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Introduction

It gives me a great pleasure to make some remarks about the maiden edition of the *Federal University Oye Ekiti Journal of Education* (FUOYEJOE). Academic publications, of which journals are an essential component, play very crucial roles in the promotion of scholarship. This is because they provide avenues for scholars to make known the outcome of their research findings. Very reputable and scholarly journals are often repositories of knowledge within and among the academic community. Contributions from well researched articles would serve as pilot for educational policy formulation and implementation that would translate educational theories, research findings and scholarly opinions into practical realities. In order to achieve these purposes, the Faculty of Education, Federal University of Oye Ekiti has embarked on this giant stride to provide a unique platform for scholars in various disciplines of education to get their research work published.

When the idea of this journal publication was mooted, the positive response from scholars in education both within and outside Nigeria provided the necessary impetus to kick-start its publication. Despite this enthusiasm, we ensured strict compliance with international best practice by insisting on rigorous blind peer review of journal articles before accepting them for publication. Through this method, only articles that have been adjudged as publishable by the external reviewers were accepted for publication.

This maiden edition is comprised of articles that cut across various disciplines in education. Most of the articles are empirical in nature while only few are theoretical /expository. The quality of these articles is a testimonial that Nigerian academics are well

engrossed with research despite the not too conducive intellectual work environment.

The Faculty of Education wishes to solicit support from different agencies of government, corporate and educational organisations to ensure that FUOYEJOE is sustainable. With the publication of this Journal, the Faculty has been able to fulfill another aspect of her roles, that is, dissemination of intellectual knowledge and research findings. It is my hope that the contributions of scholars in this maiden edition will move forward, the frontiers of knowledge in the field of education both within and outside this country, Nigeria.

My sincere appreciation goes to the academic staff of this Faculty especially the Editor who worked tirelessly to ensure that the dream has come to fruition. I also want to thank our reviewers in various universities for turning in their assessment reports within the timeline stipulated by the Journal Publication Committee. It is equally gratifying to note the prompt responses from some eminent Professors who willingly volunteered to serve as Editorial Consultants to FUOYEJOE. Their acceptance no doubt confers additional credibility on the journal.

Thank You

Professor A.S Olorundare
Editor In Chief
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June, 2018

Notes to Contributors

1.0 Introduction

FUOYE Journal of Education is published by the Faculty of Education, Federal University, Oye Ekiti. The journal shall publish original research output in any of the areas of education and Information and Communication Technology (ICT). It will disseminate results of original research in these fields.

2.0 Organisation of Manuscript/Guidelines to authors

The submission of empirical or theoretical/opinion research should be arranged in the following sequence:

Title Page

This should contain the following information:

- i. A concise title of the paper, not exceeding 15 words
- ii. Author(s) surname first followed by other names
- iii. Full postal address/Institutional address, e-mail and phone number of the author or the corresponding author in case of multiple authors

Abstract

The abstract should be written in English and must be between 150 to 200 words indicating five the keywords underneath.

- Introduction
- Theoretical Framework/Literature Review
- Methodology
- Result
- Discussion: This may be combined with results
- Conclusion
- Recommendation- if necessary
- References
- Illustrations if necessary. Each table, figure, plate etc must be on a separate page and numbered in Arabic numbers. All illustrations and tables should be in appendix (appendices) at the end of the article.
- Acknowledgements: The contribution of person or organizations to the research should be clearly stated.
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Authors are advised to adhere to the current APA format at the time of submission. However, example of the 6th Edition is given for the purpose of guidance. Citations in-text should be by author's names and year e.g Olorundare (2010) where it forms part of a sentence or (Ojeniyi, 2012) where it

appears at the end of a sentence; for two authors, (Olorundare and Salawu, 2012); and plus et al for citing more than three authors. (e.g. Olorundare et al, 2012). Where reference is made to multiple authors, a semicolon should separate them (e.g. Olorundare, 2010; Ojeniyi, 2011 & Ajewole, 2012). Online citation must be followed by the date retrieved. All references cited in the text must be listed alphabetically by author's surname followed by initials under "Reference" Works not cited should not appear in the reference section of your work. Please, no end notes and foot notes. Articles which did not follow this format will be returned to the author.

3.0 Review of Manuscript

Review of manuscripts shall be rigorous blind peer review. Three reviewers would review manuscripts and their feedbacks and comments would be sent to authors in a timely manner by the Editor through e-mail.

Final selection of papers for publication in the journal will be based on feedbacks from the assessors. The Editorial Board reserves the right to accept, reject, or suggest modifications to the manuscripts submitted for publication. Articles are accepted throughout the year. Manuscripts with evidence of plagiarism will not be published.

In addition, corresponding author must give the declaration as to the authenticity of the work submitted. This declaration should state that the article or work submitted for publication in the journal is an original work; acknowledgement of works cited or used in writing articles properly done, and that the work has not been submitted or accepted for publication in another journal.

4.0 Page Charges and Colour Illustration

Articles accepted for publication will attract a publication cost to be communicated to those whose articles have been accepted for publication. After publication the author gets one copy. Any additional copy attracts extra cost.

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Teachers' Gender Influence on Awareness and Attitude Towards Web-based pedagogy in Physics

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Abstract

This study investigated influence of teachers' gender on awareness and attitude towards web-based pedagogy in Senior Secondary School physics in Kwara State. The study, which tested two hypotheses and provided answers to two research questions, purposively sampled one hundred and forty one physics teachers from eighty schools. The sample is made up of 83 male physics teachers and 58 female physics teachers respectively. A Structured questionnaire adapted from an eclectic integration of previous instruments developed by Yusuf (2004) and Isa (2009) was the instrument used for data collection. Cronbach Alpha method that gave a reliability coefficient of 0.78 was used to establish the internal consistency of the items. Data collected were analysed using mean and standard deviation. The findings revealed that awareness level of both male and female physics teachers towards web-based pedagogy is generally low. It was also found that attitude of male physics teachers towards web-based pedagogy is significantly higher than that of their female counterparts. It was recommended that regular awareness programmesthrough workshops, seminars, symposium that are web-based pedagogy driven in physics. Also, the focus of attention of stake holders should be on organizing training and re-training programmes that increase awareness and attitude towards the web-based pedagogy, for female physics teachers.

Keywords: Gender Influence, Attitude, Web-based pedagogy, physics.

Introduction

The significance, relevance and usefulness of physics in all scientific and technological development worldwide cannot be over-emphasized. Murenzi (2016) described physics as the most basic of sciences, for its concepts and techniques underpin the progress of all other branches of science. In the same vein, studies have shown that physics plays important and dominant roles in spearheading technological advancement, promoting national wealth, improving health and accelerating industrialization(Validiya ,2003; (Obafemi&Ogunkunle, 2013). Therefore, physics can be regarded as a major determinant of the nation classification of nations into industrialized and underdeveloped nations.

In spite of the importance and recognition given to physics, research has shown perennially poor performance of students over the years (Adenuga, 2002; Owolabi, 2006; Aina, 2013). Evidence from literature shows that that physics are not effectively taught in our schools (David, 2004; Mekonnen, 2014; Rawatee 2014). For instance,Teacher centered conventional teaching method currently being employed does not apply activity based learning to encourage students to

learn real life problems based on applied knowledge (Ganyaupfu, 2013). Yanfang Ding (2016) opined that students learn too little of what was taught using the conventional teaching method. In a similar manner, Rawatee (2014) noted that there is a disconnect between the ways of learning and methods of teaching physics in Nigeria, and concluded that teachers used the same ineffective traditional method they were taught for today physics teaching, with the consequences of poor achievement and dwindling interest in science by the secondary school students (King'aru, 2014). Therefore, for good performance, it is vital that nations focus on the quality of teaching and learning in the classroom through best global practices pedagogy (Global Monitoring Report, World Bank, 2015).

More and more countries around the world have introduced web-based educational system for physics. And there is increasing recognition of the important role it can play in enhancing learning for good performance. Youssef & Dahmani (2008) averred that adopting web-based pedagogical approaches to delivering educational content and coordinating learning activities can lead to significant benefits, such as best subject

comprehension, acquirement of new skills, inclusion of benefits and best class cohesion. Examples of such web-based educational pedagogies include: (i) Interactive Lecture Demonstrations (ILDs), the type that integrates experiment into a carefully structured interactive format. It enhances learning of physical concepts in physics topics among students who had traditionally had less success in physics (Thornton, 2017); (ii) Peer Instruction is the method in which students are given reading assignments from the prescribed text before the class. They are quizzed to check if they have read but not graded on the emergent understanding. It serves as a rich archive of common student difficulties for further teaching (Mazur, 2006); (iii) Just-in-Time Teaching (JiTT) method provides structured opportunities for students to actively construct new knowledge from prior knowledge (Brame, 2013). It also helps students build connections between the information they knew and what they learned (Cox, 2017) and (iv) Active Learning Problem Sheets, which involve three stages namely, first stage is the overview where students construct a qualitative understanding of material using diagrams and graphs, this is exposition, when students learn how a problem may be represented with multiple tools like qualitative descriptions and mathematical equations. The last stage is the case study, which demands students' application of the knowledge acquired in the first two stages (Heuvelen, 1991).

The National Policy on Education (FRN, 2004) emphasized that no educational system can rise above the quality of its teachers. Teachers' awareness of web-based pedagogy via conferences, workshop and media is also paramount. Through it teachers can come to knowledge of the strategy and consider the option of using it to promote learning in physics.

Attitude as one of the teachers' quality is one of the determinant of the effectiveness of any pedagogy employed in a school. This is because, the successful implementation of a strategy is a factor of teachers' positive and acceptable attitude towards it. Smith (2000) asserted that teachers' attitude and belief are known to influence their teaching and management strategies and thus, directly influence students' outcome. Similarly, Yusuf (2000) opined that belief or attitude about the use of any tool determines the extent to which the teacher is able to accommodate the teaching methods, curriculum or instructional mode. Consequently, right attitude will drive teachers to be conversant with educational innovations, new media and their application in the learning process;

it will also enable him to present the teaching instructions for better assimilation.

Gender differences with lower female participation were widely documented for science and technology (Rajagospel & Bojin, 2002). Researchers pointed out less positive attitude with increased perception of concern on difficulties and lack of computer skills as barriers for women and girls in accessing new learning technologies (Green, 2009; Issa, 2009). In a similar manner, Falade (2013) found that female students experienced a less equitable environment in technology for learning purpose because the medium requires some technical skills and that the learning environment supported a male domination in online communication pattern that effectively silenced female students.

Statement of the Problem

Physics teaching is a profession with continual challenges of students' poor performance (Owolabi, 2006; Aina, 2013), and ineffective instructional strategies (Ganyaupfu, 2013; David, 2004; Mekonnen, 2014; Rawatee, 2014). Thus, educational systems are constantly searching for strategies to improve the results of their students, while teachers feel mounting pressure to enhance students' performance through quality pedagogical approach.

Also, literature reveals scanty explicit concern in teachers' gender on awareness and attitude toward-based pedagogy approach. Therefore, this paper investigated the influence of teachers' gender on awareness and attitude towards web-based pedagogy in physics.

Purpose of the study

The purpose of the study was to investigate the influence of teachers' gender on awareness and attitude towards physics web-based pedagogy in senior secondary schools.

Research Questions

1. To what extent does teachers' gender influence their awareness towards physics web-based pedagogy in Senior Secondary Schools?
2. To what extent does teachers' gender influence their attitude towards physics web-based pedagogy in Senior Secondary Schools?

Research Hypotheses

Based on the stated research questions, the following null hypotheses were formulated and tested at 0.05 level of significance.

Ho₁: There is no significant difference in awareness of web-based pedagogy between male and female physics teachers.

Ho₂: There is no significant difference in the attitude of male and female physics teachers towards the use of innovative teaching strategies.

Methodology

Research Design

The study adopted a survey research design. The method is ex-post-facto in which existing variables were investigated, to seek a causal link between them without any form of manipulation.

Sampling Technique

Eighty schools with 141 physics teachers were purposively selected from Kwara State, to participate in the study. Out of the One hundred and forty one (141) physics teachers, there are eighty three (83) male physics teachers and fifty eight female physics teachers.

Research instrument

The only instrument used to collect data for the study is the questionnaire titled Teachers Awareness and Attitude towards web-based pedagogy. The instrument was adapted from an eclectic integration of previous instruments developed by Yusuf (2004) and Isa (2009).

The questionnaire has three sections, A, B, C. Section A deals with the teachers' biographical information, while section B of the instrument is on awareness with 11 items, and has two column of Aware and Not aware. Section C of the instrument deals with attitude of teachers towards web-based pedagogy in physics and contains 13 items, using

Likert response modes of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with the rating of 4, 3, 2, 1 respectively. The instrument was then administered to the subjects and data were collected.

Validation of the Instrument

The instrument was revalidated, by given it to some experts in physics education and Guidance and Counseling because of the integrated nature it has. A reliability coefficient of 0.78 was obtained using Cronbach Alpha for attitude instruments.

Administration of Instrument

Five schools selected from each of the Sixteen Local Government area of Kwara State totaling 80 schools, that met the criteria of the study participated. The instrument was administered with the help of research assistance to One hundred and forty one (141) physics teachers from the eighty (80) schools. The exercise took one week to accomplish.

Data Analysis

Descriptive statistics was used to answer the two research questions raised in this study. t-test statistics was used in analyzing the two hypotheses. For the research questions, data were analyzed using mean and standard deviation. A mean of 2.50 and above was accepted as indication of agreement while mean of 2.49 and below indicated disagreement.

Presentation of result

Research question 1: To what extent does teachers' gender influence their awareness towards physics web-based pedagogy in Senior Secondary Schools?

Table 1: Mean rating of male and female physics teachers on awareness of web-based pedagogy.

Web-based pedagogy	Gender	N	Mean	Std .	Deviation			
Remark								
Peer Instruction	male	83	1.4819	.50271				
	*female	58	1.9483	.2	2	3	4	0
High Interactive lecture	male	83	1.0361	.18778				
Demonstrations (ILDs)	*female	58	1.9310	.2	5	5	6	1
High Just-in-Time Teaching	*male	83	1.4819	.5	0	2	7	1
High Active Learning Problem	female	58	1.0172	.13131				
High Sheets (ALPS)	*male	83	1.1687	.3	7	6	7	4
Active Based Physics	female	58	1.0517	.22340				
Tutorials	male	83	1.4819	.50271				
High Cooperative Problem-Solving	*female	58	1.6897	.4	6	6	6	8
High	male	83	1.4819	.50271				
Workshop Physics	*female	58	1.6897	.4	6	6	6	8

High Studio Physics 83 .50007	* m a l e 1 . 4 4 5 8 High f e m a l e 1 . 0 0 0 0	58 .0000 Technology Enhanced Active Learning (TEAL) 58 .0000	1 . 0 0 0 0 * m a l e 1 . 7 5 9 0 High f e m a l e 1 . 0 0 0 0
58 .00000 Scale up Physics 83 .34113	* m a l e 1 . 1 3 2 5 High f e m a l e 1 . 3 1 3 3	58 Interactive Tutorials 83 .46664	m a l e 1 . 3 1 3 3
	*female	58	1.4828 . 5 0 4 0 7

From table 1, the mean rating of both male and female physics teachers towards awareness of web-based pedagogy is generally low. Male teachers showed marginally higher mean rating in awareness over their female counterparts in Just-in-time teaching, Active Learning Problem Sheets (ALPS), Studio physics, Scale up physics, and Technology Enhanced Active Learning (TEAL). While female teachers in awareness displayed marginally high mean rating than the male teachers in (i) Interactive tutorials, (ii) Workshop physics, (iii) Active Based Physics Tutorials, (iv) Peer Instruction, and (v) Cooperative Problem Solving.

Research Question 2: To what extent does teachers' gender influence their attitude towards physics web-based pedagogy in Senior Secondary Schools?

Table 2: Mean rating of male and female physics teachers' attitude towards the use of web-based pedagogy.

S/N	Questionnaire items	Gender	N	Mean	Standard Deviation	Remark
1	I enjoy teaching physics with web-based pedagogy.	* Male Female	83 58	3.7952 3.0690	.40602 .25661	High
2	I would work harder if I could use web-based pedagogy more often to teach physics students	* Male Female	83 58	3.8313 3.4483	.37674 .50166	High
3	I believe that it is very important for me to learn how to use web-based pedagogy to assist the physics students.	* Male Female	83 58	3.4819 3.3793	.50271 .93335	High
4	I think web-based pedagogy are very easy to use in teaching physics students.	* Male Female	83 58	3.4578 3.2069	.81602 .81129	High
5	Web-based pedagogy would improve the performance of physics students.	Male Female	83 58	2.1205 1.5862	1.0406 .62223	Low
6	Learning about web-based pedagogy to teach physics students could be boring to me.	Male Female	83 58	1.8072 1.000	1.17347 0.00000	Low
7 .47968	I would probably learn to use web-based pedagogy to teach physics students.	* Male Female	83 58	3.349 2.241	4 4.43166	High
8 .47968	Web-based pedagogy do not scare me at all in teaching physics students.	* Male Female	83 58	3.349 2.310	4 3.46668	High
9 .78575	Web-based pedagogy would improve the education of physics students.	* Male Female	83 58	3.277 2.310	1 3.46668	High
10	I want learn more about web-based pedagogy so as to improve students' performance in physics.	* Male Female	83 58	3.831 2.482	3.37674 8.86331	High
11	Knowing how to use	* Male	83	3.313	3.46664	High

2.551	Web-based pedagogy to teach physics students is a worthwhile skill.	Female	8	2.310	3.46668	5	8
12	I feel web-based pedagogy is necessary tool in	* Male	3	3.831	3.37674	8	3
3.277	Is necessary tool in	High Female	8	2.482	8.86331	5	8
14	Web-based pedagogy would increase my productivity in teaching physics	*Male Female	83 58	3.313 2.551	3.46664 7.86191	8	High
15	Web-based pedagogy would increase my effectiveness.	*Male Female	83 58	3.2771 2.3103	.78575 .46668	8	High

Table 2 shows the mean rating of male and female physics teachers' attitude towards web-based pedagogy. From the table the male teachers generally have higher mean value in attitude than the female physics teachers. However both male and female physics teachers record low mean rating responses in two items: (i) Web-based pedagogy would improve the performance of

physics students and (ii) Learning about web-based pedagogy to teach physics students could be boring to me.

Hypotheses Testing

Ho₁: There is no significant difference in awareness of web-based pedagogy between male and female

physics teachers.

Table 3

<i>t-test of male and female physics teacher in their awareness of physics web-based pedagogy</i>							
Variable	N	Mean	SD	SE	DF	t	P
Male	83	14.59	5.194	0.570	139	-1.463	0.146
Female	58	15.72	3.349	0.439			

Significant at 0.05 alpha levels

Table 3 shows that female physics teachers obtained marginally high mean score in awareness of web-based pedagogy (Mean = 15.72; SD = 5.194) than their male counterparts (mean = 14.59; SD = 3.349). However, t-test indicated there is no significant difference (t = -1.463; df = 139; P>0.05). The null hypothesis, which states that there is no significant difference between male and female physics teacher in their awareness of web-based pedagogy was upheld.

4.941 0.649

Significant at 0.05 alpha levels

From the data shown in Table 4, the mean score of male physics teachers is higher in attitude (mean = 48.18; SD = 4.055) than the mean score of female physics teachers (mean = 38.16; SD = 4.941). This difference is significant (t = 13.194; df = 139; P<0.05). The null hypothesis, which states that there is no significant difference between the attitudes of male and female physics teachers towards the use of web-based pedagogy, was therefore rejected. This shows that the attitude of male physics teachers towards web-based pedagogy is significantly higher than that of their female counterparts.

Ho₂: There is no significant difference in the attitudes of male and female physics teachers towards the use of web-based pedagogy.

Table 4

t-test on the attitudes of male and female teachers attitude towards physics web-based pedagogy

Variable	N	Mean	SD	SE	DF	t	P
Male	83	48.18	4.055	0.445	139	13.194	0.00
Female	58	38.16	4.941	0.649			

Findings and Discussions

The result of research question one showed that the mean rating of both male and female physics teachers towards awareness of web-based pedagogy is generally low. Similarly, Hypothesis one indicated there is no significant difference between male and female physics teacher in their awareness of web-based pedagogy. This result is in

agreement with Rawatee (2014), who remarked that there is a disconnect between the ways of learning and methods of teaching physics in Nigeria, and concluded that teachers used the same ineffective traditional method they were taught for today physics teaching.

Moreover, Research question two revealed that male teachers generally have higher mean value in attitude than their female counterparts. Also, hypothesis two showed that attitude of male physics teachers towards web-based pedagogy is significantly higher than that of their female counterparts. This result corroborates the finding of Falade (2013) that females experienced a less equitable environment in technology for learning purpose because the medium requires some technical skills.

Conclusion

The study has been able to establish the fact that physics teachers generally have low awareness in web-based pedagogy and that the attitude of female physics teachers to web-based pedagogy is very low, when compared to their male counterparts.

Recommendations

Based on the finding of the study, it is therefore recommended that:

1. Physics teachers in senior schools should be given regular awareness programmes that are web-based pedagogy driven in physics through workshops, seminars, symposium among others. Through this they would upgrade their professional knowledge and skills, also keep abreast with the best global practices in classroom instructions for good performance.
2. Focus of attention of stake holders should be on organizing training and re-training programmes that increase awareness and attitude towards the web-based pedagogy, for female physics teachers.

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Abstract

The purpose of this study is to examine the challenges confronting the teaching and learning of Spoken English in Nigerian secondary schools. The study was a survey research. Participants consisted of 200 teachers selected from 40 secondary schools in Ijebu East and Ikenne Local Government Areas of Ogun State. Simple random technique was used to select the schools and the participants of the study. A self-constructed questionnaire was employed by the researcher to gather information. Test-retest method was used to establish the reliability of the test, the reliability was at 0.81. Six research questions were raised. The research questions were tested at 0.05 level of significance. Findings revealed that pedagogy influences the learning of Spoken English. Also, large class and non-availability of instructional materials affects teaching-learning of Spoken English in secondary school. The research recommended that students should be motivated to learn Oral English. Apart from this, students identified with pronunciation interference should be given special attention. English teachers should attend workshops, seminars, conferences regularly and that government should build language laboratory in secondary schools.

Key Words: **Defying factors, Teaching and Learning, Test of Orals, Oral/Spoken English**

Introduction

Communication is an essential feature in human life since it is used to run daily activities. Communication is a process of exchanging information, ideas, thoughts, feelings and messages from one person to another (Osikomaiya, 2010). Osijo (2017) defined communication as a process of transmitting or transferring ideas, feelings, thoughts or messages from one entity to another entity. Wood (2006) asserted that communication is a systematic process in which people interact with symbols to create and interpret meaning. Language is highly essential before communication can be achieved. English language is an important language in Nigeria educational system. It has established itself firmly in Nigeria as the country's most important language. The importance of English Language is not in terms of the number of its speakers but in terms of the variety of functions it performs. The roles and functions of English Language are enormous, it becomes necessary and germane to ensure that it is effectively taught and learnt in schools.

Language is primarily spoken, so oral aspect of language is very important for effective

communication. Goldstein (2008) defined language as a system of communication using sounds or symbols that enable us to express our feelings, thoughts, ideas and experiences. Speech (Oral) is a deliberate and systematic arrangement of sounds made by human vocal organs to form language (Osikomaiya, 2006). Of all the aspects of English, the most affected in terms of poor performance is Oral English (Omachonu, 2010). He observed that this is because sometime even the language teacher is not comfortable with it let alone the learners and that the so-called experts in the field hardly qualify as role model to emulate. Fasanmi (2010) noted that Spoken English is hardly taught in most schools and where it is taught; sounds are recognised in written forms. Apart from this, Nigeria language policy is not helping the matter because of its non-implementation and utilisation in schools.

