the school's best interest in mind.

Teachers' Job Performance

According to Zimoghen & Suwari (2016), teachers' job performance refers to the act of accomplishing or executing a given task. They stressed that job performance is the actions and reactions of individuals or group of individuals towards the accomplishment of organization's goals. Zimoghen & Suwari (2016) went further to add that teachers job performance could be measured through rating their activities in terms of performance in teaching, lesson preparation and presentation, actual teaching and teachers' commitment to job, extra-curricula activities, supervision, effective leadership motivation, morale and outcomes of their work (i.e students' performance in internal and external examinations). Imo (2013), had also asserted that teaches' job performance include adequate lesson preparation and delivery, regular and punctual school attendance, attending classes as scheduled, proper assessment of students. For

Cuban (2010), being cited by Zimoghen & Suwari (2016), teachers; job performance is described as the duties performed by the teacher at a particular period in the school in order to achieve organizational goals.

Purpose of the Study

The general purpose of the study is to ascertain the impact of effective management of school internally generated funds on the job performance of teachers in public schools in Bayelsa State. From the above general purpose, the specific objectives of the study are to

- a. examine how funds generated in the school are used to support school activities.
- b. determine how are funds generated in the school managed.
- c. find out the best ways of managing funds generated in the school to ensure that teachers perform optimally.
- d. ascertain how does effective management of funds generated in the school impact on teachers' performance.

Research Questions

Arising from the above objectives, the following research questions are posed to guide the study

1. How are funds generated in the school used to support school activities?
2. How are funds generated in the school managed?
3. What are the best ways of managing funds generated in the school to ensure that teachers perform optimally?
4. How does effective management of funds generated in the school impact on teachers' performance?

Method

Research Design

The research design adopted for the study is the descriptive research design. Orji, (2011) opined that descriptive research design is often used when a research intends to elicit responses from respondents with the aim of describing in a systematic manner, the characteristics features of facts about the given population.

Population

The population of the study is 2,579. This population is made up of 90 principals and 2,489 teachers in Ogbia, Sagbama and Yenagoa Educational Zones of Bayelsa State.

Sampling Procedure

Thirty (30) schools were selected from the three education zones through the simple random technique. 300 principals and teachers were selected through the proportionate stratified random sampling technique.

Table 1: Sample Frame and Distribution of Sample

S/N	Population of Principals/Teachers	Sample of Principals/Teachers
1 Principal	90	10
2 Teachers	2,489	290
3 Total	2,579	300

Instrument for Data Collection

The instrument used for the study was the questionnaire titled *Impact Of Effective Management of Schools Generated Funds on Teachers' Job Performance Questionnaire (IEMSGTJPQ)*. The IEMSGTJPQ sought information on financial management and teacher job performance. The question items were grouped according to the research questions. Each research question has 5 items structured along a 4-point rating scale. The response and scoring patterns were Strongly Agreed (SA)-4 points, Agreed (A)-3points, Disagreed (D)-2 points and Strongly Disagreed (SD)-1 point.

Validity of the Instrument

Copies of the IEMSGFTJPQ were certified for face and content validity by two (2) Measurement and Evaluation experts from the Department of Educational Foundations, Niger Delta University, Wilberforce Island, Bayelsa State. Their corrections were incorporated in the production of the final draft of the questionnaire.

Reliability of the Instrument

To determine the reliability of the questionnaire 20 copies were administered to 20 principals and teachers who did not take part in the main study. Cronbech alpha was used to compute the reliability of the instrument. The result gave a reliability coefficient of 0.79 which was appropriate for the study.

Data Collection Procedure

The researchers administered the questionnaire with the help of two research assistants who were more familiar with the sampled schools. The process of distribution and retrieval lasted for a period of five weeks. Out of the 300 copies that were administered only 280 copies were answered and returned.

Method of Data Analysis

The data collected were analyzed using descriptive statistics. Item and mean analysis were used to answer the research questions. However, decision on accepting or rejecting each question item was based on the mean score for that item, mean score was theoretically bench marked at 2.5, which was gotten by adding 4+3+2+1 and dividing the result by 4 i.e $10/4 = 2.5$. For instance, any question item which showed mean score less than (> 2.5) was rejected while the item which showed mean score greater than (> 2.5) was accepted. In all, the result of the total mean was used to compare with the criterion mean, this implies that, if the total mean is less than the criterion mean then the research question will be rejected while a mean score above the criterion mean implies that the research question will be accepted.

Results

Data collected from respondents were presented in tables and interpreted according to the question items and the research questions.

Research Question 1: *Are funds generated in the school used to support school activities?*

Table 2: Mean Analysis of Principals and Teachers Rating on Schools Generated Funds and School Effectiveness

S/N	Questionnaire Items	SA (4)	A (3)	D (2)	SD (1)	Total	Mean \bar{x}	Decision
1	Sales of farms proceeds are used to purchase chalk and markers for teachers to use and teach.	150 (600)	8 (240)	20 (40)	30 (30)	280 (910)	3.3	A
2	Money realized from haring of school halls are used to buy chairs and to maintain broken ones in teacher office and classrooms.	4 (16)	16 (48)	60 (120)	200 (200)	280 (384)	1.4	R
3	Funds realize from renting part of school grounds are used to maintain library and laboratory equipment	12 (48)	50 (150)	190 (380)	28 (28)	280 (606)	2.2	R
4	Money realize from the sales of craft products are used to maintain leaking roof and broken ceiling in the school.	21 (84)	64 (192)	125 (250)	70 (70)	280 (560)	2.1	R
5	Money realize form the registration of students for WAEC and NECO are used to purchase reagents and specimens for science practicals in the school.	205 (820)	35 (105)	6 (12)	34 (34)	280 (971)	3.5	A
Total		392 (78)	245 (49)	401 (80)	362 (73)	280		

Decision: A = accepted, R = rejected, Criterion mean = 2.5

Table 2 revealed that items 1 and 5 have mean scores of 3.3 and 3.5 which are greater than the criterion mean. Therefore, items 1 and 5 are accepted. While items 2,3 and 4 have mean scores of 1.4, 2.2 and 2.1 respectively which are less than the criterion mean, therefore these items are rejected. This indicates that secondary schools in Bayelsa State generate funds in the school through sales of farm proceeds and registration of students for WASC and NECO examinations.

Research Question 2: *How are funds generated in your school managed?*

Table 3: Mean Analysis of Principals and Teachers Rating on the Management of Funds Generated in Schools

S/N	Questionnaire Items	SA (4)	A (3)	D (2)	SD (1)	Total	Mean \bar{x}	Decision
6	Money generated in the school are kept in the bank with three signatories to the account	1 (4)	5 (15)	90 (180)	184 (184)	280 (383)	1.4	R
7	Appropriate records are kept in the school for recording all funds generated in the schools	107 428	98 294	60 (120)	15 (15)	280 (857)	3.1	A
8	Accounts are always given for every financial transaction and money spent in the school.	- -	12 (36)	70 (140)	198 (198)	280 (374)	1.3	R
9	Teachers are always involved in decisions on how money should be spend in the school	33 (132)	52 (156)	45 (90)	150 (150)	280 (528)	1.9	R
10	Only the school administrator handle money without regular auditing of financial transactions.	50 (200)	100 (300)	110 (220)	20 (20)	280 740	2.6	A
Total		191 38	267 54	375 75	567 113	280		

Decision: A = accepted, R = rejected, Criterion mean = 2.5

Table 3, shows that items 6, 8 and 9 have mean scores of 1.4, 1.3 and 1.9 respectively, which are less than the criterion mean of 2.5. Therefore, these items are rejected. This revealed that monies generated in the school are not kept in the bank, accounts are not always given for every financial transaction and teachers are always not involved in decisions on how money is spent in the schools. On the other hand, items 7 and 10 have mean scores of 3.1 and 2.6 which are greater than the criterion mean of 2.5 and are accepted. This shows that appropriate records are kept and only the school administrator handles money even though without proper auditing of financial transactions.

Research Question 3: *What are the best ways of managing funds generated in the school to ensure that teachers perform well?*

Table 4: Mean Analysis of Principals and Teachers Rating on Best Ways of Managing Funds Generated in the School

S/N	Questionnaire Items	SA (4)	A (3)	D (2)	SD (1)	Total	Mean \bar{x}	Decision
11	All funds generated in the school should be kept in the bank with the principals and two teachers as signatories to the account.	70 (280)	93 (279)	104 (208)	13 (13)	280 (780)	2.8	A
12	At least two teachers be appointed to keep records of all revenue and expenditure in the school.	82 (328)	116 (348)	54 (108)	28 (28)	280 (812)	2.9	A
13	No money should be spent from the school account without the notice and consent of majority of the members of teaching staff	69 (276)	130 (390)	62 (124)	19 (19)	280 (809)	2.9	A
14	There should be internal auditing of all financial records and accounts of the school at the end of every term.	126 (504)	104 (312)	44 (88)	6 (6)	280 (910)	3.3	A
15	Government should send external auditors to audit the financial records of the school at the end of every year.	10 (40)	19 (57)	115 (230)	136 (136)	280 (463)	1.7	R
Total		357 71.4	462 92.4	379 75.8	202 40.4	280		

Decision: A = accepted, R = rejected, Criterion mean = 2.5

Table 4 shows that items 11,12, 13 and 14 have mean scores of 2.8, 2.9, 2.9 and 3.3 respectively, which are all greater than the criterion mean of 2.5. They, therefore, are accepted. This revealed that principals and teachers agreed that the best ways of managing funds generated in the school is to keep the money in the bank with the principal and two other teachers as signatories to the account with proper records to be kept and teachers should also be involved in decision on how money should be spend; internal auditing of every financial records at the end of every term was also accepted as a way of proper management of school funds. Item 15 have mean score of 1.7 which is less than the criterion mean of 2.5. This, therefore, was rejected. This shows that the respondents did not agree that government should send external auditors to audit financial records in the school. On the whole the total mean of 2.7 is greater than the criterion mean which implies that principals and teachers are in agreement that funds generated in the school should be kept in the bank and proper records should be kept with internal auditing of every financial account at the end of every term.

Research Question 4: *How does effective management of funds generated in the school impact on teachers' performance?*

Table 5: Mean Analysis of Principals and Teachers Rating on the Impact of Effective Management of School Generated Funds on Teachers' Job Performance

S/N	Questionnaire Items	SA (4)	A (3)	D (2)	SD (1)	Total	Mean \bar{x}	Decision
16.	Funds generated in the school can be used to purchase and maintain office equipment, broken chairs and tables to ensure teachers' comfort at school.	53 (212)	122 (366)	23 (46)	82 (82)	280 (706)	2.5	A
17.	Money generated in the school can be used to provide teaching materials such as chalk, markers, biros and note book for lesson plan preparation and delivery.	112 (448)	96 (288)	48 (96)	24 (24)	280 (856)	3.1	A
18.	Funds generated in the school can be used for the procurement of specimens and reagents for practical classes in science subjects to make teachers teach well.	77 (308)	140 (420)	20 (40)	43 (43)	280 (811)	2.9	A
19.	To provide launch and refreshments for teachers during launch break	4 (16)	11 (33)	108 (216)	157 (157)	280 (422)	1.5	R
20.	To support teachers in their transportation and loans for teachers in order for them to meet their basic needs as to make them regular and punctual in school.	102 (408)	168 (504)	8 (16)	2 (2)	280 (930)	3.3	A
Total		348	537	207	308	280		
		70	107	42	62			

Decision: A= accepted, R=rejected, criterion mean = 2.5

Table 5 shows that items 16,17,18, and 20 have mean scores of 2.5, 3.1, 2.9 and 3.3 respectively, which are equal to and greater than the criterion mean of 2.5. They are, therefore, accepted which revealed that principals and teachers agreed that school generated funds can be used to purchase and maintain chairs, tables and other office items that ensures teachers' comfort and other things that aid teachers in the delivery of their duties. However, item 19 has a mean score of 1.5 which is less than the criterion mean. This shows that teachers are of the opinion that funds generated in the school should not be used to provide refreshments for teachers at launch break.

Discussion of Results

Research *Question 1* revealed that funds are generated in secondary schools through sales of farms proceeds and registration of students for WAEC and NECO examinations. This is in agreement with Nwakudu (2016) who stated that principals also raise funds through the registration of students for external examinations like senior secondary school certificate examination (SSCE). He further stressed this by stating that other miscellaneous sources of raising funds in secondary schools in Nigeria include leasing of school facilities, sales of farm proceeds, sales of art and craft products, renting out part of the school ground, running a business centre etc. But the dishearten fact is in spite of all these sources available for school administrators to generate funds in the school, principals still wait and depend on government to provide funds needed for miscellaneous expenditure in the school.

The current practice in schools now is that administrators no longer explore these sources to raise funds to complement the efforts of government in funding schools. They completely rely on the government for the provision of everything. This has resulted in over dependence on the government. Principals should be reminded that administration of schools also includes fund sourcing, mobilization and harnessing of the available financial resources in the school for the financial benefits of the school (Agabi, 2014).

Research *Question 2* revealed that funds generated in the schools are not properly managed base on the following reasons; money generated in the school are not kept in the bank, no account is given for financial transactions and teachers are not involved in decision of how money should be spent. This is in contrast with Kuria (2012) who stated that schools must have an agreed policy for handling the receipt of cash payments. There must be a person responsible and a system for issuing receipts/controlling the money of schools. The handling and banking of money must be in place and monitored. Schools should keep a small amount of money to pay for cash expenditure i.e travels, cash purchase, etc. A certain amount of cash is kept at the school in a safe place and is used to pay for accounts that are too small for cheque or internet payments. Spencer & Rochester (2010) further buttress this fact when they opined that the area of accountability for schools finance must be increased, staff, learners, and parents should be made aware of the financial control process, so that they are informed of what is happening in the school. Decision-making should be done collectively rather than only at management level. Cooperative school financial management will lead to collective leadership and practices which lead to school effectiveness. There has been an increased this dissatisfaction with the way principals has been managing the school finance, report shows that in pubic secondary schools where financial resources are not properly managed, teachers performance are on the decline resulting to students poor academic performance and indiscipline among staff and students (Ogba & Igu, 2014; Phylisters, Mulwa & Kyalo, 2018). Maurice (2010) observed that poor management of cash at school can cause considerable unhappiness amongst teachers and other role players. Neither the state, nor the donors or the parents want to see their hard-earned money being mismanaged. Therefore, principals are reminded not to mismanage funds generated in the schools because it has great consequences on school effectiveness.

Research Question 3 revealed that the best ways of managing funds generated in the school is to create accounts and keep records of all receipts and expenditure and that there should be internal auditing of the school accounts at the end of every term. This confirms the observation of Hargreaves (2010) who observed that the principal of public school must keep records of funds receive and spent, and its assets, liabilities, financial transactions and as soon as possible, but not later than three months after the end of each financial year and should draw up annual financial statement. In consonant with the foregoing, Phylisters, Mulwa & Kyalo (2018) observed that some principals are still involved in financial mismanagement through misappropriation, misallocation and embezzlement of school meagre financial resources. They had argued that principals are not able to adhere to public financial accounting instructions, principals are therefore challenged to properly manage internal generated funds in their schools which has been proven to have positive influence on school effectiveness when properly utilized.

Research Question 4 revealed that the purchase and maintenance of office equipment and furniture, procurement of teaching and learning materials and support for teachers' transportation are some of the ways funds generated in the school can be used to positively impact on school effectiveness. Ken & Orji (2016), decried that the status of teachers has declined drastically in recent years; due to material and non-material factors. Archibong (2013) stated that if proper welfare packages are well harnessed, teachers will be motivated to prepare adequately for their lessons, go to school regularly and punctually, attend classes as scheduled, teach the students well and carry out necessary academic performance assessments both within and outside their respective schools. Worthy of note is the fact that, excellent performance of students is a function of the level of performance of teachers.

Conclusion

The study examined the strategies for managing school generated funds on effective secondary schools. Findings revealed that principals and teachers are not adequately trained in financial management, therefore, has limited financial skills. Secondly, that school administrators have traditionally generated additional income through sales of farm proceeds and registration of students for external examinations; and that the quantum of internally generated funds that any school attract depends greatly on the effectiveness of the school manager in exploring the various sources of funds. Thirdly, that school administrators (principals) did not adhere to public financial accounting instructions thereby resulting in the misappropriation, embezzlement and mismanagement of school generated funds. Since proper management of school generated funds have been proven to impact positively on school effectiveness. It is therefore pertinent to state that principals should adhere to proper financial management procedures in the management of funds generated in the school. There must be openness, transparency, trust and communication in finance management processes in schools. A close relationship between the principal and teachers' is of utmost importance to ensure proper financial management at the school. Teachers remain invaluable resources in the development of human resources which is the essence of establishing schools. Thus their motivation and non-motivation determines the success or failure of the school system. Prudent financial management is very critical in a school if it has to achieve its objectives. Therefore findings on how best to manage school generated funds to enhance teacher performance should be given thorough attention.

Recommendations

Base on the findings of the study the following recommendations are made. That

- a. colleges of education and universities that are involved in the initial training of teachers should develop courses in financial management to train teachers who eventually will be appointed as principals in secondary schools. This will help them to be effective in managing funds generate in the school.
- b. government through the Ministries of Education should ensure that serving principals and teachers undergo training in entrepreneurial education. This will equip them with the necessary skills and knowledge in evolving strategies to generate additional funds that will be used to cater for miscellaneous expenditure of the school. This will reduce the level of dependence on government for the provision of funds.

- c. principals and teachers must ensure that all funds generate in the school are written in books of first entry. This can be done either manually or electronically. The Ministry of Education should buy and download accounting software for each school in the state. Designated people per school should receive training to capture information on such software programme.
- d. principals and teachers must have a sound mechanism and instrument in place to prevent fraudulent and misuse of school funds. A finance committee should be set up and a staff with sound financial knowledge as the chairman.
- e. the Ministry of Education and schools should form partnership with the audit department of the state and audit firms or financial companies with good financial standing to periodically visit schools and audit their financial records and also assist them on how to prepare their financial records. The ministry can help the schools to make contact with these institutions. This could also be a community project and service for such firms and companies which may be an excellent opportunity to form a lasting partnership.

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THE EFFECT OF COOPERATIVE LEARNING STRATEGY ON IMPROVE GEOGRAPHY STUDENTS' MAP READING ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA

Nelson A. BUNU, PhD

Department of Educational Foundations, Niger Delta University,

Wilberforce Island, Bayelsa State

Email: nelsonbunu@ndu.edu.ng

+2348037241337

Abstract

The teaching of geography needs some stimulation and reawakening. This work looks at how the teaching of map reading can be better delivered through the utilization of the Cooperative Learning Strategy (CLS) which is associated with positive interdependence among students' goal attainment, where students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals. The quasi-experimental design was used to study the effect of the cooperative learning strategy on SS2I Geography students' performance on map reading tasks. Three research questions and three null hypotheses guided the study. The population comprised all senior secondary geography students in Bayelsa State. A sample of four intact classes of SS2 Geography students, two urban and two rural, were randomly selected from four schools and were pretested before assignment to the respective groups. Two experimental groups (one urban and one rural) were post-tested after treatment to establish the influence of the treatment administered. The mean difference in map reading performance of students taught with CLS and control group was found to be statistically significant. There is no significant difference in map reading performance of male and female students taught with CLS at pre-test and post-test. It was recommended that Geography teachers in Bayelsa State secondary schools should be trained to employ the cooperative learning strategy in teaching map reading to make it more interesting, more stimulating, more appreciated and more result oriented.

Key words: *Cooperative Learning Strategy; Improve; Map Reading Performance; Bayelsa State.*

Introduction

The results of learning are always influenced by the nature and quality of the methods and techniques employed for the teaching and learning of a particular content, subject matter or learning experience. Teachers' ineffectiveness in classroom interaction with students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria (Bunu, 2012; Akiri & Ugborugbo, 2009). The problem of poor performance of secondary school students is attributable to the quality of teaching, learning environment and attitudes of students towards the subject (Bunu, 2019a; Mangal, 2010). The quality of education that teachers provide to students is dependent upon what the teachers do in the classrooms. Poor (ineffective) strategies used in our classrooms and low teacher quality are attributable to the poor performance of students (Bunu, 2019b; Effandi & Iksan, 2007).

The Scope, Objectives and Importance of Geography Education

Numerous activities and interactions on planet earth (the only dwelling place for man in the solar system) have some causes and effects. To understand these causes and effects, one has to understand one's environment. Therefore, a general knowledge of what geography is all about and its importance to the society should be understood. The aims and objectives of geography education as given by NECO (2012) among others are to

- a. understand the concept of different characters and the spatial relationship of the features on the earth surface;
- b. understand the concept of man-environment relation, that is, to examine and explain the interaction of man with his physical and cultural environment;
- c. develop sympathetic understanding of the people of other lands; and
- d. develop skills and techniques for accurate, orderly and objective geographical investigations to be carried out both in the classrooms and in the environment.

Iwena, (2012) has identified some reasons why the study of Geography is important. It

- a. provides the platform for the students to study the way of life of other people;
- b. provides students with the knowledge of the physical environment around them;
- c. provides students with diverse opportunities of professional careers;
- d. it is a platform for the students to study the social environment around them;
- e. creates platform for better understanding of related concepts in other subjects; and
- f. can help students in international relationship.

Geography deals with virtually every phenomenon within the earth crust. Hence, it is said that everything that can be located on the surface of the earth can be studied in Geography. Etymologically, Geography defined as the description of the earth. It's wide scope, it's ever changing nature and methodological approach have made a static definition of the subject irrelevant (Wizor, 2017). Adeyemo (2002:4), however, defined Geography as a "discipline which is primarily concerned with the observation and analysis of spatial patterns of virtually all phenomena on the earth's surface; the processes involved, the underlying factors, as well as the possible effects of the spatial processes and patterns". As a synthesis of other subjects, Geography has a number of recurring themes, which distinguish it from other disciplines and help to unite the human and physical aspects of the subject.

Students' performance in Geography is generally poor when compared with their performances in other subjects. Two major problems facing the teaching of Geography in secondary schools are acute shortage of well-qualified Geography teachers, and lack of relevant teaching equipment (Eduwen, 1993). These problems, identified decades ago, have not changed considerably to date. These two major problems give rise to poor pedagogies that lead to multidimensional problems including the negligence of significant aspects of geography teaching. Besides the teacher and equipment factors, other challenges facing the teaching and learning of Geography nation-wide have been identified to include lack of incentives, inadequate textbooks, role conflict with social studies, peer group and parental influence on the choice of subject, job prospect of geography, the role of agencies etc (Zarei & Sharifabad, 2012; Sabitu & Nuradeen, 2010; Egu, Ogbonnawuju & Chionye, 2011; Akintade, 2011).

There is no doubt that Geography is a broad subject. But due to its relevance to the society, it is imperative that Geography teachers adopt and apply the best possible methodologies in teaching the subject to arouse the students' interest, facilitate their learning and reduce to the barest minimum the boredom that students may encounter as a result of the broad scope of the subject. There is positive relationship between teachers' attributes and students' academic performance in Geography (Alimi & Balogun, 2010). Teachers' persistent use of ineffective instructional methods, such as the lecture method, has been responsible for students' poor academic performance in Geography (Rilwani, Akahomen, & Gbakeji, (2014; Sabitu & Nuradeen, 2010; Clar & Wareham, 2003). The ultimate consequences of the aforementioned factors are poor attitude of students towards the subject and higher and higher levels of teacher and student attrition in the subject.

Truly, the nature of the subject calls for paradigm shift from teacher-centred to learner-centred instructional strategies that permit active involvement of learners in the learning process such that a more meaningful learning can be achieved. Geography teachers need to update and acquaint themselves with the recent developments and trends of development (inventions and innovations) in the discipline. The foregoing underscores the importance of teacher pedagogical effectiveness in achieving quality education and as correlate of students' academic performance. The search for more improved and modern method of teaching Geography should become part of the professional concern of Geography teachers if they are to succeed in their duties. Geography teachers need to try other teaching strategies that are found effective in other subjects.

A variety of instructional strategies have been proposed and used in many different subject areas with positive effects on students' academic performance. As one of such strategies, Cooperative Learning Strategy (CLS) provides many learning opportunities that do not occur in the typical traditional classroom. For this reason, geography teachers need to try cooperative learning strategy in their classes in order to improve their instructions and the students' academic performance. After all, excellent and effective teaching demands a host of devices, techniques and strategies not only to achieve cross critical outcomes, but because variety, itself, is desirable. To enhance senior secondary school students' performance in Geography, pedagogical competence of Geography teachers is highly imperative.

As alternative to traditional teaching method, cooperative learning is a successful instructional strategy which encourages the learners in small groups, each with students of different levels of ability, to work cooperatively and jointly in non-competitive environment in order to obtain their learning goal. All teaching methods are based on models of teaching. Cooperative learning strategy is rooted in the social family of teaching models which emphasize the central role of students' interaction and active role in enhancing understanding. In this regard, Johnson and Johnson (1987) opined that when students work together and interact with their peers and instructors, they can explain and discuss each other's perspectives - which lead to a greater understanding. The CLS is also rooted in constructivism. In constructivism theory, learning is a process through which learners discover concepts, facts, and principles by themselves to achieve successful learning outcomes through active participation in the learning process.

Unlike information processing models in which students learn passively through teacher-centred methods, the social family models regard educators as facilitators of learning environment. The CLS is therefore an instructional strategy based on learner-centred models which ensure that all students have an opportunity to contribute to their learning. All cooperative learning strategies must have three basic features. These are that they

- a. instruct students to work together;
- b. assign task that can be completed only by a group; and
- c. give praise, grades and other rewards partly on the basis of how the group performs as a whole.

Cooperative learning has been called one of the biggest educational innovations of our time and represents research-based best practice for instruction. In cooperative learning situations, there is positive interdependence among students' goal attainment - students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals; learners work together to maximize their own and each other's learning (Agulanna & Agbugbaegbu, 2005). Rahvard (2010) asserted that cooperative learning techniques provide the following benefits. That it

- a. promotes students' learning and academic performance;
- b. increases students' retention of learnt materials;
- c. helps students develop skills in oral communication;
- d. promotes students' self-esteem;
- e. develops students' social skills; and
- f. helps to promote positive racial relationship.

Cooperative learning strategy is particularly important in the teaching of Geography at senior secondary level because it enables the students to work together toward providing solution to any given geographical problem. Johnson, Johnson and Smith (2007), defined cooperative learning as students working in groups where they are expected to help each other find answers to their questions rather than seeking answers from the instructor. Considering the wide scope of geography, CLS would help discuss, share and brainstorm ideas on geographic concepts and issues. Johnson & Johnson (1987) expatiated on the potentials of CLS thus:

Whenever problem-solving is desired; whenever divergent thinking or creativity is desired; whenever quality of performance is expected; whenever higher level reasoning strategies are needed; whenever long-term retention is desired; whenever task is complex or conceptual; when the learning goals are highly important; or when the social development of students is one of the major educational goals- cooperative learning should be used (p. 44).

The above underscores the power of CLS over individualistic and competitive instructional strategies in producing better result.

Basic Elements of Cooperative Learning Strategy

These elements distinguish cooperative groups from other forms of learning groups. The basic elements of CLS as identified by researchers such as Johnson and Johnson (1987) and Erinsho (2008) are:

- a. **Positive interdependence:** Students must perceive that they sink or swim together. There is interdependence in everything; students develop the spirit of “we” and enjoy the benefit of sharing information with one another.
- b. **Face-to-face interaction:** Students have the opportunity to interact with themselves, share their knowledge as a team and support one another to learn
- c. **Individual accountability:** Every group member is responsible for learning the material; success depends upon individual and group accountability.
- d. **Social skills/interpersonal small group skills:** Learners are taught social skills needed for collaboration and they must be motivated to use them. The skills have to be taught just as purposely and precisely as academic skills.
- e. **Group processing:** This involves describing which member's actions were helpful and unhelpful, and making decision about which action to continue or change.

The basic elements highlighted above provide the framework against which teachers should implement CLS in their classrooms in order to give opportunity to students to participate fully in the teaching-learning process.

The use of CLS as an effective instructional strategy for improving the academic performance of students in a wide range of subject areas has been well-documented by several researchers. For example, Johnson, Johnson & Stanne (2000), had opined that

modern cooperative learning is a widely used instructional procedure in preschool through graduate school levels, in all subject areas, in all aspects of instruction and learning, in non-traditional as well as traditional learning situations, and even in after school and non-school educational programs (p.2)

Research works conducted so far on the effects of CLS on students' learning outcomes have shown significant correlation between CLS and students' academic performance. Agulanna & Agbugbaegbu (2005), Rahvard (2010), Slavin (2007), and Johnson and Johnson, (1987) have shown the effectiveness of CLS in promoting students' learning and academic performance, increasing their retention and enhancing their satisfaction with their learning experiences in other subject areas. There is need to study its effectiveness in Geography too. A Geography teacher using this strategy to teach map reading can make use of limited topographical maps at his disposal to maximize learning among students, even in large classes since our secondary schools are characterized by limited resources and large classes. To this end, this research was carried out to determine the effect of CLS on map reading performance of students in geography students in some selected senior secondary schools in Bayelsa State.

With respect to this study, the following assumptions are made. That

- a. students taught Geography with CLS are likely to achieve better than their taught with traditional teaching methods;
- b. CLS can be used to develop and promote self-confidence in students who are passive in terms of participation in classroom activities, thereby promoting students' learning and academic performance; and
- c. CLS should result in positive effects on students' ability to work out tasks on map reading.

Information from this study will help Geography teachers improve their teaching effectiveness and will enhance the academic performance of students, retention of learned materials and encourage positive interaction among them. Also, curriculum developers will be provided with insights into the effectiveness of CLS in achieving maximum result with limited curriculum instructional materials or resources and therefore consolidate it in their future policy efforts.

Specifically therefore, the researcher seeks to determine the effects of CLS on Geography students' performance in map reading tasks in Bayelsa State. This is with a view to providing information on the strategy and how Geography teachers can take advantage of it in the teaching-learning process.

The main objectives of the study are to

- a. find out the difference between the performance of Geography students taught map reading using Cooperative Learning Strategy and those taught with traditional lecture method in Bayelsa State;
- b. find out if significant differences exist in map reading performance of male and female students taught with Cooperative Learning Strategy in Bayelsa State; and
- c. find out if significant differences exist in map reading performance of urban and rural students taught with Cooperative Learning Strategy in Bayelsa State.

Research Questions

The following research questions were formulated to direct this study:

- a. What is the difference in map reading performance between students taught with CLS and control group at pre-test and post-test?
- b. What is the difference in map reading performance of urban and rural students taught with CLS at pretest and posttest?
- c. What is the difference in the mean map reading scores of male and female students taught with CLS at pretest and posttest?

Research Hypotheses

The following null hypotheses were postulated to be tested:

Ho1: There is no significant difference in the mean map reading performance score of students taught with CLS and traditional lecture method.

Ho2: There is no significant difference between the academic performances of male and female students taught map reading using Cooperative Learning Strategy in senior secondary schools in Bayelsa State.

Ho3: There is no statistically significant difference in mean map reading performance of male and female students taught with CLS.

Method

The quasi-experimental non-equivalent control group design method was used for this study. The population for the study, comprising all senior secondary geography students in Bayelsa

State, was divided into two strata, based on school location (urban and rural). Two co-educational schools were purposively selected from each stratum to accommodate the gender and school location variables in the study. A sample of four intact classes of SS 2 Geography students, each randomly selected from the four schools were used. One each of the two intact classes from the two locations (urban and rural) was experimental group and the other was control group; so there were two experimental and two control groups. The sample distribution is given in table below:

Table 1: Sample Distribution

Method	Urban	Rural	Total
CLS (Experimental)	72	54	126
Conventional (Control)	60	42	102
Grand Total	132	96	228

The four intact classes were pre-tested at the start of the study to ascertain the equivalence of the study groups. The groups were post-tested after treatment to establish the influence of the treatment administered. The instrument for this research was map reading performance test (MRPT), which consists of twenty (20) objective items and one (1) essay question adapted from West African Senior School Certificate Examination (WASSCE) conducted by the West African Examinations Council (WAEC) from 2013 to 2018. The topics were Direction and Bearing, Scale and Distance Measurement, Map Reduction, Cross-Section Drawing and Calculation of Gradient.

Results

Research Question 1: *What is the difference in map reading performance between students taught with CLS and control group at pre-test and post-test?*

Table 1: Mean and Standard Deviation of Students' Scores Who Were Exposed to CLS and Control Group in Map Reading at Pre-test and Post-test

Method	N	Pretest		Posttest	
		Mean	SD	Mean	SD
CLS	126	33.89	4.84	62.83	12.31
Control	102	29.81	7.38	40.64	7.06

In **Table 2**, the descriptive analysis of the subject factors indicates that 126 students were taught with CLS, while the control group was 102 students. The mean and standard deviation of subjects exposed to CLS at pretest are 33.89 and 4.84 respectively, whereas the mean and standard deviation of the control group at pretest are 29.81 and 7.38 respectively. The standard deviation values indicate fairly wide disparity in the students' scores at posttest. There is only a marginal difference in the map reading performance of the two groups at pretest, while at posttest there is a difference in the mean scores of the two groups in favour of students taught with CLS.

H_{01} : There is no significant difference in the mean map reading performance score of students taught with CLS and traditional lecture method.

Table 2: ANCOVA Test of Between Subjects Effects of Pretest and Posttest Map Reading Scores of Students Taught With CLS and Control Group

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	27781.126 ^a	2	13890.563	130.416	.000	.537
Intercept	22409.306	1	22409.306	210.396	.000	.483
Pretest	10.327	1	10.327	.097	.756	.000
Method (CLS/Control)	25320.260	1	25320.260	237.727	.000	.514
Error	23964.752	225	106.510			
Total	689868.000	228				
Corrected Total	51745.877	227				

a. R Squared = .537 (Adjusted R Squared = .533)

In Table 3, tests of between subjects effects show that $F_{1,227} = 237.73$, $p = .000 < .05$. The criterion value 0.05 is greater than the probability value .000. Therefore, the null hypothesis is rejected. Thus, there is significant difference in map reading performance of students taught with CLS and control group.

Research Question 2: *What is the difference in map reading performance of urban and rural students taught with CLS at pretest and posttest?*

Table 4: Mean and Standard Deviation of Urban and Rural Students' Taught With CLS in Map Reading at Pre-test and Post-test

Method	Location	N	Pretest		Posttest	
			Mean	SD	Mean	SD
CLS	Urban	72	34.18	4.90	57.76	7.68
	Rural	54	33.54	4.77	64.11	12.58
Grand Total		126			61.39	11.17

In Table 4, the descriptive analysis of the subject factors indicates that, 72 urban and 54 rural students were taught with CLS. There is a marginal difference of .64 between urban and rural students' mean scores, with no disparity in their scores at pretest. The mean and standard deviation of urban students taught with CLS are 57.76 and 7.68 respectively. The mean and standard deviation of rural students are 64.11 and 12.58 respectively. There is difference in map reading performance of urban and rural students taught with CLS in favour of rural students as measured by their mean scores at posttest.

H_{02} : There is no statistically significant difference in mean map reading performance of urban and rural students taught with CLS at pre-test and post-test.

Table 5: ANCOVA Test of Between Subjects Effects of Pretest and Posttest Map Reading Scores of Urban and Rural Students Taught With CLS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1907.916 ^a	2	953.958	8.571	.000	.122
Intercept	14812.121	1	14812.121	133.082	.000	.520
Pretest	662.953	1	662.953	5.956	.016	.046
Location (Urban/Rural)	1368.745	1	1368.745	12.298	.001	.091
Error	13690.029	123	111.301			
Total	490441.000	126				
Corrected Total	15597.944	125				

a. R Squared = .122 (Adjusted R Squared = .108)

In **Table 5**, tests of between subjects effects shows that $F_{1,225} = 12.298$, $p = .001 < .05$. The criterion value 0.05 is greater than the probability value .001. Therefore, the null hypothesis is rejected. Thus, there is significant difference in map reading performance of urban and rural students taught with CLS.

Research Question 3: *What is the difference in the mean map reading scores of male and female students taught with CLS at pretest and posttest?*

Table 5: Mean and Standard Deviation of Male and Female Students' Taught With CLS in Map Reading At Pre-test and Post-test

Method	Gender	N	Pretest		Posttest	
			Mean	SD	Mean	SD
CLS	Female	73	34.14	4.88	62.93	10.34
	Male	53	32.68	4.10	66.66	11.41
Grand Total		126				

In **Table 6**, the descriptive analysis of the subject factors indicates that, 73 female and 53 male students were taught with CLS. The mean and standard deviation of female students taught with CLS are 62.93 and 10.34 respectively. The mean and standard deviation of male students are 66.66 and 11.41 respectively. There is only a marginal difference of 1.46 and 3.73 in map reading performance of male and female students taught with CLS at pretest and posttest respectively.

H₀₃: *There is no statistically significant difference in mean map reading performance of male and female students taught with CLS.*

Table 6: ANCOVA Test of Between Subjects Effects of Pretest and Posttest Map Reading Scores of Male and Female Students Taught With CLS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	764.989 ^a	2	382.494	3.327	.039	.051
Intercept	14107.828	1	14107.828	122.716	.000	.499
Pretest	338.033	1	338.033	2.940	.089	.023
Gender	264.204	1	264.204	2.298	.132	.018
Error	14140.511	123	114.964			
Total	539097.000	126				
Corrected Total	14905.500	125				

a. R Squared = .051 (Adjusted R Squared = .036)

In **Table 7**, tests of between subjects effects show that $F_{1,225} = 2.298$, $p = .132 > .05$. The criterion value 0.05 is less than the probability value .132. Therefore, the null hypothesis is accepted. Thus, there is no significant difference in map reading performance of male and female students taught with CLS at pretest and posttest.

Discussion of Results

The first finding is that subjects in the experimental group who were exposed to cooperative learning strategy performed better than the subjects in the control group who were exposed to traditional lecture method. This finding agrees with those of Agulanna & Agbugbaegbu (2005), and Kolawole (2008). This indicates and implies that cooperative learning strategy was a more effective instructional strategy than lecture method and can be used to improve the academic performance of students in geography. The improvement in performance might have resulted from active participation of students in their learning. Students work out a given task in small groups and this makes it possible to share ideas and improve each others' learning.

The second finding showed that there is significant difference in map reading performance of urban and rural students when exposed to Cooperative Learning Strategy in favour of urban students. Urban schools are typically better organized than rural schools; the learning environment differentials (e.g. better facilities) may have accounted for the observed difference. There are strong evidences showing that a positive relationship exists between availability of facilities and students' academic performance.

Thirdly, no significant difference was found between the performance of male and female students after exposure to CLS. That is, student gender does not impact on performance, using CLS. This means that CLS is gender-friendly as both male and female students equally benefited from the use of this strategy and can be used to minimize gender disparity in the performance of students in this subject.

Conclusion

Map reading is often described as the most difficult aspect of geography. Many students at secondary school level can neither read nor interpret simple language of map. This may not be unconnected with the fact that this aspect of the subject involves the use of skills such as observation, selection, location and recording skills, mathematical, manipulative and interpretation skills. Cooperative learning provides many opportunities not found in a typical traditional classroom, such as opportunity to learn from each other, sharing of ideas, face-to-face interaction and, more importantly it develops the 'we' spirit among students and promotes critical thinking which maximizes their learning. The findings of this study support many of the proven benefits of cooperative learning strategy. The effectiveness of CLS increased students' performance as indicated by a statistically significant difference between post test performance of experimental and control groups.

Recommendations

Based on the foregoing, the following are recommended as way forward That

- a. Geography teachers should be trained and encouraged to use CLS as alternative strategy to improve the teaching and learning of Geography, particularly map reading.
- b. as a gender-friendly instructional strategy, cooperative learning should be used to maximize disparity in learning outcomes between boys and girls.
- c. rural schools should be equipped with basic school facilities that facilitate learning of geography to enable the students benefit from the use of CLS.
- d. CLS should be used to address map reading phobia in students.
- e. assignments given to students should always emphasize aspects of cooperative learning.

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INCLUSIVE COMMUNITY DEVELOPMENT AND CHALLENGES OF SOCIAL CHANGE IN RURAL AREAS IN NIGERIA

Iyunade T. OLUFUNMILAYO, PhD

Department of Arts and Social Sciences Education

Olabisi Onabanjo University.

Ago- Iwoye, Ogun State, Nigeria.

E-mail: iayoiyunade@yahoo.com

Abstract

This paper provides a qualitative perspective on inclusive community development as development influencer of social change. Without inclusiveness, development in rural communities in Nigeria will remain in a state of sustained neglect and under-development because, if change denotes a difference between situation as observed over certain period of time, then community development would imply observable progress in tangibles and intangibles in any social system over any period of time. There is perceived deficits in social change in rural communities in Nigeria on account of the neglect of inclusive community development as escalated by various exclusionary factors. The way forward for accelerated social change in rural communities in Nigeria is to promote and develop the social capital capacity of rural communities with focus on inclusive community engagement that is oriented at the sustenance of the social well-being, enhancement of community and stakeholders engagement, commitment to place activation, relationship building and social networks as evident in this paper for policy direction.

Keywords: *Inclusive; Challenges Community Development; Social Change; Rural Areas.*

Introduction

Community development has become part of a generic, holistic and integrated rural development strategy, advanced and promoted globally by the United Nations agencies and the World Bank. The focus is on policies design on community well-being that is encapsulated in adult literacy programmes, youth and women empowerment, development of working groups and cooperatives, compensatory education, dissemination of alternative technologies, development of village nutrition programmes and permaculture projects, and village water programmes (Sung, 2014; Briggs, Mueller & Sullivan, 1997). With the rediscovery of the social capital approach in the 1990's, community development became increasingly concerned with social capital formation which is based on inclusive elements (Magee, James, & Scern, 2012), with emphasis on benefits derivable from the cooperation between individuals and networks of groups without isolation or any form of exclusion. Thus, the importance of inclusiveness as central to community development in a sustained observable change was long accorded a place in the social change process.

Recently, the United Nations (2014) articulated and activated a 17-point Sustainable Development Goals (SDGs) under the auspices of global goals that constitute an inter-governmental accepted set of 169 targets of change relating to international development. Four

of these goals have direct bearing on inclusive development, namely:

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all.

Goal 11: Make cities inclusive, safe, resilient and sustainable; and

Goal 16: Promote just, peaceful and inclusive societies.

The relevance of inclusive variable in these four goals underscores the idea that, there exist different forms of social and economic exclusions which negate accelerated socio-economic transformation in the physical and emotional outlook of people in rural areas. To revert the exclusion indexes, there must be deliberate social actions towards engagement in inclusive community development in which one could observe significant and measurable indicators of social change in rural settings in Nigeria.

Focus of Research Interest

It is not only evident but also a universal truism that different forms of exclusion pervade communities in any social system. Such exclusion variables promote inequalities, injustice and bias in resource exploration, exploitation, distribution and utilization for community development. The attendant results are that social change is retarded, conflicts are evident thereby making all efforts aimed at enhancing community development failing to achieve inclusiveness. The interest in this paper is to situate inclusive community development variables within the framework of the sustainable development goals (SDGs) and highlight the challenges of social change that might come up from exclusion practice and showcase evidences of inclusive development in community development in rural communities in Nigeria.

Inclusive Community Development

The valuation of the diversities within communities and their impact as derived from network of connection depict inclusion process in development. When certain segments of society are systematically blocked from rights, opportunities and resources, it does not only retard social change but also negates the principles of community-led collective action and deliberative civic engagement (Nabatchi & Munno, 2014). The consequence of which are apathy and indifference at community network of interest among others. In emphasizing the need to tackle the consequences of poverty, exclusion, discrimination and to provide social justice and participation, inclusion demands that community development should be participatory and all embracing in the satisfaction of felt needs. Inclusive community development implies that all activities, actions and efforts that would promote or provide support to the development of individual capacity and building community capacity to generate all elements of social, economic and democratic activities and opportunities for the well-being of the participants who are actively involved in the process should be catered for in the process of development. To achieve inclusion in the development process, therefore, entails an active and deliberate process of peoples' participation. It constitutes a participative and dynamic process of civic engagement, learning, investigations, action oriented and reflection as observed by Acker (1990). This process is essential for the better living conditions of the rural dwellers.

Analysis on inclusive community development in relation to social change is predicated on the evidence of exclusion experience of development in the rural settings due to the sustained neglect of building institutional capacity for rural development. For instance, it is apt to say that to be excluded from community development could take various relative and absolute senses, but social exclusion is usually expressed and manifest as it is more than just economic relativities but as a representation of disconnect. It has consequences on the social symbolic field, a template for measuring social change. Inclusive community development means the ability of communities to keep all groups and individuals within reach of what people in the community expect as a community or to release their full potentials as evidenced in the literature (Acker, 1990; Silver, 2007; Long, 2010; Wilson & Beresford, 2000; Power & Wilson, 2000).

As a process, inclusive community development disengages from any effort that is likely to relatively or adversely affect the disadvantaged or excluded segments of a community, but at the same realm, assist community in identifying, designing and implementing plans to solve agreed-upon problems as encapsulated in or defined by the felt needs through emphasis on shared leadership and active citizen participation in the process in which social change could be observed and measured in rural settings at qualitative and quantitative scale. The interest in the process is the all evolving and all-embracing process of social change through inclusiveness.

Elements of Social Change and Challenges of Inclusive Community Development

The Organization for Economic Cooperation and Development (OECD, 1999) articulated three basic variables for the determination of social change in any rural setting. These variables are poverty rate, life expectancy rate, and literacy rate (level). According to OECD, when these variables are measured on the positive scale over a period of ten years space and marked differences are established on a positive scale, social change is said to be evident. However, if the reverse is the case in terms of negative scale of measurement, there is no marked evident of social change. Rather than conceive social change from the context of evolution, revolution, adaptation and accommodation in community development the focus is on sustained growth and progress. And that it is on this basis that certain indices need to be provided in order to answer the question whether there are evidences to ascertain the scale of inclusive community development.

Literature show that, these three indicators namely poverty, illiteracy and low life expectancy rates are on the decline in most of the remote areas of south Sahara countries. UNESCO (2013) reported that, within a space of a decade, nearly 40 million children were enrolled in primary education in 2010 relative to 1999; and that more than half of the new pupils (nearly, 26 million) were girls. Unfortunately, since 2004, progress in enrolment has slowed down and even stagnated in some countries south of the Sahara. The world average indicates that gender disparity in primary education was considered eliminated in 2010. Yet, in South and West Asia and especially African, 67 countries have not reached gender parity in primary education and 97 countries in secondary education. Poverty is a compounding factor for gender enrolment in terms of reducing access to primary school literacy benchmark.

Evidence from UNESCO (2012) shows that girls still face many socio-economic, cultural and security exclusions from school, although girls are more likely than boys to reach the final grade of primary education (98% versus 86%), and fewer girls than boys enroll in secondary education. Progress in primary education enrolment has not been equitable across and within countries. About 61 million children of official primary school age remain out of school; they are most likely to be female, poor or from a rural or remote areas or belonging to another vulnerable and excluded groups. More than half of those children (an estimated 29 million) live in countries facing conflicts or emergency situations such as Nigeria.

Meanwhile, UNESCO (2013) reported that completion of primary education in most rural areas remains a challenge for pupils in the poorest countries, Nigeria inclusive. Only 59% of children in low-income countries entering school reach the last grade of primary compared to 98% in high-income countries. In many schools, the quality of education is poor such that pupils do not obtain basic skills or attain minimum learning standards which ultimately exclude them from mainstream social capital development. An estimated 250 million of the 650 million children enrolled in primary school either fail to reach grade 4 or lack basic reading and numeracy skills by that grade. More than 775 million adults are illiterates reflecting decades of poor learning and deficit in andragogical opportunities mostly in the rural communities. This negative measures show how exclusion factors have negated the social change demands in the Nigeria's rural settings.

The above depicts a social change that is negatively evident and defined in the rural areas. This is because as poverty is endemic; it predicts high level of illiteracy, insecurity, low life expectancy rate, unemployment, low capacity utilization and absence of social and civic engagement in the rural space. Recall that social change is a term used to describe variations in, or modification of, any aspect of social processes, social patterns, social interaction or social organization in a progressive or growth perspective (Silverman, 2003). Whereas social change is variation from the accepted modes of life; whether due to alteration in geographical conditions, in cultural equilibrium, composition of the population or ideologies and whether brought about by diffusion or inventions within the group; it is evident that, social change must inevitably involve alteration in the structure or functioning of the social forms, aggregates or processes that sustain themselves.

Consequently, it may be inferred that social change involves the modifications which take place in the life patterns of people. The emphasis is on social relationships as evident in social processes, social aggregates, social patterns and social interactions. It depicts variations in or any aspects of social processes, social patterns, social aggregates, social interactions or social organizations. It is a change in the institutional and normative structure of society (Magee, James & Sceri, 2012). Within the community milieu, social change must occur in the life of the entire community not just in individual life patterns but a process characterized by

- a. a universal phenomenon;
- b. community change;
- c. speed is not uniform;
- d. time bound;

- e. occurs as an essential law;
- f. not being predictive;
- g. a chain-reaction sequence;
- h. the interaction of a number of factors; and
- i. chiefly those of modification or of replacement.

The nature of social change according to Silverman (2003) is, therefore, reflective of progress in a community with six values, namely (i) enhancement of the dignity of man; (ii) respect for each human personality, (iii) ever increasing freedom for spiritual quest and for investigation of truth; (iv) freedom for creativity and for aesthetic enjoyment of the works of nature as well as of man; (v) a social order that promotes the first four (4) values; and (vi) promotes life, liberty and the pursuit of happiness with justice and equity for all.

Given these values, it could be said that Nigerian rural settings have not made progress that could be seen or observed as change, communal, fulfilling the desired aim, volitional and not limited by social exclusion? Have the rural communities progressed from illiteracy, poverty, low life expectancy rate, insecurity, poor health, high dropout rate, neglect, discrimination, isolation among others? The answer to whether we have progressed or not, depends upon our standards of moral values with respect to the indicators of progress in relation to social change as may be premised on inclusive community development.

Inclusive Community Development and Capacity Building Thresholds for Social Change

To achieve a progressive social change in the rural areas, it is expected, as part of inclusive community development strategy, that capacity building thresholds which incorporates all the variants of social change in rural setting must be enhanced. Capacity building in rural setting means building abilities, empowering relationships and values that enable organizations, groups and individuals to improve their performance and achieve their development objectives. This process in the submissions of Kaniaru, Kunboa, Makande & Kawaga (2002), includes

- a. strengthening the processes of inclusiveness in rural development;
- b. strengthening the rules and systems that influence collective and individual behaviour and performance in all development endeavours;
- c. enhancing people's technical ability and willingness to play new developmental roles and adapt to new demands and situations; and
- d. creating of awareness among the locals about their services and development.

Capacity building of inclusive community development and engagement gets to its thresholds when its' elements are ascertained to reflect

- a. human resource development; enhancing knowledge, skills and capacities of individuals in technical, personal and managerial areas;
- b. organizational development that improves organizational performance, managerial systems and governance in order to build effective, efficient and accountable institutions; and

- c. institutional development strengthening interrelationships between stakeholders, strengthening cooperation and co-ordinations, clarifying tasks, roles and terms of interactions and community engagement.

Without doubt, the inputs of capacity building provide the essential rural communities empowerment elements that ensure consistency in the social change continuum. Inclusive community development that brings about social change needs to attain a threshold level in capacity building in order to sustain any progress reached in the areas of literacy development, poverty reduction and improved life expectancy as indicative of deliberative actions to measuring social change in any rural settings. Community must have the technical skills, administrative skills, governance skills, conflict resolution ability, gain public health awareness, project support intervention, financing systems and support infrastructure for any marked social change to be observable and measurable. These thresholds are yet to be achieved in the rural development setting and one cannot say that there is no significant progress with the exclusion of inclusiveness in community development for social change. This of course calls for complete reevaluation of the entire process of public policy instruments on community development that bears relevance to inclusiveness for social change.

Conclusion and Suggestions

The way forward is to promote and develop the social capital capacity of rural communities with focus on inclusive community engagement that is oriented at the sustenance of the social well-being, enhancement of community and stakeholders' engagement, commitment to place activation, relationship building and social networks in rural areas in Nigeria.

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ISSUES IN THE TRANSFORMATION OF EDUCATIONAL MANAGEMENT & PLANNING IN CONTEMPORARY NIGERIA

¹**Bukuromo EKUBO**

+2348037117267

ekubobukuromo@gmail.com

²**Binaebi A. OGBOKA**

+2347068343328

ogbokabinebi@gmail.com

&

³**Tamaradoubra ALEGBE**

+2348134382348

tamaradoubraaa@gmail.com

^{1&2}*Department of Educational Foundations*

Niger Delta University, Wilberforce Island

³*Department of General Studies*

International Institute of Tourism & Hospitality

Yenagoa, Bayelsa State

Abstract

Education is an indispensable asset through which a nation can effectively realize its goal and objectives for nation transformation and development. As the world changes rapidly and becomes increasingly complex so also education must of necessity be dynamic change along the same line. Education management has become a technology, hence should be issue of major concern to the entire world for the purpose of achieving enduring social economic and political benefits. This paper focused on some operational concepts, like educational management, and planning and transformation. It also examined importance of education management and planning, current challenges and prospects in educational managements, finally advances modern improved techniques of educational managements for national growth and productivity in Nigeria.

Keyword: - Educational Management, Planning and Transformation

Concept of Educational Management

Educational management is concerned with the planning and formation of educational policies or programme with a view to achieving educational goals. It can also be defined as the application of the processes of planning, organizing coordinating, controlling and evaluating human and materials resources in order to achieve stated educational goals and objectives (Peretomode, 2001).

The importance of educational management and planning in educational setting cannot be overemphasized. This is due to the limited educational resources that should be properly

managed to achieve the educational goals. Educational management and planning has become a technology and should be globalized to meet global standard. The influence of science and technology has introduced newer concepts into school curriculum, thereby posing enormous challenges to educational managers and planners. In the view of this development, education management and planning has become complex and sophisticated to cope with, due to the complexity educational management and planning, thus educational managers should be conversant and equipped with managerial skill and competencies of global status to cope with the changing trend. Acquisition of global managerial skills will give them a wide range of experience which will in turn lead to result-oriented educational management and planning in the aspects of manpower production, job creation, provision of infrastructure, good governance, security and an enduring socio-economic and political stability for national growth and productivity. For decades now educational policies and programmes in Nigeria have not achieved the desire national objectives due to non-globalization of educational management and planning.

It is important to note that both the terms of administration and managements – are used interchangeably as the two words bear similar meanings. The processes of administration are also the same as the process of management. Education is concerned with the transmission of skills, knowledge, vocation of culture and this is usually done through teaching, learning, research and dissemination of findings of ultimate realization. It has been pointed out that educational management should logically involve, arranging and using human and material resources in education for the transmission of skills, knowledge, vocation and culture through efficient teaching, learning, research, it dissemination and utilization for a better society.

Nwankwo, (1979) in defining management in education in the context of resources/results sees it as the arrangement of resources (human, materials and information) available for education and carefully using them systematically to achieve educational objectives. Drucker, (1999) as cited from Nwankwo (1979) equally related his concept of management to the resources/results context as the process of reaching organizational goals by working with and through people and other organization resources.

The National Policy on Education, (Federal Republic of Nigeria; 2004) stated that the success of education is hinged on proper planning, efficient administration and adequate planning. It further posits that administration includes organization and structures, proprietorship and control, inspection and supervision. From the above, it is implied that the scope of educational management should not be concerned only with teaching/learning process in the classroom but transcends into activities in the ministry of education, state education commission, political party manifestos, planning, supervision and inspection.

Concept of Educational Planning

Educational planning on the other hand is the exercise of foresight in determining the policies, priorities and cost of an educational system. In order to understand what educational planning means, it is necessary to understand what it is meant by planning and what a plan is. Adesina (1990) defines planning as a way of projecting intensions, that is, a method of deciding what to

accomplish. Ejiogu (1990) holds that to plan, means to project, forecast, design, or make course. For Babalola (2003), planning involves taking of decision for future action with the views to achieve predetermined objectives through optimum use to scarce resources. A plan is detailed scheme, programme or method worked out before hand for purpose of achieving a set objective. There are three basic element in a plan. These are that it deals with the future; involves action and identifies who is to implement the future action. For instance, the National Teacher Institute carried out a research to find out if. N.C.E by distance learning is been patronized by Nigerians, which were positive, the NTI came up with a detailed scheme regarding how it admits students, how course materials will be written, who should serve as writers of the course materials, when to write the texts, how the study centres will be organized and administered, how the progress will be monitored and evaluated etc. It is this detailed programme that is called a plan. On the other hand, the process of setting out in advance this plan is what is called planning. Planning bridges the gap between where we are and where we want to be.

Challenges of Educational Management and Planning in Nigeria

Planning of education in Nigeria is being faced with myriads of problems and issues such as acute shortage of professional educational administrators, the cart before the horse syndrome, poor functional differentiation; weak data base, population explosion; inadequate resources; depressing economy, unprogressive administration tradition, politics and lack of public support (Nwankwo, 1981).

- a. *Acute shortage of Professional Educational Administrators:* Educational Management requires the services of professionals who possess the required managerial skills and abilities to properly manage the education sectors. Unfortunately, the few available ones are not encouraged to carry out managerial assignments as the case may be. This constitutes a serious constraint on educational management in Nigeria.
- b. *The Cart before the Horse Syndrome:* A major feature of educational management in Nigeria is in process of disorder. In most cases, for example, educational pronouncements about educational policies or programmes are made without any regard to due process. This is usually done to score political points. In situations like this, plans are never made for implementation resources. The result then is failure. The reason being that, the intended policy will never be implemented in the first instance, even if an attempt at implementation was made, it will fail to achieve its intended its intended result so as to leave an impact or will not have the intended effect.
- c. *Politics:* Since independence, education in Nigeria has been caught in the web of military and partisan politics. This has affected educational management, planning and implementation. Technocracy of planning education only operates within the political ideology framework of the government in power without due regard to the socio-economic realities of the day. This is blamed on the influence of politics on educational activities in the country over the years.
- d. *Lack of Public Support:* Education in Nigeria, as it is practiced over time is imposed on the masses. The plan is made on their behalf with the belief that 'they' know the public will always support any educational services being provided. This has proved

otherwise. Those who plan are not the implementers. The people are not involved at the stage of planning hence, there is minimal support when it comes to implementation.

- e. **Poor Functional Differentiation:** The functional differentiation of educational management, planning and implementation has been ineffective. The broad definition of educational objectives in Nigeria has been vague. It is not based on systematic need assessment. Resources constraint at times, are not taken into cognizance. This affects the effective implementation of plans. Also, there is poor integration of tiers of government in project planning resulting into ineffective plans in recent time.
- f. **Weak Data Base:** In educational planning, two types of data are required. These are qualitative and quantitative in nature. Educational data that are needed for planning are institutional information on management, level, quantities, types and pattern of distribution, number of teachers by sex, age, qualification, length of service, mortality, information on supportive staff, class data by arms and grade, student information by sex, age, grade, output, inflow, repeaters, dropouts and by disciplines, building and equipment by number, size specialty and types of construction materials, and recurrent and capital expenditure data. Other related data are, size, age-political distributions, age, sex, structure and rates of change growth and decline of population. (Nwadiana, 1990). The quality of educational decisions and their implementation outcomes reveal the weakness in methods of data collection which are still very routine and unreliable. The establishment of Educational Data Base will go a long way in redressing the protracted problems of inaccurate and inadequate data for effective management and planning of education in Nigeria.
- g. **Population Explosion:** The population of Nigeria has been witnessing very rapid rates of growth. In 1963, the population of the country was put at 55.67 million people. The actual rate of growth has not been ascertained. In the absence of current population data, projections have been based on 2.5%, 3.0%, 3.2% growth rates for the years 1980-2000. It was projected that by 2000, the population of Nigeria will be 1138, 841, 153, 033 and 165, 596 million using 2.5%, 3.0% or 3.2% rates of growth respectively. (National Population Bureaus, 1980). However the provisional census (2006) for Nigeria puts the size of the country's population at 140 million people. The rapid growth of the population is attributed to improvement made in the health sector. Structurally Nigeria's population is more in favour of young people. Due to the large number of school age population, more educational burden is placed on the society in terms of providing teaching and learning inputs (human, material and time). The inability to cope with the explosion of learner in the school system has affected effective management and planning of education in Nigeria.
- h. **Inadequate Resource:** There is an acute shortage of professionally trained educational managers and planners. Currently, education planning departments or units of ministries and boards of education in Nigeria are staffed with non-educational planners. This is why educational planning has not been effective. In the school system where educational plans are finally implemented, there is dearth of teachers. The existing stock of educational personnel at all levels and various equipment, furniture and other instructional materials are very inadequate to promote effective teaching and learning. There is over utilization of physical facilities, yet they are poorly maintained. At the centre of resources constraint is finance.