The learning of supra-segmental and non-suprasegmental create problems to students because majority of the features in English pronunciation do not exist in the mother tongue. Alamu (2006) opined that teaching oral communication involves three possible pedagogic procedures which lead the learners towards proficiency, these are:

- (a) De-conditioning
 - (b) Referential meaning
 - (c) The rule of appropriacy
- (a) In de-conditioning, the learners (2nd language learners) have been conditioned to the sound features of their mother tongues and this may influence their perception of the phonology of the second language.
- (b) Referential meaning refers to the mastering of the structure and formal properties of a language for effective use and for producing intended grammatical sentence.
- (c) The rule of appropriacy entails the use of appropriate words that are important for expressing ideas or opinions for the ability to use correct words or sentences in a particular context is a manifestation of communicative competence.

For learners to develop competence in the language teaching and learning of Oral English should be emphasized and teachers should be adequately equipped to handle this essential aspect of the language. It is pertinent at this juncture to discuss the place of Oral English in language classrooms.

Oral production is a deliberate and systematic arrangement of sounds made of vocal organs to form meaningful words, phrase, clauses and sentences, which express thoughts and ideas. It is a complex activity which involves the interaction of the speaker and listener, or in another way, discusses participants, the basic concepts in discourse analysis and pragmatics (Ogbolugbo, 2008). Apari (2010) noted that the voice quality, tone, style, information and non-verbal expressions are necessary elements in Spoken English performance. It has been discovered that Spoken English teaching and learning are faced with numerous problems in secondary schools, particularly in Nigeria where English is adopted as a second language. It is expected of English language teachers to emphasize the need for effective communication of the students not only in the classroom, but also outside the school environment. Spoken English is one of the components of English language in which students are tested at the Senior School Certificate Examination (SSCE), i.e. Test of Orals. Fabiyi (1998) explained that speech is a stream of meaningful utterances made up of sounds and sounds are regarded as the raw materials of language from which words and sentences are built up. The teaching of vowels, consonants, monothong and diphthong sounds of English as well as the teaching of stress, intonation pattern,

rhythm, pitch and other prosodic features creates problems to both students and teachers, because the majority of the features highlighted do not exist in the mother tongue.

Other factors to consider in the teaching and proficiency in Spoken English include disposition and attitude of teachers and students towards Oral English, teaching materials, non-availability of language teachers, late introduction of learners to Spoken English at both primary and secondary levels of education, as well as the existence of varieties of spoken English in Nigeria. In order to be proficient in Oral/Spoken English, a lot needs to be done by the teachers, students, curriculum planners and other stakeholders. Solid foundation needs to be laid for students by the teacher who should serve as a good model for students to emulate.

Dairo (2003) observed that if English language is to be successfully taught and learnt in primary schools, teachers of English language must be conscious of the need for a solid foundation at the primary school level. This is because the primary school level is where the child first comes in contact with English language. Based on this, Dairo concluded that English language teaching must be lively and interesting and the teacher must be personally involved.

The main thrust of Spoken English curriculum is to inculcate communicative competence in the students. Communicative competence is the students' ability to use the language successfully by applying rules of all aspects of the language in different spheres of life.

The scope of Speech work for Junior Secondary School include introduction of vowels (pronunciation of long and short vowels), consonants, consonant clusters, phonemes, supra segmental phonemes, intonation patterns (falling and rising intonation), stress and rhythm.

The new English language curriculum for Senior Secondary School was designed to integrate the followings: literacy skills which include reading comprehension and writing for communication, grammar, vocabulary development, oracy skills which include listening comprehension and spoken (NEDRC, 2007).

Apari (2010) highlighted Senior Secondary School English language curriculum as it relates to Spoken English as follows:

- ❖ Tackle the Spoken English deficiencies brought in from the lower class.
- ❖ Develop language proficiency for both upper and post basic.
- ❖ Provide the language proficiency

necessary for performing well in other school subjects.

Activities set out to the realization of the above include teacher-students verbal communication, students-teacher verbal communication and class discussion/ interaction.

Based on the above, there is urgent need to tackle problems militating against the teaching and learning of Oral English in secondary schools. Nevertheless, a strong willingness is to investigate the problems confronting teaching of Oral English in secondary according to the teachers' perceptions made the researcher to undertake this study with the intention to proffer solution to the identified problems.

Literature Review

Literature has revealed that amongst the defying problems are:

Oral English Pedagogy: Most teachers make use of conventional teaching methods that involve talking while the students sit and listen passively. Apart from this, at the primary level of education, Spoken English (Speech Work) is being handled by the class teacher who may not likely be a specialist in English language. Also, the use of drills, listening to recorded sounds from tape recorders and cassettes, frequent use of the language as well as the teacher serving as a good role model would go a long way in the effective teaching of Spoken English (Osikomaiya, 2017)

Large Classes: This is a great challenge; Faleye and Ojerinde (2005), Osikomaiya (2017) were of the view that the average class size in most public schools, in Nigeria is larger than what is manageable for a teacher. In a situation where the class is manageable in term of size, it would be very easy for the teacher to listen and correct students' pronunciation deficiency one after the other.

Learner's Attitude towards Spoken English Learning and use of Correct Pronunciations:

Osikomaiya (2017) noted that some learners are reluctant to speak or practice correct pronunciation because they feel that they would be made jest of. Students need to know that accurate pronunciation of English language is very germane. Based on this, the teachers need to teach student both phonemes and prosodic features of Oral English. A lot of teachers do not lay much emphasis on teaching and learning of Oral English. Various variables such as age, gender, status, level of educational

attainment, interest etc are some of the factors that can influence people's attitude.

Teaching Materials: Most schools cannot afford teaching materials and at times the materials are not available. Thompson (1995) observed that recent teaching materials reflect absence of intonation. Foreign cassettes that would give the teacher and the students the opportunity to listening to first language speakers of English language are not easy to come by Ajibola (2010) also observed that inadequate resources also constitute a challenge to the teaching of English as a second language. Osikomaiya and Adesanya (2010) emphasized that instructional materials are not teachers' aids but students' aids and that teaching with adequate resources in a language class would awaken and stimulate learners' sense of adventure as well as develop learner's power of thinking.

Language Laboratory: Is a place where audio resources are made available for the teaching and learning of a new language, speech, correction, music appreciation, vocabulary improvement and other related activities (Abimbade, 2012). Osikomaiya and Adesanya (2010) discovered that language laboratory allows students simultaneous participation of listening and speaking skills towards developing students' proficiency. This is an important material and a very useful material in the teaching of Spoken English. This essential material is not available at all the primary and secondary level of education. Even in higher institutions where it is available, it is usually with obsolete equipment.

Interference Issues: Interference refers to the influence of one language on another in the speech of bilinguals who use both languages. It is the effect of learner's first language on the language he/she is learning. Ellis (1986) refers to interference as "transfer" which he says is the influence that the learner's L1 exerts over the acquisition of an L2. Lekova (2010) said language interference occurs when learners make mistakes under the influence of the already acquired language knowledge and established habits in the foreign language. Interference mistakes affect all language levels: phonetics, morpho-syntactic, lexical, semantics. Some of the causes of interferences include speaker's bilingual background; inability to grasp the rudiments of second language, limited vocabularies in the target language etc. The pronunciation aspect of English language presents the greatest interference problems (Dada, 2003). English language is stressed language while Yoruba language is tonal. As a result, a Yoruba

bilingual tends to ignore both the primary and secondary stress that should be placed on English syllable and so he/she pronounces both stress and unstressed syllables equally. Also, a Yoruba bilingual in the process of articulating English consonant clusters added vowel sounds in between the cluster because consonant cluster is totally absent in Yoruba language. Examples include:

English Language (Consonant Clusters)	Yoruba Language (No consonant Clusters)
Tray	Tiree
Globe	Gilobu
Ball	Boollu
Brick	Biriki
Milk	Miliki
Traffic	Tirafiki

Apart from this, the Hausas tend to substitute sound /f/ for /p/. Examples are seen in the ways some English words are pronounced e.g. Pawpaw /p?:p?:/ is pronounced as /f?:f?:/, Power /pa??r/ is pronounced as /fa??r/. All these problems do have negative effect on the students' pronunciation ability.

Inconsistency Nature of English Orthography:

Omachonu (2010) argued that orthography of English fall short of the principle of consistency because instances abound in the language where the constraint of a single grapheme to a phoneme is violated. Examples include:

- (i) right, rite, /raIt/
- (ii) site, cite, /saIt/
- (iv) mail, male, /meIl/
- (v) rain, reign, /rein/

The above examples are written with different spelling forms but are pronounced the same way. Another dimension as noted by Omachonu (2010) is a situation where one vowel letter is realized as different vowel sounds in different words. Examples include:

- (i) Letter "a" realised as vowel (2) /i/ as in village, private.
- (ii) Letter "a" realised as vowel (5) /a:/ as in father, fast, pass.
- (iii) Letter "a" realised as vowel (7) /?:/ as in also, fall alter.

Also, Amore (2010) noted that some letters are physically present in the orthography but are silent in pronunciation (zero realisations of sounds) of certain words and this lead to mispronunciation of such words. Examples include:

- (i) /k/ is silent in knelt, knight, knife, knock
- (ii) /g/ is silent in gnat, gnaw, gnarled, gnash

- (iii) /p/ pneumonia, psychologist, pseudo, psychical, psalm
- (iv) /l/ is silent in should, would, could
- (v) /b/ is silent in doubt, bomb

Wrong Modes of Examination: Test of Orals; an aspect of English language examined by WAEC and NECO at the Senior Secondary Class III are done in written form. Fasanmi (2010) and Osikomaiya (2017) observed that this method do not fully expresses Spoken English Proficiency Test, while it saves the students the embarrassment and phobia of speaking and pronouncing sounds before the examiners; it only gives them the opportunity to guess the answers to Spoken English questions provided.

Statement of the Problem

Oral English teaching and learning is confronted with lots problems in the Nigerian secondary school simply because English is learnt as a second language. As a result, it is expected of an English teacher to take cognizance of the need for communication of the child within and outside the classroom. Omachonu (2010) observed that the present state of Spoken English teaching in school is better described as a case of the blind leading the blind. Thompson (1995) also noted that the average teacher is uncomfortable with intonation treating it as a difficult subject, difficult to isolate, difficult to describe and difficult to formulate rules which are appropriate examples for themselves. As such, it tends to receive little explicit focus in the classroom. From the above, it could be seen that several aspects of phonemes and supra-segmental features are not well taught as a result of intricacies that Spoken English entails. Teachers of English Language usually avoid the teaching of Speech because majority of them are not good models for the students to emulate. As a result, this paper attempts to examine the challenges facing the teaching and learning of Spoken English in Nigerian Secondary School.

Research Questions

This study seeks to answer the following research questions:

- Ø Does pedagogy as a factor influence teaching-learning of Oral English in secondary schools?
- Ø To what extent does large class affect teaching-learning of Oral English?
- Ø Does teachers' preference for o t h e r aspect of English language affect teaching-learning of Oral English?

- Ø Does inherent nature of English Language sounds affect teaching-learning of Oral English?
- Ø Does the mode of assessment affect teaching-learning of Oral English?
- Ø Does availability of instructional materials affect the teaching-learning of Oral English?

Significance of the Study

The poor state of Spoken English in Nigerian Secondary School has necessitated the need for a change in the teaching instruction as well as development of a new strategy to evaluate Spoken English. The study is significant in the following respects that the study will improve teaching and learning of Oral/Spoken English of the students. It will also afford English teachers opportunity to overcome challenges of teaching Spoken English. Finally, it will provide an alternative evaluation mode to assess Test of Orals in English language.

Methodology

Research Design

The descriptive survey research design was used for the study because it enables the researcher to cover a wider number in order to obtain a general overview from the sample.

Population and Sample

The target population of this study is English language teachers in public secondary schools in Ogun State. The sample for the study consisted of English language teachers. Simple random sampling techniques were used to draw a sample of two hundred (200) English language teachers from Senior and Junior Secondary Schools in Ijebu East and Ikenne Local Government Areas of Ogun State.

Research Instrument

The instrument used for this was a self-constructed questionnaire on challenges defying the teaching and learning of Spoken English. The instrument was divided into two sections. Section A contains bio-data and relevant information on the respondents while Section B contains thirty (30) items on challenges confronting the teaching and learning of Spoken English. The questions were grouped into six sections. They are: they pedagogical influence on oral English, effect of language classes on teaching-learning of Oral English, teachers' preference for Oral English, inherent nature of sounds of English language, mode of assessment of Oral English and availability of teaching materials. The response was based on an adapted Likert Scale on four points: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The face and content validity of the instrument were ensured by the experts in Educational Management and Test and Measurement Department. The reliability of the instrument was established using test-retest method. It gave a reliability co-efficiency of r=0.79, at significant level of 0.05. Note the following keys: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)

Method and Data Analysis

Data collected were analyzed using simple percentage.

Results

Research Question 1: Does pedagogy as a factor influence teaching-learning of Oral English in Secondary schools?

Table 1: Influence of pedagogy on the teaching-learning of Oral English in secondary schools

Total Number of Respondents	& Strongly Agreed Response	Agreed Response	% & Strongly Disagreed Response	Disagreed % Disagreed Response	Decision
200	161	80.5	39	19.5	Pedagogy Influences learning of Oral English in Secondary Schools.

Table 1 above showed the responses on the level influence of pedagogy on the learning of oral English in Nigerian secondary schools. Out 200 participants, 161 (80.5%) of the participants agreed with the fact that pedagogy influences the teaching-

learning of Oral English. Also, 39 (19.5%) of the respondents did not agreed to the question. From the above, it has been established that pedagogy (methods of teaching) do influence teaching and learning of Oral English.

Research Question 2: To what extent does large class affect teaching-learning of Spoken English?

Table 2: The extent to which large class affect teaching-learning of Oral/Spoken English

Total Number of Respondents	Agreed & Strongly Agreed	% Agreed	Disagreed & Strongly Disagreed	% Disagreed	Decision
200	156	78	44	22	Large class affect Teaching-learning of Oral English.

One hundred and fifty-six (78%) participants agreed that large class do affect negatively the teaching and learning of Oral English. Only 44 (22%) did not agree that large class has influence.

The basic from the above is that a large class is not conducive for the teaching-learning of Oral English as well as other aspect of English.

Research Question 3: Does teachers' preferences for other aspect of English language affect teaching-learning of Oral English?

Table 3: Teachers' preferences for other aspect of English language affect teaching-learning of Oral English

Total Number of Respondents	Agreed & Strongly Agreed	% Agreed	Disagreed & Strongly Disagreed	% Disagreed	Decision
200	182	91	18	9	Teachers' preferences for other aspects of English language affect the teaching of Oral English.

Table 3 revealed that 182 (91%) participants prefer to teach other aspects of English language to students than the teaching of spoken English. Only

18 (9%) participants disagreed, which means teachers teach Oral/spoken English as well as other aspect of English language.

Research Question 4: Does inherent nature of English Languagesounds affect teaching-learning of Oral English?

Table 4: Inherent nature of English language sounds affect teaching-learning of Oral English

Total Number of Respondents	Agreed & Strongly Agreed	% Agreed	Disagreed & Strongly Disagreed	% Disagreed	Decision
200	175	87.5	25	12.5	Inherent nature of sounds affects the Teaching-learning of Oral English.

Table 4 showed that 175 (87.5%) participants agreed that inherent nature of English language sounds affect teaching-learning of Oral/Spoken

English, but 25 participants (12.5%) disagreed that inherent nature of sounds do not affect the teaching of Oral English.

Question 5: Does the mode of assessment affect teaching-learning of Oral English?

Table 5: The mode of assessment affect teaching-learning of Oral English

Total Number of Respondents	Agreed & Strongly Agreed	% Agreed	Disagreed & Strongly Disagreed	% Disagreed	Decision
200	101	50.5	99	49.5	Mode of assessment does not affect teaching-learning of oral English.

Table 5 revealed that 101 (50%) of the participants agreed that mode of assessment do affect teaching and learning of Oral English, 90(49.5%) are of the

opinion that the mode of assessment do not affect the teaching and learning of Oral English.

Question 6: Does availability institutional material affect teaching-learning of Oral English?

Table 6: Availability institutional materials affect teaching and learning of Oral English?

Total Number of Respondents	Agreed & Strongly Agreed	% Agreed	Disagreed & Strongly Disagreed	% Disagreed	Decision
200	132	66	68	34	Non-availability of instructional materials affects the teaching-learning of Oral English.

Table 6 revealed that 132 (66%) of the participants agreed with the research question that non-availability of instructional materials affect the teaching-learning of Oral/Spoken English. Only 68 (34%) participants did not support this, that is, they are of the opinion that non-available did not affect the teaching-learning of Oral/Spoken.

methods and resources to facilitate effective language teaching.

Discussion

The findings as exemplified by the results show that pedagogy influences the learning of Spoken English. Effective teaching method is highly essential to achieve academic excellence. One of the possible reasons for this might be that teachers' methods promote effective teaching-learning. Ayodele and Adegbile (2003) observed that no single method caters for all the four language skills as a result there is need for the eclectic methods of teaching which is integration of the different

Also, class size that is, large class affects teaching-learning of Oral/Spoken English. Teachers' find it tasking to manage large class because it is difficult to maintain good class control in large classes. Alebiosu (2000) discovered that small class consistently make significant achievement than those in large classes. Adeyemi (2007) also noted that students with small class size had better quality of output than students in school having large class size. Teachers' preference for other aspects of English Language affects the teaching of Spoken English as a result; English Language specialist should be made to teach English Language all levels of education. At primary school level, a teacher teaches all subjects including English Language. This anomalous should be corrected by

employing English Language teachers who will handle only the spoken aspect of English Language in all classes. Non-availability of instructional materials affects the teaching learning of Spoken English. Omoniyi (2000) opined that instructional materials assist the teacher to make realistic approach towards teaching. Osikomaiya and Adesanya (2007) asserted that instructional materials are learners guide and not teachers guide. Based on this, instructional materials must be made available for teachers' usage in the classroom. In a situation where they are not available, teachers should make effort to improvise. Inherent nature of English sounds affects the teaching of Spoken English. Amore (2010) and Omachonu (2010) were of the opinion that English Language orthography is not consistent with the pronunciation of English sounds. Modes of assessment do not affect learning of Spoken English. Fasami (2010) was of the opinion that Test of Oral should be done using oral assessment and not through the written assessment.

Conclusion and Recommendations

This study concluded that English language teachers should not neglect the teaching of Oral English. Teachers should be conscious of the fact that the experience of written language can be built up extensively outside normal lesson but contact with Oral English in most situations can only be improved upon within the classroom. Motivation is highly important in second language learning situation, in order to improve Oral English teaching and learning in schools, the students must be motivated, they should not be frustrated; rather they should be stimulated so that fossilization does not occur. Apart from this, students identified with pronunciation interference should be given special attention as well as extra drilling and word practice in order to improve on their deficiencies.

It is imperative that provision of language laboratory is an essential ingredient of Spoken English as a result; government should make adequate provision to schools so as to boost Spoken English teaching and learning. Teacher in a Spoken English class should teach components of Spoken English in context of usage, tapping examples and teaching aids from the child's linguistics environment and cultural realities of the students.

There is need also for teachers to be fully informed about the language. Non-native English teachers should attend regular workshops, seminars, conferences, and even short courses on the teaching and learning of Spoken English. These will assist them to tackle the teaching of speech in

English language effectively. Also, there is urgent need to review the current assessment technique in which Spoken English is tested at the graphological level. There is need to adopt evaluation method in which the items on phonology is recorded on a tape i.e. purely oral examination.

Apart from the above, the habit of introducing Spoken English at the senior secondary classes is not in the best interest of the students. Students should be exposed to Spoken English right from primary education level. The drawing of vowels and consonants charts for the teaching-learning of Spoken English is not enough or sufficient but rather making the students to be actively involved in and knowing different parts of the body that are important for speech production as well as where they are located in the body system. To crown it all, positive attitude is of paramount importance in all human endeavours, English language teachers should develop positive attitude and interest in the teaching of Spoken English as this will automatically have a positive effect on the students' attitude to learning of Spoken English. To this end, English language teachers are to encourage the students to always speak in English language within the school system so as to promote effective use of the language among the students.

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Implementation of Home Grown School Feeding Programme: Nigeria Case and Issues at Stake

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Abstract

Home Grown School Feeding Programme is an initiative of the Federal Government of Nigeria, which is expected to increase enrolment, improve nutritional status of pupils in primary schools, as well as alleviate poverty among the people. It thus appears that there are planning, administrative and political issues in the educational system and the country at large, which if not addressed, will make the goals of the programme unachievable and unsustainable. In this paper, issues, such as: corruption, inadequate funds, political instability and interference, school facilities decay among others which may affect the implementation of the programme, are examined. Increase in financial allocation to states by federal government, tackling of corruption, orientation of stakeholders, regular monitoring and evaluation of implementation process, using reliable data for planning, that can enable the programme achieve the desired objectives are suggested.

Keywords: implementation, home- grown school feeding, programme

Introduction

The idea of school feeding is not new globally, having started in many countries several decades ago. It however commenced in Nigeria in 2006. There is no better way to develop/improve a programme than to study how it is being

implemented in other countries. It is thus imperative for reference to be made to some countries currently implementing school feeding programme in the world.

Table 1: Countries Implementing School Feeding Programme According to School Level

Pre-primary	Primary	Secondary	Countries	Percent
	X		51	49
X	X		30	29
	X	X	12	11
X	X	X	12	11
			105	100

Source: The State of School Feeding Worldwide (2013)

As indicated in table 1, one hundred and five countries are currently implementing school feeding programme, at different levels. While fifty one countries are implementing it at primary level only, thirty countries are doing so at the pre-primary and primary levels. Only twelve countries are implementing it at the primary and secondary levels and twelve at the three levels i.e. pre-primary, primary and secondary. It could be

deduced from the data that only few countries are implementing the programme at the three lower levels of the educational system while majority of the countries are implementing it partially:

The world food programme report of 2013 further revealed that Mexico and Chile formally launched the school feeding programme in their countries in 1929. This was followed by Brazil who introduced the school feeding programme in 1949. In Africa however, Ghana, Mali, Cape Verde and South Africa were the first leading countries to

commence the school feeding programme in their nations' basic educational system in 1950,1962, 1979 and 1984 respectively.

It therefore implies that the school feeding programme has been a government policy in several nations to promote school enrolment and to guarantee healthy school children for a successive academic career. Nevertheless, the sustainability of the programme due to increased school enrolment in the midst of dwindling economic resources of most of the countries who initiated, adopted and launched the programme has been a major challenge

Concept of Home Grown School Feeding Programme and Objectives

School feeding is defined as the provision of food to school children. A major factor constraining many parents from enrolling their children in schools in Nigeria has been the lingering poverty. Many households are finding it difficult to feed their children. It is hoped that if free meal is provided in schools, it will boost the enrolment of children in primary education and reduce the rate of withdrawal from schools due to lack of food. It is also a programme that is capable of promoting local agriculture and benefits the rural farmers, where it will serve as a reliable source of income for them. It is also capable of improving the health and nutrition status of children.

There are two types of feeding; the on-site meals, in which case, food will be distributed to pupils while in school, either in the morning or afternoon, before closing time. There is also the take home ration which is the collection of basic food items such as bags of rice, cooking oil, etc which may be sent home and transferred to the families of pupils that regularly attend school.

In Nigeria, the primary objectives of the programme are, to:

- Reduce hunger among school children;
- improve the nutritional and health status of school children;
- increase school enrolment, attendance, retention and completion, participation of children in communities and poor urban neighborhood; and
- enhance comprehension and learning achievements of pupils.

The secondary objectives are, to:

- accelerate the attainment of gender parity in education, through increase in girl-child enrolment, retention and completion of basic education;
- stimulate local food production and boost the income of farmers;
- build and strengthen capacity for community

involvement and participation in school management;

- stimulate the development of Small and Medium Scale Enterprises; and
- contribute to reducing the incidence of poverty (Federal Ministry of Education and UNICEF, 2007).

There has been tremendous increase in access to primary education in Nigeria. Statistics indicate that enrolment in primary schools increased from 22,861,884 (GER 92.52% males; 81.92% females) in 2005 to 24,035,371 (GER 91.78% males, 88.33% females) in 2009 and to 26,158,375 (GER 97.65 males, 98.55 females) in 2012 (Makoju, 2015), to 24,185,027 in 2013 and 23,129,927 in 2014 (National Bureau of Statistics and Universal Basic Education Commission, 2016). In spite of the increase, enrolment has not commensurate with the population of primary school age (6-11 year olds) children notwithstanding the efforts of government and individuals towards ensuring that all children of school age have access to education. Statistics further indicate that primary school net enrolment ratio dropped from 61% in 2007 to 58% (60% males, 55% females) in 2010 (Makoju, 2015). When compared to the situation in the developed countries, enrolment in primary education in Nigeria has unfortunately been significantly low.

As indicated in Table 2, Nigeria ranked least among the listed countries, in terms of primary education gross enrolment ratio, despite the many decades of attainment of independence status, coupled with the efforts to achieve holistic enrolment in education, particularly basic education over the years. In the Northern part, many 'Almajiris' who rather than being in schools, roam the streets to beg for food, water, shelter, and money. In the East, many children of school age are apprentists, housemaids, hawkers (selling goods and wares in open markets), as well as commercial baby producers (recent business), because of poverty of parents and the desire to be economically self-sufficient at youthful age. In the Southwest, many street children, termed 'Area boys', 'Agberos' (motor park touts), also abound.

The issue of lack of access of some children to primary education situation is worsened by the fact that many pupils who hose to enroll in primary schools do drop out prematurely (Adeyemi, 2012; Ajayi and Mbah (2008). As at today, the significant level of out of school children in Nigeria constitutes a nightmare and a major concern of the stakeholders in education, such as government, educational policy makers, planners, schools administrators, as well as a subject of discussion at different fora.

Table 2: Gross Enrolment Ratio in Primary Education as % of Primary School Age Population in Selected Countries, Nigeria Inclusive: 2010-2015

Country	Primary Enrolment Ratio (%)
United States of America	100.0
Germany	103.0
Switzerland	103.0
Netherlands	104.0
Bulgaria	99.0
Brazil	110.0
Turkey	107.0
Algeria	119.0
Gabon	142.0
Egypt	104.0
Swaziland	113.0
Morocco	116.0
Nigeria	85.0
Togo	125.0
Tunisia	113.0

Source: United Nations Development Programme (2016). Human Development Report

Nigeria's Experience

The idea of feeding pupils in schools commenced in Nigeria in 2004, sequel to the inauguration of Universal Basic Education Act (2004) which stipulates that all primary schools in the country must provide a minimum of one meal (breakfast, lunch or take home ration) a day for each pupil in school. To kick start the implementation of the programme, in 2015, Federal Ministry of Education decided on a phased pilot of it, which started in 2006, with thirteen (13) states, which was planned to be extended to other states in the future. Such states, drawn from the six geo-political zones of the country include: Kebbi, Cross River, Enugu, Ogun, Imo, Kano, Kogi, Rivers, Osun, Nasarawa, Yobe, Bauchi and Edo States. Due to the huge financial implication, only Osun State showed the commitment to implement it then. It was eventually launched by Osun State Government in May 3, 2006 and christened 'Home Grown School Feeding Programme (HGSFHP)'

In 2012, the HGSFEP was redesigned by Osun State Government and termed "Osun Elementary School Feeding and Health Programme" (i.e. O-Meal Programme) which currently provides one mid-morning meal a day for over 252, 000 primary school children in the elementary grades 1-4 of primary schools. Borrowing a leaf from Osun State, the Federal Government raised the hope of the masses when it inculcated it in the manifestoes of the party, to convince the electorates of the readiness to serve them and made them enjoy the dividends of democracy.

Almost two years after the coming into power and with complaints from the masses over the failure to fulfill the promise, government eventually launched the Strategic Plan (2016-2020) for the Home Grown School Feeding Programme on 8th June, 2016. According to the plan, the 1st phase of implementation will involve 18 states (3 from each of the six geo-political zones of the country), while the programme will make provision for the feeding of primary school pupils in Grades 1-3, commencing from September, 2016. Also, the participating states will bear the cost of feeding the pupils in Grades 4-6 which will represent the counterpart funding expected from them.

Implementation of Home Grown School Feeding Programme in Nigeria: Matters Arising

It is not doubtful that if it is well implemented, Home Grown School Feeding Programme will increase enrolment in schools and achieve other objectives envisaged by the planners. As indicated earlier in this paper, the introduction of the programme has come at a time when there are unresolved issues, such as:

Funding: Adequate funding is crucial to the success of this programme. According to the way it is planned, Federal Government will provide 60% as counterpart funds while each state is expected to provide the remaining 40%. Unfortunately, most states are worried about the demand for provision

of counterpart funds when they are finding it difficult to pay workers' salaries, now in arrears. The politics of funding thus serves as a major threat to successful implementation of this programme. It is worthy of note that only Osun State started the implementation of the programme. since 2006, even though some states initially showed interest in it but withdrew when it dawn on them that they were diving into a very big project that required very huge capital outlay. Report indicates that Osun State has been able to finance and sustain the programme through the collaboration with local governments in the state, 60% funding being provided by each Local Government Area while the state government provides 40% of the funds. Notwithstanding the success recorded by Osun State in this regard, many services are being sacrificed by the state government for it to succeed. It is unfortunate that the state is one of the states owning workers heavily. It thus appears as opportunity cost, i.e. what the state is losing, in terms of the contributions from the workforce owing to nonpayment of salaries of workers, it is gaining through successful implementation of the programme. How and where other states will get funds to implement it is a matter of concern. Worthy of note is the fact that the, economy of Nigeria is in parlous state. The economy, which is oil driven, has failed to show remarkable improvement that can guarantee the commitment of huge funds as counterpart funds to the implementation of the programme. There is thus the possibility that the implementation of the programme may not be sustained financially, particularly by most states of the federation. There is the latest report that one of the states in the North has jettisoned the implementation of the programme because of the burden of its finance. If care is therefore not taken, it may collapse like the previous programmes, such as the Universal Primary Education and Universal Free Primary Education at the national level. The sustainability of the feeding programme in Nigeria thus calls for caution due to the dwindling economy.

Instability of Education Policies: One notable issue in Nigeria over the years has been the instability of government policies (Ige, 2016). According to Bolaji, (2004); Olufowobi, Oluwole, and Bolaji (2013), despite the focus on education, the troublesome implementation of policy decisions remains one of the most contentious issues dominating Nigeria's education sector. Many laudable policies had been terminated in Nigeria due to instability of governments. It has

been difficult for successive governments to sustain the policies and programmes of predecessors because of the desire of new government to create identity for itself and woo the *gullible* masses. Going by the experiences of the past, it is most likely that the Home Grown School Feeding *Programme* might be abandoned by government that will succeed the one that initiated the programme.

Corruption: Corruption has been another issue of utmost concern in Nigeria. A former President of one of the foreign countries recently asserted that Nigeria is fantastically corrupt. Worried by the trend of corruption cases in the country, the incumbent President of Nigeria remarked that if the country fails to kill corruption, definitely, corruption will kill the country. It is disturbing if one considers the amount of money being retrieved from political office holders in recent past. This may make one to conclude that funds for the release of the programme will be embezzled by those in governments. The accountability for such funds cannot be guaranteed due to past experiences. More so that it is a slogan in Nigeria that government money is a national cake that should be freely consumed.

Poverty: Statistics revealed the population that lived below \$1.90 a day from 2005 to 2014 in Nigeria as 53.5% while the population in severe multi-dimensional poverty as at 2016 as 30.0 % (United Nations Human Development Report, 2016). The issue of poverty has however been preventing many parents from enrolling their children in schools and sustaining those in schools. Due to the ravaging effect of poverty on the citizens, it is most likely that part of the food meant for the pupils may not be accounted for during implementation. There is the tendency for some food vendors to divert part of the food to their homes to feed their own family members. If they are allowed to purchase food items, some food vendors can go for low quality items so as to save cost and divert part of the funds for personal use. There is also the likelihood of some monitoring officials to relax during the monitoring exercise which may give room for serving of low quality/standard food to pupils.

Monitoring and Supervision: It has been argued that effective monitoring is *sine qua non* to the achievement of workers in any organization. The programme, as it is planned, will involve the cooking of food by food vendors, serving of food in

schools, as well as purchase of food items from the local farmers, among others. It is thus imperative for these activities to be properly monitored. It is not certain if Ministries officials would be available every time to monitor these activities. What is sure is the fact that some teachers will be involved which may usurp their real teaching in classes. There is the tendency for teaching to suffer in schools because of the envisaged involvement of teachers in the supervision and monitoring of the feeding process in schools.

Politics: Politics has remained inseparable from education. Owolabi (1996) remarked that politics and education operate symbiotically. The fact that there will be political interference amid the implementation of Home Grown School Feeding Programme in Nigeria cannot be doubted, going by the experiences in the past years. In the course of implementing this programme, there is bound to be interplay of politics among the geopolitical zones. The age long rivalry between the South and North may manifest during the implementation process. The south may wish to outsmart the North and vice

versa during the process which may portend danger for the achievement of the stated objectives.

Reliable data: In Nigeria, one noticeable issue regarding planning is the fact that data on which most planning attempts are based, are not reliable and consistent and are politics driven (Ige, 2011). It is unarguably that those that planned for this programme might have collected data from various sources. How reliable such data are is another issue of concern. The data might have been doctored to favour ethnic groups, states and geo-political zones, more so that money will be involved. The unfortunate aspect of it is that implementers of the programme will face reality when they get to schools.

Teacher Factor: Many issues are prevalent in the educational system of Nigeria. Adedeji (1998), Ayodele (2000), Adewuyi (2002) and Okandeji (2007) posited that teacher constitutes a very significant factor to student's success. It is a fact that there is acute shortage of teachers at all levels of the educational system in Nigeria presently:

Table 3: National Summary of Public Primary Schools Statistics in Nigeria: 2013-2014

	2013	2014
Total Schools	61,305	62,406
Total Enrolment	24,185,027	23,129,927
Total Teachers	577,303	574,579
Teacher-Pupil Ratio	1:42	1:40

Source: Selected Basic Education Statistics in Nigeria: 2013-2014 (2016), by National Bureau of Statistics and Universal Basic Education Commission

In Table 3, it is indicated that in 2013, there were 23,185,027 pupils relative to 577,303 teachers in the 61,305 available schools, the teacher-pupil ration being 1:42. In 2014, enrolment decreased to 23,129,927 pupils while number of teachers also fell to 574,579 even though schools increased slightly to 62,406. The teacher-pupil ratio for the year was 1:40. What could be deduced from the data is the fact that the teacher-pupil ratios were above the stipulated ratio of 1: 35 by government thus implying that there were less teachers for the available pupils in school

School facilities decay: As at today, not only are classrooms inadequate in most schools, most of the available ones are without windows and doors. Some buildings in primary schools are with uncemented floor and leaking roof thus exposing

pupils to hazardous weather situation. Teachers' tables and chairs as well as teaching aids are mirage in some schools. Where they are available, they are in state of disrepair. The ugly state of most primary schools in Nigeria has continued to worry the stakeholders in education. With envisaged increase in enrolment, arising from the implementation of this programme, the situation may worsen if nothing concrete is done to ameliorate the situation. Also, most primary schools in Nigeria lack perimeter fence thus exposing pupils to threats and attacks from terrorists and kidnappers. Of what benefit is increase in enrolment when the security of lives of the children cannot be guaranteed in schools? It is unfortunate that in spite of the various challenges plaguing primary education in Nigeria, the planners of this programme assume that only feeding of pupils can lead to increased enrolment in schools which is indeed a mistake. It does appear as if government is leaving leprosy but tackling ringworm disease. The effects of inadequate teachers, instructional materials, and infrastructural facilities if not addressed, may

usurp the positive effects of the provision of free food for children.

Fear of poor Implementation: implementation is the *Achilles hills* of educational plans. No matter how good a plan is, if it is not well implemented, it will collapse like pack of cards. While planners of this programme might have put in place a plan for its implementation, how such plan will work amid the unresolved issues is a food for thought. It is expected that teachers and schools administrators will monitor the implementation of the feeding process in schools, keep records of attendance of pupils, write report, and submit same to the appropriate quarters. This may give the teachers additional responsibilities that may jeopardize their primary assignment, i.e. teaching of pupils. Issue of time management in the course of implementation of the programme in schools, also needs to be put into consideration. The fact that many food vendors will use open fire to cook the food, which is open to lateness sometimes cannot be doubted. Food may thus arrive late in schools which will defeat the aim of tackling hunger and energising the pupils at the appropriate time. In some cases, pupils may have to queue to receive prepared food, such as palm and tea which may take much time than the forty minutes allocated for break in schools. There is thus the possibility that feeding of pupils will take more than the schedule time in schools which may affect lessons delivery in classes and where lessons suffer, there is bound to be poor academic performance of pupils/students in schools in the long run

Summary and Conclusion

Nigeria has joined the League of Nations currently implementing the school feeding programme due to the desire to enjoy the associated dividends, such as increased enrolment, improved nutrition of pupils in schools, as well as increased economic fortune of the citizens who are already ravaged by poverty. The advent of this programme at this time, has been associated with many issues which have to be addressed, to be able to achieve the desired objectives, such as corruption, instability of policies, just to mention a few. Measures that can ensure the successful implementation of the programme, such as increased advocacy and awareness of the people on what the programme, entails, tackling of corruption in the country, increased allocation of funds to states, are suggested. It is hopeful that if these measures are adopted, not only will school feeding programme, be successful in Nigeria, the standard of education and standard of pupils in schools will improve from what obtains now.

Suggestions

It is imperative for effort to be geared towards the successful implementation of the school feeding programme, having been unsuccessful in the implementation of many social programmes in the past. Nigeria cannot continue to adopt policies and fail in the effort to achieve such policies objectives. Successful implementation of this latest programme thus calls for involvement of the stakeholders of education. In particular, Government should increase the awareness of the masses on the implementation of the programme, through the print and electronic media, such as newspapers, radio and television, such that can encourage the parents to enroll their children in school in anticipation of the benefits.

Also, government should institute a policy to increase the break period in primary school to a uniform period of one hour, to give room for non envisaged lateness in the arrival and serving of food to pupils. Federal government should review the revenue sharing formula and allocate more funds to states in view of the demand of the implementation of the programme on them.

There should be regular orientation of stakeholders in the implementation of this programme, such as food vendors, head teachers, and educational administrators, on how to improve on the discharge of their roles and responsibilities, as well as enhance the implementation of the programme. Government should therefore organise workshops on school feeding implementation regularly.

There is need for proper monitoring of implementation of the programme by Ministry of Education of states. In this regard, daily monitoring and evaluation of the implementation of the programme in schools by staff of the Ministry of Education of each state is imperative.

Government should put in place appropriate measures that can guarantee the accountability of funds being injected into the programme. The Economic and Financial Crimes Commission (EFCC) already in existence in Nigeria should be fortified to deal with cases of corruption and misappropriation of funds allocated for implementation of the programme by government officials, including the coordinators. There should be regular review of plan already put in place by the planners, for the implementation of the scheme in states, to take into account the increasing inflation which has led to the rise in the price of goods, including food items in the country, while Federal and state governments should ensure that reliable data are gathered for planning on the scheme.

It is imperative that government should not assume that it is only the issue of feeding of pupils

that can bring about an increase in enrolment in schools. In this regard, government should attend to other pressing issues in the educational system, such as the provision of infrastructural facilities in schools and repair of the dilapidated ones, recruitment of additional teachers and training of the available teachers to be effective in the implementation of the curriculum and guarantee effective teaching in schools. Government should also supply textbooks and instructional materials to schools. In view of the high cost of food items and continued inflation, arising from the state of the economy, joint and bulk purchase of food items should be considered while such items should be distributed to approved and licensed food vendors every two weeks. Such vendors should cook the food based on approved and agreed time table. The food should be brought to each school by each vendor during break period. The food has to be inspected and tasted by team of experts/nutritionists including health officers, to assess the quality, before being served to pupils.

Federal government should carry out cost-benefit analysis of implementation of school feeding programme. If the cost outweighs the benefits, bold step should be taken to discard it and focus on the tackling of other issues in the educational system, particularly at the primary level, rather than copying other countries that are presently implementing it but are not facing the same challenges like Nigeria in the present dispensation.

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Quality Assurance in Teaching: Panacea to Enhanced Learners' Academic Performance in Ebonyi State Higher Institutions

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Abstract

The study is a survey research design on quality assurance in teaching as a tool to enhanced learners' academic performance. The study was carried out in the higher institutions in Ebonyi State. The total population of the study is 4,260 Lecturers and 830 lecturers were selected using simple random sampling technique consisting of 250 male and 580 females. Three research questions and three null hypotheses guided the study. A researcher-made questionnaire was used as data collection instrument which was adequately validated by three experts in the relevant field of study. The reliability of the instrument was established using cronbach alpha method with a co-efficient value of 0.86. The mean score and simple percentage and t-test statistics were used to answer research questions and test hypotheses respectively. The study concluded that quality assurance in teaching is an effective tool for enhancing learners' academic performance in higher institutions and recommended among others that educational managers should embrace quality assurance in teaching for enhanced learners' academic performance in higher institutions.

Keywords: *Quality Assurance, teaching and learning, higher institutions*

Introduction

Higher institutions are known as frontiers of knowledge and major index of development. It is meant to build on the level of competence, knowledge and skills with its activities revolving around the idea of promoting learning, discovering new knowledge and techniques, codifying them and transforming them from one generation to another. In Nigeria, higher institutions are all forms of institutions and are classified into, universities, polytechnics, Monotechnics, colleges of education, technologies, advanced training colleges, correspondence colleges and such institutions as may be allied to them (FRN, 2013). Higher institutions in Nigeria are posed with the responsibility of providing the much needed high-level man power to engage in the socio-economic development of the nation. The quality and level of input received from higher institutions impact directly on the quality of life in the society (Okonkwo, 2017).

The quality of academic input in higher institutions determines its output, hence the

need for quality assurance. The FRN (2013), categorically stated the objectives of higher education to include among others the acquisition, development and inculcation of both physical and intellectual skills which will enable individuals to develop into useful members of the society. These cannot be achieved without adequate academic input or learning process that must be sustained with quality assurance. Quality assurance in education is a systematic process of monitoring and evaluating the various aspects of educational process and programmes to maintain standards and achieve stated objectives.

According to Adeyemi (2016), it is a process of collecting, analyzing and utilizing education information in order to ensure that the predetermined standards are achieved optimally. It has to do with all facilities needed to be put in place to ensure that high quality standard services are delivered and maintained. Quality assurance involves; detecting, correcting and ensuring that adequate learning take place for enhanced academic performance. In the higher

institutions, quality assurance involves the checking of learning process, resources, both human and materials, determining adequacy of facilities available and qualification of human resources to ensure quality in teaching and learning which is the major business of the higher institution.

Quality assurance in the higher institution aims at ensuring that adequate and qualitative teaching and learning take place thereby enhancing academic performance of learners which will definitely result in the achievement of educational objectives. Ibe (2018), opined that quality assurance is all the processes, attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained, she further explained that these processes may involve monitoring, inspection, supervision, quality control and evaluation. Obizue (2017), opined that the term quality assurance in higher education is increasingly used by authors to denote the practices whereby academic standards i.e. the level of academic achievement attained by higher education graduates are maintained and improved. This definition of academic quality as equivalent to academic standards is consistent with the emerging focus in higher education policies on learners learning outcomes. There are bodies in charge of quality assurance in various levels of education in Nigeria. At the higher education level the National University Commission (NUC) is in charge of quality assurance in the Nigerian Universities, the National Board for Technical Education (NBTE) is in charge of Polytechnics, while the National Commission for Colleges of Education (NCCE) is in charge of colleges of education. In addition to these external supervisory bodies, internal quality assurance is undertaken by institutions administration. This study focuses on quality assurance in teaching as a panacea to Enhanced learners' academic performance in higher institutions in Ebonyi State.

Conceptual Dialectics

For the purpose of comprehension, the following concepts will be reviewed; quality, quality assurance, teaching, learning, academic Performance, higher institution.

The concept of quality means different things to different people. Quality means a degree of excellence or high standard. It may be termed as how good or bad a thing or product is. The concept of quality is domiciled in management. Quality became an issue with the advent of globalization,

industrialization and adaptation of new scientific approach to management (Uzegbu, 2017). In the education industry, quality relates to the level of academic inputs that is translated to academic performance of learners. Quality in relation to education is a controversial issue that needs to be considered from different perspective, however quality is relative to “processes” or “outcomes” processes which have to do with the teaching and learning and outcomes which have to do with the academic performance of the learners in the course of the process. Quality in the higher institutions is facilitated through the provision of stipulated standards in every stage of the process. Some agencies are placed in charge of quality assurance in higher institutions in Nigeria.

Quality assurance is the process of collecting, analyzing and utilizing education information in order to ensure that the pre-determined national standards are achieved optimally. Quality assurance has to do with all facilities needed to be put in place to ensure that high quality standard services are delivered and maintained. Quality assurance in education according to Ukagha (2018), ensures that teaching and learning in the institution is controlled and practiced professionally with due process based on set standards that bring about improvement in teaching and learning, such standards are prescribed clearly and well documented with operation guided for conducting, assessment, monitoring, supervision and internal/external evaluation.

Emenalo, Obizue and Okwa (2017), defined quality assurance as the policies, systems, strategies and resources use by the institution to satisfy that its quality requirement and standards are being met. This simply put is “fitness for purpose”. It also implies that quality assurance is to be sure that the right things are done the right way at the right time. Ibe (2018), opined quality assurance as audits or review and is intended to determine the efficiency of established processes and policies. It assists educational managers to plan so that the system can follow certain procedures with the ultimate aim of improving academic performance which is the main aim of any educational institution. Obizue (2017), asserted that the essences of quality assurance is to ensure that the academic performance of learners of an institution conforms and continues to conform to the expectations of the controlled procedures and policies. As the system progressed, quality assurance would mount checkpoint along the way to locate points of cracks and in some cases where it is moving beyond where it has authorization. These

would ensure the remedial approaches are adopted at appropriate times. These according to Emenalo, Obizue and Okwa (2017), for the process of Benchmarking, resources verification, accreditation (programme and institutional), guideline for admission, teaching and non-teaching staff ratio, guidelines for facility provision and procurement, guidelines for the establishment of different categories of higher institutions.

In the same vein, Okereke (2016), opined that “the understanding of quality and the possible ways and means of assuring quality in education varies. Quality in education is seen as a set of elements at the input, process and output of the education system and provides services that completely satisfy both internal and external strategic and implicit expectation while the quality assurance is the meeting or conforming to generally accepted standards as defined by quality assurance bodies or appropriate academic and professional committees. He further identified key constituents of quality assurance as:

- The degree to which inputs, processes and outputs are perceived
- The degree to which different stakeholders perceive their output
- The degree to which the different quality dimensions are considered.
- The extent of formative versus summative assessment inherent in quality assessment practices.
- The extent of quantitative versus qualitative assessment inherent in quality assessment practice.
- The balance of quality assurance versus quality enhancement practices, and the extent to which these processes are interlinked.

In another opinion, Uzegbu (2016), opined that quality assurance are established in the following major aspect:

- Output; which include
 - a. The achievement and standard of learners' academic performance i.e
 - i. How well do learners achieve? Are the standards reached by learners high enough?
 - ii. How well do learners make progress?
 - b. Quality of provision i.e
 - i. The quality of teaching and learning.