- i. ***Depressing Economy:*** Nigeria economy is in serious distress. The economy that was booming is now a shadow of its former self. The mono-oil based resource has been “dethroned” in Nigeria worsen by the neglect of other sectors of the economy like agriculture. The galloping inflation trend in Nigeria has eaten up the little funds for education. With the resultant rise in the cost of education mobilization strategies for more funds have not proved impressive and successful hence, the growing mismatch in the economy thus making effective planning of education inhibited.
- j. ***Unprogressive Administrative Traditions:*** The administrative tradition in education is very rigid. There is a tradition of administrative procedure with its attendant bureaucratization that leads to education decision being delayed, conflict of power and authority. Likewise, the network of hierarchical role relationship and accountability limits the experts' freedom in taking professional decisions on policy issues in the field of education in the country.

Transformation of Educational Management and Planning in Contemporary Nigeria

To combat the above challenges, it is expected that educational management and planning should be transformed in contemporary Nigeria to meet up with the current global trend. In the actualization of this, the following are suggested.

- a. ***Develop a Communication Plan and Execute it Flawlessly:*** A successful communication and change management plan should not only include web and print materials, but it should also engage stakeholders through focus groups, community forums, surveys and other strategies.
- b. ***Consider Engaging External Partners:*** Partnering with communications professionals who have experience working in the educational management and planning can be highly valuable. A trusted knowledgeable third party can provide strategic counsel and tactical support to help districts develop and manage communications and change management plan that is aligned with their unique improvement goals.
- c. ***Go Fast, Go Along, But Go Together:*** Key stakeholders must be engaged as partners. Successful reformers seek out leaders from all constituencies to get their input, keep them informed and let them lead. This also ensures that they remain institutionalized and are never about a single person. Powerful conditions are built when leadership is shared and supported, it also make it header to give up when the going gets tough.
- d. ***Don't Create Silos:*** Make sure efforts should be made to support staff understand the state of top goals and play for action and most importantly, how this align with existing work.
- e. ***Encourage Collaboration and Idea Sharing:*** Through the use of online tools like Facebook, Twitter, Blogs, WhatsApp etc. as the creation of various stakeholders groups.
- f. ***Communication:*** If stakeholders are connected to the larger vision through meetings, communication and input, they will believe it's worth it. Remember to consider all stakeholders such as educators at all levels, students, parents, business and community leaders, media, union, partners and others. Personalize messaging to each group to ensure relevance and understanding and carefully consider the timing and sequencing of your communications.

- g. Training and Support Matter:** Transformational change occurs when educators understand their students' achievement and learning progress and are aware of the resources, data, training and support available to ensure college and career readiness for every child. If teachers know how to interpret and make instructional adjustments based on data, their students will perform at higher achievement levels.
- h. Provide Support Services:** Many questions arise around large scale initiatives and sometimes educators need assistance locating resources online, logging in to participate in online courses, or identifying the location of training. They are more likely to take advantage of what is available if they can easily find answers to their questions. Therefore, all communications should include contact for information support.
- i. Celebrate and Share Success:** When opportunities are created to recognize excellence, people develop an appetite for it. Make your communication about students and not tests. Consider how you communicate the sense of urgency necessary for change while recognizing and building upon the genuine successes of the past. It is important to celebrate progress made while sharing efforts to continually raise expectation to ensure student success.
- j. Other strategies include** making educational planning departments/ units of ministries and bodies to be headed by professionals; government increasing the financial budget on education up to the 26% UNESCO prescription as well as the establishment of educational data bank by government as this will go a long way in addressing the protracted problems of inaccurate and inadequate data for effective management and planning in education.

Conclusion

The success of any educational system hinges on proper management, planning, adequate funding and motivation. The government needs to provide an enabling environment for the educational managers and planners to play major role in the policy formulation that concern management and planning of education.

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CHALLENGES OF MATERNAL AND CHILD HEALTH CARE SERVICES IN CONTEMPORARY NIGERIA: IMPLICATIONS FOR COMMUNITY DEVELOPMENT

¹Wahihi E. OJOJO

E-mail: ojojowahihi@gmail.com

+2347034408824

²Adata D. T DIEPREBO, PhD

E-mail: dieprebo@yahoo.com

+2348037922314

&

³Mary D. WILBRAYI

+2348038993839

^{1,2&3} Department of Science Education, Faculty of Education,
Niger Delta University, Wilberforce Island,
Bayelsa State

Abstract

The paper examined the challenges of women access to maternal health services in Nigeria: implications for community development. Maternal health refers to the health of women during pregnancy, childbirth, and the postpartum period. It encompasses the health care dimensions of family planning, preconception, prenatal, and postnatal care in order to reduce maternal morbidity and mortality. The paper explained the concept of maternal mortality and also highlighted its causes. The challenges of women in accessing the maternal health care services were also discussed which include amongst others inadequate number of trained health care personnel, decision to seek for medical care, lack of education and distance of the health facility. However, implications for community development were discussed which include the challenges identified and recommendations such as to sensitize the community on the need for advocacy and lobby to the authorities for more trained and qualified health personnel, mobilize community members on the need to allow women to attend health facility for any emergency or need arises, to create awareness on the need to have community volunteers who will transport women on emergency to the nearest health facility were given.

Keywords: Challenges, Maternal, Child, Health Care Services, Contemporary, Community, Development

Introduction

Maternal health refers to the health of women during pregnancy, childbirth, and the postpartum period. It encompasses the health care dimensions of family planning, preconception, prenatal, and postnatal care in order to reduce maternal morbidity and mortality (WHO, 2012). Motherhood is a situation cherished by most women; yet this valued and precious part of life is among the most hazardous experiences that women often engage in

without being aware of the risk or danger they are in (UNPFA, 2008). Pregnancy and childbirth complications are leading causes of death and disability among women of reproductive age, especially in developing countries. In 2008, an estimated 358,000 women died due to complications developed during pregnancy and childbirth (WHO, 2010). One out of every 31 women dies during pregnancy or childbirth in sub-Saharan Africa, compared with just one in 4,200 in Europe (WHO, 2010).

For every woman who dies, at least 20 more suffer injury, infection or disability from maternal causes; approximately seven million women every year (WHO, 2005). Maternal and child mortality is not an uncommon event in several parts of the developing world. Mothers and children are at the highest risk for disease and death. While motherhood is often a positive and fulfilling experience, for too many women, it is associated with ill-health and even death (Olatoye, 2009). The death of a woman during pregnancy, labour or puerperium is a tragedy that carries a huge burden of grief and pain, and has been described as a major public health problem in developing countries.

Majority of Nigerian people, especially women, are poor and very vulnerable to illness, disability and even death due to lack of access to comprehensive health services, especially maternal health services. These women need quality maternal health services such as medical care, planned family, safe pregnancy, delivery care and treatment and prevention of sexually transmitted infections, such as HIV/AIDS (SOGON, 2012). With accessibility to comprehensive health services, women are less likely to die in pregnancy, more likely to have healthier children and better able to balance their family and work life.

Nigeria is the most populous Black Country in Africa with 140 million people including 75 million children (Ogbonaya & Aminu, 2009). The child and maternal mortality rate of this country is very significant and has implications for the attainment of the MDGs. It has been noted that Nigeria is lagging behind in achieving universal coverage of key maternal and child health intervention and will unlikely meet the target of the MDGs. According to UNICEF Executive Director, Ann Veneman, "midway to 2015 deadline for MDGs, Nigeria continues to record unacceptably high maternal, newborn and child mortality". Nigeria ranks as one of the 13 countries in the world with the highest maternal mortality rate and is still not listed among the 10 countries seen to have made rapid progress to meet the goals. Without healthy mothers, you cannot have healthy children.

High-quality accessible health care has made maternal death a rare event in developed countries, where only 1% of maternal deaths occur; these complications are often fatal in developing world (WHO, 2012). It is projected that providing skilled health care workers at delivery and emergency obstetrics care could save nearly three-fourths of mothers' lives. Yet each year, 50 million women give birth in their homes without any professional help (Save the Children, 2010). Previous reviews have assessed the health effects of planned hospital birth compared to planned home-birth in low-risk women (Olsen, & Clausen, 2012).

However, despite these efforts, Nigeria continues to have one of the highest rates of maternal mortality ratios in the world (1,100 maternal deaths per 100,000 live births) justifying the need for more research to determine the best approach to resolve the problem (WHO/ UNICEF, 1990).

What is Maternal Mortality?

Maternal mortality is the death of a woman while being pregnant or within 42 days of termination of a pregnancy, irrespective of the duration or site of the pregnancy, from any cause related to, or aggravated by the pregnancy or its management, but not from accidental causes. Maternal mortality has been and still continues to be a public health challenge particularly in developing countries. It is made more tragic because women die in the process of performing this essential physiological function of childbearing, and in efforts to fulfil their natural role of perpetrating the human race (Chukudebelu, 2003).

Maternal mortality constitutes one of the major indices for assessing the development of any nation. With the commencement of the Safe Motherhood Initiative in Nairobi 1987, most nations have tried to devise strategies and policies for reducing maternal mortality. Therefore, this study examines the challenges of women access to health services in Nigeria and its implications for community development.

Causes of Maternal and Child Mortality

There are a lot of causes of maternal and child mortality. Saraki (2008) observed that child and maternal mortality have many triggers, both direct and indirect. Poorly funded and culturally inappropriate health and nutrition services, food insecurity, inaccurate feeding practices and lack of hygiene are direct causes of mortality in both children and mothers. The indirect causes may be less obvious externally, but play just as large a role in mortality statistics. Female illiteracy adversely affects maternal and child survival rates and is also linked to early pregnancy. In many countries, especially where child marriage is prevalent, the lack of primary education and lack of access to healthcare contribute significantly to child and maternal mortality statistics. It also notes that discrimination and exclusion of access to health and nutrition services due to poverty, geographic and political marginalization are factors in mortality rates as well (Saraki, 2008).

Challenges of Women Access to Maternal Health Services in Nigeria

The following are some of the challenges faced by women in accessing maternal health care services in Nigeria:

- a. ***Inadequate Number of Trained Health Personnel:*** In the past years Nigeria has invested in the training and re-training of doctors, nurses and midwives to meet the needs of the population. Despite this positive trend, the doctor-population ratio is still one to 6000; a far cry from the WHO recommended one doctor to 650 people. The doctor-population ratio is even worse in 24 of the 44 nations in sub-Saharan African where there is an estimated 10 doctors for 100,000 people (Ndep & Chep 2014). These nations also have the following in common; high fertility rates, low GDPs and high MMR. It has been argued that the higher a nation's GDP, the more quality healthcare is made available

and better access to this higher quality healthcare by a larger proportion of the citizenry is achieved. It is also the same when compared with the ratios of the other health workers needed. There are virtually dearth's of qualified health personnel especially in the rural areas which make deliveries very worrisome and also the attitude of the health workers is very bad to the patients. A lot of women felt disenfranchised by the attitude of the health workers towards them and preferred to deliver at home than to go to the health facility.

- b. **Decision to Seek for Medical Care:** Decisions to seek maternal health care is very complex and distressing and a lot of women had to die because decisions had not been taken whether she should go or not. The amounts of time, money, information and authority for decision making women have at their disposal are very essential for their well being (Sundari, 1992). Decisions to seek medical care are often made not by a woman on her own, but by her husband, or his family (e.g. mothers-in law, senior sister amongst others) and as well as community members. However, many women and families may already be aware of the danger signs of obstetric complications and will not seek for medical care automatically until permission is granted. Reasons for this can be to do with community perceptions of poor quality of care as well as costs. Women's autonomy in deciding to seek care can be hampered by their economic dependence and the prohibitive costs of emergency intervention. If the community is asked for help, community leaders may make a decision which overrides the husband's wishes. Women's autonomy can differ according to their age and seniority within the family. For example, pregnant teenagers may be dependent on the decisions of older members of the extended family for economic reasons (Prevention of Maternal Mortality Network, 1992). And where this happens she has no right to take decision on her own concerning accessing maternal health care services, thus this has further prevented pregnant women in accessing maternal health services.
- c. **Lack of Education:** Widespread ignorance as a result of lack of basic education as well as the result of low level awareness and poor knowledge level in relation to maternal health. Many believe it is only the lazy that will give birth in a health facility. Education is a distant factor which offers the possibility of affecting the magnitude of maternal mortality in a number of different ways. As a result of lack of education many women do not know what the danger signs are and effect of prolonged labour. Therefore they stay in their houses without seeking medical care. Women's social status, self-image and decision making powers may all be increased through education, which may be a key in reducing their risk of maternal death, resulting from early marriage and pregnancy or lack of information about health services. Family pressure often forces pregnant teenagers to drop out of school. Adolescents may seek unskilled abortions in order to avoid expulsion from school on the grounds of pregnancy (Correa, 1994). Some schools in Africa and Asia expel pregnant teenagers as a matter of policy. A study in Nigeria showed that 52 percent of pregnant adolescents were expelled from school (Isis International, 1992). Educated women may have more understanding of the physiology of reproduction and be less disposed to accept the complications and risks of pregnancy as inevitable, than illiterate or uneducated women. Education has been described as a medication against fatalism. (Royston, 1989). Educated women may also

be less likely to accept dangerous practices aimed at alleviating complications in pregnancy. Amongst the Hausa people of Nigeria, for example, *girishi* cuts are a traditional surgical operation to treat obstructed labour by cutting the vagina with an unsterilized blade. Whilst it is commonly performed on uneducated women, educated women rarely accept the practice (Royston, 1989). Uneducated women are less likely to seek the help of professional health services because they are probably less aware of what is available, and probably find the culture of health services more alienating and frightening. Areas with low female literacy rates are also often areas where the fewest births are attended by trained personnel (Royston, 1989).

- d. **Accessibility of the Health Facility:** Distance and transport issues in rural areas are a highly significant factor affecting women's access to maternal health services, especially emergency care. Even if women do attempt to get to hospital for treatment, they may arrive too late for their lives to be saved because of poor roads and a lack of adequate transportation. Delays may also occur in referral from one health facility to another. A woman in a remote rural area must leave her family behind, and have a large amount of money to spend on transport if she is to reach a hospital which can deal with obstetric complications. If she is accompanied by a friend or relative, this person must also find the time and resources to stay near the hospital during the time of treatment. If she dies in hospital or on route, then transporting the body back home is both difficult and expensive. If she is accompanied by a friend or relative, this person must also find the time and resources to stay near the hospital during the time of treatment. It may also be distressing to die far away from family and friends (Sundari, 1992). Furthermore, it was revealed that in most rural communities, roads are inaccessible and transportation systems are chaotic (Ibekwe, 2010). Thus, when a person takes a decision to seek medical attention, it may take days to reach healthcare facility. This is clearly the situation in rural Nigeria; where access to maternal healthcare services means to travel a long distance from the rural place to urban area through bad roads. This is one of the major factors that deter women from accessing maternal healthcare services because after such long journey, one may even develop health problems due to stress.
- e. **Poverty:** Direct costs associated with maternal health care services are very high for many who viewed themselves as too poor to deliver in a facility (Ajaebu, 2013). Considering the poverty level in the country many cannot afford to pay their medical bills as such they prefer to stay at home and look for the services of traditional birth attendants who charge less or in some cases is even free of charge. Low-resource households may have trouble acquiring funds to pay for facility-based care at the time-of-service, particularly those families who rely on seasonal labor. Collecting necessary funds remains a difficult task as few moneylenders lent to the poor, and if they did, exorbitant interest rates could make the principle escalate rapidly (Ajaebu, 2013). Mortality is almost always higher among the poor and disadvantaged than among the wealthy, and this is also true of maternal mortality (Oxaal & Baden, 1996). Some women may have no or limited cash available in times of emergency unless they are given by their husbands. This can cause delays in seeking care. If the husband lacks funds, he may ask for contributions from other relatives or the community.

- f. **Traditional Influences:** Traditional influences including local understandings of disease etiology and externally-focused loci of control play complex but important roles in understanding decision making on location of delivery (Moyer, Adongo, Aborigo, Hodgson, Engmann, & Devries, 2013). Care-seeking may be delayed in situations where certain health problems are viewed as spiritual in nature rather than physical, such as eclamptic seizures (Magoma, Requejo, Campbell, Cousens &, Filippi, 2010). Despite the role of tradition in delivery practices, several women see home birth as 'old time' and desired the modernity of facility-based delivery (Afsana & Rashid, 2001). In several contexts, women preferred to deliver at home, where they were in a familiar and convenient setting. During a homebirth, a woman would not need to arrange for child care or transportation, could rest in her own bed after delivery, and be catered to by her family and friends. The perception that birth is a natural life event rather than a medical procedure emerged as a common belief amongst many women. As a result, they see no rationale for delivering at a facility, and paying to do so is considered illogical and superfluous. While this is position of most illiterate women, the fact remains that it is healthier to deliver at a facility where emergency situations could be provided to support delivery.
- g. **Traditional Birth Attendants:** Traditional Birth Attendants (TBAs) played very important roles as first-line providers for many women. Women emphasized the close bond that they felt with TBAs, due to their status in the community and the trust they developed over years of experience. This relationship often prompted women to desire home-based births attended to by a TBA rather than a facility. Women perceived TBAs as providing high quality delivery care, often emphasizing the supportive and emotional role that TBAs play. A lot of women believed that TBAs have innate skills gifted to them from God and are more dependable providers than facility-based health workers.

Implications for Community Development

These challenges have implications for community development. One of the key assumptions of Community Development is the emphasis on the people as the rallying point for community development in the following ways:

This will give room for the communities to identify their needs and proffer solutions in the following ways:

- a. Sponsoring of female members of the community to go and read health related courses that will help in solving the problems.
- b. Mobilization for support at the grassroots level by all and sundry towards solving the menace.
- c. It promotes sustainable and participatory development and planning to involve communities in decision making process.
- d. It can make people to come together towards the community development process.
- e. People will believe that the challenges are their own and chart for way out.

Suggestions

Based on the above challenges the following recommendations are made. That

- a. community members should advocate and lobby the authorities concerned on how to provide more and trained health personnel in their respective health facility;
- b. awareness campaign should be intensified for those who are responsible be they husbands or their parents for taking decisions that allow them to utilize maternal health care during emergency. All stakeholders should be educated on the importance of giving standing permission for their wives or whoever they may be to utilize the health facility whenever the need arises;
- c. community members should be enlightened on the knowledge of maternal danger signs so that whenever there is an emergency they should be rushed to the nearest health facility;
- d. community should as a matter of urgency create an enabling environment whereby people should volunteer as transporters to convey women on emergency for the necessary care;
- e. community members should establish a maternal savings whereby members of the community should be donating either weekly to help members who are in need of emergency obstetric care. This can either be a loan or assistance depending on the person in need of the assistance;
- f. community members should establish a mechanism for advocacy with the authorities for the provision of necessary health care facilities in their domain; and
- g. public enlightenment should be vigorously pursued so that people may eschew bad practices on maternal health.

Conclusion

This paper exposes the challenges of women access to maternal health care services in Nigeria as influenced by several factors. Factors identified in this review that influenced the use of maternal health care services by Nigerian women are: inadequate number of trained health personnel, decision to seek for medical care, lack of education, poverty, distance of the health facility, traditional and cultural influences amongst others. However, recommendations were given to intensify efforts on advocacy and lobbying to get trained health personnel and also mobilize community members on the importance of allowing their wives to be attending health facility as the needs arises and also to get volunteers who will transport women during emergency to the health facility.

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MAKING MECHANICAL ENGINEERING CRAFTSMEN IN CONTEMPORARY NIGERIA: NEED FOR TRAINING IN COMPUTER NUMERICAL CONTROL

Olusegun O. OLAKOTAN

olakotan.olu@coeikere.edu.ng; +2348083960002

Department of Technical Education,

College of Education, Ikere-Ekiti

&

Muili Akanbi HAMZAT

Department of Technical Education,

Emmanuel Alayande College of Education, Oyo

Abstract

*This study was informed by the need for mechanical engineering craftsmen trained in Nigerian technical colleges to be abreast of innovations in their area of specialization and adjust appropriately in line with global best practices. Hence, the study focused on ascertaining the needs of mechanical engineering craftsmen in the contemporary Nigeria to acquire training in the use of computer numerical controlled machines. Research questions dwelling on training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals and programming guided the study. A self-developed questionnaire entitled “**Training in Computer Numerical Control Questionnaire**” (TCNCQ) was used to collect data from 73 respondents. The TNMECQ was validated by three experts and a reliability coefficient of 0.93 was obtained using Cronbach Alpha Coefficient method. The data collected were analyzed using descriptive statistics to answer the research questions raised and inferential statistics of t-test to test the null hypotheses formulated. The study revealed salient areas of training needed by mechanical engineering craftsmen and thus recommended strict compliance. The study further recommended that relevant stakeholders should as a matter of urgency review mechanical engineering craft practice curriculum in Nigeria so as to be able to accommodate latest innovations occasioned by technological advancement.*

Keywords: *Training; Mechanical Engineering Craft Practice; Craftsmen; Technical College; Computer Numerical Control*

Introduction

Every right thinking individual in the contemporary society seeks relevance in no small measure. This is noticeable in people's pursuit of goal oriented endeavours for self-improvement and societal improvement at large. Thus, it substantiate the assertion of Ogundola and Olakotan (2018) that every meaningful citizenry must ensure adequate training and retraining tailored towards making them relevant in the contemporary society occasioned by technological advancement. Training, according to Olaosebikan cited in Oke & Olakotan (2017) refers to the the process of acquiring knowledge or skill that may be required in the performance of task or multiplicity of tasks. Similarly, Oke and Olakotan (2017) noted that training focused on modification of attitude, knowledge and skill as a result of learning

experience for optimum performance in given tasks. Hence, training and re-training of mechanical engineering craftsmen are not negotiable if Nigeria desires any appreciable progress in terms of technology development (Atsumbe, Umar, Mele & Afolayan, 2012).

Therefore, in the context of this study, training refers to activities embarked upon to equip mechanical engineering craftsmen with overt skills that are needed to handle and efficiently operate modern machine tools so as to be able to remain functional and relevant in the contemporary world of work. Mechanical engineering craft practice as a branch of engineering at the craftsman level according to Herron cited in Atsumbe, Okoro & Ogwo (2012) involves the production and usage of heat and mechanical power for the design, production and operation of machines and tools. Mechanical Engineering craft practice is a trade that provides a post primary technical education and practical proficiency in fitting, turning and machining to the level of good craftsman (Ogunmbe, 2015). The subject matter of mechanical engineering craft practice is specifically designed to provide the skills and knowledge to fulfill the needs of the modern industry. Similarly, Atsumbe & Hamza cited in *Atsumbe, Umar, Mele & Afolayan* (2012) noted that the universities are saddled with the responsibility of producing trained mechanical engineers and the polytechnics are saddled with the responsibility of training and graduating middle level manpower in engineering while the technical colleges are mandated to train skilled mechanical engineering craftsmen. Mechanical engineering craftsmen are needed for industrial growth in no small measure. This is why Joseph (2018) asserted that government of countries in the world over have turned to skill acquisition as a universal currency of the 21st century and that the preparation begins at the technical college level.

Technical colleges according to Olakotan (2015) are institutions where students are trained to acquire relevant knowledge and applied skills in different occupations for self-reliance, and employment in the world of work. Accordingly, Nwachukwu, Bakare and Jika (2011) noted that technical colleges provide students with relevant and adequate knowledge, skills and attitude in related occupations for employment in the industries. Technical colleges are part of the Nigerian Technical and Vocational Education and Training (TVET) institutions under the supervision of the National Board for Technical Education (NBTE) whose quality of academic programmes is assured by NBTE's curriculum development and periodic accreditation exercise.

Additionally, the Federal Republic of Nigeria (2004, 2013) stated that trainees completing technical college programmes shall have three options. These are to

- a. secure employment either at the end of the whole course or after completing one or more modules of employable skill;
- b. set up their own business and become self-employed and be able to employ others; and
- c. pursue further education in advance craft/technical programme and in post-secondary (tertiary) technical institutions such as science and technical colleges, polytechnics or colleges of education (technical) and universities.

However, the technical colleges that are saddled with higher responsibilities of ensuring trainees' self-sustenance, self-reliance and employability in the world of work seem not to rise

to the contemporary challenges as occasioned by technological advancement. It must be noted that the ever-increasing technological advancement being witnessed in every area of human endeavour necessitates the need for mechanical engineering craftsmen to acquire further training in the contemporary society. Also, the need for further training and re-training stem from the fact that the previous machine tools in which they are being trained with, in their respective technical colleges are now faced out in the global world and credence is given to Computer Numerical Control (CNC) machines.

In this wise, Oke & Olakotan (2018) noted that *machine tools mostly found in technical colleges across the nation are manually operated and that industries have shifted from manually operated machine tools to Computer Numerically Controlled (CNC) machine tools. The duo further lamented that graduates turned from technical colleges may not be able to fit into industries where CNC are used.* CNC machine tools come in ranges of lathe, milling, shaping, drilling and planning machines among others. CNC is a specialized and versatile form of soft automation whose application covers many kinds of machines tools. The Electronic Industry Association defined CNC as a system which receives numerical data, interpret the data, and then control the action accordingly. Autodesk (2014) stated that CNC machine tools are generally safer than manual machine tools. This is because they are usually completely enclosed, which reduces the risk of flying chips, debris from broken tools, or contact with a spinning tool.

Therefore, training required by mechanical engineering craftsmen to be able to efficiently handle CNC machine tools according to Michael (2010) are but not limited to having adequate understanding of Computer Numerical Control fundamentals, working principles of CNC machine tools, characteristics of the driving system, characteristics of the feedback devices, application of CNC machine tools, CNC part programming, dimension system in CNC programming, structure of a CNC part programme, G-code and other functions of a CNC part programme, computer aided manufacturing, flow of a computer aided manufacturing, characteristics of the process tool motion definition in a CAM system, and characteristics of process data transmission in a CAM system among others. It is on this premise that this study dwells on environmental habit theory as propounded by Prosser and Quigley (1949). The environmental habit theory according to Prosser and Quigley (1949) stated that vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work. The environmental habit theory stated the type, kinds, amount, use and arrangement of space, materials, equipment and supplies for technical colleges must be a replica of those in found in industries.

Atsumbe, Okoro & Ogwo (2012) had noted that quality and efficient skilled mechanical engineering craftsmen could only be achieved when the curriculum in use is relevant and up-to date so as to accommodate new developments in technology. Thus, it becomes imperative to ensure that mechanical engineering craftsmen in contemporary Nigeria have adequate exposure to Computer Numerical Control machines in this era of constant technological advancement.

Statement of the Problem

Graduates turned out from technical colleges in Nigeria may not be able to fit into industries in the contemporary society because it appears that their trainings are inadequate to the needs of industries. Studies have earlier shown that manually operated machine tools abound in Nigerian technical colleges and as such will not be able to function effectively in modern industries where CNC machine tools are now used. Therefore, in order to avert further irrelevance of technical colleges graduates to the needs of industries, there is need to train them with latest innovations in the world of work which, therefore, suggests a study on the making Mechanical Engineering Craftsmen in contemporary Nigeria acquire training in the use of Computer Numerical Control machines.

Purpose of the Study

This study determined making mechanical engineering craftsmen in contemporary Nigeria, using Computer Numerical Control machines. Arising from the above general purpose, the study specifically is meant to identify the

- a. training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals; and
- b. training needs of mechanical engineering craftsmen in Computer Numerical Control programming

Research Questions

The following research questions guided the study:

1. What are the training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals?
2. What are the training needs of mechanical engineering craftsmen in Computer Numerical Control programming?

Hypotheses

The null hypotheses were tested at 0.05 level of significance:

- Ho₁:** There is no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals
- Ho₂:** There is no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in Computer Numerical Control programming

Method

This study adopted a descriptive survey research design. According to Gall, Gall & Borg (2007), a survey is a method of data collection using questionnaire or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized. The study was carried out in Lagos, Ogun and Oyo States. The population for this study consisted of 73 respondents which are made up of 21 technical

education lecturers (mechanical biased) and 52 technical teachers (mechanical biased). The study made use of no sampling technique due to the manageable size of the population. **Training in Computer Numerical Control Questionnaire (TCNCQ)** was developed and used for the study. The TCNCQ contained 20 items guided by the raised research questions. The scaling responses for the instrument was based on adapted Likert Scale ratings viz: Highly Required (HR) – 4, Required (R) – 3, Slightly Required (SR) – 2 and Not Required (NR)-1.

The instrument which was validated by three experts in Tests & Measurement of **Department of Technical Education, College of Education, Ikere-Ekiti** was tested for reliability that yielded a coefficient of 0.93 using Cronbach Alpha co-efficient test. The instrument was administered on the respondents by the researchers and 5 research assistants and the whole 73 copies distributed were duly recovered. The data collected were statistically analyzed using descriptive statistics of mean to answer the research questions and inferential statistics of t-test to test the null hypotheses formulated at 0.05 level of significance. A mean of 2.50 and above was considered a highly requirement while a mean rating of less than 2.50 was regarded as low requirement.

Research Question 1: *What are the training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals?*

Table 1: Mean Responses of Respondents on Training Needs of Mechanical Engineering Craftsmen in Computer Numerical Control Fundamentals

S/N	Item Statement	\bar{x}	S.D	Remarks
1.	Understand Computer Numerical Control fundamentals	3.74	0.56	Required
2.	Understand working principles of CNC machine tools	3.53	0.60	Required
3.	Understand characteristics of the driving system	3.54	0.62	Required
4.	Understand characteristics of the feedback devices	3.44	0.67	Required
5.	Understand application of CNC machine tools	3.10	0.86	Required

The result presented in Table 1 revealed that all the 5 items (items1- 5) had a mean range of 3.10 to 3.74. This indicated that the respondents agreed on all the 5 items as training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals because their means were above the cut-off point of 2.50. The standard deviation of the items also ranged from 0.56 to 0.86. This showed that the respondents were close to one another in their responses.