- ii. The quality of curriculum and other activities.
- iii. The extent of implementation of curriculum and quality assurance agencies regulations.
- iv. Quality of academic guidance for learners.
- v. Quality of learning environment.
- c. The effectiveness of leadership and management and overall effectiveness

According to Adionyenma (2017), quality assurance is all the strategies, attitudes, objectives actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and these strategies includes; supervision, monitoring, inspection, quality control and evaluation. Supervision as a strategy should aim at improving the quality of instruction through “advising, refreshing, encouraging, motivating and stimulating teachers and learners alike. Monitoring as a strategy in quality assurance refers to the process of collecting data at intervals about ongoing projects and programmes within the institutions aimed at assessing the level of performance in order to find out how well and how far a set objectives are being met. Inspection as a quality assurance strategy involves assessment of available facilities and resources in the institution with a view to establishing how far the institution has met prescribed standards. It is more of an assessment rather than an improvement induced exercise. Quality control as a strategy for quality assurance aims at establishing acceptable standards in the qualification of teachers, adequacy of the curriculum, availability of equipment in the required number as well as proper use of the processes involved in various skills to ensure that academic standard is high and finally evaluation as a quality assurance strategy is based on available data to conclude on the extent of achievement of set objectives. The aim of evaluation is to see how the system can be assisted to improve on the present level of performance.

Arikewoye (2015), listed the following as the roles of educational managers in assuring quality in high institutions.

- Measurement and standardization of academic attainments.
- Evaluation of quality of work during supervision
- Use of competent teachers and

- administrative/supervisory personnel.
- Dissemination of information to teachers and learners.
- Use of modern technology with a view to increasing the efficiency of teaching viz ICT.
- New research and development to invigorate all educational activities.
- Adequate provision of academic guidance and counseling for learners.
- Adequate supervision of instruction.

All the above management roles of an educational administrator are summarized under; planning, organizing, staffing, motivating and evaluating. All efforts of quality assurance are towards quality teaching and learning. Teaching connotes the transfer of knowledge and skills from a teacher to a learner. Teaching can also be taken as the transmission of what is worthwhile to those who be committed to it, be they adults or children.

To Obizue (2017), teaching is the facilitation of learners learning by ensuring that learners learn designated material that is, planned curriculum in such a way that each learner builds self confidence and esteem. Learning in the other hand is a personal process through which each learner builds on his personal knowledge and experience. It is an act of acquiring new or modifying and reinforcing existing knowledge, behavior, skills, values or preferences which may lead to a potential change in synthesizing, information, depth of the knowledge, attitude or behavior relative to the type and range of experience which is shown in the academic performance.

Statement of the Problem

The recent trend in the standard of academic performance of learners in higher institutions in Nigeria is of great concern to educationists. Whereas, higher education is known for its unique objective of providing higher level man-power need of the nation, for this singular purpose, government has done much in quality assurance through establishment of agents and bodies to function in these capacities to maintain standard and quality in higher institutions. These external quality assurance agencies and internal control system of every institution all work towards quality assurance yet, the poor academic performance of higher institution learners and graduates leave much concern to researchers. This is evidenced by the alarming level of malpractice and poor academic performance in higher institutions. The researcher worry about the effectiveness of quality

assurance practices in higher institutions. The study intends to investigate quality assurance in teaching as a tool to enhanced learners academic performance in Ebonyi State higher institutions.

Purpose of the Study

The Major purpose of the study is to investigate quality assurance in teaching as a panacea to enhanced learners' academic performance in Ebonyi State higher institutions. Specifically the study intends to;

1. Identify strategies of quality assurance in teaching in the higher institutions
2. Ascertain the roles of educational managers in quality assurance in teaching in the higher institutions
3. Ascertain the effectiveness of quality assurance strategies in enhancing learners' academic performance in the higher institutions

Research Questions

Three research questions guided the study and posed thus:

1. What are the strategies of quality assurance in teaching in the higher institutions?
2. What are the roles of educational managers in quality assurance in teaching in the higher institutions?
3. To what extent are quality assurance strategies effective in enhancing learners' academic performance in the higher institutions?

Hypotheses

Three null hypotheses guided the study and were postulated and tested at an alpha level of 0.05 significance

1. There is no significant difference in the mean responses of male and female lecturers on the strategies of quality assurance in teaching in the higher institutions.
2. There is no significant difference in the mean responses of male and female lecturers on the roles of educational managers in quality assurance in teaching in the higher institutions.
3. There is no significant difference in the mean rating of male and female lecturers on the effectiveness of quality assurance strategies in enhancing learners' academic performance in the higher institutions.

Methods

The study is a survey research. The population of the study is 4,260 lecturers in the higher institutions in Ebonyi State. The random sampling technique

was used to select 830 lecturers consisting of 250 males and 580 females. Three research questions and three hypotheses guided the study. The instrument for the study was a researcher-made questionnaire which was validated by three experts in the departments of educational management and educational measurement and evaluation. The cronbach alpha was used to establish the reliability

of the instrument at a coefficient level of 0.86. The mean score and simple percentage were used to answer the research questions while the t-test statistics was used to test the hypotheses at an alpha level of 0.05 significance. The ceiling or bench mark for the research questions stood at 2.50 and 50%.

Results

Research Question 1: What are the strategies of quality assurance in teaching in the higher institutions?

Table 1: Mean responses of male and female lecturers on the strategies of quality assurance in teaching in the higher institutions.

S/N	Strategies for quality assurance in teaching include	LECTURERS		SD	Decision
		Male	Female		
		\bar{x}	\bar{x}		
1.	Facility supervision 0.86	2.54	2.80	0.68	
2.	Monitoring 0.95	3.10	3.20	0.92	
3.	Instrumental supervision 2.58	2.62		0.80	Agree
4.	Inspection 2.60	2.06		0.40	
		0.75		Disagree	
5.	Quality control 3.05			4.78	
	0.90			Grand mean	
	3.05			2.70	
	0.90			0.76	
	Agree			2.79	
6.	Evaluation 2.80				
	0.86				
	2.50				
	0.60				
	Agree				
	Total mean				
	16.17				
	4.57				
	16.73				

The result from table I show that the male respondents had a mean of 2.54 which revealed that they agreed that Facility supervision was a strategy for quality assurance in teaching while the female counterparts (2.80 mean) that they equally agreed. In monitoring, the male lecturers had mean of 3.10 agreed that monitoring is a strategy for quality assurance in teaching as the female lecturers who had mean of 3.20. The male lecturers

had a mean of 2.62 and the female lecturers had a mean of 2.58 which both approved that instrumental supervision is a strategy for quality assurance in teaching. Inspection is not a strategy for quality assurance in teaching as shown by the male lecturers who had a mean of 2.06 while the female lecturers agreed that inspection is a strategy with a mean of 2.60. Quality assurance is a strategy as revealed by male lecturers with a mean of 3.05 while their female counterparts had mean of 3.05. Evaluation is a quality assurance strategy as shown by male and female lecturers with a mean score of 2.80 and 2.50 respectively. The respondents agreed that the strategies were used for quality assurance in teaching except inspection. They had a grand mean of 2.70 for male lecturers and 2.79 for female lecturers respectively.

Research Question 2: What are the roles of educational managers on quality assurance in teaching in the higher institutions?

Table 2: Mean responses of male and female lecturers on the roles of educational managers on

quality assurance in teaching in the higher institutions.

S		N	S		Decision		D
LECTURERS	/		SD	SD			
Male	Female		1.3	0.95	2.54	0.68	2.60
0.75	Agree						
2.	Organizing	2.80	0.86	2.54	0.68	Agree	
3.	Staffing	2.64	0.82	2.62	0.80	Agree	
4.	Motivating	3.10	0.92	3.05	0.90	Agree	
5.	Evaluating	3.05	0.92	2.50	0.60	Agree	
Total mean		14.79	4.45	1	3	3	1
3.73							
Grand mean		2.96		0.89			2.66

0.75

The result in table 2 above show the mean rating of male and female lecturers on the roles of educational managers in quality assurance in teaching. Planning had 3.20 for males and females had 2.60. Organizing had 2.80 for males while females had 2.54. In staffing the mean rating for males were 2.64 and the females 2.62. Motivating had a mean rating of 3.10 for male lecturers while female lecturers had 3.05. Evaluating scored 3.05 for male lecturers and 2.50 for female lecturers. In the table both male and female lecturers agreed to the roles of educational managers on quality assurance in teaching with a grand mean of 2.96 and 2.66 respectively.

Research Question 3: To what extent are quality assurance strategies effective in enhancing learners' academy performance in the higher institutions?

Table 3: Mean rating of male and female lecturers on the effectiveness of the strategies of quality assurance in teaching in higher institutions.

S		N	S		Decision		D
LECTURERS	/		SD	SD			
Male	Female						
To what extent are these strategies effective in quality assurance in teaching							
1.	Facility supervision	3.20	0.95	3		1	0
	0.92	50%	Agree				
2.	Monitoring	3.60	1.10	3		4	0
	1.06	60%	Agree				
3.	Instrumental supervision	3.70	1.20	3.50	1	0	8
	70%	Agree					
4.	Inspiration	3.10	0.92	3.25	1	0	5
	3.20	0.95					
5.	Quality control	3.10	0.92	3.25	1	0	9
	3.20	0.95					
Total mean		20.5	6			3	1

19.50 6.42

Grand mean	\bar{x}	3.36	1.05	3.25	1.07
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The result in table 3 above show the mean rating of male and female lecturers on the extent of effectiveness of the strategies of quality assurance in teaching. Instructional supervision scored 70% which is the highest

followed by monitoring 60%, evaluation 58%, quality control 55%, facility supervision and inspection 50%.

Test of Hypotheses

Hypothesis 1: There is no significant difference in

between the mean responses of male and female lecturers on the strategies of quality assurance in teaching.

Respondents	N	SD	df	t_{cal}	t_{tab}
Male	250	2.70	0	7	6
	not		828	0.284	1.96

Respondents	N	SD	df	t_{cal}	t_{tab}
Female	580	2.79	0.80	1.96	0.284

The result in table 4 above show a t_{cal} of 0.284 and t_{tab} of 1.96 at a degree of freedom of 828 and grand mean of 2.70 and 2.79, standard deviation of 0.76 and 0.80 respectively for male and female lecturers and the result

proved that the t_{cal} is less than the t_{tab} , therefore the null hypothesis was not rejected not significant.

Hypothesis 2: There is no significant difference in the mean responses of male and female lecturers on the roles of educational managers in quality assurance in teaching in the higher institutions

Table 5: t-test analysis of the significant difference between the mean responses of male and female roles of educational managers on quality assurance in teaching.

Respondents	N	SD	df	t_{cal}	t_{tab}
Male	250	2.96	0.89	2.66	1.96
	not		828	0.263	1.96
Female	580	2.66	0.75	1.96	0.263

Data on table 5 show that t_{cal} is 0.263, t_{tab} is 1.96, mean and standard deviation of male and female stood at 2.96, 2.66, 0.89 and 0.75 respectively. Since the t_{cal} is less than t_{tab} at an alpha level of 0.05 significance, the null hypothesis was not rejected meaning that there was no significant difference

the mean responses of male and female lecturers on the strategies of quality assurance in teaching in the higher institutions.

Table 4: t-test analysis of the significant difference

between the mean responses of male and female lecturers on the roles of educational managers on quality assurance in teaching.

Hypothesis 3: There is no significant difference in the mean rating of male and female lecturers on the effectiveness of quality assurance strategies in enhancing learners' academic performance in the higher institutions.

Table 6: t-test analysis of significant difference between the mean rating of male and female lecturers on the extent of effectiveness of the strategies of quality assurance in teaching.

Respondents	N	SD	df	t_{cal}	t_{tab}
Male	250	3.36	1.05	3.25	1.07
	not		828	0.284	1.96

School Climate and Teachers' Job Satisfaction in Secondary Schools in Oredo Local Government Area of Edo State

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Abstract

The study examined the impact of school climate on teachers' job satisfaction in secondary schools in Oredo Local Government Area of Edo State. The concept of school climate is explained as the psychological environment or atmosphere that characterizes a particular organization or work place. The descriptive design was adopted for the study, the population of the study consisted of three thousand four hundred and forty two teachers and principals (3,442) in selected schools in Oredo Local Government Area of Edo State. Five hundred and ten (510) teachers and eighty (80) principals were selected from eight (8) schools in ten (10) Communities each formed the sample for the study. Simple random sampling technique was adopted for the study, data were collected with the aid of questionnaire. The statistics used in analysing data is simple percentages while the hypotheses were tested using t-test statistic at 0.05 level of significance. Results from the findings indicated that different organization climate existed in schools, and these climates equally affected teachers' job satisfaction positively or negatively. Most principals adopted various methods to improve the climate of their school some of these are effective communication, recognition of teachers, participatory decision making process and others. Based on the findings recommendations were made such as school managers (principals) should ensure that teachers are awarded for exceptional performance which would lead to teachers' job satisfaction and favourable school climate.

Keywords: School Climate, Teachers Job Satisfaction.

Introduction

All productive organisations exist within one type of organizational climate or the other. Organizational climate can be seen as the psychological environment or atmosphere that characterizes a particular organization or work place. Campell (2009) defined organizational climate as a set of attributes specific to a particular organization that may be induced from the way the organization deals with its members and its environment. Halpin (2008) observed that personality is to the individual what organizational climate is to the organization or industry. Thus climate is the internal quality that is unique and peculiar to an organization. This implies that schools and colleges can be identified with specific climate that describes the interaction and influence pattern among members in that school or college. Where the climate is open and so, friendly, caring and intimate, the staffs normally have cooperative spirit at work and so have job satisfaction. This transcends to the students in the way of better performance at examinations and overall well

being of the student and the school generally. However, if the climate is closed or controlled, unfavourable etc it diminishes the satisfaction teachers derive from their work and this situation normally has consequences for the students and the entire school system.

Organizational climate is the collective personality or what makes a school unique, administrators, teachers, support staff and students are all participants within the school environment and referred to as the human component of the school climate. The importance of school climate on teachers' job satisfaction cannot be overemphasized because job satisfaction of employees (teachers) in any school organization is highly determined by the climate of the work place. The problem of teachers' job satisfaction is a psychological problem of whether or not the teachers are individually and collectively contented with their job and the problem is escalating among teachers in Oredo Local Government Area of Edo State. Teachers job satisfaction is a product of climate type that exist in

the organization in which the teachers work and it is seen by many scholars and practitioners in the field of education as a cause of concern as it affects teachers', school managers, students in terms of performance, government and the entire society. Low (2011) coined the term climate to describe the attitudes, feelings and social process of organization. According to the author, school climate falls into three major and well known categories such as: Autocratic, Democratic and Laissez-faire. Under autocratic school climate he said decision making process is not shared with teachers, in democratic school climate he viewed it as a participatory decision making process in the school while he describes laissez-faire school climate as one which every teacher does anything that pleases him/her.

Organization climate that exists in schools are open, autonomous, controlled, familiar, paternal and closed. These are types of organizational climate that affects school operation/administration and also teachers' job satisfaction. The open climate describes an energetic and lively organization which is moving towards defined organizational goals and objectives. It provides satisfaction for individual and group needs, principals seek integration of the goals of the organization and the needs of the teachers and the students. Autonomous climate, leadership act emerges primarily from the group rather infrequently from the principal. Teachers' tend to possess complete freedom to conduct their work and fulfil the social needs as they wish. This type of organizational climate leans more on social need satisfaction as the principal places less emphasis on production. The controlled climate emphasises on production or achievement of organization goals with little attention to the consideration and satisfaction of the individuals personal and social needs. It is highly task oriented and highly controlled which describes the principal as dominant, authoritative and allows little consultation. According to Croft (2008), Familiar climate is characterized by high degree of consideration and intimacy, with little emphasis on production, a congenial and friendly atmosphere exists between the principal and the teachers. Social need satisfaction is high while little is done to control or direct the group's activities towards goal achievement. The paternal climate type is a type of organizational climate in which the principal discourages the emergence of leadership acts from the teachers and attempt to initiate all leadership himself, the teachers are split into factions, since the principal centralizing all functions believing that he knows the best at all

time. While the closed climate is characterized by a high degree of apathy on the part of both principal and teachers. No one is working towards either group goal achievement or personal need satisfaction. The principal is ineffective in directing the activities of the teachers and at the same time, not prepared to look out for their personal welfare. Closed school climate is essentially characterized by low thrust Halpin (2008).

Marks & Printy (2007) also came up with two types of school climate which are supportive school climate and directive school climate. According to them supportive climate the principal will be goal oriented and directed towards fulfilling the social needs as well as task achievement needs of the schools. On the other end of the principal behaviour is more rigid and provide consistent monitoring over all aspect of the schools functioning. Job satisfaction is the contentment of employees because of their job, it is the personal evaluation of the job condition, the job itself, the attitude of the administration, wages, occupational security etc acquired from the job. According to Reicher (2006) job satisfaction is the phenomenon ascertaining the contentment of employee and appearing when the qualifications of the job and demands of employees match. In line with these definitions, job satisfaction might be handled as the consequence resulting from the comparison between the expectations of the employee from his job and the job in question which he performs. The consequences may emerge as satisfaction or dissatisfaction of the employee from the job. When the teachers' sees that their expectations are not met in the job environment, the job dissatisfaction emerges and these leads to decrease in teachers productivity, decrease in school organizational and commitment increase in the rate of teachers optional discontinuation of job.

Job satisfaction is viewed as one's feeling or state of the mind regarding the nature (climate) of the work. Different schools interact and behave in unique ways depending on the existing organizational climate where they work. Therefore job satisfaction of employees is very important in any organization because if employees are not satisfied their work performance, commitment, productivity as well as interpersonal relationship among the management (Principals) and subordinates (Teachers) tends to be lowered. Ostroff (2007) suggest that teachers job satisfaction with their chosen vocation may influence the quality of educational experience delivered to students, and those teachers who do not feel supported in the educational environment

may not do their best work in the classroom. Likert (2010) organizational climate have long been interested in understanding employees perceptions of the work environment and how these perceptions influence individuals work related attitudes and behaviours. Payne & Morrison (2010) state that when the employee sees that his expectations are not met in the job environment, the job dissatisfaction emerges and he counted the following as the effect of unfavourable organizational climate.

- 1) Decrease in work force productivity
- 2) Decrease in individual and organizational commitment
- 3) Increase in optional discontinuation of job
- 4) Creates communication gap between management and teachers.

This means the best prove to the declaration and acceleration of work is job satisfaction which of course is a product of organizational climate.

In other hand, favourable organizational climate breeds friendliness, trust, commitment, optimal performance, disengagement from job, good flow of communication between management and teachers, consequently the above effect will in turn bring about increase teachers and organizational productivity, (Locke, 2009). Similarly, principals and teachers in the secondary schools of Oredo Local Government Area work in different organizational climates where the climate is favourable, it tends to affect positively on the work force but where the organizational climate is unfavourable, the teachers work in an atmosphere of despair, lack of trust and so suffer from job satisfaction.

Purpose of the study

The purpose of the study is to find out the impact of organizational climate on teachers job satisfaction in Oredo Local Government Area of Edo State and will be based on the organizational climate existing in selected secondary schools under the area covered for the study.

Statement of the problem

The climate under which teaching and learning takes place has a great impact towards teachers job satisfaction in schools, and this can only be influenced by the organizational climate which exist in secondary schools. The problem of determining how school management can promote favourable school climate to enhance and increase job satisfaction of teachers in school and also the effect of organizational climate on teachers' job satisfaction in respect to shared decision making,

giving appropriate duties, freedom to try new ideas, lack of motivation etc are some of the problems faced by teachers in Oredo Local Government Area of Edo State.

Research questions

The following research question was raised to guide the study.

- 1) What are the various school climates that exist in secondary schools in Oredo Local Government Area.?
- 2) What are the influences of school climate on teachers' job satisfaction.?
- 3) How can school management promote favourable school climate to enhance and increase job satisfaction of teachers.?

Research hypotheses

- 1) There is no significant difference in the mean ratings of principals and teachers as regards various School climates in secondary schools.
- 2) There is no significant difference in the mean ratings of principals and teachers on the influence of School climate on teachers' job satisfaction.
- 3) There is no significant difference in the mean ratings of principals and teachers as regards the ways management promote school climate and their increase to teachers' job satisfaction.

Methodology

A descriptive research survey design was used in the study. The population of the study comprises of three thousand, four hundred and forty two (3442) secondary school teachers and principals in Oredo Local Government Area of Edo State. A total of five hundred and ninety (590) respondents formed the sample of the study. Five hundred and ten (510) teachers and eighty (80) principals from eight (8) selected schools in (10) communities formed the sample size. Self designed instruments tagged School Climate and Teachers Job Satisfaction in Secondary Schools (SCTJS) was used to collect data for the study. The data collected were analyzed using simple percentage for the research questions, and t-test statistic was used for testing the hypotheses. The hypotheses formulated were tested at 0.05 level of significance.

For decision making, 50% was used as the criterion percentage, any item that attained a response percentage score of 50 and above was accepted otherwise it would not be accepted. The data were collated item by item and analyzed separately.

Results

Data were analysed and results were presented according to the research questions.

Research question one

What are the various school climates that exist in secondary schools in Oredo Local Government Area.?

Table 1. Percentage responses on school climates that exist in schools in Oredo Local Government Area of Edo State.

S/N	DESCRIPTION	True	%	False	%	Total	Decision
1	There is shared decision making process (democracy) in your school	455	89.2	55	10.8	510	Accepted
2	The freedom to try new ideas	185	36.3	325	64.0	510	Rejected
3	Giving teachers appropriate duties	409	80.1	101	19.8	510	Accepted
4	Programme of training opportunities	197	38.6	313	61.4	510	Rejected
5	Recognition of teachers (award for exceptional performance)	483	94.7	27	5.3	510	Accepted

In table 1, 89.2% of the respondents agree that the climate type existing in their schools is open and favourable in terms of decision making process while 11% disagree. Also 36.3% and 38.6% agree that teachers have freedom to try new ideas and have opportunities to training programmes in

schools while 64% and 61% disagree respectively. In terms of appropriate duties and recognition of teachers' performance, 80.1% and 94.7% of the respondents agree to that while 19.8% and 5.3% disagree respectively.

Research question two

What are the influences of school climate on teachers' job satisfaction.

Table 2. Percentage responses on the influence of school climates on teachers job satisfaction

S/N	DESCRIPTION	True	%	False	%	Total	Decision
1	Climate determines individual level of commitment in work place.	415	81.4	95	18.6	510	Accepted
2	Climate stimulates trust in the Organization	355	69.6	155	30.4	510	Accepted
3	Climate if negative create factions in the school organization.	479	93.4	31	6.1	510	Accepted
4	Climates influences group Productivity.	437	85.7	73	14.3	510	Accepted
5	Climate determine job continuation and optional discontinuation	502	98.4	8	1.6	510	Accepted

In table 2, 81.4% of the respondents agree that climates determine individual level of commitment in work place while 19% disagree. 69% of the teachers also agree that climates stimulate trust in the organization while 30% disagree. Likewise other responses by the respondents on the effects of the existing organizational climates on teachers' job satisfaction was also higher on the positive

responses than the negative responses. This implies that teachers are of the view that existing organizational climate can affect teachers' job satisfaction either positively or negatively.

Research question three

How can school management promote favourable school climate to enhance and increase job satisfaction of teachers.?

Table 3. Percentage responses on the ways management promote favourable school climate

S/N	Description	True	%	False	%	Total	Decision
1. 21.8	Recognition of teachers (award for exceptional performance)	399 Accepted	78.2	1		1	1
2	Programme of training opportunities promote favorable school climate.	475	93.1	35	6.9	510	Accepted
3	Good communication channels promotes favorable (open) school Climate.	493	96.7	17	3.3	510	Accepted
4	Given appropriate responsibility to teacher promote favorable school Climate.	427	83.7	83	16.3	510	Accepted
5	Shared decision making process	510	100	-	-	510	Accepted

promote favorable school climate.

In table 3, on ways by which management can promote favourable school climate, the table shows that 78% of the respondents are of the view that recognition of teachers (award for exceptional performance) does promote favourable school climate while 22% of the respondents have a different view.

Also 93% agree that programmes of training opportunities promote favourable school climate, while 7% disagree, same is the case of good

communication channels can promote favourable school climate because 97% was of the view while the remaining 3% have a different view. Again 84% of teachers agree that when they are given appropriate responsibility, it helps promote favourable school climate while 16% of the teachers have a different view.

Finally, the total respondents indicating 100% of teachers agree that shared decision making process between management and teachers in secondary schools in Oredo Local Government Area of Edo State can promote favourable school climate.

Analysis of Null Hypotheses

H_{01} : There is no significant difference in the mean ratings of principals and teachers as regards types of school climates in secondary schools.

Table 4: T-test on the Mean Responses of Principals and Teachers on the Types of School Climate in Secondary Schools in Oredo LGA

Group	Mean	Std. Dev.	N	df.	Std. Err.	t. Cal.	T-table $\alpha=0.05$
	\bar{X}						
Teachers	7.09	1.71	510				

Principals	6.21	588 1.25	0.087 80	2.08	1.96
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Table 4 shows that the null hypothesis on T-test of difference in the mean ratings of teachers and principals on the types of school climate in secondary schools was accepted at 0.05 level of significance, where the degrees of freedom (588) is at infinity (∞).

Hence, there is a significant difference in the mean ratings of teachers and principals on the types of organizational (school) climate in secondary school in Oredo Local Government Area of Edo State. However, recall that the mean rating of teachers is 7.09, while that of principals is 6.21. The two mean rating are more than 2.50, which mean that both teachers and principals agreed that organizational climate affects teachers' job satisfaction positively or negatively.

Cal. T-table

H_{02} : There is no significant difference in the mean ratings of principals and teachers on the influence of organizational climate on teachers' job satisfaction.

Table 5: T-test on the Mean Responses of Principals and Teachers on the influence of school climate on teachers' job satisfaction

Group	Mean	Std. Dev.	N	Cal.	Err.	T-table	$\alpha=0.05$
Teachers	3.37	0.66	510	588	0.087	3.91	1.96
Principals	3.71	0.48	80				

Table 5 shows that the null hypothesis on T-test of difference in the mean ratings of teachers and principals on the influence of organizational climate on teachers job satisfaction was rejected at 0.05 level of significance, where the degrees of freedom (588) is at infinity (∞).

Hence, there is a significant difference in the mean ratings of teachers and principals on the influence of organizational (school) climate on teachers' job satisfaction in secondary school in Oredo Local Government Area of Edo State. However, recall that the mean rating of teachers is 3.37, while that of principals is 3.71. The two mean rating are more than 2.50, which mean that both teachers and principals agreed that organizational climate influences teachers' job satisfaction positively or negatively.

Group Std. df. Cal. Mean N Std. T-table

H_{03} : There is no significant difference in the mean ratings of principals and teachers as regards the ways management promote school climate and their increase to teachers' job satisfaction.

Table 6: T-test on the Mean Responses of Principals and Teachers on management strategies to promote school climate and increase in teachers' job satisfaction.

Recommendations

Based on the findings, the following recommendations were made.

- 1) School managers (principals) should ensure that teachers are awarded for exceptional performance which would lead to teachers' job satisfaction and favourable school climate.
- 2) School managers (principals) should encourage shared decision making process in schools.
- 3) School management should encourage programmes and training opportunities to teachers, which will help develop their skills.
- 4) School management should try to give teachers appropriate responsibilities which will increase teachers' job satisfaction and favourable climate condition.
- 5) School managers (principals) should be trained specially on organizational climate to achieve the desired job satisfaction of teachers for productive and efficacious out-put.

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Risky Sexual Behaviours Prevalence Among in-school Adolescents in Benin Metropolis

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Abstract

The main objective of the study was to investigate the risky sexual behaviours that are prevalent among the in-school adolescents in Benin metropolis and to propose counselling strategies that can alter such behaviours. A total of hundred and thirty-five (135) participants was involved in the study with one research question raised. The result showed that over 35% of the in-school adolescents exhibited risky sexual behaviours, with early sexual activities being the most prevalent (38.95%). This was followed by multiple sex practices (38.89%), sex without protection (38.40%), involving in rape (37.96%) and the least prevalent was drug taking before intercourse (35.43 %). The study recommended that school counsellors, school authorities, policy makers and parents should encourage sex education early and discuss sex-related issues that are appropriate for their children, which are of age to avoid the consequences of risky sexual behaviours.

Keywords: Sexual Behaviours, Prevalence, Adolescents

Introduction

The way adolescents function may lead them to engage in risky behaviours which may affect their lives. Risk taking behaviours are maladaptive behaviours that can have adverse effects on the overall development and wellbeing of a person. Risk-taking is a way of involving oneself in behaviours that are potentially harmful or dangerous, which may provide the opportunity for some kind of outcomes with temporary pleasure and the momentary positive feelings (Saxena and Puri, 2015). These may include dangerous driving, excessive taking of alcohol, drug abuse and misuse, and smoking. Douglas (2007), categorized risk-taking behaviours into: Risk exposure and Risk seeking. He explained that risk exposure as the situational variables associated with risk, often but not always, under the direct control of the individual while risk seeking encompasses all behaviours where there is some active planning or behaviours to seek out risk. However, it may also include an absence of behaviours that could lead to risk taking.

Risky sexual behaviours are defined as sexual activities that may expose the adolescents to the

risk of sexually transmitted infections (STIs) including HIV and unplanned pregnancy. In the literature, risky sexual behaviour has been defined as using a variety of variables such as multiple partners, early sex, drug taking before sexual intercourse and having paid for sex (Schei & Stigum). Some of the risky sexual behaviours among adolescents may include forced sexual intercourse, sexual intercourse for reward, having multiple sex partners, early sexual practice, drug taking before sexual intercourse, rape, not using contraceptive during sex, sex to exchange for gift items, drug taking before sexual intercourse among others. Engaging in unprotected sex, rape, having multiple sexual partner, drug taking before sex and casual practices are the occurrence risky sex behaviours, because the action (rather than the inaction) is the core of the risk exposure. Many actions may be an impending risk, but the exact effect may not be ascertained. These behaviours may prevent the adolescents from reasonable and objective thinking, thus disrupting them from realizing the meaning and purpose of their life existence

Adolescents usually experience conflicting

sexual thoughts and emotions in an attempt to derive pleasure. Their yearning for belongingness coupled with their peer group pressure could result in some behavioural problems and challenges likely to prevent them from attaining set goals in academics and other aspects of their lives. Alamrew, Bedimo, & Azage (2013) reported that most young people might start to have sexual engagement during the adolescence. More than half of females and nearly two-thirds of males have had sexual engagement by their 18th birthday. Females of ages 14, 15 and 16 are sexually active today, compared with young women of the same ages in the past, thus creating a substantial interval of risk for non-marital pregnancy (Fajonyomi & Carew, 2003).

Adolescence is a period when the growing children experience considerable acceleration in their growth sequence. These changes have impact on their interactions and behaviours towards their future endeavors. The stage is associated with physical, mental, social and psychological development in which adolescents usually notice both external and internal changes in their bodies such as secretion of hormones and physical maturity (Egbochuku, 2008). Adolescents may not be able to think deeply, they may consider the temporary benefits they may enjoy rather than the unintended consequences of their decisions, which may be unwanted pregnancy, untimely school dropout, sexually transmitted diseases and among others.

Adolescents' needs and interests may sometime predispose them to participate in risk taking behaviours, such as engaging in alcoholism or drug use, violent attitude, dangerous driving, smoking, having multiple sex partners, premarital sex, rape, early sex, among others. Adolescent tends to experiment with risky behaviours because of their curiosity and may want to have the feelings of what it tastes like, and what will happen (Monica 2010).

The rate at which adolescents of today take risky behaviours is alarming and worrisome, owing to their exposure to various unhealthy and unwanted outlets including pornography, peer group influence, putting into practice of experiences they are exposed to and what they have seen from online media, the internet, and among others. Relevant government agencies had indicated that sexual risky behaviour is increasing among the adolescents. For example, the National Population Commission (2009) had raised an alarm concerning the ascendancy of sexual interaction of various dimensions among the nation's youths and adolescents. Furthermore, the National Centre for

Disease Control and Prevention (NCDPCP) had also observed a serious increase in sexually transmitted diseases (STD) among the youths and adolescents, which could affect their future endeavour if urgent attention is not paid (NCDPCP, 2012).

Inappropriate thoughts could result in maladaptive behaviours, making an individual to engage in unhealthy living. These unhealthy behaviours could subject an individual to some disturbances in the psyche, possibly causing a loss of meaning and focus of their life goals (Egbochuku, 2012). Such situation could affect the human mind and sometimes stricken with stress, depression, and other psychological troubles that may need an objective cure from a counsellor. Adolescents with such unhealthy behaviours could be assisted to change in order to meet the challenges of life, remove distorted thinking and assist them to achieve their educational goals. This study therefore examined the different risky sexual behavioural that are prevalent among the in-school adolescents, and to create awareness to scholars and researchers on the prevalence of these behaviours among the in-school adolescents in Benin metropolis.

Purpose of the study

The main purpose of this study was to examine the risky sexual behaviours that are prevalent among the in-school adolescents in Benin metropolis and to propose counselling strategies that would help to curtail such behaviours.

Research Question

1. What are the prevalent risky sexual behaviours among the in-school adolescents in Benin metropolis?

Methodology

The design for the study was the survey design using the descriptive method. The target population of this study was twenty thousand, four hundred and twenty (20,420) SS II students in the thirty-one (31) mixed public senior secondary schools in Benin Metropolis. Benin Metropolis consists of three local government areas of Egor, Oredo and Ikpoba-Okha Local Government Areas, Edo State.

The study adapted the "Adolescent Sex Behaviour Inventory" developed by Friedrich (2004). Various researchers have successfully used the instrument. It consist of forty-two (42) items, self-report standardized instrument, developed to measure sex related behaviours, which could require therapeutic intervention. It measured risky sexual behaviours, non-conforming sexual

behaviours, sexual interest and sexual discomfort in adolescents. The instrument was of two (2) sections. Section A contained the information about the students' bio-data. Section B consisted of items on general adolescents sexual behaviour, using the four point rating scales of: Very Much Like Me (VMLM)= 4 points, Like Me (LM)= 3 points, Somewhat Like Me (SLM)= 2 points and Unlike Me (UM)= 1 point.

Experts in Measurement and Evaluation established the face and content validity of the

instruments by reviewing the items and making appropriate corrections. They also looked at the items after one another whether the items are adequate, well constructed and arranged, related to the variables of the study of the study. Although the instruments used were adaptations of standardized instruments, the researcher carried out a reliability test, using a test-retest method and a Pearson's coefficient r. value of 0.926 was obtained, which indicated that the instrument was reliable.

Result

Rq1: What are the prevalent risky sexual behaviours among in-school adolescents in Benin Metropolis?

Table 1: Mean Percentage of Prevalence of Risky Sexual Behaviours among in-School Adolescents

Risky sexual behaviour	N	Mean	Std Deviation	Mean Percentage	Rank
Drug taking before intercourse	135	1	.	4	2
.43	35.43	5			
Sex without protection	135	1	.	5	4
.61	38.40	3			
Multiple sex partners	135	1	.	5	6
.	5	1			
38.89	2				
Involving in rape	1	3	5		
1	5	2			
.	7	7			
37.96	4				
Early sexual activities	1	3	5		
1	5	6			
.	5	5			
38.95	1				
Valid N (listwise)	1	3	5		

The prevalent risky sexual behaviours among in-school adolescents are analyzed in Table 1. The table shows that early sexual activities ranked most prevalent with (38.40%). Multiple sex partners ranked second with (38.89 %). Sex without protection ranked third with (38.40%). Involving in rape ranked fourth with (37.96), while drug taking

before intercourse ranked fifth with (35.43%); making it the least prevalent risky sexual behaviour among the in school adolescents in Benin Metropolis.

Discussion

The finding showed that the prevalent risky sexual behaviour among the in-school adolescent as shown in Table 1 showed that Drug taking before intercourse was 35.43%: Sex without protection was 38.40% , Multiple sex partners was 38.89% , Involving in rape was 37.96% and Early sexual activities 38.95%. The result showed that early sex activities were the most prevalent among in-school adolescents in Benin Metropolis. Drug taking before sexual intercourse ranked fifth (5th), involving in rape ranked fourth (4th), sex without protection ranked third (3rd), multiple sex partners ranked second (2nd) and early sexual activities ranked first (1st). Alcohol, tobacco and drug use are consistently associated with adolescent sexual behaviours (Monica& Faulkner, 2010). Adolescents do experiment with risky behaviours because of their curiosity. This may be due to the urge to experiment and emulate peer group behaviour. Equally, most early adolescents seem to

be vulnerable to risky sexual behaviour because of the emerging physical and biological development. This finding agrees with the findings of Puente, Zabalata, Rodriguez, Cabanas, Mireia and Bolibas (2013) and Ajibade, Oyedele, Ajayi, Amoo, Makinde and Adesina (2013). Their studies found that most students claimed to have regular sexual partners; some had casual partners while some had sex indiscriminately with all sorts of people for monetary gain or in exchange for undue favour. In addition, most of the adolescents do not take any preventive measures when they have sex, though some make use of condoms, while some use pills. Moreover, the findings of Adedimeji (2008) supported the findings of this study, which showed that 23% of adolescents who had sexual intercourse could have taken alcohol or drugs before last sexual intercourse. In the same vein, the NDHS (2003) carried out a survey that revealed that over 16% of teenage females had first sexual inter-course by age fifteen (15) while nearly half (49.4%) reported first sexual intercourse by age eighteen (18). Similarly, 8.3% of youth are said to have first sexual intercourse at age fifteen (15), while 36% of those aged twenty to twenty-four (20-24) had first sexual intercourse at age (18), eighteen (National Population Commission, 2009). Roth and Brooks-Gunn (2000) substantiated this finding in the result of their study, which showed that youths with high propensity to take risk could have high tendency to participate in many problem behaviours, which may include drug use, alcoholism and unprotected sexual intercourse, at an early age.

Conclusion

In conclusion, the study has shown that the most prevalent risky sexual behaviour among the in-school adolescent is early sex while the least is drug taking before intercourse. Furthermore, sex risk-taking behaviour is closely related to other risks such as drug taking, smoking among others.

Recommendations

Based on the finding, the study recommended the following:

- ❖ Counsellors should encourage parents to give sex education early and discuss sex-related issues that are appropriate for their children in all stages to avoid the consequences of risky sexual behaviours.
- ❖ Counsellors should attend workshops, conferences and seminars to equip them with appropriate counselling skills, which are current and effective in addressing challenges among in-school adolescents.
- ❖ Schools should encourage extra-curricular

activities such as sports, drama and music, which may discourage risky sexual behaviours among adolescents.

- ❖ Parents should aid the well-being of their adolescent children by guiding and monitoring their sexual attitudes, especially the peers they associate with.
- ❖ Parents should share values with their adolescent children, such as being a good role model, teach them on how they can live a healthy life and avoid sex risky behaviours. Build a positive and cordial relationship with the adolescent

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Perception of Cognitive Processes' Existence in Pen-on-Paper Examination Questions Among Open and Distance Learning Students

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Abstract

This study focused on investigating open and distance learning (ODL) students' perception of cognitive processes' existence in pen-on-paper (POP) examination questions in the National Open University of Nigeria (NOUN). A descriptive survey was utilised as research design on NOUN 300 level and 400 level undergraduates in South West, Nigeria that served as population. Multi-staged coupled with simple random sampling techniques were used to select 600 subjects used for the study. Four research questions guided the study. Cognitive Process Questionnaire (CPQ) was used as the only instrument to gather data for the study. The reliability coefficient of the instrument was 0.83 using Cronbach Alpha. Frequency counts, percentages, mean and chart statistics were used to analyse data collected. Results showed that pen-on-paper questions set for NOUN students were of low cognitive process of knowledge and comprehension items more than higher cognitive process items. POP questions generated for 300 level undergraduates were more of higher level cognitive process in analysis, synthesis and evaluation. In the Schools of Arts and Social Sciences, Management Sciences and Science and Technology POP questions were more of low cognitive process than Schools of Law and Education. Consequently, NOUN facilitators should be given more trainings in form workshops to expose them to various levels of cognitive processes on which their question items should be based. Since most of the 400 level NOUN students used in the study are in the final year, question items generated for them should be of higher cognitive processes in order to apply their knowledge to solve individual and societal problems after graduation.

Keywords: Perception, Cognitive Processes, Pen-on-paper examination, Open and Distance Learning Students, National Open University of Nigeria

Introduction

Open and Distance Learning (ODL) is an educational system in which teacher and learner operate at a distance. In other words, it is a method of indirect instruction through print or electronic communication media to learner who engaged in a formal or organized learning in a separate place or time different from that of instructor. It is a systematically organized form of self-study which provides opportunities for those who could not attend conventional university due to one reason or the other. It creates a forum for them to achieve their heart desire of furthering their education, either for the purpose of certification or acquisition of knowledge for self-development. Either in conventional university or ODL, assessment of student is of paramount importance. This is not only for grading but also to monitor students' progress academically and to find out whether the set objectives have been achieved. Nitko (1996) defines assessment as a process for obtaining information that is used for making decision about students, curricular and

programmes, and educational policies. According to Aderinoye&Ojokheta (2004), assessment is the process of gathering and collecting information from multiple and diverse sources in order to develop deep understanding of what students know, understand and can do with their knowledge as a result of educational experiences(Huba& Freed, 2000). Therefore, assessment process involves generating and analyzing comprehensive information about the teaching and learning process and provide a feedback based on which a valued judgment could be made.

For effective teaching to take place in the classroom, teachers need to monitor their students' learning through assessment to ensure that there is correlation between what they are expected to learn and what they actually learnt judging from set criteria. Such close monitoring of learning can only be done when valid and reliable feedback is given to the teacher through the use of good assessment tools. Quality assessment of learning outcomes helps teachers to take some decision such as whether learning is taking place or not and to

determine the effectiveness of the adopted teaching methods. Assessment of students in general comes in different forms. These include writing test, giving assignment, projects, observation, through anecdotal records, and writing examination. Writing end of the term/semester/season examination is a form of assessment that is more common and accorded more importance in schools. Sim, Holifield, & Brown (2004) identified more than fifty varied techniques used within higher education for assessment purposes; the most commonly used according to the source is examination. This, most of the time takes place in a predetermined time and place which gives the examinees ample opportunity to prepare ahead of the examination. There are various examination methods used in higher education institutions to assess academic progress; for example, paper-pencil-based examinations, Computer Based Test, and presentations. Paper and pencil form of examination is a form of examination in which printed question papers are given to students to answer in a designated centre, at a particular time under a well-structured and monitored condition.

The rapid advancement of Information and Communication Technologies (ICT) in teaching and learning has shifted the paradigm (Uysal & Kuzu, 2009) from paper-pencil-based to computer-based system of examinations. Computer based examinations are the form of assessment in which the computer is an integral part of question papers' delivery, response storage, marking of response or reporting of results from a test or exercise (Whittington, Bull & Danson, 2000). Computer-Based Assessment (CBA) also known as Computer-Based Testing (CBT), e-assessment or computerized testing are methods of administering tests and examinations in which responses are electronically recorded and assessed. As the name implies, it makes use of computers or equivalent electronic devices feature more prominently. It may be a stand-alone system or a part of a virtual learning environment, possibly accessed through the "World Wide Web". CBT is not just about taking an examination on a computer; it also involves changes in the way examinations are scheduled, designed, conducted, monitored and evaluated. The candidate downloads the test paper on a scheduled date at a particular time and answers it usually at a secure test centre.

Whichever form of examination adopted, there is always involvement of cognitive processes. This is the involvement of mental ability in attempting examination questions. Cognitive process can be said to be the mental process which a learner go

through for learning to take place. It involves the performance of a cognitive activity or a processing and movement that affects the mental contents of a person such as the process of thinking or the cognitive operation of remembering something. The first step in the cognitive learning process is attention. In order to begin learning, students must pay attention to what they are experiencing. By paying attention, one tends to acquire information and this will be stored in memory. According to psychologists, for example, Pajeres (2000), there are three levels of memory through which information must travel to be truly learned. The information when first received will be in sensory register. In sensory memory, information is gathered via the senses through a process called transduction. Through receptor cell activity, it is altered into a form of information that the brain could process. These memories, usually unconscious, last for a very short amount of time, ranging up to three seconds. Our senses are constantly bombarded with large amounts of information. Our sensory memory acts as a filter, by focusing on what is important, and forgetting what is unnecessary. Sensory information catches our attention, and thus progresses into working memory, only if it is seen as relevant, or is familiar.

If you pay attention and reread the sentence, however, that information will move from the sensory register into **short-term** memory which was redefined as working memory by Baddeley (2000). The original working memory model (Baddeley & Hitch, 2003) consists of three components: the executive control system, the phonological loop and visuospatial sketchpad. The central executive control system, which is considered as the most important components oversees, all activities of working memory. This includes selection of information, processing method, giving meaning, and deciding whether to transfer it to long term memory or discard it. This is used to ensure that working memory resources are directed and used appropriately to achieve the set goals. There are also two temporary storage systems: the phonological loop, which is used for holding speech-based information, and visuospatial sketchpad for holding visual and spatial information. These two storage mechanisms are regarded as 'slave subsystems'. This is because the only thing they do is to hold information in a relatively passive manner. Due to various criticism that led to revision of the model, Baddeley came up with the fourth components known as 'episodic buffer' (Baddeley, 2000). This new component of working memory provides a

number of important new features. First, a link to long-term memory; second, a way of integrating information from all of the other systems into a unified experience; and third, a small amount of extra storage capacity that does not depend on the perceptual nature of the input.

Sensory memories transferred into working memory will last for 15-20 seconds, with a capacity for 5-9 pieces or chunks of information. Information is maintained in working memory through repetition or elaborative rehearsal, that is organization of information. This area of your memory will hold information anywhere from 20 seconds up to a minute. If you rehearse the information, such as repeating it to yourself, taking notes or studying it, it has the chance to move to your long-term memory. This area will hold information indefinitely and has an unlimited capacity. Long term memory includes various types of information: declarative (semantic and episodic), procedural (how to do something), and imagery (mental images). As opposed to the previous memory constructs, long term memory has unlimited space. The crucial factor of long term memory is how well organized the information is. This is affected by proper encoding (elaboration processes in transferring to long term memory) and retrieval processes (scanning memory for the information and transferring into working memory so that it could be used). After receiving the information, the next thing is to arrange it in a proper way that will ease recalling of the information, the process known as encoding. Last in the process is retrieval of the information. **Retrieval** goes hand-in-hand with encoding by simply reversing the process of encoding.

Cognitive processes in students' learning are based on theoretical framework of Social Cognitive theory that considered 3 variables: behavioural, environmental (extrinsic) and personal (intrinsic) factors and propounded by Pajares (2000). These 3 variables in Social Cognitive Theory are said to be interrelated with each other, causing learning to occur. An individual's personal experience can converge with the behavioural determinants and the environmental factors. Pajares (2000) showed the interrelationships among these three variables thus:

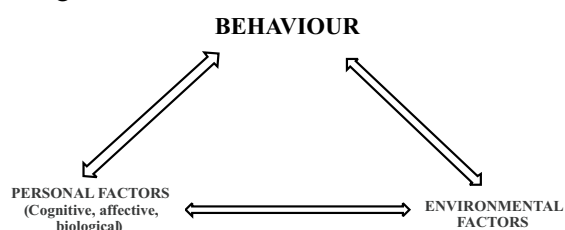


Figure 1: Relationship among Behaviour, Personal and Environmental Factors

In the person-environment interaction, human beliefs, ideas and cognitive competences are modified by external factors such as a supportive parent, stressful environment or a hot climate. In the person-behaviour interaction, the cognitive processes of a person affect his behaviour; likewise, performance of such behaviour can modify the way he thinks. Lastly, in the environment-behaviour interaction, external factors can alter the way you display the behaviour. Your behaviour can also affect and modify your environment. This model clearly implies that for effective and positive learning to occur an individual should have positive personal characteristics, exhibit appropriate behaviour and stay in a supportive environment. In addition, social cognitive theory states that new experiences are to be evaluated by the learner by means of analyzing his past experiences with the same determinants. Learning, therefore, is a result of a thorough evaluation of the present experience versus the past.