Research Question 2: *What are the training needs of mechanical engineering craftsmen in Computer Numerical Control programming?*

Table 2: Mean Responses of Respondents on Training Needs of Mechanical Engineering Craftsmen in Computer Numerical Control Programming

S/N	Item Statement	\bar{x}	S.D	Remarks
6	Understand CNC part programming	3.14	0.77	Required
7	Understand dimension system in CNC programming	3.40	0.84	Required
8	Understand structure of a CNC part programme	3.45	0.63	Required
9	Understand G-code	3.41	0.61	Required
10	Understand other functions of a CNC part programme	3.29	0.68	Required
11	Understand computer aided manufacturing	3.57	0.61	Required
12	Understand flow of a computer aided manufacturing	3.31	0.67	Required
13	Understand characteristics of the process tool motion definition in a CAM system	3.51	0.58	Required
14	Understand characteristics of process data transmission in a CAM system	3.54	0.63	Required
15	Understand geometric modeling	3.52	0.61	Required
16	Write programme	3.37	0.74	Required
17	Translate machining steps into programme blocks	3.29	0.68	Required
18	Check and test programme	3.48	0.65	Required
19	Understand CNC systems	3.32	0.59	Required
20	Understand conversational programming	3.47	0.63	Required

The result presented in **Table 2** revealed that all the 14 items (items 6- 20) had a mean range of 3.14 to 3.57. This indicated that the respondents agreed on all the 14 items as training needs of mechanical engineering craftsmen in Computer Numerical Control programming because their means were above the cut-off point of 2.50. The standard deviation of the items also ranged from 0.58 to 0.84. This showed that the respondents were close to one another in their responses.

Hypotheses

The null hypotheses were tested at 0.05 level of significance:

H_{0i}: *There is no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals*

Table 3: The t-Test Analysis of Mean Ratings of Respondents on Training Needs of Mechanical Engineering Craftsmen in Computer Numerical Control Fundamentals

Respondents	Mean	Standard Deviation	n	df	P-Value	Remarks
Technical Education Lecturers	3.47	.61	21	71	.68	Not Significant
Technical College Teachers	3.33	.65	52			

The data presented in **Table 3** revealed that the P-value of .68 is greater than 0.05 at 71 degree of freedom. This indicated that there was no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in handling Computer Numerical Control fundamentals. Therefore, the null hypothesis of no significant difference was upheld.

H₀₂: *There is no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in Computer Numerical Control programming*

Table 4: The t-Test Analysis of Mean Ratings of Respondents on Training Needs of Mechanical Engineering Craftsmen in Computer Numerical Control Programming

Respondents	Mean	Standard Deviation	n	df	P-Value	Remarks
Technical Education Lecturers	3.31	.74	21	71	.74	Not Significant
Technical College Teachers	3.36	.56	52			

The data presented in **Table 4** revealed that the P-value of .74 is greater than 0.05 at 71 degree of freedom. This indicated that there was no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in Computer Numerical Control programming. Therefore, the null hypothesis of no significant difference was upheld.

Discussion

The data presented in *Tables 1 and 2* provided answers to *Research Questions 1 and 2*. The findings as presented in *Tables 1 and 2* revealed that 20 training needs are required by mechanical engineering craftsmen in Computer Numerical Control fundamentals and programming. The findings of the study is corroborated by the submissions of Michael (2010) who noted that training required by mechanical engineering craftsmen to be able to efficiently handle CNC machine tools are but not limited to having adequate understanding of Computer Numerical Control fundamentals, working principles of CNC machine tools, characteristics of the driving system, characteristics of the feedback devices, application of CNC machine tools, CNC part programming, dimension system in CNC programming, structure of a CNC part programme, G-code and other functions of a CNC part programme, computer aided manufacturing, flow of a computer aided manufacturing, characteristics of the process tool motion definition in a CAM system, and characteristics of process data transmission in a CAM system among others. Also, the submissions of Oke & Olakotan (2018) and that of Atsumbe, Okoro & Ogwo (2012) buttressed the findings of this study. Oke & Olakotan (2018) noted that machine tools mostly found in technical colleges across the nation are manually operated and that industries have shifted from manually operated machine tools to Computer Numerically Controlled (CNC) machine tools hence the need for training of mechanical engineering craftsmen in the use of CNC machine tools in the contemporary society. While, Atsumbe,

Okoro & Ogwo (2012) noted that quality and efficient skilled mechanical engineering craftsmen could only be achieved when the curriculum in use is relevant and up-to date to accommodate new developments in technology.

A t-test of significance was used to test the formulated hypotheses. *Table 3 and 4* revealed that there is no significant difference between the mean responses of technical education lecturers (mechanical biased) and technical college teachers (mechanical biased) on training needs of mechanical engineering craftsmen in Computer Numerical Control fundamentals and programming. Therefore the null hypothesis is not rejected. Hence, the result is an indication that mechanical engineering craftsmen are in dire need of the identified trainings on CNC machine tools.

Conclusion

There is high rate of unemployment among mechanical engineering craftsmen in Nigeria because it appears that they do not possess the current knowledge and skills that will enable them take up the available jobs in the contemporary Nigeria occasioned by technological advancement. It must be noted that the unskilled may be unable to secure jobs; but there are many jobs for the highly skilled. In essence, if mechanical engineering craftsmen acquire requisite skills needed in the world of work, their relevance and functionality will be overt for possible employment in industries.

Recommendations

Based on the findings of this study, the following recommendations were put forward. That

- a. mechanical engineering craftsmen should be trained on the use of CNC machine tools so as to be relevant in the current of world of work.
- b. relevant stakeholders should as a matter of urgency review mechanical engineering craft practice curriculum in Nigeria so as to be able to accommodate latest innovations occasioned by technological advancement.

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TOWARDS EVOLVING MODALITIES FOR CURBING INTERNET FRAUD: SECONDARY SCHOOL TEACHERS' PERCEPTION OF ARTICULATED STRATEGIES

¹Uwadileke OBI

obichima2003@yahoo.com

08069688455

&

²Ugbalu Egbita ATTAOCHA, PhD

egbitaugbalu77@gmail.com

08035986246

^{1&2}*Nigerian Educational Research and Development Council, (NERDC),
Sheda, PMB 91, Garki Abuja*

Abstract

The study is an offshoot of recent socio-economic development in Nigeria caused by the use of science and technology to perpetrate cybercrimes, using the internet. A sample of 180 teachers was used to generate opinions on how to curb internet fraud using survey method. A structured questionnaire was used to sample opinions while mean, standard deviation and test of hypothesis were used to analyze the results. Findings show that Nigeria government, curriculum developers, the school and other stakeholders have a big role to play in curbing internet fraud. Some pertinent suggestions were made to stem the ugly situation.

Keyword: *Curbing Internet Fraud, Cyber Crime, Teachers' Perception, Senior Secondary School.*

Introduction

All over the world, internet fraud sometimes known as cyber-crime or computer crime appears to be permeating into the fabric of societies whether developed or developing. Cyber-crime is a large umbrella term that encompasses computer-assisted crimes in which computers and technology are used in a supporting role, such as the use of a computer to send harassing messages. It also include computer-focused crimes that are a direct result of computer technology and would not exist without it, such as unauthorized computer system trespassing.

According to Jegede, Olowookere & Elegbeleye (2016), the participation of youths in cyber technology has help to make tremendous progress in the economy of the world today but that unanticipated outcome in the use of cyber technology have been on the negative increase culminating in an outcry by the developed economies of the world. The case of cyber-crime in education is worsening. At the secondary school level, where it is used in multiple choice questions as well as public examinations has led to hacking. A situation that made Joint Admission and Matriculation Board (JAMB) (2020) to weep has made it difficult to know students' true performance, thereby making grading unreliable. Such hacking becomes more disturbing when subsequent performances of the students in related examination become unrelated.

In the words of Oludayo & Aliyu (2011), the then chairman of Nigeria's Economic and Financial Crime Commission (EFCC), Ibrahim Larmode stated that more than 288 persons have been convicted over various internet crimes, while 234 are still being prosecuted in competent Law courts of jurisdiction across the country. Bougaadt & Kyobe (2011), reported that in 2005, the U.S Government Accountability Office (GAO) estimated the annual colossal loss due to computer crime for U.S organizations to a tune of \$67.5 billion. Another study carried by Javelin Strategy and Research found that loss from online misappropriation of identity caused loss of \$ 54.4 billion to U.S consumers and business. Furthermore, a 2009 study by McAfee uncovered that data theft and braches from cybercrime may cost businesses as much as \$ 1 trillion globally in intellectual property and expenditure for repairing the damage.

Effects of cyber-crime technology cut across Nigeria boundaries. Writing in from Ghana Kwaku, Paul & Nash (2018), have this observation to make: there is no doubt that internet has changed the way business is conducted. The rapid changes in computer connectivity and innovation in digital technology provide numerous benefits to human life but it is not without its side effects such as cyber-crime. Cyber-crimes a new wave using internet facilities, which needs to be addressed urgently and earnestly by policy planners to protect the young generation as there is a high risk of becoming a victim of this crime. From Malaysia, Hasan & Rahman (2015) opine that cybercrime is a criminal action using internet facilities such as virus infections, identity theft and hacking. They maintain that there is high risk of becoming a victim especially for young adult internet users. And from India , Afrozulla, Rajesh & Arjun (2018) have the following perception of cyber cybercrime : cybercrime also called computer crime , is the use of a computer as an instrument to further illegal ends, such as committing fraud, stealing identities, credit cards fraud, spanning , passwords sniffers, and unauthorized access. According to the trio, the rapid growth of the internet and computer technology over the past few years has led to the growth in new forms of crime dubbed cyber-crime throughout the world.

In Kenya (East Africa) King' Ori (2014), reports that the internet is evolving to be one of the most popular avenues for self-expression and social interactions. He quoted a non-governmental organization as having this to say: internet usage has become part and parcel of our everyday life and has thus fundamentally changed our habits as regards information and communication. While developments in Information and Communication Technology (ICT) have the potential to drive economic, social and political changes in a country; they also have the ability to advance criminal activities in any country.

From the foregoing account, it is no longer gainsaying that modern science and technology prospect also have their own in-built problems .The advent of the computer and technology has raised so many socio-economic problems as identified so far. According to Olowu (2013) one might not find the word "cyber-crime" in contemporary lexicon, but it is very popular term describing the criminal activities related to cyberspace or the cyber-world. He went on to quote the Council of Europe (COE) as describing it as involving actions directed against the confidentiality, integrity and availability of computer data as well as the misuse of such systems, networks and data.

It is against the backdrop of the importance of the use of the internet, and the various abuses it has been subjected to that this study was conceived to provide essential information that will help through secondary school teachers to reduce the effect, by giving the youths the right orientation on internet use and the dangers of cyber-crime.

Statement of the Problem

Science and technology have become indices for identifying growth and development among the comity of nations; it is in this regard that both the United Nations (U.N) and individual nations of the world have stepped up acquisition of scientific and technological skills among its member states. It is rather unfortunate therefore; that from the nooks and crannies of the world, reports are increasingly showing that internet fraud from negative use of computer is now the order of the day. Expectedly, well-meaning citizens of the world have risen to decry this ugly situation with the aim of bringing sanity to developmental system of the world. Since education is a veritable tool for preparing every individual for meaningful living, from cradle to adulthood, it will not be out of purpose to identify with the school system in tackling this fraud. To this end, it is been reasoned that teachers being the major implementers of any curriculum would be expected to help address issues raised in trying to ameliorate the incidence of internet fraud among young people if they are properly informed.

The study therefore aims at examining the overall components attached to the thrust of the study, thus:

- i) envisaged contributions of policy makers in curbing internet fraud;
- ii) curriculum experiences that can ameliorate internet fraud;
- iii) expected teachers roles in curbing internet fraud; and
- iv) suggested punitive measures against cyber-crime offenders.

Research Questions

This study seeks to find answers to the following research questions:

- i) To what extent can envisaged contributions of policy makers help in curbing internet fraud among senior secondary school students?
- ii) What curriculum experiences can ameliorate internet fraud among senior secondary school students?
- iii) To what extent can teacher factors help in downplaying internet fraud among senior secondary school students?
- iv) What suggested punitive measures can be used to tackle cases of internet fraud among senior secondary school students?

Hypotheses

Four null hypotheses were tested at 0.05 level of significance.

Ho₁: there is no significant difference in the mean ratings of male and female teachers on the envisage contributions of policy makers in curbing internet fraud among students.

Ho₂: there is no significant difference in the ratings of male and female teachers on the contributions of curriculum experiences to ameliorate internet fraud among students

Ho₃: there is no significant difference in the mean ratings of male and female teachers on teacher factors that could help reduce internet fraud among students

Ho₄: there is no significant difference in the mean ratings of male and female teachers on the suggested identifying with suggested punitive measures.

Method

A survey research design was adopted for this study which was carried out in three Area Councils of the Federal Capital Territory (FCT)-Abuja namely; Abuja Municipal Area Council (AMAC), Gwagwalada Area Council (GWAC) and Kwali Area Council (KWAC). The population comprised 2,197 secondary school teachers which is made up of 927 teachers from AMAC, 673 teacher from GWAC and 597 teachers from KWAC. A total of one hundred and eighty (180) teachers drawn from public and private schools seemingly on equal basis were selected by proportionate stratified random technique based on the number of teachers in each Area Council. This is such that for every six (6) male teachers sampled, three (3) teachers were selected totaling ninety (90) male teachers. Same process was adopted in obtaining ninety (90) female respondents. The instrument used for data collection was a four-point structured questionnaire titled "Secondary School Teachers' Perception of the Modalities for Curbing Internet Fraud Questionnaire (SSTPMCIFQ)". It is made up of two sections A and B. Section A elicited responses on biographic data while section B has four subscales comprising 25 items cutting across the subscales and requiring responses on a four-point Likert scale of High Extent (4-points), Moderate Extent (3-points), Low Extent (2-points), Poor Extent (1-point) such that for each item on the questionnaire a mean of above 2.5 indicates favourable disposition to the item while that less than 2.5 indicates a negative disposition. The same goes for the cluster mean. The instrument was validated by two (2) experts one from Department of Computer Science and the other in Measurement and Evaluation in the Faculty of Education the University of Ibadan. Their comments and corrections were very useful in modifying the instrument. The modified instrument was tested and reliability co-efficient of 0.85 was established using Cronbach Alpha. Data collected were analyzed using mean, standard deviation as well as independent t-test at a 0.05 level of significance.

Results

Research Question One: To what extent can envisaged contributions of policy makers help in curbing internet fraud among senior secondary school students?

Table 1: Mean Ratings of Envisaged Contributions of Policy Makers in Curbing Internet Fraud among Students

S/N	Rating N = 180 Item Statement	Male Teacher			Female Teacher		
		Mean (x)	S.D	Remark	Mean (x)	S.D	Remark
<i>Envisaged contributions in respect of Policy makers in curbing internet fraud:</i>							
1	Establishing Internet Fraud Commission (IFC)	2.70	0.58	Agreed	2.51	0.35	Agreed
2	Popularizing uses of computer and accessory	2.61	0.35	Agreed	2.71	0.41	Agreed
3	Streamlining World Wide Web (WWW)	2.71	0.29	Agreed	2.65	0.39	Agreed
4	Customizing internet services	2.86	0.34	Agreed	2.89	0.45	Agreed
5	Provision of genuine user identity	2.70	0.39	Agreed	2.67	0.45	Agreed
Cluster mean/SD		2.73	0.11	Agreed	2.69	0.12	Agreed

The male respondents are more favourably disposed in their mean ratings on the envisaged contributions of policy makers with a mean of 2.73 as against the females with a mean of 2.69.

Research Question Two: What curriculum experiences can ameliorate internet fraud among students?

Table 2: Mean Ratings of Responses on Curriculum Experiences that can Ameliorate Internet Fraud among Students

S/N	Rating N = 180 Item Statement	Male Teacher			Female Teacher		
		Mean (x)	S.D	Remark	Mean (x)	S.D	Remark
<i>Use of curriculum experiences deemphasizes internet fraud through:</i>							
6	Using 'u' tube to generate genuine finances	2.71	0.58	Agreed	2.61	0.59	Agreed
7	Animation	2.75	0.69	Agreed	2.71	0.69	Agreed
8	Navigation	2.91	0.75	Agreed	2.64	0.41	Agreed
9	Instructional media	2.85	0.67	Agreed	2.75	0.49	Agreed
10	Games	2.75	0.43	Agreed	2.69	0.54	Agreed
11	Fun	2.71	0.58	Agreed	2.71	0.61	Agreed
12	Generating revenue design (desktop publishing, printing invitational cards)	2.74	0.76	Agreed	2.81	0.49	Agreed
13	Making computer usage cash productive	2.91	0.89	Agreed	2.72	0.72	Agreed
14	Linking Physics In Technology with production of games, models Dioramas, mobile template	2.87	0.71	Agreed	2.65	0.35	Agreed
15	Popularizing the benefits of technology in entrepreneurship education	2.71	0.51	Agreed	2.67	0.47	Agreed
Cluster mean/ SD		2.80	0.08	Agreed	2.69	0.35	Agreed

Table 2 contains ten (10) items. The male respondents are more favourably disposed in their mean ratings on curriculum experiences that can ameliorate internet fraud among students with a mean of 2.80 as against their female counterparts with a mean of 2.69.

Research Question Three: To what extent can teacher factors help in downplaying internet fraud among senior secondary school students?

Table 3: Mean Ratings of Responses of Teacher Factors that can Downplay Internet Fraud among senior secondary school Students?

S/N	Rating N = 180	Male Teacher			Female Teacher		
		Mean (x)	S.D	Remark	Mean (x)	S.D	Remark
	Teacher factors can reduce internet fraud are	2.76	0.35	Agreed	2.61	0.49	Agreed
16	Organizing national/ state competitions on computer usability among school.	2.69	0.49	Agreed	2.86	0.51	Agreed
17	Moral suasion	2.78	0.57	Agreed	2.66	0.79	Agreed
18	Training and retraining in computer usage	2.96	0.61	Agreed	2.71	0.79	Agreed
19	Provision of computers to teachers	2.64	0.76	Agreed	2.61	0.61	Agreed
20	National competition for the best physics/computer teacher of the year.	2.71	0.49	Agreed	2.71	0.37	Agreed
Cluster mean/ SD		3.31	0.62	Agreed	3.23	0.59	Agreed

Table 3 contains five (5) items. The male respondents are more positively disposed in their mean ratings on teacher factors for reducing internet fraud among students with a mean of 3.31 as against the female respondents.

Research Question Four: To what extent do you identify with the following suggested punitive measures for internet fraud?

Table 4: Mean Ratings of Responses on Suggested Punitive Measures to Tackle Cases of Internet Fraud among Learners?

S/N	Rating N = 180 Item Statement	Male Teacher			Female Teacher		
		Mean (x)	S.D	Remark	Mean (x)	S.D	Remark
<i>Suggested punitive measures/sanctions against internet fraud:</i>							
21	Suspension from school for varying periods	2.71	0.61	Agreed	2.60	0.71	Agreed
22	Outright dismissal	2.51	0.79	Agreed	2.69	0.61	Agreed
23	Repetition of class	2.90	0.21	Agreed	2.64	0.71	Agreed
24	Mild punishment such as cutting lawn/ grass, round the school premises, uprooting stumps within the school compound	2.69	0.10	Agreed	2.61	0.92	Agreed
25	Entering culprit's name in school black book	2.74	0.31	Agreed	2.61	0.92	Agreed
Cluster mean /SD		2.69	0.10		2.64	0.03	

Table 4 reveals that male teachers are more favourably disposed in their mean ratings on identifying with suggested punitive measures with a mean of 2.69 against females with a mean ratings of 2.64.

Research Hypotheses

Ho₁: there is no significant difference in the mean ratings of male and female teachers on the role of policy makers in curbing internet fraud among students.

Table 5: Distribution of the Parameter for the Test of the Hypothesis (H₀₁)

Variable	Number (N)	Mean (x)	S.D	Df	t _{cal}	t _{crit}	Inference
Male Teacher	90	2.73	0.11	178	0.81	1.96	Accept H ₀₁
Female Teacher	90	2.69	0.12				

Table 5 shows that the calculated t-value of 0.81 lies within the critical region of -1.96 to +1.96 for a 2-tail test at 0.05 level of significance. This means there is no significant difference in the mean rating responses of the male and female teachers. This indicates that their responses does not vary according to gender.

Ho₂: there is no significant difference in the ratings of male and female teachers on the contributions of curriculum experiences to ameliorate internet fraud among students.

Table 6: Distribution of the Parameter for the Test of the Hypothesis (H₀₂)

Variable	Number (N)	Mean (x)	S.D	Df	t _{cal}	t _{crit}	Inference
Male Teacher	90	2.79	0.08	178	1.34	1.96	Accept H ₀₂
Female Teacher	90	2.69	0.54				

Table 6 shows that the calculated t-value of 1.34 lies within the critical region of -1.96 to +1.96 for a 2-tail test at 0.05 level of significance. This means there is no significant difference in the mean rating responses of the male and female teachers. This indicates that their responses does not vary according to gender.

Ho₃: there is no significant difference in the mean ratings of male and female teachers on teacher factors that help reduce internet fraud among students.

Table 7: Distribution of the Parameter for the Test of the Hypothesis (H₀₃)

Variable	Number (N)	Mean (x)	S.D	Df	t _{cal}	t _{crit}	Inference
Male Teacher	90	2.69	0.10	178	0.69	1.96	Accept H ₀₃
Female Teacher	90	2.64	0.03				

Table 7 shows that the calculated t-value of 0.69 lies within the critical region of -1.96 to +1.96 for a 2-tail test at 0.05 level of significance. This means there is no significant difference in the mean rating responses of the male and female teachers.

Ho₄: there is no significant difference in the mean ratings of male and female teachers on the suggested measures to tackle cases of internet fraud among students.

Table 8: Distribution of the Parameter for the Test of the Hypothesis (H_{04})

Variable	Number (N)	Mean (x)	S.D	Df	t_{cal}	t_{crit}	Inference
Male Teacher	90	2.69	0.10	178	0.78	1.96	Accept H_{04}
Female Teacher	90	2.64	0.03				

Table 8 shows that the calculated t-value of 0.78 lies within the critical region of -1.96 to +1.96 for a 2-tail test at 0.05 level of significance. This means there is no significant difference in the mean rating responses of the male and female teachers. This indicates that their responses do not vary according to gender.

Discussion

This study is aimed at creating awareness, sampling opinions and making some suggestions towards ameliorating internet fraud. It is believed that Nigeria government (federal, state and local government) would face this seeming national calamity by making concerted efforts to nipping it in the bud. This will go a long way in saving our youths and generation from total collapse. We cannot throw the baby out with the bathwater, we cannot throw away the applications of scientific and technological innovation of computer simply because there is internet fraud, we will do well to manage any negative unintended outcomes, after all according to Windmill, David and Michael (2016), if the visionaries who conceived and developed the modern computer could not foresee the magnitude of how their ideas would become part of our daily lives and develop at an increasing speed, the idea that their invention would become the vehicle for an entirely new genre of crime was far beyond comprehension.

Similarly, the use of computer in information generation may not have considered its negative implications at the beginning but in the process its use may become discernible. This explains why the use of computer in science public examination such as JAMB may be having some fraudulent manipulations after some ten (10) years of use (Oludayo and Aliyu (2017). The findings of Harkow (2014), revealed that males respondents displayed favouritism to the nature of computer and its curriculum. It should be remembered that at the coinage of computer science curriculum, erudite scholars maintained that one of the problems of computer science was its nature and was ascribed to male/female participation. However, recent studies even in respect of performances in public examination have tended to show not much discrepancy between male and female students' results. The nature of computer science as a course and its use for different types of academic work tends to favour male teachers presently but the situation may change with time (Efe & Rifat-Efe, 2016).

The punitive measures favoured repetition of class for male teachers and outright dismissal of students for female teachers. However, this may dampen students' enthusiasm in matter concerning computer science (Kamal, Chowdhury, Haque, Chowdhury & Islam (2018). Other punitive measures may be adopted from school to school or state to state.

In respect of the Null hypotheses, the study shows that male and female teachers' submissions on evolving modalities for curbing internet fraud does not vary with gender. This result lends credence to the findings of Olayiwola (2017), who affirmed that there is no significant difference between male and female respondents' perspectives on cybercrime. This might be because the costs and effects of cyber crimes touch just about everyone in the society to some degree.

Conclusion

In conclusion, computer use in education and other disciplines will continue to present challenges, but with time and more envisaged solutions, particularly when criminality is rid of in its utilization; the technology will continue to serve the needs of our society.

Recommendation

It is necessary to bear in mind that computer has many advantages with potentials to manifest the other sides of it in the form of glaring disadvantages. Therefore, it is recommended that every envisaged computer use should go with anticipated problems and solutions.

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FLIPPED CLASSROOM APPROACH IN VOCATIONAL AND TECHNOLOGY EDUCATION INSTRUCTION FOR GENERATION Z STUDENTS AS REPORTED FROM DIFFERENT FIELDS OF STUDY

¹Tega P. AGBAMU

+2348035050720

Email: phobetega1@yahoo.com

²Donald A. ONOYOVWI

+2348037232958

Email: ask4ijene@yahoo.com

&

³Festus C. AKPOTOHWO, PhD

^{1,2&3} Vocational & Technology Department,

Niger Delta University,

Wilberforce Island, Bayelsa State

Abstract

This paper aims to analyze trends and reports based on twenty articles that discussed flipped classroom initiatives from 2013 – 2018. Fields of study, cited references, benefits and challenges, were investigated through systematic literature review. The result of the study shows that several fields of study are already practicing the flipped classroom strategy to teaching with the aid of current technology tools. Analysis of the benefits showed that flipped classroom brought positive impacts on students learning activities such as interaction and engagement. The benefits and several issues that could pose challenges such as suitability of the flipped classroom for certain courses, poor quality of video lectures, availability of the technology and required training were highlighted. It was recommended that government and policy makers should start considering the flipped classroom as a contemporary model to be implemented in teaching vocational and technology courses.

Keywords: *Transformation, Flipped Classroom Approach, Flipped Learning, Generation Z, Vocational and Technology Education*

Introduction

Education (Vocational and Technology Education) is an engine for the development of any society characterized by individuals who are curious, innovative, resilient and willing to adapt to changes. Therefore, such education should be imparted in a way that a positive transformation can take place in the students. They should acquire skills and competencies that will make them fit into the world of work in which best practices are focused on technology. The Nigerian educational system operates much in the same way as it always has being. Educators deliver instruction or lectures in a production line format while students sit silently in rigid rows and try to capture what the lecturer is saying. The moment it is said, they cannot stop to reflect upon what is being said, and they may miss important points because they are

trying to transcribe the instructor's words (Gayeta, 2017). Trying to record notes in real time does not allow for reflection and students do not often get to internalize and make sense of what is happening in the classroom (Merill, 2015). The students are expected to digest instruction, gain knowledge and regurgitate information during exams. In this teacher centered environment, the lecturer controls the delivery of content and the methods used to evaluate the students.

The simple fact that education reform and transformation never leaves the headlines in educational settings dictates that change is needed from the traditional teacher centered approach to a student centered approach. Flipped classroom or inverted classroom is considered one of the modern student centered approach contributing to students understanding of the educational content. Origination stories differ, but most credit Jonathan Bergmann and Aaron Sams, high school teachers from Colorado who began using recorded lectures in 2007. These teachers realized they were spending a lot of time re-teaching lessons to students who missed class, so they started recording the lectures. The reason was so that students who missed class can use the videos to catch up with the content delivered. The teachers later discovered that many students watched the lectures to study and review for tests (Bergmann & Sams, 2012). After a while, Bergmann & Sams (2012) began posting their lectures on the internet and started receiving e-mails from students and teachers as well, thanking them for the videos. As they continued recording their lectures, they saw that technology enabled them to flip the process of teaching. They put the real work students need to do back to the classroom (Bergmann & Sams, 2014).

There is confusion in the literature over the terms flipped classroom and flipped learning. Flipped classroom and flipped learning are not synonymous and it is a common mistake usually perpetuated in the opening paragraph of articles written on the topic. Flipped learning is said to be a pedagogical approach in which direct instruction moves from the group learning space to individual learning space and the resulting group space is transformed into a dynamic interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter (Yarbro, Arfstrom, Mcknight & Mcknight, 2014). The flipped classroom on the other hand is a pedagogical model in which the typical lecture and homework elements are reversed. In other words, the problems normally completed at home are worked on in the classroom and the direct instruction normally delivered during class time is given as home work through video lectures, reading assignments, or some other direct delivery method (Szparagowski, 2014).

Theoretical Underpinning

There are many flavors of constructivism but one prominent theorist is Piaget (1971). He focused on how humans make meaning in relation to the interaction between their ideas. His views tended to focus on human development in relation to what is occurring with an individual as distinct from development influenced by other persons. It is important to note that constructivism is not a particular pedagogy. In fact constructivism is a theory describing how learning happens regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model air plane. In both cases the theory of constructivism suggests that learners construct knowledge out of their experiences.

Constructivism is often associated with pedagogic strategies that promote active learning, learning by doing or experiential learning. There is much enthusiasm for constructivism as a design strategy and there are many critics of 'learning by doing' experiential learning (discovery learning) as an instructional strategy (Kirschner, Sweller & Clark, 2006, Tobias and Doffy, 2009). According to Tobias & Doffy (2009), constructivism remains more of a philosophical framework than a theory that either allows us to precisely describe instruction or prescribe a design strategy. Contrary to criticisms by some conservative/traditional educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. It modifies both roles so that the teacher helps students to construct knowledge rather than to reproduce a series of facts. Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel". In fact constructivism taps into and triggers the students' innate curiosity about the world and how things work. And then students create organizing principles they take to other learning settings as they engage in active learning.

Concept of Generation Z Students

The web revolution that started in the 1990's and continued till date, has exposed the Generation Z students otherwise called Generation Zers (believed to be those born from 1995 till date) (Mohr & Mohr, (2017) to an unprecedented amount of technology in their upbringing. The Generation Z students are different than those of previous generations in specific ways that impact higher education. They are global, social, visual and technological. This most connected generation ever have used the internet since young age and are comfortable with technology and social media. Turner (2015) characterized Generation Z as having a digital bond to internet, smart phones, tablets, interactive videos, interactive in-class activities and video conferencing system which paves way for widespread use of ICTs in instruction. The Generation Z students drive change in learning environment around the world. The technology, with which Generation Zers matured has induced today's students to think and process information differently from their predecessors (Prensky, 2001).

The Problem of the Study

From the background of the study, literature had established the relevance of flipped classroom in the teaching of Vocational and Technology education. However, educators had bemoan the Generation Z students' inability to focus as they remain passive in class and loosing interest in learning, Prensky, (2010) pointed out that it is not the students' attention capabilities that changed but their tolerance and needs. The result is that at the end of the semester, they turn out with low grades while some fail examinations. Part of the reasons students are losing interest in learning can be attributed to reliance on traditional approaches that are not suited to the Generation Z. We worry that if the trend continues, educators are not likely to realize their dream. If the dream of educators, to solve real world problems by producing a generation that is curious innovative and with resilience to adapt to new changes is to be realized, then incorporation of active learning strategies like the flipped classroom approach into teaching is critical. This, therefore, suggest a study on transformation to flipped classroom in Vocational and technology for Generation Z students.