Cognitive process achievement is measured using Blooms cognitive taxonomy of six objective levels, which are knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956). The first two levels are termed as low while the remaining four are considered to be high. The kind of test items generated for students assessment especially in essay (pen-on-paper) are to reflect these levels in order to really ascertain the achievement of the learners whether at low educational level (nursery and primary), medium (secondary) or tertiary (polytechnic, colleges of education and universities). The study therefore examined the how these cognitive processes were measured in the pen-on-paper test items given during semester examinations as perceived by NOUN open and distance education undergraduates.

Research Questions

The following research questions have been raised in the study:

1. What is the perception of Open and Distance Learning (ODL) students on pen-on-paper examination question cognitive processes adopted to assess learning achievement?
2. To what extent do cognitive processes exist in pen-on-paper examination questions as perceived by ODL students?
3. How do ODL students perceive cognitive processes in questions generated for pen-on-paper examination considering programme of studies?

4. How do ODL students' educational levels influence their perceived cognitive processes' existence in pen-on-paper examination questions?

Methodology

The study hinged on descriptive survey research design. The population for the study comprised all 300 level and 400 levels National Open University of Nigeria(NOUN) students in South West Nigeria. In order to select the sample, a multi-stage coupled with simple random sampling techniques were employed. There are six states in South West geopolitical zone out of which four states: Lagos, Ekiti, Osun and Oyo were randomly selected. From each of the selected states, one Study Centre was selected to form the four centres used for the study. One hundred and fifty 300 level and 400 level NOUN undergraduates were selected through simple random technique from each of the centres. Therefore, 600 NOUN 300 level and 400 level students were used as sample for the study. The instrument used to gather data was “Cognitive

Processes Questionnaire”(CPQ) that was constructed by the researchers. There are two sections in the instrument. Section A elicited background information: gender, marital status, employment status, study centre, school and educational level. Section B had eighteen items measuring different six cognitive processes of Bloom's taxonomy. Three each of these items measured one cognitive process. Students were to respond to each item on four modified Likert scale of 'To a great extent (4), To a certain extent(3), To rarely extent(2) and Not at all(1). The distribution of the items and the cognitive process each of the items measured were as shown on Table 1. The items of the instrument were scrutinized by experts from the Institute of Education, University of Ibadan whose comments were used to modify and improve the quality of the items. The instrument was subjected to pilot testing on NOUN undergraduates from McCarthy study centre after which the internal consistency of 0.83 was obtained using Cronbach Alpha.

Table 1: Distribution of Items and Cognitive Process Measured

Items	Cognitive Process Measured
1, 2, 16	Knowledge
3,5,9	Comprehension
6,8,10	Application
7,11,14	Analysis
4,12,17	Synthesis
13, 15, 18	Evaluation

The questionnaire was administered on the students during 2016/2017 first semester examination. The researchers visited each of the four centres and with the assistance of the Study Centre Directors to administer questionnaire on the selected 300 level and 400 level students after the writing of their

papers for that day. The data collection took two weeks. After the collection of completed questionnaires, the items of the instruments were scored and subjected to data analysis. Frequency counts, percentages, mean and chart were used as statistical tools for the analysis.

Results and Discussion

Research question one: What is the perception of Open and Distance Learning (ODL) students on pen-on paper examination question cognitive processes adopted to assess learning achievement?

From Table 2, highly perceived cognitive process item were; items 1 measuring knowledge (=2.95), item 3 (=2.95) measuring Comprehension, item 10 (=2.90) measuring analysis and item 16 (=2.88) measuring knowledge. The least perceived cognitive process items were: item 4 (= 1.92) measuring Synthesis, item 13 (=1.65) measuring Evaluation, item 15 (=1.85) measuring evaluation and item 18 (=1.65) measuring Evaluation. This implies that undergraduate NOUN students had high perception that questions set for pen on paper examination were of low cognitive processes of knowledge and comprehension items while higher level cognitive processes of synthesis and evaluation were least perceived. The high perception of students recorded for low cognitive processes implies that most questions reflect list, mention, discuss and explain forms of questions but more tasking items like analyse, create, illustrate, assess and justify which measured higher levels cognitive process were not reflected in the questions.

Table 2: Perception of Pen-on-paper Examination Cognitive Processes

Cognitive Processes Items	TGE(%)	TME(%)	TRE(%)	NAA(%)	Mean	StdD evn.	Std. Error
1. Knowledge question related given assignments assignments	195(32.5) 1.141	180(30.0) .047	90(15.0)	1 3 5 (2 2	. 5)	
2. Questions that make appeal to the reproduction of facts	195(32.5)	210(35.0)	165(27.5)	30(5.0)	2.95*	.894	.036
3. Questions to explain events related to material taught	165(27.5)	270(45.0)	135(22.5)	30(5.0)	2.95*	.836	.034
4. Questions require the drawing of conclusion	30(5.0)	105(17.5)	255(42.5)	210(35.0)	1.92**	.849	.035
5. Questions that require the provision of examples	105(17.5)	180(30.0)	240(40.0)	75(12.5)	2.52	.922	.038
6. Questions that compare different concepts	75(12.5)	75(12.5)	255(42.5)	195(32.5)	2.05	.974	.040
7. Questions that require problem solving	60(10.0)	135(22.5)	255(42.5)	150(25.0)	2.17	.920	.038
8. Questions requiring the application of study materials learnt during the course	135(22.5)	210(35.0)	120(20.0)	135(22.5)	2.58	1.071	.044
9. Questions that focus on illustrating a procedure	90(15.0)	180(30.0)	225(37.5)	105(17.5)	2.43	.947	.039
10. Questions that require critical thinking	135(22.5)	285(47.5)	165(27.5)	15(2.50)	2.90*	.769	.031
11. Questions that require analysis	45(7.5)	120(20.0)	255(42.5)	180(30.0)	2.05	.894	.036
12. Questions that involve an overall view of the relationships between topics learnt	30(5.0)	105(17.5)	300(50.0)	165(27.5)	2.00	.807	.033
13. Questions that focus on creative ideas	-	75(12.5)	240(40.0)	285(47.5)	1.65**	.692	.028
14. Questions that require scientific investigation	45(7.5)	150(25.0)	270(45.0)	135(22.5)	2.17	.863	.035
15. Questions that foster evaluating other students' solution	15(2.50)	90(15.0)	285(47.5)	210(35.0)	1.85**	.761	.031
16. Questions that make you write a list of any information	165(12.5)	270(15.0)	90(45.0)	75(27.5)	2.88*	.954	.039
17. Questions that focus on arrangement of isolated facts	30(5.0)	105(17.5)	285(47.5)	180(30.0)	1.98	.822	.034
18. Questions to judge the processes involved in a learned content	45(7.5)	45(7.5)	165(27.5)	345(57.5)	1.65**	.910	.037
Weighted Mean					2.302		

* = Highly perceived items ** = Least perceived items

Key: TGE = To a Great Extent; TCE= To a Certain Extent; TRE= To Rarely Extent; NAA= Not At All.

Research question two: To what extent do cognitive processes exist in pen-on-paper examination questions as perceived by ODL students?

Table3: Extent of Cognitive Processes Existence in Pen-on-paper examination Questions

Cognitive Processes	Mean	Std. Dev'n	Std. Error	Rank
Knowledge (K)	8.55	2.158	.088	1
Comprehension (C)	7.90	1.464	.060	2
Application (A)	7.52	2.111	.086	3
Analysis (A)	6.40	2.012	.082	4
Synthesis (S)	5.90	1.429	.058	5

Evaluation (5.15). The mean values on Table 3 represent the average of the scores for the three items that measured each

of the cognitive processes. It is shown from the table that perceived mean of knowledge was 8.55; Comprehension (7.90), Application (9.52), Analysis (6.40), Synthesis (5.90) and Evaluation (5.15). The knowledge questions were the most represented among the pen-on-paper items set for

examination followed by comprehension, application, analysis and synthesis. Evaluation question items were least perceived by the students.

Research question three: How do ODL students perceive cognitive processes in questions generated for pen-on-paper examination considering programme of studies?

Table 4: Students' Perceived Cognitive Processes Pen-on-paper Examination by School of Studies

Cognitive Processes	SASS		SOE		SOL		SMS		SST	
	X	SD	X	SD	X	SD	X	SD	X	SD
K	8.00	1.810	8.62	2.925	7.00	2.185	8.87	1.622	8.25	2.692
C	8.38	.699	7.37	1.735	5.87	.784	7.63	1.501	8.63	1.501
A	6.13	.931	8.63	1.501	9.37	1.004	7.63	2.405	7.87	2.325
A	6.37	2.004	7.37	1.941	7.50	1.230	5.50	1.506	6.88	2.724

Synthesis (5.63) and Evaluation (5.15). Table 4 reveals how cognitive processes were reflected in pen-on-paper examinations according to the schools as perceived by the students. Students perceived that questions from School of Arts and Social Sciences were more of comprehension (=8.38) and knowledge (=8.00) while that of Education were more of Application (8.63) and knowledge (=8.62). For school of Law, questions reflected more of Application (=9.37) and Analysis (=7.50) but for school of Management Sciences, examination questions contained more of knowledge (=8.87) and

comprehension/application (=7.63). School of Science and Technology examination questions were more of comprehension (=8.63) and knowledge (=8.25). Therefore, pen-on-paper question items from schools of Arts and Social Sciences, Management Sciences and Science and Technology were more of low level cognitive processes of knowledge and comprehension while that of schools of law and education were moderately of high cognitive processes. Lecturers that generate POP examination questions in the Schools of Arts, Management and Science and Technology were non-professional in teaching where measurement and evaluation are taught. They lack requisite knowledge and skills that could have assisted them in item generation that would span through all levels of cognitive processes. Conversely, lecturers in School of Law though also

lack educational skills for examination item generation, yet due to the argumentative nature of the courses, application of facts to present situation and its interpretation prompted the lecturer to ask for higher order

thinking questions in pen-on-paper questions.

Research question four: How do ODL students' educational levels influence their perceived cognitive processes' existence in pen-on-paper examination questions?

Table 5: ODL Educational Levels and Perceived Cognitive Processes in Examination Questions

Cognitive Processes	Mean	300 Level Std. Devn	Std Error	Mean	400 Level Std. Devn	Std Error
K	8.35	2.224	.128	8.75	2.074	.120
C	8.30	1.384	.080	7.50	1.434	.083
A	7.20	2.092	.121	7.85	2.084	.120

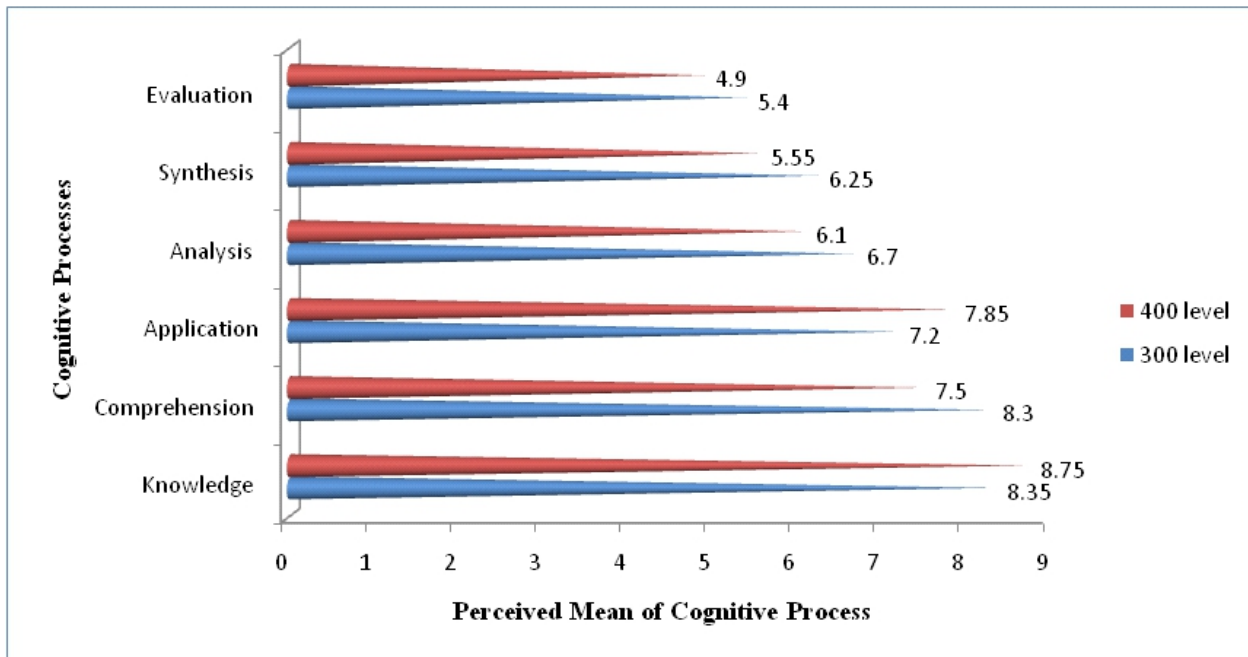


Figure 2: Students' Perceived Cognitive Processes Pen-on-paper Examination by Level of Studies

A	6	.	7	0
2.303	.133	6	.	1
1.612	.093			
S	\bar{x}	6	.	2
1.301	.075	5	.	5
1.463	.085	\bar{x}		
E	5	.	4	0
1.395	.081	4	.	9
1.340	.077			

From Table 5 and Figure 2, questions set for 300 level undergraduates reflected perceived mean cognitive processes as knowledge (=8.35), comprehension (=8.30), Application (=7.20), Analysis (= 6.70), synthesis (=6.25) and evaluation (=5.40). The perceived mean cognitive processes for questions generated for 400L students were knowledge (=8.75), comprehension (=7.50), application(=7.85), analysis (= 6.10), synthesis (=5.55) and evaluation (= 4.90). It could be inferred that both

300 level and 400 level NOUN undergraduates perceived that pen-on-paper questions generated for NOUN undergraduates during the POP examinations were more of knowledge, comprehension and application although 400 level under undergraduates considered their questions as more of low level than their 300 level counterparts. This is due to the fact that 300 level students have not been exposed to pen-on-paper questions in their 100 and 200 levels; that change in the type of question items would make them felt that essay type of questions were more difficult.

Conclusion

Measurement of cognitive processes using learning objectives of Bloom's taxonomy is vital to quality assessment given to learners at university level. Open and Distance Learning students in National Open University often exposed to both e-examination for those in 100-200 level students

and pen-on-paper for those in 300 level and above. The aim of administering pen-on-paper is to develop higher critical thinking, application and appreciation of knowledge gained to solve personal and societal challenges. The study examined the perception of NOUN students on how cognitive processes were reflected in their pen-on-paper examination questions. Students perceived that pen-on-paper questions given during semester examinations were of low cognitive process and that 300 level perception of higher cognitive processes in their examination questions were more than low cognitive process. Schools of Management, Arts & Social Sciences and Science & Technology questions were of more low cognitive process. Consideration of cognitive process when generating pen-on-paper questions items for undergraduates would make the students to develop comprehensively not in regurgitating the facts learnt but concretely apply them for the benefits of the society at large. Using a variety of assessment methods to test, flexible module and programme learning outcomes (cognitive processes) are ways to ensure that we put the focus on what students can do after their degree.

Recommendations

Following the findings of this study, the recommendations are made thus:

1. NOUN facilitators should be given more trainings in form workshops to expose them to various levels of cognitive processes on which their question items should be based.
2. Since most of the 400 level NOUN students used in the study are in the final year, questions items generated for them should be of higher cognitive processes in order to apply their knowledge to solve individual and societal problems after graduation.
3. Question items given to Law and Science and Technology students should be more of application, analysis and synthesis cognitive processes for them to be able to practice effectively their chosen professions after graduation.
5. Each Head of Department in NOUN should put in place mechanisms to moderate pen-on-paper questions to be administered to students to ensure that the items are of high cognitive standard before administering such questions to the students

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Impact of Social Media Language on Secondary School Students' Written English

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Abstract

Social media networks such as Facebook (FB), WhatsApp and sms have made in-roads into all spheres of human life bringing forth a revolution in mobile communication networking and in sending short message services(sms). Writing on the social media networks requires creativity and skill. This to maximize the use of text message page, reduce the cost of sending the message and also belong by using 'text-speak' which is often associated with informal usage. The worry is how this is affecting the usage of Nigerian students' performance in written English. This paper examined the prevalence of misspelt words, use of slangs, abbreviations and looks at social media in relation to its impact on students' written English. The data consist mainly of 224 text speak samples taken from FB, sms and WhatsApp as well as expressions and spellings taken from 40 secondary school students' essay writing. These were analysed using frequency counts and percentages. Finding indicated that social media language is gradually and steadily encroaching students' writing. Based on this, the paper recommended among others that teachers, who have not been doing so, should identify and correct students' errors immediately. Students should also be given drills in spelling, use of grammar and punctuation.

Keywords: **Social Media, language, written English, ICT, sms**

Introduction

Social media is the fastest growing web application in the 21st century. This phenomenon is made usable by means of the internet and the Information and Communication Technology (ICT) as well as the advent of smart phones. There are many social media platforms. Some readily available ones in Nigeria include Facebook, Skype, Twitter, MySpace, WhatsApp, 2go, sms. Activities on social media are socialising, getting and sharing information, discussing assignments and projects, debates, chats, collaborating and networking. According to Freeman (2016), social media can be a useful tool for educational activities when approached in the right way.

Similarly, Bright (2014) submits that social networks are resource centres for the teaching of English language. Akinjobi (2013) is also of the opinion that social network sites should be explored as supplements to classroom activities while Yunus and Salehi (2012) opined that Facebook page enables proficiency in students' use of English.

In a related manner, Fatimayin (2015) asserts that social media can be used to accommodate both the social and educational aspects. They can be tools for supporting teaching and learning on one hand and a means of socializing on the other. She, however went on to state that social media has both advantages and disadvantages. One of its disadvantages is its impact on the way secondary school students spell words and write. Secondly, is the negative influence on students' time management, study behaviour and copying of wrong concepts. For Paul and Gelish, (2011) the use of mobile phones for sending short messages and accessing social media may and may not result in students' lower academic performance.

However, from classroom observation, social media language is infiltrating students' formal writing exercises and impacting it negatively. This supports Selwyn's (2009) assertion that Facebook use must be seen as identity politics of being a student rather than enhancing students' engagement with formal studies. During classroom interaction with students, one finds that most of the students write using incorrect spelling, grammar

and punctuation marks. Many use abbreviations profusely, while others have formed the habit of using textspeak. This affects the structure of sentences used as well as their spellings. This in turn does not augur well for students' vocabulary acquisition. Again, based on classroom observation of happenings in schools in Mopamuro Local Government of Kogi State, lack of teachers (qualified or not), coupled with large student population sometimes, makes detailed checking of errors difficult. They only gloss over students' work or ask that fellow students do the marking. This may result in some students being unaware of the difference between formal and informal writing. To compound the problem, majority of the students struggle with grammar, concord, meaning and comprehension.

Similarly, a report by Will (2017) state that 73% of teachers in a survey conducted by YouGov on behalf of Dictionary.com think that social media and texting negatively affect their students' grammar and spelling skills. The survey also found that students often struggle with grammar, meaning and comprehension and that 75% of the teachers are bothered when students use popular slang or "textspeak" in their work while most teachers do not prioritise grammar and spelling when grading students work. Textspeak provides an easy and cheap way of communication among the youths (students), most of whom ordinarily must have had difficulties with the not-so-uniform rules of the English language grammar and spelling (Egbe and Ekpe, 2007). A report published in 2010 by Clarion University shows that social media language is mostly informal and allows non-standard orthography and grammatical errors. Furthermore, Ofuokwu (2010) submits that scholars are expressing concern about how social media language is affecting Nigerian students' usage in formal contexts especially in written essays. Similarly, Ekah (2007) states that the informal language of texting is slowly 'but steadily encroaching on formal texts'. Egbe and Ekpe (2007) state that they noticed evidence of spellings associated with text messages in secondary school students' composition during the marking sessions of the May/June and Nov/Dec examinations of the West African Examination Council(WAEC)and the National Examination Council(NECO). They further outlined the techniques employed in writing text messages and by extension, social media messages. These include:

1. The use of pidgin forms: dem- them; una de-how are you all?,waka - go.
2. Deletion of last letter: wl will; Stil - still,Hav - have,lov - love,
3. Spelling in numerals: 2 to- 4- for; 4rm-from, 4get- forget, in2-into, gr8-great
4. Single letter spelling: u- you,c-see,n-and,b-be,r-are,d-the,
5. Consonant clusters: gdnt-good night, ppl-people, dt-that,bt-but, urs- yours
6. Use of phonemic: evri-every, oda-other, tot-thought,tnx-thanks, sori-sorry,bin-been, beta-better. (Egbe andEkpe, 2007:40-44)

Despite the general concern about social media language creeping into students' academic writing, it is not going away any time soon. That does not mean teachers should turn away from correcting students and doing the needful.

Students and adults are frequently using the social media platforms. It is very popular among students many of who subscribe to more than one of them. They also spend hours chatting, blogging, posting information and connecting with friends and family. They are therefore continually using social media language which may undermine their writing skills as a result of daily exposure to informal new ways of writing and language usage which do not correspond to acceptable standard writing techniques. Some features of social media language include constant and consistent use of abbreviations, lack of grammatical rules and others. These easily slip in when students write especially students who are average and below average. Students also stand the risk of becoming lazy at writing as social media encourages abbreviation of word and sentence. The aim of this study was to examine the effect of social media on secondary school students' written English. Specifically, the study sought to ascertain the effect of social media language use on students' writing and spelling.

ICT and Social Media Evolution

Social Media is the collection of online communication channels dedicated to community-based input, interaction, content sharing and collaboration. ICT and social media are concepts that have their existence depending on one another. While ICT is a process, social media is a channel through which ICT is carried out and both work together to make sure information and communication is effectively carried out.

The advent of ICTs has made impact on the quality and quantity of teaching, learning and research in educational institutions. According to

Ololube, Ubogu and Egbezor (2007), the introduction of ICT usage, integration and diffusion has initiated a new age in education as an unlimited system whose inculcation could help students in information gathering, organization handling and access to communication in various forms. Finally, the evolution of ICT and social media has undoubtedly affected teaching and learning in schools, influencing secondary school students' writing in the English language. It is however noteworthy that there are several social media sites which had helped developed quality teaching at all levels of education around the world. These include; Facebook, e-mails, sms, Skype and Edmodo, Youtube, Teachertube, Academia Edu, LinkedIn.

Language Use on Social Media

The use of language on social media site is characterized by acronyms, emoticons, neologism, and vocabulary alteration. Acronym, a feature of language use on social media is an abbreviation formed from the initial letters of different words and pronounced as a whole sentence. Will (2014) states that the use of acronyms are now common place substitutes to whole sentence, e.g. lol (Laugh out loud), gd9t (Good night), and tgtf (thank God it's Friday).

Language use on social media is a variety of English language that is absolutely different from Standard English language of everyday use. While Standard English is subject to grammatical rules and concord, language use on social media is not fashioned to abide by any grammatical rules or concord. Instead, it is open to all as just any one can put up any word for use as far as he or she makes meaning to his or her recipient. Be that as it may, language use on social media is posing a lot of threat to Standard English language usage as students now take the writing of Standard English with levity.

Writing in Schools

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing relies on many of the same structures as speech these include vocabulary, grammar and semantics, with the added dependency on a system of signs and symbols usually in the form of alphabet. (Fatimayin, 2015).

Going through some students' writing, one finds that punctuation marks and use of capital

letters to begin names are non-existent. Voegtlin (2010) submits that her students' writing changed as their social media use increased. She claims to have noticed the use of abbreviated text spelling in her students' writing. She asserts that her English language development students are more likely to write phrases that they see in text messages, such as "smthng" or "smbdy" rather than learn to spell the word correctly.

Effects of Social Media on Students' Writing

With the introduction of social media onto the scene, its effect on students' writing is manifesting gradually. This is evident in the writing of many Nigerian students. The effect of social media language is seen mostly in these areas:

- i. Grammar and spelling errors: The most common error social media language brings are grammar and spelling errors. Grammar and spelling are more important in school but abbreviations, wrong spelling and omission of rules of grammar are acceptable on social media. This brings conflicts to writing as students write inappropriate and incorrect grammar and spellings in their writings at school.
- ii. Using Text Language: Abbreviations that are common in social media are frowned upon in formal writing. Students ought to spell words completely and not use 'textspeak' or 'slang'. Students' academic writing are now marked by social media abbreviated words (text speak) and slangs. (www.poynter.org/news).

Methodology

This article is based mainly on samples of social media language (textspeak) collected daily for 4 weeks on Facebook (88 selections), sms (86 selections) and WhatsApp (50 selections), as well as expressions and spellings taken from 40 Senior Secondary School 1 (SSS1) students' essay writing and sentence construction in 4 secondary schools in Mopamuro Local Government Area of Kogi State. The schools are: ECWA Secondary School, Mopa, Baptist Secondary School Mopa, Amuro Community Secondary School, Amuro and Takete-Ide Secondary School, Takete-Ide. 10 students were randomly selected per class per school and their essays (4 per student, 1 in a week) were read over the period of 4 weeks to get the social media language used. The first set of expressions and spellings are examples of social media language. The second set is an example of expressions found in students' writing. These form the data for this study.

Data Analysis and interpretation

This section presents the classification, analysis and features found in textspeak and classification and analysis of features of errors found in students' essays. The frequency and percent distribution was also presented.

A. Ten expressions and spellings are presented below indicating social media language (textspeak), its features and source:

S/N	Text Speak	Source	Frequency	Percentage	Meaning	Features
1	lol	FB	38	17	Laughing out loud	Abbreviation
2	Wl, giv	SMS	34	15	Will, give	Deletion of last letter
3	ttyl	SMS	12	5	Talk to you later	Abbreviation
4	Gd9t	SMS	36	16	Good Night	Contraction/spelling in numerals
5	benu	FB	20	9	Be seeing you	Single letter spelling
6	Llnp,	FB	30	13	Long life and prosperity	Single letter spelling
7	Gr8	WhatsApp	14	6	great	Spelling in numerals
8	dia	SMS	22	10	There, their, they're	Pidgin forms
9	Tnx,	WhatsApp	8	4	thanks	Use of phonemic spelling
10	Urs, nd	WhatsApp	10	5	Yours, and	Consonant clusters
			224	100		B.

Expressions from students' writing:

S/N	Expressions	Students Who Used it	Freq	%	Correct usage	Features
1	I saw pics. They were design years Back	1	1	2.5	I saw the pictures They were designed years back	Dropped article, wrong tense
2	a. Thanks 4 been there b. Tnx 4 evri Tin	2 2	2 2	5 5	a. Thanks for being there b. Thanks for everything	Wrong tense, wrong spelling/use of Phonemic spelling
3.	He tolerate n Understand me When no I do	1	1	2.5	He tolerates and understands me when no one does	Wrong person and number
4.	a. Idea is nid. b. Ino him	1 3	1 3	2.5 7.5	a. (My/His/Her/Thei R) Idea is needed b. I know him	Wrong spelling

5.	My skul won Another troofy	1	1	2.5	My school has won another trophy	Wrong spelling, faulty sentence construction
6.	a. God we Guide you,	4	4	10	a. Godwill guide you b. Godwill bless you	Wrong spelling
	b. God we Bless u.	5	5	12.5		
7.	a. It is not Your portion IJN.	2	2	5	a. It is not your portion in Jesus name b. Someone paid	Abbreviation/contr action
	b. Sm1 pd	1	1	2.5		
8.	a. Hav bin Wetin 4 ur msg.	6	6	15	a. Have been waiting For your message b. Ur message was Delivered	Deletion of last letter/spelling in numerals/consonant clusters/omission of tense
	b. Urmsgdelivd	2	2	5		
9.	a. C u soon/ c u Tomoro	3	3	7.5	a. See you soon/See you tomorrow b. I will be there	Single letter spelling
	b. I w b dia	3	3	7.5		
10.	Urssncialy, Sola/ urfrnd.	3	3	7.5	Yours sincerely, Sola/Your friend	name not began with capital letter/ Abbreviation/spelling

Discussion

The finding of this study revealed that social media language (textspeak) is making in-roads into the writing of students in formal classroom situations. These textspeak are informal and full of errors.

The errors committed by students are indicated in the features column on table B. The errors are mostly interlingual as they consist of transfer of the structure of Nigerian language features into the English Language. There were also full of grammatical errors such as use of wrong tense, dropping of articles, abbreviations and contractions of words, and many others. These social media language, which is intelligible on social media, is substandard and unacceptable for Standard English usage. The errors can be termed to be another variety of English which is a combination of Nigerian languages, pidgin and bits of the English language. This variety has no concord, does not follow grammatical and spelling rules and is mainly concerned with communicating in the social language way.

Conclusion and recommendations

This paper examined the impact of social media language on secondary school students' written

English. Social media language is slowly corroding the writing of students making them write without care for grammatical and spelling rules. It revealed that the errors in students' writing are committed because of their daily exposure to social language. Some students tend to transfer social media abbreviations, misspellings and lack of grammar rules into their writing. Teachers and caregivers should strive to make students understand that there is a difference between formal and informal writing and that each type of writing has a purpose and an audience the content should address. It is therefore recommended that:

- Students should be encouraged and reminded to stick to using the standard variety of English in formal writing.
- Teachers, who have not been doing so, should identify the use of abbreviation, and acronyms in students' writing and correct them immediately.
- Teachers should give students a lot of drills in spelling and lessons on the use of grammar and punctuation.

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Business Educators' Attributes and Academic Performance of Students in Business Subjects in Ekiti State Secondary Schools

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ABSTRACT

The study investigated business educators' attributes and academic performance of students in business subjects in Ekiti State secondary schools. A descriptive research design of the survey type was used for the study. The population of the study consisted of all 346 business educators in Ekiti State secondary schools. Simple random sampling technique was used to select 60 business educators that cut across three senatorial districts in the state. A self-constructed questionnaire tagged "Attributes of Business Educators Questionnaire" (ABEQ) was used by the researcher to collect data for the study. The instrument sought information on bio data and three variables that related to the attributes of business educators in the study. The validity of the instrument was ensured by three experts from the Faculty of Education, Ekiti State University, Ado-Ekiti. The internal consistency of the instrument that is reliability was established using Cronbach Alpha, which yielded a coefficient of 0.87. The instrument was administered on the respondents and thereafter retrieved for collation and analysis. Data collected were analysed and three hypotheses formulated were tested using Pearson's Product Moment Correlation at 0.05 level of significance. Findings of the study revealed that there was significant relationship between business educators' experience, qualifications, knowledge of subject matter and academic performance of secondary school students in business subjects. It was recommended among other that government should give consideration to cognate experience of applicants whenever there is need to recruit business teachers in secondary schools. Government should always endeavour to recruit people with relevant qualifications in the field of business education as business teachers in secondary schools.

Keywords: Business educator, business subject, academic performance, knowledge of subject matter

Introduction

Business subjects are one of the categories of subjects being offered at secondary schools. At the Junior Secondary School, it is packaged as Business Studies and the curriculum is an integrated one that is, it consisted of components of different subjects such as Commerce, Financial Accounting, Office Practice, Typewriting, Shorthand among others. At the Senior Secondary School, each of the components of Business Studies is recognised as individual subjects. Generally, business subjects are skills subjects and aimed at equipping students with relevant skills that capable of making them function effectively in the society. Business subjects laid a solid foundation for students to organize a business and nurture it to maturity in future. Also, business subjects serve as a basis for students to enter into the world of work and function effectively. The importance of business in any nation cannot be played down as it serves as life blood of a nation. The teaching and learning of business subjects in

secondary schools however is very important because it would determine the performance of students at various examinations.

Few years ago, observation revealed that the academic performance of students in business subjects at the end of their secondary school education has not been encouraging. The summary reports of two major examination bodies that is West African Examination Council (WAEC) and National Examination Council (NECO) saddled with the responsibility of conducting terminal examination for students in at the end of secondary education attested to this fact. For instance, WAEC (2015) reported that out of 202,151 students that registered for Financial Accounting in 2014, only 46,778 students representing 23.14% passed at credit level and above. Similarly, in 2015 out of 199,274 that registered for Financial Accounting only 49,440 students representing 24.91% passed at credit level and above. The same story was also recorded in other subjects such as Commerce, Typewriting and Economics. The report of NECO

on the academic performance of students in business subjects was not different from account given by WAEC in the same period.

Again, observations from the results of WAEC and NECO released in recent time showed that there was a consistent decline in the academic performance of students in business subjects. WAEC (2015) noted that there was a decline in the performance of students in the last three years. NECO equally expressed the similar view about the performance of students in business subjects in the last two years. Thus academic performance can be described as sum total of success recorded by students after acquisition of certain information on any subjects of his interest which is determined through a standardised means. In the same vein, Ali (2013) opined that student performance is a measure of the degree of success in performing specific tasks in a subject area of study by students after learning experience. John (2015) stated that schools are established with the aim of imparting knowledge and skills to students and their performance is expected to be good all other things being equal. This implies that students are expected to perform well in their various subjects (business subjects inclusive), but the situation concerning the academic performance of students in business subjects in Ekiti State was not encouraging.

Observations from results of students that sat for business subjects in WAEC in the last three years revealed a decline in their academic performance. This indicated that all is not well with situation of academic performance of students in business subjects which calls for urgent attention to address the situation. Although a lot of factors could have been responsible for poor performance of students in a given subject. Thus, the quality of personnel appears to be the key predictor of students' academic performance in schools therefore attributes of business educators seem to play a key role when determining the academic performance of students in schools. This implies that students' academic performance in business subjects may be the product of attributes of business educators in secondary schools in Ekiti State. Business educators are group of individuals who have been trained and at the same time acquired necessary competencies and skills in the field of business education. These groups of people are expected to teach business subjects in secondary schools. The attributes of business educators are characteristics that reflect their competencies in effective teaching. It must be noted that business subjects are skills subjects

therefore attributes of business educators such as experience, qualifications, knowledge of subject matter could make or mar the academic performance of students. It was observed in some secondary schools in Ekiti State, teachers who did not received training at in the field of business education were made to teach business subjects due to shortage of qualified business educators.

Experience of business educators seems to have impact on academic performance in business subjects in secondary schools. There is a popular adage that says "experience is the best teacher". This implies that business educator that has acquired enough experience due to his teaching career that has spanned over a long period of time would teach his students better than just a beginner all other things being equal. Experienced business educators tend to have a richer background of knowledge on business subjects to draw from and be able to apply the most appropriate approach to teach a particular topic. For instance, a business educator who is an examiner to examination bodies in terms of marking students scripts for a reasonable number of years tend to be more proactive in bringing out the best in his students in a business subjects. Also, an experienced business educator tends to have good information to contribute meaningfully to students' academic progress. Rice (2010) reported that there was a strong relationship between teachers' experience and performance students during few years of their teaching. Gbore (2013) posited that teachers' experience exerts a great influence on academic achievement of students. This suggests that a relationship seems to exist between teachers' experience and academic performance of students.

Qualifications of business educators appear to have influence on the quality of teaching which eventually determine the academic performance of students. Qualifications obtained by business educators relate to series of training which they have undergone before certification. All other things being equal, the longer the period of training undergone by business educators before certification, the better the teaching of such business educators in schools. Business educators that had passed through series of training during pre-service period would be better equipped for teaching of business subjects to bring out the best in their students than ordinary people without little or no training in the area of business education.

It was observed that in some secondary schools in Ekiti State, teachers who did not receive training at all in the field of business education were made to teach business subjects due to shortage of

qualified teachers. Maundu in Babalola (2014) posited that there was a significant correlation between teachers' qualifications and pupils' achievement in Kenya. Harris and Sass (2006) discovered that teachers' qualifications and in-service training influence students' performance in Florida. Ayesimoju (2017) found out that teachers' qualifications significantly influence academic performance of students in Economics in secondary schools. However, Adeyemi (2010) found no relationship between teachers' qualifications and students' academic achievement.

Other attributes of business educators that tends to influence the performance of students in business subjects in secondary schools is knowledge of subject matter. No one can give what he/she does not have, the extent of knowledge which a teacher has in a given subject would determine the quality of information or instruction he would give to his students. It believed that business educators who can demonstrate mastery of subject matter in a given subject would teach better than those without sufficient information. Considering the nature of business subjects which are skills acquisition in nature, teachers who will impart knowledge that is capable of assisting students to perform well must demonstrate good mastery of the subject during teaching and learning process. It has been observed that effective teaching of any subject could be measured by the level of teachers' subject matter competence (Olatoye, 2010).

Awomolo (2000) posited that no teacher could teach what he/she does not understand, this emphasis the importance of knowledge of subject matter. Studies have been conducted to indicate the relationship between knowledge of subject matter and performance of students in secondary schools. Akpo (2012) described teachers' knowledge of subject matter as a pillar which exerts a significant impact on students' attitude that could lead to better performance. Olatoye (2010) found a significant relationship between teachers' knowledge of subject matter and students' achievement in schools. Similarly, Gold-Haber and Brewer (2010) stated that a positive relationship existed between teachers' knowledge of subject matter and students' achievement.

In view of the issues discussed above, this study was carried out to establish the relationship between business educators' attributes and academic performance of students in business subjects.

Statement of the Problem

The persistent decline in the academic performance of secondary school students especially, in business subjects was a source of worry to all stakeholders in the education sector. Although several factors could have responsible for this ugly trend ranging from government, parents, school, business educators to students' related factors. Among variables identified above, business educators (teachers) play a key role in bringing out the best in their students which could even lead to attainment of educational goals. It was observed that attributes of business educators such as experience in the job, qualifications obtained and knowledge of subject matter tend to determine the performance of students in any given subjects. It was against this background that this study investigated the relationship between business educators' attributes and academic performance of secondary school students in business subjects in Ekiti State.

Purpose of the Study

The purpose of this was to investigate the relationship between attributes of business educators and academic performance of secondary school students in business subjects. Specifically, the study to establish the following:

- 1 Relationship between business educators' experience in the job and academic performance of secondary school students in business subjects.
- 2 Relationship between business educators' qualifications and academic performance of secondary school students in business subjects.
- 3 Relationship between business educators' knowledge of subject matter and academic performance of secondary school students in business subjects.

Research Hypotheses

The following hypotheses were formulated to guide the study.

- 1 There is no significant relationship between business educators' experience in the job and academic performance students in business subjects.
- 2 There is no significant relationship between business educators' qualifications and academic performance of students in business subjects.
- 3 There is no significant relationship between business educators' knowledge of subject matter and academic performance of students in business subjects.

Methodology

A descriptive research design of the survey type was used for the study. The population of the study consisted of all 346 business educators in Ekiti State secondary schools. Simple random sampling technique was used to select 60 business educators that cut across three senatorial districts in the state. A self-constructed questionnaire tagged “Attributes of Business Educators Questionnaire” (ABEQ) was used by the researcher to collect data for the study. The instrument sought information on bio data and three variables that related to the attributes of business educators in the study. The instrument was constructed on 4-point scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The validity of the instrument was ensured by three experts from the Faculty of Education, Ekiti State University, Ado-Ekiti. All their comments were taken into consideration in preparing the final draft of the instrument. The internal consistency of the

instrument that is reliability was established using Cronbach Alpha, which yielded a coefficient of 0.87. The instrument was administered on the respondents and thereafter retrieved for collation and analysis. Data collected were analysed and three hypotheses formulated were tested using Pearson's Product Moment Correlation at 0.05 level of significance. The decision rule for testing hypotheses was that when p-cal was greater than or equal to p-tab, null hypothesis was rejected and when p-cal is less than p-tab, the null hypothesis was not rejected.

Results

Hypothesis 1: There is no significant relationship between business educators' experience and academic performance of secondary school students in business subjects

Table 1: Business Educators' Experience and

Academic Performance of Students

Variable	N	Mean	SD	r	-
cal	r-tab	Remark			
Business educators' experience	60	3.57	0.35		
	0.45	0.29	Sig		

Academic performance
2.69
The results in table 1 showed that r-cal of 0.45 was greater than r-tab of 0.29 at 0.05 level of significance therefore null hypothesis was rejected. This implies that there was a significant

relationship between business educators' experience and academic performance of secondary school students in business subjects.

Hypothesis 2: There is no significant relationship between business educators' qualifications and

academic performance of secondary school students in business subjects.

Table 2: Business Educators' Qualifications and Academic Performance of Students

Variable	N	Mean	SD	-	c	a	l
	r-tab	Remark					
Business educators' qualifications	60	3.26	0.38				

0.29
Academic performance
2.69
The results in table 2 indicated that r-cal of 0.38 was greater than r-tab of 0.29 at 0.05 level of

significance therefore null hypothesis was rejected. This implies that there was a significant relationship between business educators' qualifications and academic performance of secondary school students in business subjects.

Hypothesis 3: There is no significant relationship between business educators' knowledge of subject matter and academic performance of secondary school students in business subjects.

Table 3: Business Educators' Knowledge of Subject Matter and Academic Performance of Students

Variable	N	Mean	SD	r-cal	r-tab	Remark
Business educators' knowledge of Subject matter	60	3.22	0.34			

0	.	5	3
0.29		Sig	6 0
Academic performance		0.23	

The results in table 3 showed that r-cal of 0.53 was greater than r-tab of 0.29 at 0.05 level of significance therefore the null was rejected. This means that there was a significant relationship between business educators' knowledge of subject matter and academic performance of secondary school students in business subjects.

Discussion

The study revealed that a significant relationship existed between business educators' experience and academic performance of secondary school students in business subjects. This implies that amount of experience acquired by business educators in terms of their teaching activities over a period of time determine to a large extent their efficiency in teaching and subsequently the performance of their students in business subjects in schools. It has been said that experience is the best teacher. This suggests that a business educator that has acquired enough experience in the teaching career would teach his students better than just a beginner business educator during the teaching and learning process, all other thing being equal. The outcome of this study agrees with Rice (2010) who reported that there was a strong relationship between teachers' experience and performance of students. Similarly, the finding of this study supports the submission of Gbore (2013) who stated that teachers' experience in teaching plays a vital role in the performance of students in academic activities. Also, the findings of the study is in line with Umukoro (2016) who reported that teachers' experience related to the academic performance of students in Financial Accounting in secondary schools.

It was also revealed that there was a significant relationship between business educators' qualifications and academic performance of secondary school students in business subjects. The outcome of this study is clear because the qualifications obtained by individuals in a profession usually revealed the level of training acquired by people in that profession. It is believed that people with necessary qualifications must have had enough training that would have equipped them with necessary skills and competence to perform well in the profession. Similarly, business educators with necessary qualifications are believed to impart the right skills in their students which would help them to perform well in their

studies. The finding of this study corroborates with Maundu in Babalola (2014) who discovered that there was a significant correlation between teachers' qualifications and pupils' academic performance in Kenya. In addition, the outcome of this study agrees with Ayesimoju (2017) who reported that teachers' qualifications significantly related to the academic performance of students in Economics. However, the finding contradicts Adeyemi (2010) who found no relationship between teachers' qualifications and students' achievement in schools.

Finally, the study revealed that there was significant relationship between business educators' knowledge of subject matter and academic performance of secondary school students in business subjects. This suggests that business educators with good mastery of business education programme would be more efficient in the teaching of business subjects in schools. No one can give what he does not have the amount and the quality of information possessed by a teacher (business educator inclusive) would determine the quality of his teaching. Business educators with good knowledge of subject matter would have a deep understanding of what they should teach their students during the teaching and learning process. The finding of this study is in line with Olatoye (2010) who found significant relationship between teachers' knowledge of subject matter and students' achievement in schools. In the same vein, finding of this study agrees with Gold-Haber and Brewer (2010) who reported that positive relationship existed between teachers' knowledge of subject matter and students' achievement.

Conclusion

Findings of this study showed that relationship existed between business educators' attributes and academic performance of secondary school students in business subjects. It can be concluded therefore that years of experience of business educators plays a major role in the academic performance of secondary school students in business subjects. Also, the level of training acquired by business educators would make them teach their students effectively which would result in better academic performance. The quantity and quality of information possessed by business educators during teaching and learning process relate to the academic performance of secondary school students in business subjects.

Recommendations

The following recommendations were made based on the findings of this study.

- 1 Government should give consideration to cognate experience of applicants whenever there is need to recruit more teachers especially for business subjects in secondary schools in the state.
- 2 Government in conjunction with relevant agencies should ensure that people with relevant qualifications in the field of business education are recruited as teachers of business subjects in secondary schools. Also those who are currently teaching business subjects without relevant qualifications should be encouraged to go for further study in the field of business education in order to enhance their service delivery.
- 3 Government should organise regular training for business subject teachers so as to update their knowledge and increase their level of skills in the subjects. They should equally be exposed to any innovation that has taken place in the subject.

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Academic Staff Perception of Indiscipline among University Undergraduates in Ogun State, Nigeria

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Abstract.

This study examined the perception of Academic Staff of Universities in Ogun State about indiscipline among undergraduates in their respective higher institutions. The study adopted descriptive survey design. Simple random sampling technique was used to select 2 Public and 2 Private Universities, making a total of 4 universities for the study. The study population comprised all the teachers in Public and Private Universities in Ogun State. 100 Academic staff (50 males, 50 females) were randomly selected from each of the universities, giving a total of 400 respondents. The instrument used for data collections for the study was a four structured four point scale questionnaire titled "Academic Staff Perception of Indiscipline Questionnaire" (ASPIQ). Data collected were analyzed using the mean, and t-test statistic was used in testing the null hypotheses at 0.05 level of significance. The study however revealed that there is no significant difference in the perception of indiscipline between male and female Academic Staff of University in Ogun State ($t\text{-cal} = 0.76$, $t\text{-cri} = 1.89$). It also revealed that there is significant difference in the perception of indiscipline between Academic Staff of private and government owned university in Ogun State ($t\text{-cal} = 2.729$, $t\text{-critical} = 2.361$). Based on the above findings, some of the recommendations made include; A collaborative partnership among parents, lecturers and stakeholders should be enhanced in order to inculcate values that enhance discipline among the university students. Curriculum that marries studies with entertainment at the university level should be encouraged. Entertainment should be made available to students during their leisure time. Each University should have a functioning disciplinary committee that sees to every case of indiscipline of students and which should be headed by a trained guidance counselor. University authorities should look for an effective ways to minimized and eradicated indiscipline among undergraduates by continuous inculcation of Christian values in the whole program of the university as well as referring such students for guidance and counseling.

Keywords: Academic Staff, Perception, Indiscipline, University Undergraduates.

Introduction

Education is the bedrock of national development. Generally, it constitutes the single most important instrument for the acquisition of knowledge and skills that are indispensable for the building of manpower base to promote the socio-economic development of a nation. The university serves as an instrument for molding the character and behaviour of students and prepares them for future careers as well as the mantle of leadership. To achieve this objective, Charles (1999) opines that, orderly behavior is needed. He further stated that, without an atmosphere conducive for teaching and learning,

the objective of molding the character of students and equipping them with the relevant knowledge and skills to enable them play their rightful roles in national affairs cannot be achieved. However, Universities (Public or Private) in Nigeria have been plagued with cases of students' indiscipline which often result in destruction of property and even loss of lives (Muchemwa 2016).

Some students in our Universities today think that they have the right to drink, smoke, and indulge in acts that are detrimental to themselves and their universities at large. These national acts are overridden by university rules and regulations.