Purpose of the Study

The purpose of the study is to identify the application of flipped classroom in Vocational and Technology Education instruction for Generation Z students as reported from different fields of study. From the above general purpose, the specific objectives of the study are to identify

- a. areas of study where the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students has been applied;
- b. the most cited references in the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students;
- c. the benefits of applying the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students; and
- d. challenges in applying the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students.

Research Questions

The review addressed the following research questions

1. What are the areas of study where the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students has been applied?
2. What are the most cited references in the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students?
3. What are the benefits of applying the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students?
4. What are the challenges in applying the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students?

Method

The method employed in this research is the systematic literature review of 20 journal articles on flipped classroom approach published between 2013 and 2018. A systematic literature review is a survey of scholarly sources (such as books, journal articles and theses) on a particular topic. It gives an overview of key findings, concepts and developments in relation to a research problem or question. Literature reviews may be as part of a dissertation, thesis or project or as a stand-alone paper (Okoli & Schabram, 2010). Systematic literature review provides a theoretical background for subsequent research by providing what existing research has to say on an educational issue or trend.

Sample of the Study

A sample of 20 journal articles published between 2013-2018 were retrieved from the internet using the following criteria

- a. specific focus on flipped classroom research;
- b. journals indexed by prominent databases;
- c. currency of publication in years 2013, 2014, 2015, 2016, 2017 and 2018;
- d. articles in various field of study; and
- e. the articles were accessed and found through electronic databases such as files.eric.edu.gov, sciencedirect.com, springerlink (<http://www.springer.com>) flipped learning.org., apjmr.com and Akerland flipped classroom and learning strategies.

Selected articles were reviewed from professional journals such as International Review of Research in Open and Distributed Learning, Communication in Information Literacy, English Language Teaching, World Journal on Educational Technology, Problems of Education in the 21st Century, Journal of Information Technology Education, Research International Journal of Language and Linguistics, Journal of Mathematics, Science and Education, Student Success, Journal of Education and Practice, Asia Pacific Journal of Multidisciplinary Research.

Results and Discussion of Findings

In this study, 20 journals were examined in the six years of publication (2013-2018). The review proceeds with identifying the different fields of study in which the flipped classroom has been researched on, to answer research question one which asks.

Research Question 1: *What are the areas of study where the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students has been applied?*

There are many fields of study where the flipped classroom has been implemented during the six years. Many instructors from different fields of study in the United States of America (USA) tried to conduct experimental study using the flipped classroom approach (Morgan, 2014). Bergman (2012) also showed that the flipped classroom instruction is not only applied in chemistry and mathematics classes but also in all areas of study.

Table 1: Fields of Study Where Flipped Classroom Approach Has Been Applied

Authors	Year	Area of Study
Roehl, A. Reddy, S.L and Shannon, G.J.	2013	Sciences (Physics and Chemistry) Textile, apparel and interior design
Herreild, C. and Schiller, N.A.	2013	Social Sciences
Arnold - Gaza, S.	2014	Library Services
Avdic, A. and Akerblom, L.	2015	Information system/ mobility
Kim, M. K, Kim, S. M, Khera, O. and Getman, J.	2014	Integrated Humanities
Hung, H.T.	2015	English Language
Nwosisi, C. Ferreira, A., Roseberg, W. and Walsh, K.	2016	Network Engineering
Smallhorn, M.	2017	Sciences
Gayeta, N.E.	2017	Sciences
Alyaser, A.M.	2017	English
Jensen, J., Kummer, T. and Godoy, R.	2015	Biology
Villalba, M.T, Colstila, G., Redondo, Duarte	2018	Technical and Vocational Education
Szparagowsky, R.	2014	Mathematics
Pavanelli, R.	2018	English for Academic Purpose (EAP)
Su, C.Y and Chen, H.C	2018	Mathematics
Hajji, M., E.I Bouzandi, R.S, Douzi, H. and El Hassane., K.	2016	Vocational and Technical Education
Alian, S.A. and Hamaidi, D.A	2018	Science
Backlund, J. and Hugo, M	2018	Pure/social science
Ozdamli, F. and Asiksoy, G.	2016	Computer and information technology
Cabi, E.	2018	Computer Science

A review of the research question “What are the fields of study in which the flipped classroom approach has been applied” reveals many areas, but majority are in the sciences with authors like: Roehl, *et al.*, (2013), Szparagowsky, (2014); Jensen *et al.*, (2015); Nwosisi *et al.*, (2016); Ozdamli and Asiksoy (2016); Smallhorn, (2017); Gayeta, (2017); Su, *et al.*, (2018); Elian & Hamaidi, (2018); Backlund & Hugo, (2018); and Cabi, (2018). Others who have researched in humanities and the social sciences are Herreid & Schiller, (2013), Arnold Goza, (2014); Avdic & Akerblom, (2015); Kim, *et al.*, (2014); Hung, (2015); Aljaser, (2017); Villalba *et al*, (2018); Pavanelli, (2018) and Hajji, *et al.*, (2018).

Research Question 2: *What are the most cited references in the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students?*

Flipped classroom is an approach to teaching that has attracted the attention of educational researchers in recent times. In this review, we sought the most cited references by researchers regarding the flipped classroom study. This part reviewed the trend of citations in the flipped classroom research. The study found a total of 668 references in the 20 selected articles of flipped classroom research. The reference that was most cited was Bergman & Sams (2012) from a book entitled “Flip your classroom: Reach every student in every class everyday”, with a total of 17 citations. This may be due to the fact that the origin of the flipped classroom was traced back to Bergmann & Sams (2007). The following table presents the trend of references that have been cited at list 6 times in the 20 articles under review.

Table 2: The References List of Most Cited Authors

Rank	Frequency	References
1	17	Bergmann, J. & Sams, A. (2012). Flip your classroom: Reach every student in every class, everyday. Washington, D.C: Internal Society for Technology in Education
2	8	Hamdan, N, Mcknight, P, Mcknight, K. & Arfstrom, K. M. (2013). The flipped learning model; A white paper based on the literature review titled “A Review of Flipped Learning” Arlington: VA. Flipped Learning network
2	8	Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. Learning Environments Research, 15(2), 171 - 193
3	7	Bishop, J. L. & Verleger, M. A. (2013). The flipped classroom: A survey of the Research 120th ASEE Annual Conference and Exposition. Atlanta. GA
3	7	Tucker, B. (2012). The flipped classroom. Education Next, 12 (1), 82-83
4	6	Herreid, C. F. & Schiller, N. A. (2013). Case studies and the flipped classroom Journal of College Science Teaching, 42(5), 62 - 66
4	6	Kim, M. K., Kim, S.M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: An exploration of design principles. Internet and Higher Education, 22, 37-50
4	6	Lage, M.J., Platt, G.J. & Treglia, M. (2000). Inverting the classroom. a gateway to creating an inclusive learning environment. The journal of economic education, 31 (1)
4	6	Jensen, J.L., Kummer, T.A. & Godoy D. D. M. (2015) Improvement from flipped classroom may simply be the fruits of active learning. CBE Life Sciences Education, 14, 1-2

Research Question 3: *What are the benefits of applying the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students?*

Several studies reported that flipped classroom has positive impacts on teaching and learning. The articles reviewed presented some of these benefits which will be highlighted in Table 3 and used to answer the research question “What are the benefits of applying the flipped classroom approach?”

Table 3: Benefits of the Flipped Classroom Approach

Authors	Benefits
Herreid & Schiller, (2013)	Having more time to experiment and make inventiveness
Roehl et al; (2013)	More one-on-one engagement between teacher and student
Szparagowski, (2014)	More practice and confidence. Chance to see the whole problem worked out, learn from the homework and the practice at school
Kim, et al., (2014)	Students undertake substantial out of class work and are motivated to do so independently.
Avdic & Akerblom, (2015)	Flexibility and accessibility of lectures
Nwosisi, et al., (2016)	Students can help each other. Teacher can target silent failures, those who are silent even when they don't understand. Better learning and achievement results
Hajji, et al., (2016)	Enhanced students learning and achievement
Ozdamli & Asiksoy, (2016)	Increases interactive period within the class. Leads to team work in class
Gayeta, (2017)	Students construct their own understanding
Smallhorn, (2017)	Help students apply what they have learnt. Opportunity to apply content learnt in individual space. Students are better prepared for exams
Elian & Hamaidi, (2018)	Teacher makes good use of class period. Enhances critical thinking, self learning. Provides techniques to evaluate students understanding Lecturers become guide and supervisors. Students enjoy researching and participating in teaching learning process. Students are excited about the educational environment as they learn by doing.
Pavanelli, (2018)	Students can replay any part of the video they have problem with to make it clearer and reflect on what the lecturer is saying. Students can also internalize and make sense of what is being said. Students are able to prepare in advance for class activities

The main goal of the emergence of the flipped classroom in education is to enhance students learning and achievement by focusing class time activities on students understanding and hands-on activities rather than on lectures (Zainuddin & Halili, 2016). Researchers who implemented the flipped classroom approach have reported better learning and achievement results. These are, students undertaking substantial out of class work and being motivated to do so independently and students are being better prepared for examinations (Kim *et al.*, 2014, Nwosisi, *et al.*, 2016; Hajji *et al.*, 2016; and Smallhorn, 2017).

Furthermore, applying the flipped classroom approach to teaching and learning is more effective compared to the traditional method. There is one on one engagement between lecturers and students, a chance to see the whole problem worked out, team work in class, self

learning, students participate in the teaching learning process as they learn by doing. They also have opportunity to replay any part of lecture to make it clearer as they reflect on what is being said. (Roehl *et al.*, 2013, Szparagowski, 2014, Elian & Hamaidi, 2018 and Pavanelli, 2018).

Research Question 4: *What are the challenges in applying the flipped classroom approach in Vocational and Technology Education instruction for Generation Z students?*

The transformation from the traditional method of teaching to a new one that is technology based like the flipped classroom cannot be without challenges. Table 4 summarizes these challenges as stated by the authors.

Table 4: Challenges of Applying the Flipped Classroom Approach

Authors	Challenges
Herreid & Schiller, (2013)	Difficulty in preparing videos and untrained instructors, designing videos with elements that will stimulate interest, like animations, cartoons, music, etc.
Bristol, (2014)	Lack of equipments, internet, tablets computers, poor quality of video recording.
Avdic & Akerblom, (2015)	You cannot ask question and receive immediate answers while watching the videos
Roehl <i>et al.</i> , (2013)	Difficult to make changes to online lectures
Kim, <i>et al.</i> , (2014)	No experimental evidence that flipping the class improves students grades
Backlund & Hugo, (2018)	Students have nothing to fall back on if they do not know what to do. Time consuming and repetitive. Synchronizing the flipped classroom approach with different learner types and learning styles.
Villalba <i>et al.</i> , (2018)	Not enough time. Unreliable internet service. Repetitive in nature. Difficulty in adapting from traditional approach to flipped classroom approach.

These observations are in line with Milman, (2012) and Enfield(2013), who noted that poor quality of video usually becomes a common problem in the flipped classroom practice. If the content and design of a video lecture is unattractive, the students will find it tedious to watch outside the class. Su and Chen, (2018), also mentioned that lecturers experience difficulty in adapting from traditional approach to flipped classroom approach.

Conclusion

This study reviewed 20 articles that reported flipped classroom initiative in 2013-2018. It was found that research into the flipped classroom approach is in different fields of study including vocational and technical education (Hajji *et al*; 2016 and Villalba *et al.*, 2018). The flipped classroom also benefited students academically and motivationally as the students could study at their own pace and feel confident and excited during interactive learning activities in class. In other words the flipped classroom instruction has contributed to students learning achievement, motivation, engagement and interaction (Zainuddin & Halili, 2016).

Several issues in this review become implications for further studies. Some challenges found in applying the flipped classroom needs to be addressed by future researchers, such as suitability of flipped classroom when video quality is poor and instructor is untrained. Designing videos

that include elements that will stimulate students interest, like animations, cartoons and music (Zainuddin & Halili 2016). It may be necessary to carry out studies on pedagogical strategies and designs such as specific flipped classroom strategies and learner types or learning styles. The teaching strategy needs to be synchronized with students learning styles without ignoring content or syllabus.

Conclusively, this study reveals that students' response to the flipped classroom approach was largely positive indicating it to be an approach worth pursuing in transforming teaching approaches in vocational and technology education. The flipped classroom is the most consequential idea for transforming the pedagogy of higher education to have appeared in many years. Considering the benefits reported from the 20 articles reviewed, students engagement can improve tremendously by flipping the class. If it is enough to engage students better even for the short intervals they are in the presence of lecturers, then the flipped classroom is an enlightened revolution in teaching approaches.

Recommendations

Based on the findings of this review and the benefits of the flipped classroom approach, the following recommendations were made. That

- a. lecturers in higher institutions of learning need to start making experiments with flipping the class by recording their lectures if only to care for those who missed classes, like Bergmann & Sams;
- b. if the students benefit from these recorded lectures then efforts should be made to flip some aspect of the content of courses in vocational and technology education that require practice;
- c. the National Universities Commission (NUC) should include in its minimum standard the need for lecturers to start experimenting on teaching approaches that will make students active in class; and
- d. government should provide the facilities required for experimenting on new teaching approaches, like constant power, technologies for recording lectures and performing active learning in class.

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COMMITTEE SYSTEM AND UNIVERSITIES ADMINISTRATION IN NIGERIA

Tariere DABIPI

Federal University Otuoke

Bayelsa State

Email: *dabtari76@yahoo.com*

+2348069759268

Abstract

The university is a complex functional institution that requires highly and effective administrative structure in order for it to deliver on its objectives. The use of committee has found a fertile ground in universities all over the world. It has been found to be useful for the efficient discharge of the various tasks and operations which cannot be performed by the management alone. This paper discusses the role of committee system in the administration of universities as well as examined the challenges associated with such a support system and the measures for improvement. Committees are formed to facilitate teaching, research, decision making and implementations, policy making among others. Despite this supportive role that the committee plays in the administration of university it is faced with some challenges which render their activities counterproductive. It is therefore, recommended that members who are willing to serve should be appointed into committees.

Introduction

Universities all over the world are recognized as apex institutions where learning and research based activities are domiciled (Okotoni & Adeleke 2013). While the primary concern of universities is to produce competent workforce in the form of graduates, their focus on research provides an umbilical link to broader development concerns for the larger society in which they operate. Perhaps, it is in view of the societal relevance of universities that Leru, Maes & Valkenaers (2017), defined universities as global groups involved in the quest for understanding and truth in the daily business. Universities are acknowledged as centers of excellence where knowledge is not only obtained but disseminated to those who needed it. They are institutions formally established by society as centres for teaching, character buildings, innovative reasoning and for high standard values throughout the world, (Serdyukov, 2017).

The functions of the organs of the university are diverse and complex, calling for regular and particular attention in several instances and in some other instances being technical or specialized in nature (Abdullahi, 2019). The main bodies (Council and Senate) vested with the power to regulate the affairs of the university do not usually meet except for few times at regulated intervals. As an extremely complex organization, the university needs expertise for guidance and suggestions in different areas of information, so that its management is efficient, effective and democratic. As such, the concept guiding the formation of committees is based on

the need to facilitate the achievement of distinct tasks and objectives (Harvard Law School Forum on Corporate Governance, 2016). University based committees are set up to promote, among other things, learning, research, decision-making and implementation of policy. However, the organizational structure is formed by university regulations, policies and laws which define relevant operations such as assignment of duties, coordination, division of labour and oversight.

Progressively, universities have come to accept the committee system as easy administration and decision-making process. Nwogbo (2020), defined a committee as a group of individuals congregated to take action on administrative assignments, that is, a group of individuals who are committed to resolving certain organizational issues. Ebi (2018), defined a committee as a tool for coordinating operations and exchanging data between different organization departments and divisions. For him, the choice of the committee help to encourage better coordination in an organization.

As a key motive for setting up the committee system of governance in the universities according to Ebi (2018), to make decisions in democratized institutions that will lead to the recognition of the supportive administrative potency of committees in universities. This describes why many organizations in the nation have set up numerous committees to help their leadership reach useful and meaningful choices that could promote the adequate management and development of the university education system.

Ogbogu (2013) conducted a study on the role of committees in the decision-making process in Nigerian universities. The study observed that universities are complex organizations because of their many activities. This has led to the institutional arrangement of committees to facilitate the decision-making process. Even though decisions made by the various committees are derived from a democratic process, the committees' recommendations do not sometimes influence the final decisions made by the university council and senate, particularly if they are in conflict with those of the university administration.

Bampoh-Addo (2018) in a study on, "committee system and governance structure in the University of Education, Winneba: Insights and Lessons" remarked that university governance and administration have generated much interest in recent times probably due to the reason that good governance does not only lead to higher performance in teaching, research and community service but also influences institutional standing and reputation. The study went on to assert that University of Education, Winneba has continued to develop a democratic and representative form of governance using 'the committee system of governance'; its core values are accountability, transparency and involvement. The study considers university governance and administration as being based on delegating authority through the university council and academic board to schools or faculties, departments and committees. It argues that university governance is considered as being effective when these levels of governance work together productively using the 'committee system'.

Tella (2015) examined the role of committees in decision making in university of Maiduguri, Nigeria. The author stated that university and other public organizations adopt the use of committee system as a strategy to enhance efficiency, effectiveness, fairness and transparency in the discharge of responsibilities.

The Problem

Intellectuals have had several opinions on the use of committee system in university administration in Nigeria For Ebi (2018) Ogbomida, Obano & Emmanuel (2013). the committee system may not necessarily be the best way to manage a university efficiently. Adding that the disadvantages of using the committee system far outweigh the benefits it offers to organizations in general.

Available studies on the management of tertiary institutions have focused on mainstream administrative behaviours such as leadership style (Ebi, 2018), how committees are structured (Akwuegbu, 2016) as well as the challenges of committee system (Bampoh-Addo, 2018, Kashyap, 2019). While these scholarly works have provided insights into the issue of university administration in general, only that of Bampoh-Addo, (2018) and Kashyap, (2019) came close to discussing the use of committees as a distinctive administrative strategy in tertiary institutions. However, apart from being largely theoretical, their works only dealt with a single aspect of the problem which is the challenges of committees. This shows that more knowledge is required to understand the roles that such supportive administrative structure (committee) plays in the administration of universities particularly in Bayelsa State.

The studies cited above mainly focused on the committee systems and decision making efficiency, effectiveness and cohesion in university administration. Unfortunately, these studies did not wholly and specifically consider the rationale, roles and ultimately the contributions of the committee system in universities administration particularly in Bayelsa State. This constitutes a gap which this study set out to fill in knowledge.

Significance of the Study

This study aims at unveiling the ways committee system contributes to the administration of universities and find out strategies for improving the committee system in the administration of universities in Bayelsa State of Nigeria. It is hoped that findings from the study will be highly valuable to members of staff (academic and non-academic), students, Principal Officers (Vice-Chancellors, Deputy Vice-Chancellors, Registrars, Bursars and Librarians) Directors, Deans, Heads of Departments, National Universities Commission (NUC) and Government in terms of the overall management of the universities in the state.

Since the benefits of committee system would be established, it will serve as a strategic tool for efficient administration which would bring about better performance in the university system. It will also encourage teamwork, synergy, leadership development, group dynamics and co-operation in university management which will in turn lead to the achievement of the goals and objectives of the university.

This study will likewise draw the attention of university administrators to the problems inhibiting the committee system in the administration of universities in Bayelsa State. It will further bridge the gap and serve as a reference material for those who may wish to undertake similar studies in the future.

Committee System in the Administration of Universities

Committee is commonly described as a number of persons, which may come together to take a decision, decide a course of action, advise line officers on some matters. It is a method of collective thinking, corporate judgment and common decision (Kashyap, 2019). A committee may be assigned some administrative functions or some advisory or exploratory service which results may be expected from it. They are a group of competent and interested persons who pooled their thoughts and intellects for facilitating decision making process. Kai & Wordu (2015) defined committee as a group of individuals who have been connected together in an administrative role, namely a group of individuals who have committed themselves to organizational issues. In other words a committee is a group of members responsible within an institution for certain established duties.

For Oyebade (2011), a committee is an elected or nominated individuals to whom any matter shall be referred for discussion and decision-making. As they work together to achieve the common goal or mission of the organization, the committee is guided by the principle of collective responsibility. She further stated that the committee is a group of persons nominated or appointed to perform specific services or functions such as to investigate, report on, make recommendations or act upon a particular matter. It is also a mechanism for making decisions; it is part of a process and cannot operate in isolation from other parts of the decision making process. Akwuegbu (2016) viewed the committee as group of individuals who are specially selected or appointed to meet on occasions to discuss and find solutions to specific or general problems affecting the institution. Committees are meant for group involvement in institutional decision-making as they facilitate task performance by enlisting the participation of staff in policy decisions.

Okotoni & Adegami (2013) citing Eno-Ibanga & Akpakwu (2009), contended that a committee structure fosters the involvement of a good number of employees, and that the application of a university's participation scheme of governance is enormous. For them, complete participation by people 'elected' or 'chosen' must be made to assist the expansion of the university governance committee scheme in an effective and efficient manner. They further contended that each committee member should have equal authority, so long as the decision-making has an impact on their working life, to determine the result of the decision and therefore its involvement in an efficient university management process is indispensable. Okotoni & Adegami (2013) citing Eno-Ibanga & Akpakwu (2009) went further to assert that the committee systems are essential instrument for the improvement of college decision-making and that they produce collective judgment on a subject which protects the university or its chief executive officer (Vice Chancellor) against mistakes resulting out of individual decision making.

One of the difficulties faced in the committee system is that the university community is no longer relying on the committee's work because its recommendations are not always enforced faithfully (Okotoni & Adegami, 2013). This is because the opinions, choices and recommendations of the committee that conflict with the university administration are generally overlooked.

In spite of the above, Kashyap (2019), identified the following merits of committee system in the administration of institutions: That it is responsible for

- a. **Pooling of Opinions:** Members of committees come from different background and areas of expertise and have different viewpoints and valid for effective decision making. When persons with varied abilities sit together and discuss a problem, various aspects of the case are highlighted and its pros and cons are assessed. The pooled opinion will help in taking a realistic view of the problem.
- b. **Better Co-Ordination:** Committee form of organization brings more co-ordination among different segments of the organization when representatives of different departments sit together. They understand and appreciate the difficulties faced by others. This type of frank discussions helps on fixing the targets of different departments and better co-ordination is achieved through this type of decision making.
- c. **Balancing of Views:** This type of organization helps in balancing the views expressed by different persons. There is a tendency to over emphasize the aspects of one's own department by ignoring the interdependent character of problems of different departments. A committee helps to bring out an agreed view of the problem by taking into account divergent views expressed in such meetings.
- d. **Motivation:** The committees consist of managers as well as subordinates. The views of subordinates are given recognition and importance. It gives them encouragement and makes them feel as an integral part of decision making process. Such committees boost the morale of subordinates and motivate them to improve their performance.
- e. **Dispersion of Power:** The concentration of power in few persons may lead to misuse of authority and wrong decisions. By spreading powers among committee members this problem can be solved.
- f. **Better Acceptance of Decisions:** The decisions taken by committees are better accepted by subordinates. The decisions of an individual may be autocratic whereas committees decide in wider perspective of organization. Since various shades of people are represented in committees, these decisions are better accepted.
- g. **Better Communication:** It is a better forum for discussing matters of mutual interest and reaching certain conclusions. These decisions could be properly communicated to subordinates through committee members. The members will transmit correct and authentic information and also convey the background that necessitated the taking of such decisions.
- h. **Executive Training:** Committees provide a good forum for training executives. They learn the value of interaction, group dynamics and human relations. They are exposed to various view points and learn the art of reaching decisions and solving organizational problems.

Committees' Contributions to Universities Administrative Decision Making Process

In Nigeria, the committee system is imperative in university administration in order to reflect the diverse interests and opinions of the staff. It is also needed to further enable management to arrive at meaningful decisions (Kai & Wordu, 2019).

Therefore, the benefits of committee system of administration are enormous; Firstly, the committee system enhances the pooling of knowledge and experiences of the lecturers and it ensure that issues are critically discussed and quality decisions are reached. Committee also provides opportunity to enhance cooperation and collaboration among lecturers and itencourages team work (Kai & Wordu, 2019).

Committee system has encouraged decentralization of authority from one powerful administrator to group of individuals and in the process enhances checks and balances in the system. The decentralization of authority will in turn enhance greater participation by members and this will further ensure sense of belonging among staff (Kai & Wordu, 2019). Lecturers are more comfortable when they are part of the system that makes decisions on how the school is been governed. It gives sense of belonging and credibility to the system.

Ebi (2018) stated that the use of committee system of administration encourages participation of a large number of staff. To this end, leadership must evolve styles that can ensure effective staff and student participation in decision making that affect them. The use of participatory system of governance in the university system cannot, therefore, be overemphasized as it enhances the committee system. There must be full participation of individuals who are effective and efficient so as to help the growth of the committee system in university governance. It is, therefore, worthy to mention that staff participation in the decision that affects their working lives is essential for effective management (Ebi, 2018).

At committee level, the policies and objectives of the university are better explained and better disseminated to members. Nwanchukwu (1988), cited in Kai & Wordu (2019) opined that committee is a device for achieving coordination of activities and sharing of information among various departments and divisions of an organizations. Also, issues that are of scientific and technical in nature are better handled by experts and this makes committee inevitable. Such issues must be handled by professionals or those persons with expert knowledge to make useful and meaningful decisions that could lead to goal attainment (Kai & Wordu, 2019).

Similarly, Ebi (2018) had revealed that the committee system is a vital tool for improving decision making process in university administration. To her, this is further supported by Jeje (1983), who states that committees bring about group judgment on an issue, thereby protecting the university or chief executive from errors arising out of the decision of an individual.

According to Kai & Wordu (2019) committees are usually a viable instrument in bringing about university effectiveness hence it is a tool for helping administrators in the performance of their duties.

In addressing the contributions of committee system in building trust in governance, Ebi (2018) stated that trust and confidence can be achieved if the committee decisions are faithfully implemented. Mehendiratta (1984) cited by Ebi (2018), in his study on university administration in India and United States of America (USA) states that it would be advisable for the university system itself to device an adequate machinery to deal with grievances of students, teachers, subordinate staff and administrators and that this machinery should be so devised that all persons concerned would have confidence in its impartiality and independence.

Challenges of Committee System in University Administration in Nigeria

The use of committee in the administration of universities poses serious challenges despite its merits. Bampoh-Addo, (2018) states that committee system as a tool for governance is not devoid of challenges. According to him, there are four basic challenges that are predominantly common in universities administration. In the same vein, Kashyap, (2019) also identified some major problems to the use of committee system of administration in universities in Nigeria. These include:

- a. ***Vice-Chancellor chairing too many Committees:*** This does not give room for efficiency of duties. The Vice-Chancellor whose decision supersedes others causes delay and postponement of vital meetings that greatly affect quick decision-making process and the implementation of agreed decision options.
- b. ***Delay in taking decisions:*** A number of persons express their viewpoints in meetings and a lot of time is taken on reaching a decision. The decision making process is very slow and many business opportunities may be lost due to delayed decisions. According to Duin & Ramaley (2018) in Bampoh-Addo (2018), committees that frequently suffer in the hands of Vice-Chancellor on similar grounds are the essential committees such as development committee, appointment committee and many more. This is possible because the Vice-Chancellor may not be able to attend meetings in person thereby giving room for conflict engagement within and outside the university. For example, when the Vice-Chancellor appoints inexperienced loyalist as Deans, Directors and Heads of Departments, it will then give room for ineffective university committee, since the same inexperienced heads as members of academic board dominate decisions. According to Kashyap (2019), some members try to dominate in the committee meetings as they try to thrust their view point on others. The aggressiveness of some members helps them to take majority positions with them while ignoring minority view. This type of decision making is not in the interest of the system. Similar to the above challenge, in the use of committee in the administration of tertiary institution is the unfair representation of non-teaching staff in university committees. This problem is so perhaps, because the business of university is academics (Bampoh-Addo, 2018). This challenge is serious because issues that are administrative in nature become academics in universities because of its impact on research and teaching. The non-academic staff are poorly represented in committees of public universities.
- c. ***Challenge of frequency of meetings:*** University committees differ in terms of the regulations in term of their meetings. Some committees have too many meetings, with little or insufficient intervals for follow-up activities and consequent piling up

unwritten minutes of previous meetings. On the other hand, there are those committees with irregular or too few numbers of meetings. Again, at times, meetings are summoned only at the pleasure and discretion of the chairman.

- d. ***Compromise and lack of accountability:*** is another demerit of the committee system. Generally, efforts are made to reach consensus decisions. The view point of the majority is taken as a unanimous decision of the committee. The thinking of the minority may be valid but it may not be pursued for being singled out. They may accept less than an optimal solution because of fear that if their solution proves wrong then they will be blamed for it. No individual accountability can be fixed if these decisions are bad. Every member of the committee tries to defend himself by saying that he suggested a different solution. If accountability is not fixed, then it is the weakness of the organization. Sometimes relationships among committee members or with others become strained. If some members take divergent stands on certain issues, some may feel offended, Kashyap (2019). In case some issue concerning other persons is discussed in a committee and members are taking stand not liked by those persons may offend them. The discussions in the meetings are generally leaked to other employees. Some unpleasant decisions may not be liked by those who are adversely affected. It affects relations of employees not only on the job but at personal level also.
- e. ***Being Expensive in terms of finances and time:*** This is so due to the provision of logistics including snacks and lunch, payment of transportation and night allowances for those travelling, for ordinary meetings that could take three-hours as numbers of members in the committees (such as the Academic Board) keep on increasing with university vibrant expansion policy. Also, secretaries spend a lot of time collating and disseminating information on committees.
- f. ***Problems relating to records of meetings:*** Controversies and time wasting arguments are regular features of the university committees especially when considering the minutes of the previous meeting or thorny issues. Quite often, most of the controversies would have been avoided through the assurance of proper and accurate minutes.
- g. Finally, Kashyap (2019), states that the ***role of committees is not effective in all areas.*** While committees may be useful in cases where grievances are redressed or inter personal departmental matters are concerned, they may not be effective where policies are to be framed and quick decisions are required. Individual initiative will be more effective in these cases. So committees have a limited role to play.

Measures for Improve Committee System in the Administration of University

Having identified the weaknesses of the committee system in the effective governance of the university system, the fact remains that it is essential for the smooth operations of the university system. This being the case, what could be done to fine tune its operations in the university governance process? The following are suggested as way forward.

- a. Universities must evolve appropriate leadership styles and practices. Delegation and communication channels should be followed.
- b. There should be mandatory, introductory and refreshers courses/seminars on the committee system for staff especially for junior staff members so as to understand what the committee system is all about as most of them do not know how the committee

system operates. Staff should be actively involved in decision making to feel fulfilled and effective in following up decisions made. Recommendations made by committees should be accepted and implemented without delay so as to boost confidence in the system.

- c. Committees decision should be effectively and efficiently implemented in order to raise the morale of staff.
- d. Members should be consulted in order to ensure their willingness to serve before being appointed into a committee.
- e. Committee membership should be few, for instance between three to a maximum of eight to ensure the active participation of all members in decision making.
- f. Periodic evaluation of the committee should be carried out,
- g. Committee should be backed by adequate authority to enable them perform assigned task.

Conclusion

Despite the hitches involved in the committee system of administration, they are found to be indispensable in the administration of universities as it promotes openness in administration through wide participation of staff. It also reduces suspicion and mistrust and fosters mutual confidence in the management of the university when the decisions taken reflect the interest and wishes of the people involved.

There is no system devoid of abuse, but the extent to which such faults will affect the overall efficient functioning of a university will depend on the application of its internal checks and balances available within the system (Oyebade, 2011).

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SUSTAINING THE MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN THE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA

Meshach MURUWEI, PhD

*Department of Arts Education, Niger Delta University
Wilberforce Island, Bayelsa State,
+2348065176655,
Email: meshach2018@gmail.com*

&

Beatrice D. IWOWARI

*Department of Arts and Literary Studies, Niger Delta University
Wilberforce Island, Bayelsa State, Nigeria
+2348033128321*

Abstract

Mother tongue has been described as the language in which a child first learns to express ideas about himself and about the world in which he lives. It is the language one identifies with as a native speaker. Mother tongue education is a system of schooling, which encourages the use of the child's first language (L1) in the teaching/learning process. It is considered to be an important component of quality education particularly in the early years. Learners perform better academically when they are taught in their home language by teachers. Accordingly, it is suggested that efforts should be made to address the identified challenges in the full implementation of the on-going UBE programme in Nigeria.

Introduction

The Nigerian government appreciates the importance of language as a means of promoting social interaction, national cohesion and preserving cultures. This the National Policy on Education (Federal Republic of Nigeria, 2013) where it stipulates that government will see to it that the medium of instruction in primary school shall be the mother tongue or the language of the immediate community and at a later stage English.

The common themes that run through all these statutory provisions as stated in Agbedo, Krisagbedo and Eze (2012) are that

- a. every child should have the right to identify with his/her original mother tongue and have her identification accepted and respected by others;
- b. every child should have the right to learn his/her mother tongue fully; and
- c. every child should have the right to choose when he/she wants to use the mother tongue in all official situations.

Language is basic for cognitive development, a fundamental instrument for thinking, understanding and application of concepts which are all active ingredients for effective learning. The process of learning, imparting and or transfer of knowledge in form of values, attitudes, and acquisition of skills and competence are essentially through the instrumentality

of language. Hence, it is an indispensable tool in education. Duruji (2012) asserts that, for effective communication especially at early childhood, the language of the mother otherwise known as the mother tongue or the language of the immediate environment is considered the best that can yield optimal result.

There is no gain saying the fact that when the language used for learning is not a language familiar to the pupils, it becomes a barrier to learning. Mohanty (2009) points out that instruction through a language that learners do not speak is called "submersion." In submersion schooling, cognitive learning and language learning are confounded, making it difficult for teachers to determine whether students have difficulty in understanding the concept itself, the language of instruction, or the language of the test.

The child interacts and learns in the mother tongue in its formation years. It is expected that the same mother tongue should be used as medium of instruction, as the child starts schooling at the pre-primary or primary level of education. The essence is to ensure a smooth transition from home to the school. Duze (2011) submits that mother tongue is, therefore, the language a child comes in contact with and by implication he/she thinks, reasons, expresses and builds his/her thought, vocabulary and world in it.

The medium of instruction the teacher uses in the class is an important variable that is crucial in teaching and learning in the primary schools. The child should be taught first with the mother tongue before exposing him/her to the second language. This will enhance his comprehension ability of the subject matter introduced to him/her in the second language (L2). Chibuzor (2014) affirms that using the language that the child is used to in the classroom interaction will not only make the child to understand the lesson easily but will enhance the proper integration of the child in the school system. She also states that no matter the preparedness of the teacher with appropriate teaching materials and methods, if the children cannot comprehend the language of the teacher, nothing of durable worth will be achieved.

The Concept of Language

Language is a system of communication that enables humans to exchange verbal or symbolic utterances. Ndimele (2001:3-5) opines that the major communicative roles of language are

- a. to pass on information from one individual to another;
- b. to express one's emotions, feelings, or attitudes towards another human being or a state of affairs;
- c. as a means of greeting and establishing contact and relationship with other people within one's speech community; t
- d. to influence other people's behaviour or attitudes;
- e. to obtain information, as questions, stimulate actions, issue orders or commands, and make requests, etc;
- f. to control or seek the compliance of nature's forces in accordance with people's beliefs or faith, e.g., in prayers, libation, incantations, divination, and contain rituals;
- g. to bring about a change in the state of affairs in the real world as soon as an utterance is made; and

- h. for entertaining or amusing people to make them laugh, e.g. dramatic clubs, comedy clubs, etc.

Language has the power to name, express, and communicate cultural elements. It promotes social integration and allows the exchange of information and is essential to human life.

Human language has the properties of productivity, displacement and relies entirely on social convention and learning. Its complex structure affords a much wider range of expressions than any known system of animal communication. Humans acquire language through social interaction in early childhood, and children generally speak fluently when they are approximately three years old. Ansaldo (2010) had opined that language has many social and cultural uses, such as signifying group identity, social stratification, as well as social grooming and entertainment. Languages evolve and diversify over time, and the history of their evolution can be restructured by comparing modern languages to determine which traits their ancestral languages must have had in order for the later developmental stages to occur.

Mother Tongue Defined

Mother tongue is the language a person has learned from birth or that a person speaks best and so is often the basis for sociolinguistic identity (Ansaldo, 2010). Skutnabb-Kangas (2000) defines mother tongue based on four criteria namely *origin, identification, competence and function*. In the context of *origin*, it is defined as the language one learned first ((the language one established first long-lasting verbal contacts). In the aspect of *identification*, it is the language one identifies with as a native speaker. *Competence* has to do with the language one knows best, and the *function* refers to the language one uses most. He further states that the general usage of the term 'mother tongue' denotes not only the language learnt from one's mother but also the speaker's dominant and home language. That is, not only the first language according to the time of acquisition, but the first with regard to its importance and the speaker's ability to master its linguistic and communicative aspects.

Duruji (2012) submits that mother tongue is the language a child comes in contact with and by implication he thinks, reasons, expresses and build his thought, vocabulary and world in it. Abidogun, Gboyega, Adebule & Idiat (2013) had argued that the first language of a child is part of the child's personal, social and cultural identity.

Mother Tongue Education

The mother tongue education policy is a guideline on the teaching/learning of indigenous languages in Nigeria as stated in the National Policy on Education (FRN, 2013). According to Ogunsiji (2001), the linguistic map of Nigeria depicts it as a multilingual nation. This is predicated on the fact that there are diverse ethnic groups with their varying languages in each of the regions that make up the nation, Nigeria. Using these indigenous languages as media of instruction at certain stages in the child's life, the government does not only expect every pupil to become familiar with the world around him but also expect him to appreciate the positive and negative values and attitudes recorded in such languages with a view to recognizing the prospects and problems of developing the pupil's own immediate environment (Akindele & Adebite, 2005).

Universal Basic Education

Dike (2000) had reported that in 1948, the Universal Declaration of Human Rights asserted that everyone has the right to education. Over seventy (70) years later, it is clear that many people are still being denied this basic human right. Indeed, the 1980s saw more backward than forward movement in most countries of the world. It was at that point that a *World Conference on Education for All* was held in Jomtien, Thailand, for the purpose of forging a global consensus and commitment to provide basic education for all. Universal Basic Education (UBE) is the programme which grew out of that conference.

The Universal Basic Education (UBE) programme, an educational reform programme of the Federal Government of Nigeria was introduced to serve as a catalyst for achieving free, compulsory and universal 9 year education for all school age children irrespective of their socio-economic circumstances (FRN, 2013). The Universal Basic Education (UBE) programme was launched on 30th September 1999 by former President Olusegun Obasanjo in Sokoto, Sokoto State. The UBE Act (2004) which was signed into law in May, 2004 provided the legal framework for the programme and an indication of its effective take off.

Basic Education is the education given to children aged 0-15 years. It encompasses the Early Childhood Education (0-4) and 10 years of formal schooling. Early childhood education, however, is segmented into ages 0-4 years, situated in daycare or crèches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector (FRN, 2013). According to FRN (2013), Basic education, to be provided by Government, shall be free, compulsory, universal and qualitative. It comprises 1 year of Kindergarten, 6 years of primary and 3 years of Junior Secondary Education.

The goals of Basic Education are

- a. provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;
- b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
- c. inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour;
- d. inspire national consciousness- and harmonious co-existence; irrespective of differences in endowment, religion-ethnic-and socio economic background; and
- e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of a child's capacity.

The medium of instruction at this level in the formal educational setting according to the National Policy on education (FRN, 2013) shall be the language of the immediate environment which is the mother tongue.

National and International Legislations on Mother Tongue

The primacy of mother tongue and its indispensability in childhood education might have inspired a number of national and international legislations, declarations, and resolutions

aimed at promoting mother tongue education as one practical step at upholding and protecting the children's linguistic rights (Agbedo, Krisagbedo & Eze, 2012). These according to Skutnabb-Kangas (2009) include 'The Declaration of Children's Human Linguistic Rights' initiated by, Finish sociologist, as part of an ongoing 'Linguistic Human Rights' campaign directed at the United Nations and UNESCO, World Conference on Education For All (EFA, 1990), the Nigerian Child's Rights Act (2003), OAU International Conference on Assistance to Africa Children. As stated by Abidogun, Gboyega, Adebulue & Idiat (2013), the right of the child to free and compulsory education as an obligation of the state was canvassed, and this provided stimulus for government to take action on the right of the child in connection with the mother tongue. Osanyan as quoted by Abidogun *et al* (2013) reported that the World Conference on Education for All (AEFA, 1990) states specifically that every person shall be able to benefit from educational opportunities designed to meet the basic learning needs.

The needs include essential learning tools such as literacy, oral expression, numeracy and problem solving and the basic learning content such as knowledge, skills, values and activities required to survive and develop to full capacity. Against this background, UNESCO in 1999 declared February 21-22 of every year as international mother tongue day.

The UNESCO's Recommendations on Mother Tongue Education and Children's Linguistic Rights

As early as 1951, at a UNESCO meeting of specialists in Paris, it was recommended that every effort should be made to provide primary education in the mother tongue for the simple reason that it is culturally, psychologically, and pedagogically more appropriate to do so. The UNESCO report concludes that pupils should begin their schooling through the medium of the mother tongue, because they understand it best and because to begin their school life in mother tongue will make the break between home and school as small as possible (UNESCO, 1953). UNESCO (2007a) emphasizes the role of early childhood care and development programmes in laying the foundation for learning and setting the stage for successful engagement in formal education. A recent review of research and programme report discusses mother tongue-based bilingual and multilingual education for all children starting from early childhood (UNESCO, 2010). The review is intended to

- a. inform policy-makers of existing research and practices in mother tongue instruction in early childhood and early primary school years; and
- b. raise awareness of the value of maintaining the world's languages and cultures by promoting and resourcing mother tongue-based education for young children.

The Need for the Sustenance of the Mother Tongue as a Medium of Instruction in the Universal Basic Education Programme

- a. **Cognitive Domain (Intellectual) Development:** Children begin to gain confidence in their ability to communicate fully in their mother tongue. Malon (2007) had asserted that children build a foundation of knowledge and experience through observing and interacting with peers and adults in their community. When a child is taught with the mother tongue in the early stage of schooling, it enhances his/her learning process and maximizes his or her intellectual development. According to Emenanjo (2007),

linguists have agreed that at the first or six years of school age, the child has already acquired a reasonable degree of competence in his/her mother tongue and so could express him/herself adequately. But, if he/she is forced to learn a different tongue, he/she has to start all over to learn to express himself/herself in the medium of instruction. Emenanjo states that the learning and problem-solving experiences of the children and their knowledge of “how things work” in their own culture and social setting will serve them when the culture of the classroom, the teachers, and the textbooks are written in the mother tongue.

- b. *Affective Domain (Character and Disposition) Development:* Education of an individual is a holistic process. An individual acquires education both in character and learning. Educating the child in his/her mother tongue builds in the child a high level of self-esteem and also instill in him/her a sense of patriotism; love for his culture and society. It makes him/her adapt to his/her environment as well as develop tolerant attitudes towards peers and neighbours.
- c. *Instructional Advantages:* The language that children first got in contact with and has gotten some knowledge and experience should be given priority in the selection of the medium of instruction at the early stage of schooling. In the teaching/learning process, the entry behaviour of the child (the previous knowledge of the subject matter, the prejudices of the child, interest of the child) must be taken into consideration in the process of introducing a new body of knowledge. If this is not done, there may arise, the problem of adjustment to that body of knowledge. This is also the view of Ayzuchue (2002) who affirms that if the language that the child uses at home and the language used for instruction in the school are different, there will be adjustment problems at the beginning.

Educational Challenges in Implementing a Mother Tongue-Based Language-in Education Policy

While the benefits of the use of the mother tongue in the implementation of the on-going UBE programme in Nigeria are enormous, its full implementation is fraught with some challenges. Some of these are discussed below.

Language-in-Education Policy and Planning: Canagarajah (2005:195) posits that the dominant theory in traditional language policy formulation is referred to as rational or positivist and it assumed that “socially efficient policies could be formulated from objective assessments of the needs, processes and outcomes of language relationships”. If the language in education (LiE) policy is weak, despite the sufficient number of well trained teachers and adequate instructional materials, a mother tongue based education system cannot be successfully implemented. Policy-makers assume that all they need to do is to spell out how language is to be used in education, and that principals, teachers and learners shall toe the line. This in most cases does not work thereby creating implementation gaps in policy so formulated.

Gacheche (2010) acknowledges that the process has increased tension between policy-makers' intentions and the actual outcomes, practices and effects of policy in education. Probyn (2005:160) had also argued that language planning is a constant negotiation process of the interests of various social groups and their changing priorities and should, therefore, consider language practices first before writing policy. Hornberger (2006), states that when policy lays down strict limits on how language can be used, it neglects the everyday reality of usage between teachers and students and largely becomes irrelevant to them and unresponsive to their needs. Tollefson (2006:46) opines that language policy research has adopted a more critical approach that “acknowledges that policies often create and sustain various forms of social inequality, and that policy-makers usually promote the interests of dominant social groups”. To construct more meaningful policy is through collecting and responding to ethnographic data, and moving policy formulation towards a bottom-up approach. By this we mean that the way language is used by the teachers, students, ideological attitudes, allegiances and social groups towards language informs policy in a more localized context.

Other factors bedeviling the effective implementation of any curriculum including language curriculum according to Okoye (2002) include the

- a. lack of adequate textbooks;
- b. lack of funds;
- c. overcrowded classrooms/laboratories/timetable;
- d. lack of cooperation by school administrators;
- e. lack of proper monitoring and feedback mechanism;
- f. lack of motivation among teachers;
- g. poor implementation procedure;
- h. shortage of qualified indigenous language teachers;
- i. lack of clear-cut goals; and
- j. scanty research reports on the performance of the use of mother tongue in the implementation of the programme.

Conclusion

Mother tongue is a tie that binds individuals to the community and the culture to which he/she was born, and the means by which the activities of the community are learned and shared by its members including the young ones. Primary education is more effective and meaningful when given in a child's mother tongue rather than in a second language or foreign language. The affective domain, involving confidence, self esteem and identity is strengthened by the use of the first language (L1), increasing motivation and initiative as well as creativity. Learners perform better academically when they are taught in their home language by teachers. Efforts made at strengthening the mother tongue education were identified and the need to encourage and sustain the policy was discussed.

Suggestions

To ensure that the mother tongue is used as a medium of instruction in the implementation of the on-going Universal Basic Education Programme in the country, the following suggestions are made. That

- a. indigenous language teachers at whose door-steps the implementation of the mother tongue medium education lies should be trained and retrained in their mother tongue so as enable them acquire the requisite qualification in order to enhance their effectiveness in the implementation of the programme in the country;
- b. government should ensure that the relevant textbooks in the mother tongue aimed at full implementation of the programme be provided for the teachers and the pupils;
- c. government should provide language laboratory materials in the schools in order to facilitate teaching/learning of mother tongue for its use as a medium of instruction as provided in the National Policy on Education; and
- d. the teachers and pupils on their part should ensure that the available textbooks and language laboratory materials are put into effective use.

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MANAGING TRANSFORMATION IN CONTEMPORARY NIGERIA AGRICULTURAL EXTENSION SERVICES

¹Hellen E. LAWANSON

lawansonhelen@yahoo.com

+2348038658113

²Bodise-ere J. O. ALAGHA

+2348030950258

&

³Ebiere V. IYEKOROGHE

^{1, 2 & 3}Department of Educational Foundations, Faculty of Education,
Niger Delta University, Wilberforce Island,
Bayelsa State

Abstract

This paper reviews studies on agricultural extension services and their roles in economic development in Nigeria. Specifically, the paper highlights the contributions of agricultural extension services in general and the contributions of universities and research institutes, Ministry of Agriculture, community/sectoral agencies, registered non-government organizations (NGOs) and farmers' organizations in particular. The paper also examines the challenges faced by these organizations and proffers possible solutions.

Key Words: *Managing Transformation; Agricultural Extention Services*

Introduction

Agriculture is the main source of the products needed for livelihood all over the world: the raw stuff for all the food we eat, come from the farm. Farmers who produce these foodstuffs need training and other forms of assistance for them to maximize their food production efforts. Agricultural extension programmes satisfy this need. Agricultural extension is the application of scientific research and new knowledge to agricultural practices, through farmer education. It encompasses a wide range of communication and learning activities organized for rural people by educators from different disciplines, including agriculture, agricultural marketing, health and business studies (Wanga, 1999 cited in Hamisu, Ardo, Makinta, Garba & Musa, 2017). It provides a link between farmer problem identification, research and amendment of agricultural policies for the benefit of farmers and a framework where farmers are organised into function groups in order to gain access to credit institutions, information on government development programmes and marketing services. Agricultural extension is a service or system that assists farmers, people through education, to improve farming methods and techniques, increase their production efficiency and income, better their levels of living and uplift the social and educational standards of rural life (Maunder, 1972 cited in Hamisu, Ardo, Makinta, Garba & Musa, 2017).

According to Van den Ban & Hawkins (1998), cited Hamisu *et al*, (2017), agricultural extension involves the conscious use of information to help the farmers to form sound opinions and make good decisions on farming. The current models of extension approaches being used in Nigeria include training and visit (T & V) extension, university operated extension, Ministry of Agriculture operated extension, Commodity/Sectoral agency extension, Special programme for food security, and Community-Based Agricultural and Rural Development Approach (CBARDA). (Robert & Robert, 2003). In Nigeria, public participation has been in all aspects of the economy, including direct agricultural production (Adedoyin, 2004; Ozor & Madukwe, 2005; Ray, 2012).

Agricultural extension is an informal education process that assists farmers in improving their agricultural practices and approaches, increasing production efficiency and income, bettering their standard of living and lifting their social and educational standards (Maunder, 1972). It includes the sensible use of communication of information to assist farming communities in relating and utilizing sound ideas on farming and related activities (Van den Ban *et al*, 1998; Zivkovic, Jelic & Rajic, 2009).

Agricultural Extension Services: Historical Background

Agricultural extension services are programmes of activities designed to enable farmers to adopt innovations, protect the environment and improve production and income (Birkhaeuser, 1991' Davis & Heemskerk, 2011, 2012; van der Ban & Hawkins, 1996). The main objective is to educate farmers on best approaches to crop production, livestock production, plant protection, fruit growing, mechanization technology, agro-economy, horticulture, etc (Ahmed, 1982; Saad, 1990; Perkins, 1969' Elvin, 1973; Bray, 1984).

The dissemination of relevant information and advice to farmers has a long history, prior to the emergence of modern forms of agricultural extension in the nineteenth century. The first known attempt was in Mesopotamia (modern Iraq), around 800 BC. Archaeologists have unearthed clay tablets on which were inscribed advice on watering crops and getting rid of rats. The first agricultural extension service in modern time has been associated with the crisis arising from the outbreak of potato blight in Europe in 1845. Farmers in Ireland and Germany were trained on how to improve their cultivation and how to grow nutritious root crops (Jones, 1981, 1994; Plumkett, 1901-02; Blackburn & Vist, 1984; FAO, 1993). Agricultural extension services subsequently spread to all parts of Europe. Following the 'Scramble for Africa' by the Europeans in the late nineteenth century and the coming of the Christian Missionaries to Africa, the European models of agricultural extension services were introduced into various countries in Africa, including Nigeria (Willis, 1922; FAO, 1993).

Types and Characteristics of Agricultural Extension Services

The common types and characteristics of Agricultural Extension Services are:

- a. **Compulsory Extension Service:** This is related to the early stage of the development of agriculture when farmers are economically dependent and are at the lowest educational level. Legal sanctions await those who do not succumb to this obligation.

- b. *Economical Extension Service:*** This type of extension work is common in market conditions. It uses economic incentives for realizing its goals; and it is used to protect the environment and nature.
- c. *Educational Extension Service:*** This type of extension work offers opportunities for learning through educational materials, publications, short courses and study trips.
- d. *Universal Extension Service:*** This type of extension work is established on legal basis, using economical incentives as price bonus, and it is most effective when economical and educational levels of farmers are high.
- e. *Optional Extension Service:*** This type is based on the free will of the farmers to receive advice and information on their request. It is efficient in circumstances when farmers are able to develop and progress on their own, being in possession of sufficient financial resources (Zivkovic, Jelic & Rajic, 2009: 4-5).

Scope of Activity, Objectives and Tasks of Extension Services

The main objective of agricultural extension service is to assist farmers to improve their methods and techniques of agricultural production, farm management, and increase of production and income, quality of production, improvement in standard of living and elevating of social and educational standards of villages. Another objective is to help the farm (farm holding) to gain new information and develop new abilities, and to apply directly on the farm the latest scientific knowledge (transfer of technology). The scope and tasks of extension services are the

- a. extension work related to technological, economical and protected area of agricultural operation;
- b. extension work in development of new guidelines for small and medium enterprises (SMEs) and agricultural holdings;
- c. extension work and assistance in adoption of measures of agrarian policy;
- d. assistance in forming organisation and work of organizations for primary production and other forms of producer associations;
- e. building capacity of agricultural producers for more successful management of the farm holding;
- f. directing rural development of the local community;
- g. preservation of natural resources and environment (sustainable development); and
- h. inducing the forming of producer associations and other social groups in the villages (Zivkovic, Jelic & Rajic, 2009: 5)

Managing Transformation in Agricultural Extension Services in Nigeria

Agriculture is a tool for the economic development of a nation. Before the discovery of crude oil, agricultural products were the main export commodities of the country. The crude oil that now constitutes the major export commodity of Nigeria will dry off one day. It is, therefore, necessary for the country to develop its agricultural practice so as to have an alternative income base, through exportation of farm products. To do this, the ongoing transformation in the nature and method of delivery of agricultural extension services should be judiciously and effectively managed. The service delivery method should incorporate the use of the latest technology, including Information and Communications Technology (ICT). Knowledge is

power. Aggressive use of technology will empower the farming community to contribute maximally to the economic development of the nation. The service providers, the content of instruction, the method of instruction and the resources for instruction should be effectively managed to ensure maximum possible outputs.

In Nigeria, extension services are funded and delivered by the government (public). The three tiers of government - federal, state and the local government - play varying roles in the delivery and funding of agriculture in the country. The Federal Government provides coordination and policy direction through the Federal Ministry of Agriculture and Natural Resources. This is carried out by the National Food Reserve Agency (NFRA), formerly known as Project Coordinating Unit (Hamisu *et al*, 2017). It was initially known as Federal Agricultural Coordinating Unit (FACU), which was merged with its sister department, the Agricultural Projects Monitoring and Evaluation Unit (APMEU) and called Project Coordinating Unit (PCU). The FACU and APMEU were established together with the State ADPs and the World Bank support in the early 1980s (Hamisu *et al*, 2017).

The Agricultural Development programmes (ADPs) are State institutions mandated to carry out extension services to raise agricultural production and improve rural living conditions. The ADPs are the extension arm of the State Ministry of Agriculture and Rural Development (World Bank, 2004). The 774 Local Government Authorities (LGAs) were created under a 1976 Law, to decentralize development programme to the local level. The decree establishing them LGAs specifies that they should have major responsibilities for delivering extension services (World Bank, 2004 cited in Hamisu *et al*, 2017). Despite the fact that all local government authorities have agricultural departments and some staff, there is no indication that extension delivery is one of their major activities. This explains the dominance of the ADPs with the huge financial backing by the World Bank, Federal and State Governments.

The ADPs started in three pilot sites, Funtua, Gombe and Gusau in 1975. It was then known as enclave projects (Orokoyo, 2008 cited in Hamisu *et al*, 2017). Their activities then included road and dam construction, rehabilitations and maintenance of rural roads, provision of production machineries, in addition to the provision of technical advisory services to farmers. The overwhelming successes recorded influence the establishment of six more enclave at Ayangba, Lafia, Bida, Illori, Ekiti-Aroko, and Oyo North between 1979 and 1982 (Orokoyo, 2008). This led to the creation of the first set of state wide ADPs in Bauchi in 1981, Kano in 1982, Sokoto in 1983 and Kaduna in 1984 (Oladele, 2004). One of the strong mechanisms in extension delivery is a linkage between agricultural research, extension and the farmers. Training and Visit (T&V) extension system remain the basic strategy for public extension delivery; the Research-Extension-Farmers-Inputs-Linkage-System (REFILS) is the management mechanism being used to bring together stakeholders in agricultural development as equal partners (Orokoyo, 2008).

According to Anderson (2007), the single most crucial factors that brought about the dismantling of the T&V extension system was the problem of financial in-sustainability and a generic problem worsed by the high cost of running the system. At the project closure, most of

Alternative private service providers like non-governmental organisation (NGOs) and private sector institutions have the same general objective as the public extension services - serving farm families and rural people, but they differ in their general background, specific philosophies and guiding principles, processes and means of implementation. This situation points to the need for other extension models (World Bank, 2004).

Agricultural Extension Agencies

University and Research Institutes Operated Extension: Hamisu *et al* (2017) stated that some universities in Nigeria undertake rural development activities in addition to their teaching and research responsibilities. Typical examples are the Badeku project of the University of Ibadan, the Okpuje project for the University of Nigeria, Nsukka; the Isoya rural development project of Obafemi Awolowo University and the Zaria aided rural change project for Ahmadu Bello University, Zaria. These projects are initiated to improve socio-economic conditions in selected villages with manageably small populations (World Bank, 2004).

In addition to the extension outfits of the conventional universities, the specialized Agricultural Universities such as Umudike, Abeokuta, and Makurdi also engage in extension activities in nearby areas. The University of Agriculture at Makurdi has a cooperative farmer in selected villages. The University of Agriculture at Abeokuta has a formidable agricultural media resources and extension center (Hamisu *et al*, 2017). The extension outreach of Michael Okpara University of Agriculture at Umudike was implemented by the College of Agricultural Economics, Rural Sociology and Extension. The Agricultural Research Council of Nigeria (ARCN), a supervisory body to the Agricultural Institutes (NARIs), as reintroduced the adopted village concept in all the NARIs. It is now mandatory for each institute to operate at least one adopted village (Abdullahi, Murtala, Ilu, 2003).

Ministry of Agriculture Operated Extension: This dates back to 1893 when a Department of Botanical Research was established at Olokomeji in the present day Ogun State. Later the headquarters of the Departments of Agriculture for the Southern and Northern Nigeria were established in 1910 and 1912 respectively (Hamisu *et al*, 2017). Today, there are 37 Ministries of Agriculture (one in each state and the FCT, Abuja). These were charged, and are still charged, with the responsibility for agricultural extension service in their respective states. In effect, each Ministry of Agriculture received, and still receives, financial and technical support from the Federal Ministry of Agriculture (Udiandeye, 2009).

Some specific functions of the Ministries of Agriculture include personnel training; training of professional staff; training of technical staff and farmers in the production, distribution, processing and marketing of agriculture products; supply of agricultural inputs to farmers; and assisting in social development, home making and youth development (Udiandeye, 2009). This area of transformation needs effective management. The ADPs in Nigeria had weak and uncertain funding structure, and were providing poorer service than would be expected of such semi-autonomous development institutions (Hamisu *et al*, 2017). Although, they were developed to perform a temporary role, in providing investments and services in line with

relatively ineffective line agencies, the ADPs have nonetheless assumed a permanent status, which supports the contention that this type of agency was needed to implement the development envisaged under the project. But the structural organisation of the ADPs has not been corrected to reflect its new role as a permanent development agency, except in few states. Hamisu *et al* (2017) stated that part of the problem of its temporary status is that majority of the staff, with the exception of those seconded from the Ministry of Agriculture, were on temporary appointment. This weakens the morale of the extension agents, especially after the World Bank withdrawal.

According to World Bank (2004), after the closure of the World Bank loans in the early 1990s, the tempo of the ADPs activities slowed down drastically resulting in shrinkage of their roles. In some states, the ADPs staff were only paid salaries, which were the statutory responsibility in funding arrangements. There were no tools or incentives to motivate them to work. Some of this shrinkage is necessary, as the ADPs have often performed activities such as input supply, which the private sector could do better. In this light, funding cuts have had positive effect of compelling the ADPs to review their roles. The T&V extension system has also been questioned for excluding stakeholders from participating in extension services (Hamisu *et al*, 2017).

Commodity/Sectoral Agency Extension: This was aimed at raising the production of a single crop as rapidly as possible, thus commodity boards were established in strategic areas of the country where production of the commodity was a major occupations, with favourable agro climatic conditions (Hamisu *et al*, 2017). The commodity board was semi-autonomous and employed their own staff as well as supplied inputs to farmers at subsidized rates. The clientele of each board was the farmer growing the specific crop, hence the Cocoa Board, Groundnut Board few to mentioned (Udiandeye, 2009).

Extension Work by Registered NGOs: Hamisu *et al* (2007) stated that some registered NGOs employed extension workers to carry out extension work and communication development for their target system. Some of such NGOs are assisted by the government financially. However, they source their funds from national and international bodies (Udiandeye, 2009). While, majority of the international NGOs involved in extension delivery are Christian Based International Organisations such as ECWA, CRUDAN, and COCIN. The only international NGOs known solely for its extension activities in Nigeria is Sasakawa Global 2000 (Arokoyo, 2008).

Farmers Organisations Involved in Providing Advisory Services: There are different types of farmers based organisations operating in Nigeria. They include farmer cooperatives, farmer and commodity associations, and farmer groups (Hamisu *et al*, 2017). As part of the cooperative structure in the country, there are Ministries of Commerce and Cooperative in all states. However, the performance of cooperatives, especially farmers' cooperative has been questioned (Giwa, 1992 cited in Hamisu *et al*, 2017). As a result of the unsatisfactory performance of farmers' cooperative and the call by government for private sector to

participate in development activities, several farmers' association sprang up in the nineties such as commodity base and registered commodity producer association while others remains general in nature as such All Farmers Association of Nigeria (AFAN), Federation of Farmer Association of Nigeria (FOFAN), Farmer Association of Nigeria (FAN) etc. Most of these associations seek to represent the interest of their members. As such, provision of advisory service, a grass root activity, is not an important part of their contribution (Abdullahi, Auta, Chikwendu, Murtala, Ilu, Abubakar, 2007).

The farmers association are not directly involved in providing extension services to their members. However, they are indirectly engaged through farmer facilitators in providing technical advice to their members (Hamisu *et al*, 2017). In addition to this initiative, a number of projects in Nigeria are using the group participatory approach. They include National Fadama Programmes, Community-Based Agricultural and Rural Development Project (CBARDP), National Special Programme on Food Security (NSPFS), Local Empowerment and Environmental Management Project (LEEMP) just few to mentioned (Abdullahi *et al*, 2003)

Impact of Extension Service Models on Agricultural Modernization

Agricultural extension services approaches and methods play a vital role in sharing knowledge, technologies, agricultural information and also linking the farmer to other actors in the economy (Annan, 2012). The extension services approaches and methods are, therefore, one of the critical change agencies required for transforming subsistence farming to modern and commercial agriculture. This is critically important in promoting household food security, wealth and employment creation, poverty reduction and economic development.

According to Mahmood (2005), extension services have developed theories, approaches and methods, which have assisted many farms and ranches in adopting management system frameworks such as dairy herd improvement programme, irrigation, water management, feed management and integrated pest management. These existing frameworks have facilitated the transformation of rudimentary agricultural practices into modern one for increase farm yields. The Farmer Field School (FFS) approach draws on the participatory approach in terms of its focus on farmer experimentation and problem solving. Waddington (2010) has emphasized that most studies he carried out on the operations of FFS focused on rice and its immediate impact on productivity and farm yields. He reported that there had been considerable reduction in pesticide use with some studies also showing an increase in yields.

Impact of Agricultural Extension Service Models on Poverty Reduction

Agricultural extension is now a major activity and basic element in programmes and projects formulated to bring about rural development and improvement in the quality of lives of the rural poor farmers (Annan, 2012). Based on the studies conducted in seven African Countries (Burkina Faso, Cote d'Ivoire, Botswana, Nigeria, Ethiopia, Kenya and Malawi), Evenson (2005) reported that it is convenient to visualize extension as achieving its ultimate economic impact by provide information and educational or training services that would induce the AKAPAKAP sequence, comprising Farmers

- i. A: Awareness.

- ii. K: **Knowledge**, through testing and experimenting
- iii. A: **Adoption** of technology or practices
- iv. P: **Changes in farmers' Productivity**.
 - i. A – **Awareness** implies that the rural farmers are initially ignorant about the agricultural technology and its availability. Thus, through extension services, the improved technology is made known to the beneficiaries.
 - ii. K – **Knowledge**, through testing and experimenting, implies that beneficiary farmers acquire knowledge about the basic and modern agricultural practices, disseminated to them through testing and experimentation.
 - iii. A – **Adoption** of technology or practices implies that beneficiary farmers, having acquired the agricultural knowledge, put into practice the advanced technology they have learnt with the supervision of their Agricultural Extension Agents (AEAs).
 - iv. P – **Changes in farmers' Productivity** implies the resultant increase in farm yields from the adoption of the improved technology and farm practices.

According to Evenson (2005), changes in farmer behaviour will be reflected in the quantities of inputs used, and the quantities of goods produced (outputs). These, in turn, could be measured as 'economic surplus', which is the added value of goods produced from a given set of inputs made possible by the extension activities. He alluded that studies of extension impacts have measured farmer awareness (and sources of awareness), knowledge (and testing of practices), adoption and productivity in a sequence. Most have shown a statistical relationship between the quantity of extension services made available to farmers and increase in awareness, knowledge, adoption and productivity (Evenson, 2005; Annan, 2012).

Challenges of Agriculture Extension Services in Nigeria

Agbamu (2005) reported that the Nigerian extension services are bedevilled by several problems, which include inadequacy and instability of funding, poor logistic support for field staff, use of poorly trained personnel at local level, ineffective extension research linkages, insufficient and inappropriate agricultural technologies for farmers, disproportionate extension agent-farm family ratio and lack of clientele participation in programme development. Others are poor input supply, irregular evaluation of extension programmes and policy, institutional and programme instabilities of national agricultural extension services.

Grossly inadequate, irregular and untimely release of funds to the agricultural and rural development sector and for agricultural extension and advisory services is a big problem of agricultural extension service in Nigeria (Auta & Dafwang, 2010). Agbamu (2005) and Koynikan (2008) stressed the issues of poor funding of extension services. Furthermore, in the study conducted by Auta & Dafwang (2010), it was noted that the number of extension workers had been reduced drastically due to various reasons, notable among which was poor funding, which had resulted in retrenchment of staff.

Non integration of State Agricultural Development Programmes (ADPs) and State Ministries of Agriculture and Natural Resources (SMANR) extension interventions, weak Research Extension Farmer Input Linkage System (REFILS), poor feedback from farmers on research outputs, inadequate logistics and failure of Unified Agricultural Extension Service (UAES) to make much impact in fisheries and livestock some of the challenges that need to be properly addressed.

Conclusion

Agricultural extension services are indispensable for providing scientific/expert service to farmers, others associated with the production, preservation and distribution of farm products, Transformation in agricultural processes and practices require careful management for effective results. Agricultural extension programmes should be adequately funded by government while the Agricultural extension agents or instructors are given adequate training and provided with essential tools to do their work. In an age of science and technology, all people connected with the dissemination of knowledge in various areas of agriculture should be trained in the use of various instructional technologies, including ICT. This way, maximum outputs will come out of the farmers' efforts and these will boost the economic development of the nation.

Suggestions

Based on the forgoing, the following suggestions are made for the improvement of agricultural extension services in Nigeria. That

- a. there is need for an effective overhauling, revitalization and management of Agricultural extension programmes in Nigeria, as part of the new transformation agenda in the country;
- b. agricultural Development Programmes (ADPs), embodying the extension services, should be adequately funded;
- c. essential utilities, such as pipe-borne water and electricity, should be extended to the rural areas; and
- d. agricultural extension agents or instructors should be empowered, through training and provision of essential gadgets, to use modern technology, including ICT, to enhance the effectiveness of their instruction on latest approaches to farming.

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DEITIES, CORRUPTION AND GOVERNANCE IN NIGERIA

Independence GABRIEL, PhD

Department of Religious Studies, Niger Delta University,

Wilberforce Island, Bayelsa State

08054719753, 08137590683

E-mail: *efngabriel@gmail.com*

Abstract

After years of Independence, the problem of corruption and good governance in Nigeria had remained burning issues in social and political analysis. We can always draw a relationship with corruption and bad governance in our arguments. The role of the deities in addressing these abnormalities is what this paper is out to posit. The historical and the sociological methodologies are hereby used to carry out the investigation. However, at the end of the study, the researcher came up with the findings that the deities played important roles in curbing corruption and providing good governance in the pre-colonial Nigeria. The various empires that occupied the space called Nigeria today especially the Yoruba, the Igbo among others believe their leaders, that is the Alafins for the Yoruba and the Eze's of the Igbo's and even the Oba's of the Benin People and the leaders of the Epie and the Atissa people of Bayelsa State they were associated with the deities as such, provided good governance. Deviants including corrupt rulers and officials were exposed through the various divinatory mechanisms in the shrines of deities and this acted as a check for social control and good governance. The researcher is recommending that the deities be involved in our scheme of things in Nigeria, and the traditional system of divination be used to unravel corruption cases that our modern corruption fighting paraphernalia of EFCC, ICPC and its Code of Conduct bureau have not been able to solve. African traditional religion, and its deities have been largely responsible for shaping the character and culture of African people throughout the centuries. The patronage of our deities will go a long way, to enable us unravel and punish officials that are corrupt and responsible for bad governance in the country.

Keywords: *Deities, Corruption and Governance*

Introduction

What we know today as Nigeria, never existed in its present form, many years ago. What actually existed were several multi independent collectivities, kingdoms, empires or simply put societies before the advent of colonialism. There has been the tendency in this regard, to think that these pre-colonial kingdoms and societies that came to be Nigerian state had functional governments or well established political institutions. The life wire of these functional governments, were energized by the involvements of the deities in the scheme of things in these empires. Even in our contemporary societies, where the deities' holds sway, peaceful co-existence and free from corruption is the order of the day. The role of the deities in addressing the issues of good governance and corruption in Nigeria is what this paper is out to address.

Definition of Terms

However, it will be salient for us to define some key words that make up the discourse. These are deities, corruption and governance. Deities are gods or goddesses, the state of being divine, a god, the nature and characteristic of God (Collins 2001:303). The *Oxford Advance Learners Dictionary of Current English* defines corruption as “a dishonest or illegal behaviours especially for people in authority, allegations of bribery and corruption (Hornby 2000). Similarly, the World Bank as cited by Imam defines corruption as “the abuse office through the instrumentality of private agents who actively offers bribes to circumvent public policies and processes for competitive advantages and profit (World Bank 2010).

Governance, on the other hand, according to Collins (2000), means government control, or authority, the action, manner and system of governing. From the above presentation, the study is to highlight and discuss the governance and reduction of corruption in the nation. As a study that has to do with the deities, crime, especially corruption, and the Nigerian society, the historical and the sociological methodologies were used for the investigation.

Corruption in the Nigerian Society

The term corruption has become a household word in the Nigeria society. Musa (2005:62) in describing the corruption level in Nigeria said, “it is not just that officials are corrupt but that corruption is official”. Corruption has thus become a cankerworm in the Nigerian polity such that various efforts by both government and other bodies to ensure that sound morality is restored in Nigeria has been a continuous failure. Emanating from these failures is the upsurge of various criminal acts in the Nigeria society. Contemporary discourse shows that Nigeria is bedeviled by such social vices as nepotism, tribalism, embezzlement, armed and pen robbery, greed, indolence, dishonesty, bribery and corruption, political violence, murder, negligence, cheating, profiteering and fraud (Abogunrin 1980:12). In addition to these, are the existence of dupes and fraudsters (419), drug addicts, prostitutes and religious manipulators who engage in killing fellow citizens claiming to be working for God. These cankerworms have eaten deep into the entire fabric of the Nigerian society resulting in severe dereliction and decay within every facet of the country. Various governments in Nigeria have set up one form of agency or the other in the attempt to address the hydra-headed monster. Unfortunately, these efforts often end up leaving the nation more corrupt than it has been. The external image of the country has thus been so bastardized that in the international reckoning, Nigeria ranks very high on the scale of corruption.

For instance, on Thursday, the 13th June, 2000, President Olusegun Obasanjo, while signing into law the Corrupt Practices and Other Related Offences Act 2000 at Abuja, remarked that

as we all know, corruption is a cankerworm that has eaten into the fabric of our society at all levels. It has caused decay and dereliction within the infrastructure of government and society at all levels. It has caused decay and dereliction in physical, social and human terms. Corruption has been responsible for the instability of successive government to succeed since the First Republic. Every coup since then has been in the name of stamping out the disease called 'corruption', unfortunately, the cure often turns out to be worse than the disease and Nigeria has been the worse for it. Nigeria's external image took a serious bashing and our country began to feature on top of every corruption index (Souze 2005:7).

The global watchdog on corruption, the Transparency International (TI), in 2004 ranked Nigeria as the third most corrupt country in the world (Souze 2005:8). This development is quite disturbing. How then could corruption be curbed in Nigeria? That is what this discourse is out to achieve.

Corruption has been identified as the bane of the Nigeria society. There is hardly any facet of the country that is not dented with the evil of corruption. In this sense, Adeyeye (2002:96) had opined that “what we have in Nigeria is what have been described many times a *corruptocracy*, a government of the corruption and for the corrupt”. He went to describe the Nigerian situation as “one where a political office holder in an extremely poor country such as Nigeria, earns more than a neurosurgeon working in the United State”. This tells the story of how reward system is like in the country where so many person are living below one US dollar a day (Adekunle 2009:96). The monster has found itself in the country's academic environment, public institutions, the armed forces, the judiciary, the business sphere, political settings, business outfits, and even within the religious establishments. For instance, the judiciary is fraught with allegations of corruption. In 2006, Nigerian Vanguard (2006:11) reported that

A magistrate and 2 others were arraigned for receiving N45,000.00. They had demanded the sum of N125,000.00 from detainees to effect their release from jail. But they ran out of luck when the suspects deliver the marked currency to the magistrate promising to come with the balance within a short time.

On the 26th December, 2017 Monday's edition of the NATION's Newspaper, there was a report linking one Mrs. Olojeme, Deputy Chairman of the Finance Committee of Goodluck Jonathan's Campaign Organization in 2015 been investigated to have diverted \$48,485,127 from the accounts of the NSITF (Nigerian Social Insurance Trust Fund). Of N62.3 billion fraud discovered in NSITF, N48,485,127 was alleged to have been credited to Mrs. Olojeme's account (Yusuf 2017:4).

In the same vein, there was this report of the discovery of \$43.4, N23.2 million and 28,800 Pounds in a flat at the Osborn Towers in Ikeyi Lagos. The owner of the money had not yet been discovered (EFCC 2017:7).

Corruption in the academic environment has become a household word. Through bribery, (both in kind and in cash), popularly known in academic circles as 'blocking', intellectual manipulations are constantly perpetrated. Undeserved and unmerited marks leading to unmerited degrees are awarded, certificate racketeering and forgery are rampant. There are also instances when lecturers have been found to be writing projects for students after the collection of gratifications. Reading materials (such as textbooks and handouts) are also forcibly sold to students at exorbitant prizes and sexual harassment has become a notable hallmark of the Nigerian higher institutions.

Furthermore, it is no longer a secret that the Nigeria Police is engrossed in corrupt practices. Any criminal that is able to answer 'positively' to the usual police slogan of “*wetin de your boot*” can successfully go through Nigeria police check points even with a human skull. All that

happens in the police checkpoints is the extortion of money from innocent citizens at gun point. Many innocent citizens who have refused to cooperate have been killed by what is popularly termed in police parlance as 'accidental discharge' or 'suspects attempting to run away' (Isiramin 2010:21).

Similarly, in government circles, news about embezzlement, fraud, and mismanagement are common. Every new regime begins by setting up probe panels to investigate the activities of the preceding regime. Reports are hardly made public to the Nigerian citizens, except in few cases. Corruption persist in Nigeria in spite of the existence of several agencies set up by the Government of Nigeria to fight the menace. Some of these agencies of government include the

- a. Miscellaneous Offences Acts of 1991;
- b. The National Drug Law Enforcement Agency (NDLEA) Acts, of 1980;
- c. Banks and other Financial Institutions Act of 1991;
- d. Advance Free Fraud (Popularly known as 419) and Related Offences Act of 1995;
- e. Failed Bank (Recovery of Debs) and Financial Malpractices in Banks Act of 1996;
- f. Foreign Exchange (Miscellaneous) Offences Acts of 1995; and
- g. The Money Laundering Act of 1995 (Imam 2005:202).

It is painful to note that all these efforts ended in fiasco as they could not achieve the desired goal of eradicating corruption from the Nigerian society.

On assumption to duty in 1999, President Olusegun Obasanjo established the Independent Corrupt Practices and other Related Offences Act of year 2000 (Imam 2005:202), which subsequently led to the establishment of the Independent Corrupt Practices Commission (ICPC) by President Obasanjo's government with the sole mandate to wage war against corruption in Nigeria. He went further to establish the Economic and Financial Crimes Commission (EFFC), all in an attempt to fight the monster of corruption. In all, these bodies have not been able to make any significant positive impact on the Nigerian people in the fight against corruption. This being the case, what then is the way out?

Solution to the Eradication of Corruption and Enthronement of Good Governance in Nigeria

Nigerians are inherently religious. Almost everyone practices one form of religion or the other. The major religions practiced in the country are Christianity, Islam and African Traditional Religion. None of these religions teaches their members to practice immortality or being involved in corrupt practices.

Our concern here, however, is the use of African Traditional Religion in the fight against corruption, using it's deities in the fight so as to enhance good governance and promote a corruption free society. Our case study is drawn from the old Oyo Empire, the Igbo pre-colonial political system among others.

The Oyo Pre-Colonial Practical Institutions

The old Oyo Empire was founded in the 14th century AD, and lasted till the late 18th century. The major political institutions here were the *Alafin*, the *Oyo-mesi* council, and the palace officials.

The *Alafin* was at the head of the kingdom's political institution and was feared by his subjects who not only saw him as the highest living mortal but also the companion of gods. This made them see him as an all powerful monarch who had the power of life and death in his hands.

Reverentially, the subjects addressed him thus *Iku Baba Yeye. Alase ekeji orisa* meaning the almighty ruler of death and companion of the gods. In the Old Oyo empire, the *Alafin* was seen as a god. Burns (1981: 30) explained that the authority of the *Alafin* of Oyo was not in doubt nor was it always deviously disputed by any of the Yoruba clans. He was in full control of the political authority, although not without some checks on him to prevent a drift into despotism. However, because, he identified with the gods and the deities for guidance, he was able to give his empire good governance and also led a corruption free administration.

The Igbo Pre-Colonial Society

The Igbo pre-colonial society was democratic in nature, but, it is true that several communities had Ezes – kings, Eze-Ala, Eze-Igwe etc. In the Ibo administrative set up, the deities were involved. The *dibia*, priest of deities, diviners etc were involved. The priest and deities were consulted from time to time concerning matters of public interest. People that committed offences like corruption, embezzlement of public fund etc were exposed through the instrumentality of divination, *sinipulemu* as called by the Epie-Atissa people of Yenagoa Local Government Area in Bayelsa State and eventually punished. Indeed, the fear of the deities was the beginning of good governance in Igbo land, and this inculcated a high sense of discipline in the citizenry who incidentally had some role to play in the system maintenance of the Ibo pre-colonial society.

The roles that the deities played and are playing in the traditional set up in Nigeria are helping to stabilize governance in the traditional scenarios in Nigeria. Discussing the deities roles in Anang's traditional belief system, Essien (2005:21) had observed that “divination is a very popular practice in the Annang traditional setup. It is a sacred religious institution within the Annang traditional belief system. The diviners are very popular among the people who patronize them as the eyes and voices of the deities. They are regarded as searchers of divine intentions concerning the lives and affairs of men and women and welfare of communities in which they live. Reasons why diviners have a large patronage among the Annang, is because of the problem of evil and suffering in human life: the aftermath of corruption inclusive; they were consulted in many occasions as people always want to know why they are suffering and who is behind their suffering, the initiators of corrupt acts inclusive. Diviners believe that they possess the methods, skills and charisma of probing into the secrets of life, into the minds of the gods to know what is responsible for a specific problem: they also claim to know the hidden knowledge about the will of the deities on any given issue.

Given credence to the above position using the traditional adjudication system of the Iduwini people of Izon land of the Niger Delta as a case study, Preboye (2005:130) had also argued that the is “if the council was not sure of the truth in terms of accusation of the citizenry; the parties involved would be asked to take an oath before the shrine of the town. The oath-taking usually went like this: the accused with a glass of gin would call the shrine's or deity and swears thus

if I am guilty of what I am accused of, let so-and-so happen to me, because you the shrine or deity know the truth; on the other hand if I am just framed, let so-and-so happen to my accusers.

After these remarks, he would pour the drink on the ground and behold, in a few days or weeks or even months, the truth would be revealed. It was either the family members of the accuser or the accused would die. If he did not own up before the Priest serving the shrine, the whole family would be wiped out.

In some cases, the person involved would fall ill and on confession of the true position, he would die. So, anytime there was a dispute and the council could not determine the truth, the shrine was the last resort and it had never let the people down. Some of these shrines were located in special forest areas and they were served by the Chief Priest of the shrine only. Some of the deities in the shrines were made of solid gold, some moulded in form of a lady up to the height of about four feet or more representing *Tamara* (creator) or God. Some others were made of fine wood carving dating back to thousands of years. Through these shrines, they sought the protection of their lives and for plagues not to come near their people. From these shrines, they also sought the truth.

Mrs. Ethel Ogio of Agudama Community in Epie-Atissa Clans of Yenagoa Local Government Area of Bayelsa State, a traditionalist, in one of the interviews that this author had with her, agreed with Preboye's position concerning the competency of deities or shrines in resolving crises including cases of corruption in the traditional setting. This is even common in the contemporary times. She narrated a fraud incident in her community, how a group of young boys, about four in number, sold a sacred piece of land to a Pentecostal Pastor for the purpose of the erection of a church without the consent of the elders of the community. This happened in 2010. When the news got leaked to the elders and owners of the portion of the land, they denied that they did not commit the act. They tried to cover it up by carrying out some diabolic acts that even involved the burying of a live goat, hoping that this would cause the eye of the deity in charge, in order to render it impotent from revealing the truth, but all to no avail. The matter was brought before the community deity called *Egberi ni ifurowei* for adjudication. Within a year, in 2011 to be precise, the deity reacted and all but one of the person's involved were killed by the deity. The persons involved were one Mr. Noah Mosco, Mr. Luke Sunday and Ishmeal Ogon. The remaining person confessed to the crime and after carrying out some rituals, he survived as the only surviving culprit among them, to tell the story. There are so many of such cases in Ijaw land particularly at the shrines of *Ekine* deity of Opuama, in Southern Ijaw Local Government Area, *Ogidi Fariye* deity's shrine at Okolobia in Akassa Kingdom, at the shrine of *Ekpesu* deity at Kpansia community in Yenagoa Local Government Area, all in Bayelsa State (Ethel 2017 Oral Interview).

There was a case in a community called Ogbogolo community in Ahoda West Local Government Area of Rivers State where a serving chief was involved in corrupt activities and the gods of the land reacted. In the said community during the reign of the king, there was an oil spillage. The king entered into an agreement with Shell Development Company of Nigeria that

the compensation be paid to only him and his family. He started calling his family a Royal Family and that has not been in existence in the history of the community. He claimed the portion of the land where the oil well was located. Seeing the consequences that await him, his twin brother gathered his children and warned them not to follow or have anything to do with the King and his children. The elders invited all the Chiefs in Engene region in Rivers State to intervene on the matter but the king refused to work with his people. Then, they invited Chief of Ogbia Kingdom in Bayelsa State to advise him to resign but he still refused. Then the case was taken to the court, and at the first day of hearing, a cloth that was given to him by the Kingmakers of the community of which he uses as a mantle of authority, tied round his neck fell to the ground like a snake in the court. This was followed by the king felling to the ground having being afflicted with stroke and died of it. His direct younger brother died while returning from the court at the waterside. His children took over the case, but the community won even to an appeal level (Mitin oral Interview).

Our concern here is the truth and judgment meted out on people who aired in the traditional set up. Because of the fear of the deities, governance and corruption free society prevailed in the traditional settings. Nigeria government should adopt this system of governance in its justice system.

Conclusion and Suggestions

What will save this nation from corruption? Anyone familiar with the irresponsibility that which is the hallmark of political leadership in Nigeria will understand the essence of this rhetoric question. This is because public offices are seen in Nigeria as an opportunity to cheat or swindle. Corruption has thus weakened the efficacy of governance in Nigeria. There are increased opportunities for organized crime and this has eroded people's confidence in the political order; discourages the habit of hard work, dedication, honesty and discipline; renders patriotism nearly impossible and make nonsense of public accountability (Shishima, 2006:254). It seems clear from all indications that corruption had defied all the known strategies to arrest it.

Based on the above analysis of the causes and effects of corruption on Nigeria, the following suggestions are made to ensure a corrupt free Nigeria.

That the deities among other institutions should be involved in fighting corruption in Nigeria. This was the pattern that was vogue during the pre-colonial period, as deviants including corrupt officials were exposed through the various divinatory systems provided by the shrines, these were subsequently punished; this acted as a mechanism for social control.

African Traditional Religion and its deities have been largely responsible for shaping the character and culture of Africans. The traditional means of divination should be used to unravel corrupt cases that our modern systems could not solve. In 1981, the former head of state, General Olusegun Obasanjo during the Nigerian Army seminar held in Benin City called for the use of Black magic to dismantle the then Apartheid regime in South African. Also the authorities of the University of Benin and Sokoto respectively had extended invitation to magicians to visit the institutions to help solve the intractable problem of missing university

items (Owete 2000:80). It is high time, the Nigerian government gave this mechanism a trial in its spirited fight against corruption in the country. Gabriel (2004:305) had argued that “Nigerians, nay Africans have much to reap from the African Traditional religion's 'magic box' especially the appurtenance of the shrine, deities and divination” in resolving intractable issues including the fight against corruption. This way, deities through the instrumentality of divination would successfully address the trauma that Nigeria is passing through in its fight against corruption could be successfully handled in the country.

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PERSPECTIVES ON NIGERIAN EDUCATION POLICY AND PRACTICE: THE NATIONAL CURRICULUM CONFERENCE AS A POST-INDEPENDENCE EDUCATION LANDMARK

Yusuf M. ABDULRAHMAN, PhD
Department of Educational Foundations
Faculty of Education
University of Port Harcourt
yusuf.abdulrahman@uniport.edu.ng
+234 (0) 803 234 5719

Abstract

Formal western education, contemporarily known as modern education is a benefit the country, Nigeria, enjoys today after being pioneered by the Christian missionaries and subsequently supported by the colonial authority. This is quite commendable, but the curriculum pursued for the natives in the process of educating them through the colonial period was to the benefit of the duo of the missionaries and the colonial administration. The missionaries' education was to aid the spread of the gospel (evangelism) and the colonial government educated to produce useful personnel (manpower) for colonial civil service, focusing only on liberal arts. When the opportunities came, the country grabbed it and convened a national curriculum conference that became a turning point in the education that addressed the peculiarity and needs of the ex-colonial territory post-independence. When the country took control and self-determination began, series of laudable policies were formulated, but implementation became the bane. The paper chronicled the journey of Nigerian education and the curriculum evolution. Suggestions were provided to guide in retracing our bearing to do things better.

Keywords: *Perspectives, Nigerian Education, Policy and Practice, National Curriculum Conference, Post-Independence Education Landmark*

Introduction

It is not a far-fetched information or news to anyone and in the global history of colonialism that Europeans exerted their powers and directed many efforts at the occupation and control of many African countries in the name of colonialism. Abdulrahman (2014) had clearly submitted that the Europeans considered that exploiting the weaknesses and some glaring deficiencies of Africans would directly translate to the advantages of their own region, having realized the abundant human and material resources harboured in the continent of Africa. To him, these were the reasons that informed the scrambling and partitioning of Africa among the contending European nations. In setting this record straight, Wright (2009) had informed that on the eve of the scramble; Western Europe was a century into the Industrial Revolution and clearly the most powerful and technologically advanced portion of the globe.

Scramble for Africa which began with slow territorial acquisition through the early 1880s, followed by a competitive rush to claim African lands after the Berlin West Africa Conference (1884-1885). The final stage of the Scramble was characterized by slower occupation of territories and overcoming of African resistance through the first decade of the 20th century.

By 1912, all of Africa was in European hands except Liberia and Ethiopia. The period of colonial rule that followed brought social, political, and economic change across the continent. The African colonies would only slowly gain their independence, most doing so between 1955 and 1965. Some did not achieve self-rule or majority rule until the 1980s or 1990s. The conference that divided Africa in Berlin 1884 according to Gathara (2015) had made nations till today struggling, over 135 years ago. Some are sailing through and a number of these countries still grapple with their colonial experiences. The questions are; how did the natives fare in the hands of their colonial administrators and what development did the continent witness? An interim answer may claim that before independence, the colonial experience of the Africans was characterised with the good, the bad, the beautiful and the ugly, even in education. Among the good, the bad, the beautiful and the ugly; from the foregoing were the missionaries' efforts at educating the natives formally. In the case of Nigeria and many of her African counterparts with the same experience, Africans would not have been formally educated, if not for the Christian missionaries.

In providing perspectives to the need for the 1969 National Curriculum Conference, one fact which must be stated is that colonial administration had no intention to educate the natives, ditto for the missionaries. However, the missionaries eventually got involved. Administratively, the missionaries' roles in the business of formal Western education in Nigeria cannot be treated with a wave of hand. Missionaries remained the major educators and managers of education provided to Nigerians in a formal way, for nothing less than forty (40) years before the colonial administration's voice was heard. Throughout the period of missionaries' exclusive educational activities, the colonial government was silent, so the monopoly of educational activities continued with each of the missionary bodies providing education the way and manner it appealed to them or based on their denominational doctrines and principles. These differences gave rise to varying characters/features of Nigerian education, with standard being compromised. The differences was not unconnected with the goals of missionaries' presence in the country which was for soul winning, spreading of gospel or evangelism and not giving education in actual sense, this might inform Boyd & King (1981:100) assertion when they argued that

...the church undertook the business of education, not because it regarded education as good in itself, (but) because it found that it could not do its own proper work without giving its adherents, and especially its clergy, as much of the formal learning as was required for the study of the sacred writings and for the performance of their religious duties.

Despite that the original intention was not to educate Nigerians, as indicated above; kudos must still be given to the missionaries for their efforts which left us with educational stories being told today with nostalgia.

Missionaries and Education

As it happened across the globe, which Nigeria is not an exemption, it is on record that pioneering formal education was first by the private individuals, groups or religious entities.

The story of Nigeria's formal education began with the Missionaries. European Missionaries actually came for evangelism, but felt it was morally justified to give education which will assist them achieve proper spread of the gospel. Importantly, the Act of 1833 passed by the British Parliament for abolition of slave trade was responsible for the repatriation of Africans in the Diasporas for a convergence at a long acquired town in 1787 in Sierra Leone for the returnees (freed slaves) to settle. This town was eventually called 'Freetown'. Also, the revival of missionaries' activities in London, which Osokoya (1989) recounts, led to the proliferation of a number of Missionary Societies such as Baptist Missionary Society (1792), London Missionary Society (1795), and Church Missionary Society (1799).

The revival zeal of these Missionary societies prompted their massive movement into the field to win souls and give education, with the Bible in one hand and slate in the other. These facilitated the Christian missionaries' establishment of schools such as the Wesleyan Methodist, with Thomas Birch Freeman and an accompanied couple - Mr and Mrs Williams de Graft arriving at Badagry, precisely on the 24th September 1842; establishing the very first private primary school in 1843 named the 'Nursery of Infant Church (Dienye, 2003; Abiri & Jekayinfa, 2010).

Church Missionary's Society (CMS, now the Anglican) arrived Abeokuta on 19th December; 1842 for evangelical survey, hoping to return later for real evangelism in 1844, but they were disappointed to meet the community in mourning mood over the death of their late monarch - King Sodeke of Egba (Abeokuta). Eventually, Henry Townsend and two gentlemen in persons of Rev. (later Bishop) Samuel Ajayi Crowther and Rev. C. A. Gollmer accompanied Townsend to Abeokuta to start evangelism in 1846 and the immediate establishment of two schools, one for boys and the other for girls. The third adventure took the missionaries of the Presbyterian Church of Scotland led by Rev. Hope Masterton Waddel to Calabar in 1846.

The arrival of the Southern Baptist Convention to Nigeria was in 1850, under the leadership of Rev Thomas J. Bowen, but started the first school at Ijaiye and another at Ogbomosho in 1853 and 1855 respectively. The year 1857 heralded the Niger Mission of the CMS, with Rev. Samuel Ajayi Crowther and Rev. J. C. Taylor in the front-lines of spreading the gospel. With the cooperation of the Niger explorer - Mc-Gregor Laird, schools were founded at Gbebe and Onitsha. The school at Idda, now Kogi State, was established in 1864, and other ones successively established at Bonny and Akassa. The Roman Catholic's arrival into the country in 1868 with Padre Anthonio paved way for the settling down in Lagos for evangelism. This became a booster to evangelism and educational atmosphere. Much later in 1887 was the Qua Iboe Mission registering their impact in places like Eket and Ikot Ekpene. So also were many missions in pioneering modern education in Nigeria.

The roles of the Christian Missionaries remain invaluable in the history of Nigerian education. The only situation of concern was the absence of common curriculum that was expected to address the peculiarity of Nigeria as an educationally emerging nation. Each missionary provided education according to their doctrines and principles. This is the position of Osokoya as cited by Abdulrahman (2014) when he argued that in the early schools, there were no

common syllabus to follow and there were lack of standard textbooks. Many of the text books used were imported and were not relevant to the environment of the pupils. Also, varying administrative techniques were adopted for schools' management and the method of teaching was inadequate for rote-learning was paramount at the period.

Colonial Administration and Education

For the reason of pacifying the natives and forestalling violent agitations, particularly from the elites; the colonial government also got involved in the provision of education after about four (4) decades of Missionaries exclusive control. The first intervention of the colonial government was the grant-in-aid of £30 Pounds to the three missionary bodies in 1872 with no condition, to assist in their educational works. This was increased to £200 Pounds in 1877 with conditions on a number of requirements to be met. First, colonial government sat on the fence for 40 years without educating their subjects and the missionaries were churning out pupils who passed out of missionaries' schools and worked in the colonial civil service. This grant indicated that the colonial administrators had conscience, therefore expressing financial appreciation for the good work of the missionaries in building quality human resources (Osokoya, 1989; Kosemani & Okorosaye-Orubite, 2002; Abiri & Jekayinfa, 2012 and Abdulrahman, 2014).

When rivalry started among the missionaries and the quality of education began to drop, the colonial government also had a moral reason for the introduction of regulatory policies in the name of *Education Ordinance* to check the trend. From 1882 till independence, colonial government never ceased to promulgating series of ordinances in 1887, 1916, 1926 and so on; to address the development in education. When it was also necessary, they started establishing schools. The first Government primary school in Nigeria was established for the Muslims in Lagos in 1899, having a moral justification to do this, following the protest in 1895 over the conditional acceptance of Muslim children in the mission schools. The need to have Government secondary school as a model and correction for the missionaries, resulted in the establishment of King's College in 1909 and later the thought that women/girls should be educated, following the report of the Phelps Stokes Commission, the Queen's College was established in 1927.

Higher education also began with the establishment of Yaba Higher College in 1932, following the appointment of E.R.J. Hussey as the first Director of Education in Nigeria. University education was also granted the country for the first time in 1948, the establishment of the University College Ibadan as a University College of London. In colonial days there was rivalry/competition among the three regions for development. Universal Primary education was the first aspect of response to the colonial constitutional provision in 1951 where each region raced one another. Not too long that Nigeria was hopeful of self rule, to attain political independence. At the eve of this independence, Ashby Commission was set up. The findings and the recommendations of the Commission spurred the establishment of more universities in the country.

The colonial government which ordinarily would have championed the education of Nigerians from the beginning by providing direction and support, not excluding a sound curriculum that

would meet the need of the country was not forth coming, not until after 40 years as earlier mentioned. The reason for this is because the colonial government only had three priorities for their existence on the soil of Nigeria, which were devoid of educational provision. These according to Osokoya (1989) and Abdulrahman (2014) are politics, military and commerce.

Beginning of Government's Participation in Educational Administration

On the part of the colonial administration, the genuine intention for their presence was also not to provide their colonial subjects (Nigerians) education, but only for political, military and commercial reasons. A care-free attitude to education was displayed by the colonial government. However, the colonial government's partial involvement in educational business of Nigeria was as noted earlier on was first witnessed with the grants-in-aid of £30 pounds in 1872 to the three (3) missions (Osokoya, 1985). This grant by the colonial government could be noted as the beginning of government's educational financing in Nigeria. With this grants, educational provision, administration and management were still not the concern of government, but was eventually compelled to be responsive through increased criticisms of education the missionaries were providing to Nigerians. The nationalists, traders and the government's observations herself about the trends, culminated in the promulgation of 1882 Education Ordinance as first regulatory measure (law) to address education provided by the missionaries. To this extent, the Colonial Government took the courage in handing down guidelines to the missionaries and other voluntary agencies on how and what education to be given to their colonial subjects should be.

The 1882 Education Ordinance among others had provisions that included the following and were applicable to Lagos colony and Accra which were under one colonial Administration till 1886. Apart from this, the colonial government came up with series of education Ordinances and Codes to regulate education in Nigeria such as the 1887, 1916, 1926 ordinances and codes etc. The most important thing that happened to Nigeria and her education was the establishment of Phelps Stokes Commission in 1920, which was the first deliberate effort made to study educational situation of the continent in terms of its quality and quantity. The mandate of this commission covered the areas of

- i. inquiring into the educational work being undertaken in each of the studied areas;
- ii. looking into the educational need of the people in the light of religious, social, hygienic and economic conditions;
- iii. ascertaining the extent to which these needs are being met; and
- iv. making available in full the results of their study.

In view of these terms of reference, the following summarises the report of the Commission submitted in 1922. The

- a. adaptation of education to the individuals and communities;
- b. condemnation of the situation where education providers had differing conceptions of education;
- c. instituting true inspection and supervision of schools;
- d. broadening the curriculum (dropping only literacy content); and
- e. educating the girls etc.

It is clear from this report that adapting education to the needs of the individuals and African communities was central to the outcome of the Commission's investigation. Curriculum is central to adapting education to the needs of the people. It would be expected that the colonial orientations and outlooks should begin to wane, but not in the real sense of it, because the colonial superiority still characterized the ways of doing things, particularly in education; where the curriculum contents were still British. This was evident in the entire episode surrounding the establishment of the first higher institution in Nigeria in 1932, that is, the Yaba Higher College subjecting to relegation; the Nigerians and the education provided which were found to be humiliating, Fafunwa (1974) highlights the areas of the country's concern, thus. That the

- i. nationalists found the curriculum of the college too narrow, inferior to and incapable of meeting the needs of the country;
- ii. certificate of the college had no recognition outside Nigeria; and
- iii. certificate only qualified Nigerians as junior staff and assistants in the colonial civil service.

For the establishment of Nigeria's premier university, the situation was not entirely different in the way and manners it was operated. When the university college was established at Ibadan in 1948, the management and control were still in the hand of the colonial administration, determining the structure, the personnel, resources, even the contents of the curriculum tailored towards that of the University of London. The university was for long time was tied to the apron's string of British University; thereby named University College of the University of London, Ibadan.

Manifestations During Self Determination Era

The era of self determination in education remains a unique period in the history of Nigerian education, following the 1946 Richards Constitution of regional proliferation and the 1951 Macpherson Constitution that favoured some sorts of autonomy; giving the regional government the audacity and power to pass laws on salient sectors, most importantly as it concerned education.

Truly, there was self-determination in education at that time, but limited, to some extent on certain aspects of Nigerian educational theory and practice. The curriculum contents were still foreign, as the History of Europe, Geography of Europe, and so on, were being studied, including the authorship of those books credited to Europeans e.g. English Course for secondary schools by D.W. Grieve, Lacombe's Mathematics/ Arithmetic textbooks, Modern Geography: Foundation of Geography that were even in use in some Nigerian schools until 1980s. Osokoya (2012) observed the policy implication that goes beyond the issue of curriculum during self determination era, when he says

the decentralization of Nigerian education during the regionalization era prior to independence, did not improve the situation. The Western and Eastern regional governments through the Universal Primary Education schemes in 1955 and 1957 respectively increased access of pupils to education but this succeeded in widening the educational gap between the south and the north. Education policy that failed to serve the role of integration of a pluralistic society as ours and eventually sowed the seed of mistrust, hatred, suspicion and religious intolerance cannot be regarded as perfect.

Post-Independence Nigerian Educational Development

The 1969 National Curriculum Conference was indeed a turning point for education in Nigeria, as it was purely initiated and planned by Nigerians. This conference according to Okorosaye-Orubite (2012) was earlier slated for 1966, but postponed because of the political, social and security situation at the time. The conference was held in Lagos from 8th-12th September, under the aegis of the Nigerian Educational Research and Development Council (NERDC). With regards to the participants, it was a conglomeration of stakeholders in education (educators and consumers of educational products), not excluding vice-chancellors, professors, principals of teacher training colleges and secondary schools, representative of business/commercial establishments and industries, farmers, civil servants, professionals, technicians, traders and parents. Equally, the conference was attended by a number of international organizations who participated as observers. Some of these organizations financially supported the conference. These included the United Nations Educational, Scientific and Cultural Organization (UNESCO), Canadian International Development Overseas (CREDO). Others included the representatives of the Ford Foundation, the British Council and the United States Agencies for International Development (USAID).

Features of the Conference

The curriculum conference, among other things

- a. evolved a national philosophy of education for Nigerians;
- b. reviewed the educational objectives for primary, secondary and tertiary levels;
- c. stipulated the role of science and technology in national development; and
- d. made recommendations on the control of public education.

Most significantly, the 1969 curriculum conference came out with bold recommendations of a six-year primary school course, followed by six years of secondary school, patterned into a lower or junior secondary and an upper or senior secondary of 3 years each respectively, and lastly; a four-year university education which had been tagged and structured numerically as 6-3-3-4. This 6-3-3-4 system, though took almost 2 decades before its implementation started, but remains a proud education system to Nigeria, even with the Universal Basic Education programme, the 6-3-3-4 remains the structure of country's education system, as against the unsubstantiated 9-3-4 which is just the individual conception and was neither captured in the national policy nor backed with the UBE Act.

Also, it is imperative to mention that the conference recommended the idea of multilateral or comprehensive schools. The conference submitted that comprehensiveness of schools in Nigeria should not only be in numbers of students, but also in the variety of course-offerings in academic (arts and science), technical, professional and commercial areas. As earlier maintained, the 1969 national Curriculum Conference remains an antecedent and influencing factor to the birth of the National Policy on Education.

The Nigerian National Policy on Education

Based on the report of the 1969 curriculum conference, the Federal and State Ministries of Education put up a draft for a national policy on education; this prompted General Yakubu

Gowon, the then Head of States to promise a national policy on education for the country in his speech at Barewa College, Zaria on the 26th of April, 1972.

Fafunwa (1974) opined that in December 1970, the National Council on Education (NCE), a council of commissioners of education, deliberated on the draft national policy on education with consensus on holding a seminar at the end of their meeting for proposal and that the proposals for the seminar be referred to the state governments for comments and finally that the proposals and the comments should be the main item of the agenda of the next council's meeting.

The seminar was slated to hold at the University of Ife, now Obafemi Awolowo University, (OAU) between 26th and 28th February, 1973, but aborted by the students' protests against some aspects of the National Youth Service Corps (NYSC) scheme. In the same year, precisely between 4th and 8th of June, it was successfully held at the Institute of International Affairs, Victoria Island in Lagos, under the chairmanship of Chief S.O. Adebbo who was one time Nigerian permanent representative at the United Nations, but at that time of the seminar; Chief Adebbo was the chairman of the Nigerian Universities Commission (NUC). Osokoya (2014) has it that the seminar was well attended by men and women of proven interest and competence within the growing educational enterprise.

The Nigerian participants at the seminar cut across all walks of life, from representatives of Federal and State Ministries of Education; the Nigerian Union of Teachers; conference of secondary schools and Teacher Training Principals; Primary School Administrators; the Nigerian Education Research Council; Nigerian Employers Consultative Association; Nigerian Council for Science and Technology; the Army Educational Department; Citizenship and Leadership Training Centre; the Christian Council of Nigerian; the Catholic Church; Specialists on Adult and Experts of Special Education; Ministries of Labour and Agriculture; Nigerian Universities' Women and the representative of the National Association of Nigerian Students (NANS). Also in attendance were the United Nations Educational, Scientific and Cultural Organisation (UNESCO) experts and that of the Commonwealth Secretariat in London as observers.

The opening address was “Charting Nigeria's National Aspirations” delivered by the then Federal Commissioner for Education, Chief A.Y. Eke. Few weeks after, the published report of the seminar was handed over to the Federal Ministry of Education with a covering letter dated June 26th, 1973; structured and made up of thirteen main parts. The introductory chapter summarizes the proceeding of the seminar. The chapter two of the paper reports the Nigerian national objectives wherein, the five main national objectives of Nigeria as stated in the Second National Development Plan, and endorsed as the necessary foundation for the National Policy on Education, are the building of;

- (i) a free and democratic society;
- (ii) a just and egalitarian society;
- (iii) a united, strong and self-reliant nation;
- (iv) a great and dynamic economy; and
- (v) a land of bright and full opportunity for all citizens.

The chapter three recommends the philosophy and objectives that should guide Nigerian education. The main body of the document set out in details the consensus agreement of the seminar on what should be the national policy of each of the principal sectors of Nigerian educational efforts, enshrined in chapters four to thirteen. These chapters specially focused attention on dealing with the definition of terms, the major objectives and recommendations of the seminar. Osokoya (2014), highlighted these to include:

- i. Pre-primary Education;
- ii. Primary Education;
- iii. Secondary Education;
- iv. University (including professional) Education;
- v. Technical Education;
- vi. Special Education;
- vii. Teacher Education;
- viii. Educational Services; and
- ix. Administration, Planning and Financing of Education.

Following the submission of the report, and all the trailing comments made were later considered by the National Council on Education for ratification. The end result was the Government White Paper issued on the report, tagged - the Federal Republic of Nigeria, National Policy on Education which was almost ready for publication before the interruption of the 1975 coup which delayed its publication until 1977. This maiden document, as the National Policy on Education immediately became obsolete; following the emergence of 1979 constitution that paved way for presidential system of government in Nigeria during the Second Republic. This situation culminated in the revocation and amendment of some aspects of the National Policy on Education in 1981. It was, therefore, revised in 1981 and subsequently printed and circulated for use.

Basically, the reason for the revision and issuance of the 1981 version of the document was to maintain congruity and get the National Policy on Education to be in tandem with the provisions of the 1979 Nigerian Constitution. After this, the National Policy on Education underwent series of revision in 1998, 2004 and 2008 which was not published. Currently, the sixth edition surfaced in 2013 and not long, it was re-issued as 2014 edition of the policy document. The 6th edition was necessitated by the NERDC New Senior Secondary Education Curriculum.

The National Policy on Education as published by the Federal Republic of Nigeria (2004) has 13 sections including the introduction of which government of Nigeria is taking to be her educational focus of transforming the Nigerian education into a functional and an improved status. In this connection, government has acknowledged that education is a capital intensive undertaking. This manifests at various sections of the National Policy on Education (NPE), 2004. Section 4, sub-section 22(1) stating this *inter alia*- opined that “concerning the proprietorship of secondary schools, Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of secondary schools alongside those provided by the “Federal and State Governments”. It,

therefore, means that government has realized the expansion and dynamism of secondary education, requiring more funds, facilities and equipment necessary to maintain standard, of course which it can not only provide.

On the university or higher education in Nigeria, attempt to pursue the provision of higher education across the whole country, for an even distribution and a fairer spread of higher educational facilities as a means of achieving national unity is been canvassed. For instance, Section 5, (FRN, 2004) of the document stipulated that “without prejudice to the federal and state establishing universities, voluntary agencies (are allowed to establishing their own universities...” The above is also a manifestation that government alone, even the federal cannot be able to meet the overall needs of higher or university education without liberalizing the establishment of higher institutions to achieve an even geographical distribution for national unity.

Generally, section 12, sub-section 106, FRN (2004) states that Government's ultimate objective is to make education free at all levels, the financing of education is a joint responsibility of the federal, state and local governments. This sub-section further states that “in this connection, government welcomes and encourages the participation of local communities, individuals and other organizations”. In view of this, it is now clear and evident that educational provision, administration, funding and management are too enormous and too far above what the government can venture in this country, with a population of about 170 million people, of which about 49% educated, educating and hoping to be educated formally. And out of this 170 million, about 250 ethnic groups are identified in Nigeria which demands that all and sundry have to be catered for in the name of national unity.

Continued efforts of government to make education in Nigeria meet the needs, yearnings and aspirations of Nigeria and Nigerians has informed why the curriculum is revised regularly, even to meet the reality of the Nigerian society and in response to the global best practices in knowledge characteristics. Currently and in line with the needs and reality on ground, for a sustainable education, the Curriculum Conference of 1969 is still relevant as a guide for the contemporary practice. New curricular have evolved for the different levels of education in Nigeria.

Curriculum and Contemporary Practice of Education

The introduction of the new basic education (UBE) came with a review of the curriculum which produced the 9-Year Basic Education Curriculum (BEC). The new 9-year basic education curriculum was trial tested across the nation's primary and junior secondary schools between 2008/09 and 2010/11 academic sessions and underwent another rigorous review in 2011/12 session with major modifications approved by the National Council on Education (NCE). These modifications according to Adeneye & Oludola (2013) were directed at cutting down the number of subjects pupils will offer in primary and junior secondary schools without necessarily reducing the contents. The reform and modification were based on the following UBE programme curriculum classification, which are:

- i. Lower Basic Education Curriculum (Primaries 1-3);

NOTE:

- *The nomenclatures above are just for the curriculum classification and not in any way the name for the various UBE classes.*
- *There is NOTHING like Basic 1, Basic 2, Basic 3, Basic 4, Basic 5, 6, 7, to Basic 9. Primary school is for six years and it is Primaries 1 to 6 and Junior Secondary remains the classes from JSS 1 to JSS 3.*
- *The 9 Year Basic Education does not change the system from 6-3-3-4. There is NOTHING like 9-3-4. This is extremely erroneous.*

A little academic fact check can further throw light on the above, as the 40 Frequently Asked Questions (FAQs) on UBE clearly substantiate this position. (Universal Basic Education Commission, 2012).

Core Compulsory Subjects

1. English Studies.
2. One major Nigerian Language (Hausa, Igbo or Yoruba)
3. Mathematics.
4. Basic Science and Technology.
5. Cultural & Creative Arts (CCA).
6. Pre-vocational Studies.
7. Religion and National Values (RNV).
8. French Language.
9. Basic Technology for Upper Basic section.
10. Business Studies for Upper Basic section and Arabic Language as a *selective Subject*.

The need for the review of the new 9-year basic education curriculum was reiterated at the Presidential Summit on the State of Education in Nigeria which held in October 2010 in which delegates at the summit called for immediate action to compress the curricula offerings at all levels of basic education. The summit recommended that the number of subjects offered at this level should be reduced to between six and 13, in line with international best practices. This recommendation coupled with the feedback on the three year trial testing/implementation of BEC which suggests curriculum overload in terms of subject offerings at the primary and JSS levels led to the setting up of a review panel which comprised members of high level policy committee meeting and the National Stakeholders Forum (NSF) for the review of the curriculum headed by Professor Godswill Obioma. The panel formulated a new structure for the BEC which was deemed for national implementation in September, 2013 across all primary and junior secondary schools. The number of subjects in the Lower Basic Education Curriculum was reduced from 10 to a minimum of seven and maximum of eight.

In view the above, it has to be mentioned that the BEC has started generating uproar again, particularly the Religion and National Values (RNV) whose merger has been vehemently opposed by the religious organisations. This means that it is not over until it is over.

New Senior Secondary Education Curriculum (SSEC)

From the foregoing, colonial education curriculum was discovered to be alien and not able to meet the needs of Nigerians, so it was dropped; following the curriculum conference of 1969 which since then has been revised from time to time, to meet the needs of Nigerian nation. This newly revised curriculum is not without the reasons for its introduction - academic policies,

including and importantly the admission requirements should be revised every three years, if not two years on the line. There are countries and institutions that review their academic policies and curriculum yearly, so as to be in tune with the global best practices. The National Council on Education (NCE) in Nigeria meets every year to review the National Policy on Education. So, it is necessary for academic institutions to review their general and specific minimum academic requirements for admissions.

Today, the Nigerian nation has a Revised New National Curriculum for Senior Secondary Education which produced new subjects to meet the needs of the country. My summary:

- i. Five (5) Credit passes are no longer tenable as the minimum requirement for admission into tertiary institutions.
- ii. Six (6) Credit passes are now the minimum requirement for admission
- iii. There are four (4) cross-cutting compulsory subjects, namely English Language, General Mathematics, Civic Education and a Trade/Entrepreneurship subject.
- iv. Other specialized fields are provided, from which choices could be made to complete total WASSCE or SSCE subjects.

Implications

- i. With this new/revised curriculum, Biology and one Nigerian Language are no longer compulsory subjects.
- ii. It must be noted as well that at least (minimum) two (2) subjects must be selected from relevant field of study to complete the six (minimum admission requirement), after selecting the compulsory four (4).
- iii. Change in the Secondary School Curriculum means a change in the examination syllabus and the subjects for public examinations; ultimately requiring a review in the admission requirements of tertiary institutions, but more importantly the universities.

The NERDC is saddled with the task of reviewing the curricula for primary and secondary schools in the country. The initiative, therefore, to introduce the new subjects was in line with the new secondary school curriculum introduced by the Nigerian Education Research and Development Council (NERDC).

The implementation of the new SSCE curricula began in September 2011, meaning that the maiden public examinations (West African Examination Council, WAEC, National Examination Council, NECO, and the National Board for Technical and Business Education, NBTE) based on the new/revised curricula started in May/June 2014 as directed by the NERDC and Federal Ministry of Education through the then Minister of Education, Prof. Ruqayyatu Rufa'i who launched and officially presented the Senior Secondary School Curriculum in Abuja, with emphasis on taking effect in schools by September 2011. It was approved by the National Council on Education (NCE).

The Newly Introduced Subjects and the Explanations

1. **Cross-Cutting Compulsory**
 - i. English Language/Studies
 - ii. General Mathematics

- iii. Civic Education
- iv. Trade/Entrepreneurship

2. Field of Studies

a. Science and Mathematics

- i. Biology
- ii. Chemistry
- iii. Physics
- iv. Further Mathematics
- v. Health Education
- vi. Agriculture
- vii. Physical Education
- viii. Computer Studies

b. Technology

- i. Technical Drawing
- ii. General Metal Work
- iii. Basic Electricity
- iv. Electronics
- v. Auto-Mechanics
- vi. Building Construction
- vii. Woodwork
- viii. Home Management
- ix. Food and Nutrition

c. Humanities

- i. Christian Religious Studies
- ii. Islamic Religious Studies
- iii. Visual Arts
- iv. Music
- v. History
- vi. Geography
- vii. Government
- viii. Economics
- ix. Literature-in-English
- x. French
- xi. Arabic
- xii. Nigerian Language

d. Business Studies

- i. Stores Management
- ii. Accounting
- iii. Commerce
- iv. Office Practice
- v. Insurance

e. Trade/Entrepreneurship

- i. Auto Body Repair and Spray Painting
- ii. Auto Electrical Work
- iii. Auto Mechanical Work
- iv. Auto Part Merchandizing
- v. Air-conditioning and Refrigeration
- vi. Welding and Fabrication Engineering Craft Practice
- vii. Electrical Installation and Maintenance Work
- viii. Radio, TV and Electronic Servicing
- ix. Blocklaying, Bricklaying and Concrete Work
- x. Painting and Decorating
- xi. Plumbing and Pipe Fitting
- xii. Machine Woodworking
- xiii. Carpentry and Joinery
- xiv. Furniture Making
- xv. Upholstery
- xvi. Catering Craft Practice
- xvii. Garment Making
- xviii. Cloth and Textile
- xix. Dyeing and Bleaching
- xx. Printing Craft Practice
- xxi. Cosmetology
- xxii. Photography
- xxiii. Mining
- xxiv. Tourism
- xxv. Leather-goods Manufacturing and Repair
- xxvi. Stenography
- xxvii. Data Processing
- xxviii. Store Keeping
- xxix. Book Keeping
- xxx. GSM Maintenance and Repairs
- xxxi. Animal Husbandry
- xxxii. Fishery
- xxxiii. Marketing
- xxxiv. Salesmanship

Explanation

The criteria for selection of West African Secondary School Certificate Examination (WASSCE) or Secondary School Certificate Examinations' subjects are presented below:

- a. **The Cross-Cutting Compulsory Subjects:** This requires that all the four (4) cross-cutting subjects, as listed above are compulsory for every candidate to offer. Civic Education and ANY one from among the Trade/Entrepreneurship subjects are now replacing the previously compulsory subjects Biology and one Nigerian Language.

b. Field of Study: From the field of study, as contained in 2 a, b, c & d above; minimum of two subjects are required of any candidate to choose from. However, three (3), four (4) or five (5) subjects may be chosen.

- Note:** (i) A minimum of eight (8) and maximum of nine (9) subjects are allowed for examinations' candidates.
- (ii) In the event where two subjects are selected from a specific field of study to complete the *first six (6) as minimum admission requirement*, the candidate can choose to complete the eight (8) and maximum of nine (9) subjects from any other fields or among the Trade/Entrepreneurship subjects.
- (iii) The (ii) above explains the choice of selecting three, four or five subject in addition to the four cross-cutting compulsory subjects

Remarks

From the words of Prof. Godswill Obioma, Executive Secretary NERDC

It is our collective hope that the graduates from SSCE in June 2014 will have been equipped for higher education and at the same time possessed the relevant technical, vocational and entrepreneurship skills,". According to him, *the first public examination, based on the new SSCE will be conducted by the West African Examination Council (WAEC) and others in June 2014.* He explained further that, *the new curriculum was planned to build on the gains of the 9-year Basic Education Curriculum and to connect logically to the learning experiences in the tertiary education.*

It is needful to emphasise here that students (candidates) no longer (from 2014) tender for admissions, the kind of O' Level results which the tertiary institutions are used to; as that era has come to be replaced with the commencement of public examinations on the new subjects which took effect from May/June 2014.

Conclusion

Having gone through a long journey of domesticating education to address the needs, yearnings and aspirations of the country throughout the colonial era; we are still living in the allegory of policy indigestion and implementation diarrhoea. Today, it can be concluded that we have realized ourselves as a people that education is the instrument par excellence to effect national development (FRN, 2014). Since the 1990s, we have been in tune with the domestication of series of international protocols and conventions, not excluding the EFA, 1990; MDGs, 2000 and came up with the pro-active policies and programmes on education. We saw the need to scale up our elementary education and merged with the first 3 years of secondary schooling and named it UBE, with its own curriculum developed to address our educational need at that level. Also, the new national curriculum for secondary education was introduced in 2014; characterized with 34 trade subject to promote entrepreneurship.

It is, therefore, good to conclude that policy wise, we are not doing too well, even now that the country is not under any external obligations. Although, good and well directed policies are formulated mostly on paper, no pragmatic implementation. The prescription of the new

national curriculum, particularly for core cross-cutting subjects; particularly Civic Education and any one of entrepreneurship subjects are still not being recognized in a number of our universities, to be counted as part of the number of credit-passes for admission. The myriads of trade subjects for entrepreneurship skills in the new curriculum are lacking qualified personnel to handle them, but those related to existing subjects with available teachers are forced on the students, e.g. Animal Husbandry is being taught by Agricultural Science teacher; Data Processing; taught by Computer Science teacher. A large number of self-reliant skills after school, as contained in the 34 trade/entrepreneurship are not accorded the deserved attention.

Suggestions

From the foregoing therefore, the followings are considered important as suggestions for the study. That

- a. continuous policy formulation is highly encouraged, as it gives room for reassessment and review, however, implementation of policies is praise-worthy;
- b. for the country to be at par, competing favourably with other successful nations, the Nigerian government must adequately fund education at all levels;
- c. staff development programme must be taken so seriously for teachers' re-training and acquisition of contemporary skills;
- d. education tourism is today key in the development of nation. This is why countries mounting academic programme in International and Comparative Education, for which people study other people's educational system, visit different countries for on-the-spot assessment and use the insights from such other nations with the best ideas in their theory and practice of education. This should be encouraged by the stake holders of the Nigerian education industry; and
- e. today, Finland is a model for the world in the practice of education. If we get it right, Nigeria can equally be a model, if not for the world, but in the sub-region or continent of Africa.

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