Students' indiscipline according to Yaroson (2004) is a menace that has been hunting the educational system in Nigeria over the years. It is considered as threat to school effectiveness, and is becoming more serious day by day. According to him, all the education stakeholders across the country are concerned with the issue of discipline-related problems in schools because of its visible impediment to national growth and development. Indiscipline in institutions of learning is a real global problem both in the developed and the developing world. Cases of indiscipline can turn to be violent at times, for instance, Lewis, Vasagar, Williams and Taylor (2010) reported of an outstanding protest in London of about an estimated 50,000 university students over tuition increase. Similarly, Malenya, (2014) and Duale, (2015) reported that in Kenya, over three hundred secondary schools were closed down between July and September 2008 due to students unrest and violence. Nganga (2010) also highlighted that the University of Nairobi and Kenyatta University in 2010 and 2009, respectively, were temporarily closed due to students' unrest showing how frequent these extreme cases of indiscipline can occur.

Muchemi (The Nation 2001, May 21) gave a chronological account of protests and destruction in public schools. According to him, the issue of unrests and indiscipline in schools is of great concern. It has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot was that student disturbance was negatively affecting academic performance. The report prepared by the Provincial Education Board (Central Province) indicated that indiscipline was rampant, not only in Central province but in the whole country. The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline

BBC, UK version, 2004, Nov.18, reported Cases of indiscipline in England. The government then planned a crackdown on school indiscipline

by giving schools powers to search pupils for weapons under new plans. According to the then Education Secretary, Hon. Charles Clarke, schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline. BOPA, 2006, July 6, also reported that the schools in Botswana had their image marred by acts of student indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. A survey on a number of previous provincial schools also revealed that indiscipline had caused deterioration in academic performance (UNESCO, 1998). According to Kuntz (1998), a bullet in a school in Argentina wounded a thirteen-year-old pupil. In Springfield, USA, one student was reported dead and 30 wounded in a shooting associated with indiscipline, while in Kobe, Japan, a school child was decapitated by a fourteen-year-old. Killings, physical attacks, robberies, attempted arson and fights between children which ended in tragedies have been making headlines the world over.

Timothy (2008) defines Indiscipline as the direct opposite of discipline i.e. lack of discipline. He further quoted Dittinuiya (1995) who defined it as any act that does not conform to the societal value and norms. He went further to cite Otu Journal of Studies in Social Sciences 261 (1995) who also define indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation. It can be summarized that indiscipline is any form of misbehaviours which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism e.t.c. as the forms of indiscipline in schools are inexhaustible. Timothy further stated that indiscipline can be said to be the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease.

Jekayinfa (2013) explained indiscipline as the contravention of rules and regulations of institutions by an individual or group who willingly or unwillingly violate laid down rules of an institution resulting in hampering the smooth running of the institution. Indiscipline among

students is associated with students who fail to take orders from their instructors and take their own decisions; they often take law in their own hands, organize strikes and upset the peaceful institution life (Chopra, 2015).

Temitayo, Mohammed and Ajibola (2013) in a study in Nigeria found truancy, absenteeism, fighting, stealing and drug addiction as typical examples of disciplinary problems experienced in the study area. In Kenya, sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug abuse, truancy, lateness, bullying among others have been cited by Kiongo and Thinguri (2015). Ali, Dada, Isiaka and Salmon (2014) tried to classify indiscipline by university students. Using their vast experience, research information on different spheres of education and geographical settings, they came up with the following categories: defiance to university authority, truancy, academic fraud, examination malpractices, drug abuse, and smoking/alcohol consumption. From the classification above, it can be seen that indiscipline among students come in various natures and forms which, at times, the authorities are not prepared for, hence, the complexity of the problem and the need for research.

Ajayi and Adeniji (2009) identified the following notable causes: Laxity in the home control and parental supervision, School factor, Teacher factor, Societal factor and Government influence. Another study in Nigeria by Umo (2013) found that indiscipline among students was greatly influenced by students' attitude to learning, parental style and peer groups. While observing indiscipline among Kenyan universities, Nganga (2010), propounded that some indiscipline cases among university students are caused by external influence from politicians. Chopra (2015) blamed the university curriculum as the main cause of indiscipline among university students when he argued: The chief cause of student's indiscipline lies in our present educational system. It neither forms the character of our students nor enables them to earn their living after completing the education. As such, education does not foster the growth of qualities such as initiative, self-confidence etc.

Statement of the Problem

Act of indiscipline among undergraduates of University in Nigeria is a universal challenge that is facing every school in all parts of the world. The problem has persisted over the years and its becoming a boil in the marrow. These acts include

rioting, raping and gang raping, cultism, stealing boycotting of lectures, disrespect to lecturer, and school authority, to mention but few. This trend has affected the attitude of students to study and their perception of school as a whole. It has significantly affected the production of useful, acceptable and responsible members of the society, which the primary responsibility of the school.

Therefore, this study examined the perception of University teachers with respect to indiscipline among undergraduates of higher institutions in Ogun State.

Research Question

What are the perceived forms of indiscipline among undergraduates of University in Ogun State?

Hypotheses

The null hypotheses that were tested in this study are:

HO₁ : There is no significant difference in the perception of indiscipline between male and female Academic staff in Ogun State.

HO₂ : There is no significant difference in the perception of indiscipline between Academic staff of private and government owned university in Ogun State.

Purpose of the Study

The specific objectives of the study are:

1. To find out the perception of Academic staff in relation to indiscipline among undergraduates of university in Ogun State.
2. To find out if differences exist in the perception of indiscipline between male and female teachers of university in Ogun State.
3. To find out if there is differences in the perception of indiscipline between teachers of private and public university in Ogun State.

Significance of the Study

Findings of this study will be useful to university Administrators since it will suggest a way forward towards an indiscipline-free university education.

Methodology

The study adopted the descriptive survey for data collection. Descriptive survey research design is a study which aims at collecting data on a phenomenon and describing it in a systematic manner based on the characteristics features or facts about a given population. Simple random

sampling technique was used to select 2 Public and 2 Private Universities, making a total of 4 universities(Federal University of Agriculture, Abeokuta. Olabisi Onabanjo University, Ago-Iwoye, Covenant University, Ota and McPherson University, seriki Sotayo.) for the study. The study population comprised all the teachers in Public and Private Universities in Ogun State. One hundred (100) Academic staff (50 males, 50 females) were randomly selected from each of the universities, giving a total of 400 respondents.

The main instrument used for the study is a questionnaire titled: Academic Staff Perception of Indiscipline Questionnaire (ASPIQ), personally developed by the researcher which contained 16 items and designed on a 4-point Likert scale of Serious (S), Moderate (M), Minor (MR), and Not a

Problem (NP). Validity of instrument was established by experts and some eminent educationist. Instrument reliability was established with a test-retest that gave $r'= 0.88$. The retrieved questionnaires were analyzed using t-test statistics for the testing of hypotheses at 0.05 level of significance, while mean was used in answering the research question. A score of 2.5 and above was taken as cut-off point for accepting an item as serious while a score less than 2.5 was taken to be minor.

Results and Findings

Research Question: What are the perceived forms of indiscipline among undergraduates of University in Ogun State?

Table 1: Mean score of perceived forms of indiscipline among undergraduates of University in Ogun State.

S/N	Indiscipline Behaviour	S	M	Mr	NP
	Mean Decision				
1	Drug Abuse / Offence	241	139	17	3
	3.55	S			
2	Prostitution	183	201	15	1
	3.42	S			
3	Fighting	97	122	158	23
	2.74	S			
4	Cultism	84	201	89	26
	2.87	S			
5	Disrespect to Lecturers	12	46	108	234
	1.60	M			
6	Disrespect to School Authority	243	72	60	
	3.33	S			
7	Examination Malpractice	306	84	9	
	3.74	S			
8	Stealing	109	116	75	
	2.59	S			
9	Sex Offence / Raping	182	133	79	
	3.24	S			
10	Truancy	45	13	Mass Demonstration / Protest	27
	2.26	34		18	206
				149	
	2.56		1.83	M	
11	Boycotting of Lectures	10	14	Assault and Insult	44
		178		52	126
				178	
	1.82		1.91	M	
12	Vandalization of School Facilities and Equipment	95	15	Disregard for School Rules and Regulation.	217
		92		76	
			103	4	
	2.26		3.27	S	

16	Indecent Dressing	238	98	56	8	3.10	S
						SECTION MEAN =	2.74

Source: Field work (2017).

Table 1 shows the mean score of the perceived form of indiscipline identified in this study. It was revealed from the table that form of indiscipline such as Drug abuse/offence, Prostitution, Fighting, Cultism, Disrespect to School Authority, Examination Malpractice, Stealing, Sex Offence/Raping, Truancy,

Disregard for School Rules and Regulation, and Indecent Dressing are perceived to be serious among undergraduates, while others such as Disrespect for Lecturers, Boycotting of Lectures, Vandalization of School Facilities and Equipment, Mass Demonstration/Protest, and Assault and Insult are perceived to be minor. The grand mean of

2.74 from the participants' responses revealed how serious the perceived forms of indiscipline among undergraduates of universities in Ogun State were.

Testing of Hypotheses

Hypothesis One: There is no significant difference in the perception of indiscipline between male and

female Academic Staff of University in Ogun State.

Table 2: t-test Analysis of the Perception of Male and Female Academic Staff on Indiscipline among Undergraduates of Universities.

Gender	N	Mean	SD	Df	t-cal	t-cri	Decision
Male	200	22.57	17.43		398	0.76	1.89 NS

Female 200 10.01 6.26
The calculated t-value was 0.76. This was tested for significance by comparing it with the critical t-value at 0.05 alpha level with 398 degree of freedom. The calculated t-value of 0.76 was less than the critical t-value of 1.89. Hence, the null hypothesis was retained. The implication is that there is no significant difference in the perception of indiscipline between male and female Academic Staff of University in Ogun State.

there is significant difference in the perception of indiscipline between Academic Staff of private and government owned university in Ogun State. This is justified by the data analysis as the t-cal is greater than the t-critical.

Hypothesis Two: There is no significant difference in the perception of indiscipline between Academic Staff of private and government owned university in Ogun State.

Discussion of Findings

The analysis in table 1 indicated that form of indiscipline such as Drug abuse/offence, Prostitution, Fighting, Cultism, Disrespect to School Authority, Examination Malpractice, Stealing, Sex Offence/Raping, Truancy, Disregard for School Rules and Regulation, and Indecent Dressing are perceived to be serious among undergraduates, while others such as Disrespect for Lecturers, Boycotting of Lectures, Vandalization of School Facilities and Equipment, Mass Demonstration/Protest, and Assault and Insult are perceived to be minor. The grand mean of 2.74 from the participants' responses revealed how serious the perceived forms of indiscipline among undergraduates of universities in Ogun State were. This finding is supported by the earlier findings of Temitayo, Mohammed and Ajibola (2013) in a study in Nigeria found truancy, absenteeism, fighting, stealing and drug addiction as typical examples of disciplinary problems experienced in the study area. This is also in agreement with Kiongo and Thinguri (2015) who identified sexual assault, rape, theft, sneaking out of school, fighting, absenteeism, vandalism, drug abuse, truancy,

Table 3: t-test Analysis of the Perception of Academic Staff of Private and Government owned Universities on Indiscipline among Undergraduates.

Gender	N	Mean	SD	Df
t-cal	t-cri	Decision		
Public	200	24.80	18.97	
398	2.729	2.361		Sig
Private	200	16.86	9.48	

The calculated t-value was 2.729. This was tested for significance by comparing it with the critical t-value at 0.05 alpha level with 398 degree of freedom. The calculated t-value of 2.729 was greater than the critical t-value of 2.361. Hence, the null hypothesis was rejected. The implication is

lateness, bullying among others In Kenya schools.

Table 2 indicates that there is no significant difference in the perception of indiscipline between male and female Academic Staff of University in Ogun State. The calculated t-value was less than the critical t-value. This led to the retention of null hypothesis. The implication is that no positive significant difference in the perception of indiscipline between male and female Academic Staff of University in Ogun State. The finding is in line with Ajayi and Adeniji (2009).

Table 3 established that there is no significant difference in the perception of indiscipline between Academic Staff of private and government owned university in Ogun State. This is in agreement with Muchemwa Stella (2016) that Universities (Public or Private) in Nigeria have been plagued with cases of students' indiscipline which often result in destruction of property and even loss of lives. Also this finding is in line with Muchemi (The Nation 2001, May 21) that gave a chronological account of protests and destruction in public schools. According to him, the issue of unrests and indiscipline in schools is of great concern. It has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects in both private and public universities in Kenya. The upshot was that student disturbance was negatively affecting academic performance.

Conclusion

Indiscipline among University undergraduates is a great concern to all stockholders of education. It was concluded in the findings of this study that Drug abuse, Prostitution, Fighting, Cultism, Disrespect to School Authority, Examination Malpractice, Stealing, Raping, Truancy, Disregard for School Rules and Regulation, and Indecent Dressing are perceived to be serious among undergraduates in the study area. This suggests that if the above forms of indiscipline are not checked by the concerned authorities. it might take a long time for universities in Ogun State to achieve their stated objectives as stipulated in the National Policy on Education(2004). Therefore, to promote friendly academic atmosphere all hands must be on deck to wipe away indiscipline in our schools.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. University authorities should formulate rules and involve students in the process. The rules should be student-centered where great emphasis is placed on the learner and also

ensure good interpersonal relationship among Lecturers and their students.

2. Universities should develop a spirit of teamwork; develop a well spelt out code of conduct for all staff and students to follow..
3. The university authorities need to understand the triggers to students' behaviour so as to be able to produce a university environment that instills in students acceptable and ethical considerations and responsibility so that students are guided to make good choices.
4. A collaborative partnership among parents, lecturers and stakeholders should be enhanced in order to inculcate values that enhance discipline among the university students.
5. Curriculum that marries studies with entertainment at the university level should be encouraged. Entertainment should be made available to students during their leisure time.
6. Each University should have a functioning disciplinary committee that sees to every case of indiscipline of students and which should be headed by a trained guidance counselor.
7. University authorities should look for an effective ways to minimize and eradicate indiscipline among undergraduates by continuous inculcation of Christian values in the whole program of the university as well as referring such students for guidance and counseling.
8. University authorities should be rational and judicious in applying punishment because it may only suppress unacceptable behavior. It may also prompt students to device secretive ways for their misbehavior so that they do not get caught.

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Enhancing Administrators Instructional Supervisory Roles in Secondary Schools in Ekiti State Nigeria

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Abstract

It has often been discovered that it is difficult to sustain success in educational institutions due to change in government. This study therefore centers on enhancing administrators instructional supervisory roles in secondary schools in Ekiti State. The study adopted descriptive survey design. Two research questions were raised and answered in the study. Administrators Instructional Supervisory Questionnaire (AISQ) containing 20 items was developed and used for data collection. The questionnaire was validated by three experts, and its reliability coefficient was established at 0.81 using Cronbach Alpha level. The AISQ was used for collecting data from 28 respondents made of secondary school inspectors purposively sampled in Ekiti State. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions raised in the study. The study affirmed that administrators' instructional supervisory roles in secondary schools in Ekiti State can be enhanced if given prominence by school administrators. The study recommended among others that school administrators must embark on activities aimed at enhancing instructional supervisory roles in schools and that instructional supervision should be accorded its rightful place in secondary schools in Ekiti State so as to sustain academic successes.

Keywords: *Secondary School; Principal; Supervision; Instructional Supervision.*

Introduction

Education, from time immemorial, has been an indispensable tool for growth and development in any nation of the world. This is why there has been continuous yearning for quality education across all levels and states in Nigeria. Recognizing the importance of education to her citizenry, the Ekiti State Government upholds education as the most viable industry of the people of the State. This is evident in the feat achieved by the state educationally among the states in Nigeria. Recently, Ekiti State represented Nigeria in an international debate competition in Singapore. The state contingent also performed brilliantly in the National Junior Engineers Technologists and Scientists (JETS) competition, while in National Examinations Council (NECO)-conducted examinations; the state was adjudged the best in the Federation. Ekiti State came first in 2016 and 2017 National Examinations Council (NECO) conducted examinations and also recorded 74 percent success in the West African Examinations

Council (WAEC) conducted examinations among other educational feats (Vanguard, 2017).

In order to maintain these feats, there is need to ensure a repeat of continuous success in secondary schools in Ekiti State. Secondary education, according to the Federal Republic of Nigeria (FRN, 2004) is the education children received after primary education and before the tertiary stage. There are 141 public secondary schools and 18 registered private secondary schools in Ekiti State (Ekiti State Government, 2018). The goal of secondary education according to FRN (2004) center on preparing individual for useful living within the society and for higher education. In specific terms FRN (2013) highlighted the following eight specific objectives of secondary education:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background;
- Offer diversified curriculum to cater for the

differences in talents, opportunities and future roles;

- Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development
- Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- Inspire students with a desire for self improvement and achievement of excellence;
- Foster patriotism, national unity and security education with emphases on the common ties in spite of our diversity;

It must be noted that secondary schools in Nigeria are headed by school administrators also known as principals. A Principal according to Olowoselu and Bello (2015) is the head of a secondary school that occupies a pivotal position with initiatives and skills for the day to day administration of the school. Olowoselu and Bello (2015) also reiterated that a principal as a school leader must have foresight for effective, efficient and dynamic principles in handling matters between the school, staff and the host community. In the same vein, Aghenta (2006) saw the role of a school principal as that of a leader that provides direction and expert advice on development of teaching and learning in the school. The secondary school principal is equally responsible to lead, guide, conduct, direct and motivate both the teaching and non-teaching staff towards achievement of the school goals and objectives.

Evident from literature support that some secondary school principals in Nigeria lack leadership competence, resulting in indiscipline among staff and students and low quality of instruction (Aina, 2011). Consequent upon this, Gwacham, in Umoh (2013) observed that role conflicts, duplication of functions and task performances that indicate loss of sense of directions is evident in some schools. This must have been the reason why some school principals avoid their instructional supervisory roles of visiting classes, observing teacher's delivery of instruction in the classroom, organizing in-school conferences/workshop in their schools.

Supervision, according to Delano and Shah in Umoh (2013), refers to a professional relationship that provides support and improve the practice of both teachers and supervisors. Thus, it is a vehicle that facilitates growth, maintenance of professional

standards and quality services. Glickman, Gordon and Ross-Gordon in Umoh (2013) on the other hand noted that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills who is prepared to provide the necessary and appropriate guidance and support to the teaching staff. Accordingly, these personal attributes are essential for the principals' supervisory role to ensure direct assistance to teachers as well as their professional development.

Instructional supervision, according to Oyewole and Alonge (2013), is one of the several techniques employed in achieving educational objectives. Obi cited in Nwite (2016) stated that instructional supervision is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. Similarly, Eze cited in Nwite (2016) affirmed that instructional supervision is all programme activities and actions applied by the school administrator to improve instructional process. Therefore, principals need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use instructional materials properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

Furthermore, Nwite (2016) averred that school principals have the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. Scholars have also agreed that through the effective instructional supervision, administrators can reinforce and enhance teaching practices that will contribute to improved student learning. This can be achieved through analyzing performance and appropriate data, providing meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Hence, if schools are to provide equal access to quality education for all students, administrators must ensure adequate instructional supervisory roles in achieving schools' lofty aims. Therefore, this study becomes pertinent.

Statement of the Problem

It has been carefully observed that government policies have not been receiving continuous sustenance. This is as result of frequent change in

government and power. To this end it become worrisome that an educationally outstanding state like Ekiti state may not maintain her educational standard if baton in the state leadership is changed. However, in order to remain at the top among educationally advantaged states in Nigeria, there is need to enhance administrators' instructional supervisory role in secondary schools in Ekiti State, Nigeria.

Purpose of the Study

This study focused on enhancing administrators instructional supervisory roles in secondary schools in Ekiti State. Specifically, the study determined:

1. Activities for enhancing administrators instructional supervisory roles
2. Strategies for enhancing administrators instructional supervisory roles

Research Questions

The following research questions guided the study:

1. What are the activities for enhancing administrators' instructional supervisory roles?
2. What are the strategies for enhancing administrators' instructional supervisory roles?

Methodology

This study adopted a descriptive survey research design. The population of this study was all the

school inspectors in Ekiti State Ministry of Education. Purposive sampling technique was used for this study as 28 inspectors that were easily reached were the participants for the study. Administrators Instructional Supervisory Questionnaire (AISQ) containing 20 items was developed and used for the study. The responses for the instrument was based on adapted Likert Rating Scale viz: Highly Required (HR) 4, Required (R) 3, Slightly Required (SR) 2 and Not Required (NR)-1. The instrument was validated by three experts in Educational Management and Test and Measurement from Ekiti State University, Ado-Ekiti and reliability coefficient obtained was 0.81 using Cronbach Alpha coefficient method. The instruments were personally administered on the respondents by the researcher. Due to adequate monitoring and guidance of the instrument, 100% return rate was achieved. The data collected were statistically analyzed using descriptive statistics of means and standard deviation as appropriate. A mean of 2.50 and above was considered positive and required; while a mean rating of less than 2.50 was regarded as negative and not required.

Results

Research Question 1

What are the activities for enhancing administrators' instructional supervisory roles?

Table 1: Mean responses of respondents on activities for enhancing administrators' instructional supervisory roles

S/N	Item Statements	X	S.D	Remarks
Activities				
1.	Administrator ensure early lesson planning	3.75	0.43	Required
2.	Administrator ensure that lessons are structured interesting beginning	3.63	0.48	Required
3.	Administrator ensure revision of previous knowledge	3.72	0.44	Required
4.	Administrator ensure teachers' use of voice variation	3.52	0.50	Required
5.	Administrator ensure summary of major points at the end of the lesson	3.64	0.50	Required
6.	Administrator ensure adequate use of instructional materials	3.47	0.52	Required
7.	Administrator ensure regular class visit	3.49	0.55	Required
8.	Administrator ensure mastery teaching	3.75	0.43	Required
9.	Administrator ensure collaboration	3.61	0.47	Required
10.	Administrator ensure that teachers achieve set objectives	3.76	0.42	Required
11.	Administrator ensure teachers relate well with students	3.75	0.43	Required
12.	Administrator ensure teachers follow up the curriculum strictly	3.47	0.52	Required

The data presented in Table 1 revealed activities for enhancing administrators' instructional supervisory roles. All the 12 items (Items 1-12) had a mean range of 3.47 to 3.76. This indicated that the respondents agreed on all the 12 items as activities for enhancing administrators' instructional supervisory roles because their means were above the cut-off point of 2.50. The standard

deviation of the items also ranged from 0.43 to 0.55. This showed that the respondents were close to one another in their responses.

Research Question 2

What are the strategies for enhancing administrators' instructional supervisory roles?

Table 2: Mean responses of respondents on strategies for enhancing administrators instructional supervisory roles

S/N	Item Statements	X	S.D	Remarks
13.	Administrator employ motivational strategies	3.78	0.41	Required
14.	Administrator organize in-school training	3.45	0.58	Required
15.	Administrator organize out-school training	3.39	0.56	Required
16.	Administrator encourage staff development	3.60	0.50	Required
17.	Administrator reward outstanding performance	3.65	0.47	Required
18.	Administrator discipline erring staff	3.49	0.53	Required
19.	Administrator encourage improvisation	3.52	0.46	Required
20.	Administrator encourage creativity	3.45	0.58	Required

The data presented in Table 1 revealed strategies for enhancing administrators' instructional supervisory roles. All the 8 items (Items 13-20) had a mean range of 3.45 to 3.78. This indicated that the respondents agreed on all the 12 items as strategies for enhancing administrators' instructional supervisory roles because their means were above the cut-off point of 2.50. The standard deviation of the items also ranged from 0.41 to 0.58. This showed that the respondents were close to one another in their responses.

Discussion of findings

The findings of the study showed activities for enhancing administrators' instructional supervisory roles. This is supported by Olowoselu and Bello (2015); Agenta (2006) and Eze cited in Nwite (2016) revealed activities for enhancing administrators' instructional supervisory roles. Olowoselu and Bello noted that secondary school administrators occupy pivotal position with initiatives and skills for the day to day administration of the school. These roles include having foresight for effective, efficient and dynamic principles in handling matters between the school, staff and the host community. Similarly, Aghenta (2006) posited that the role of a school principal is to provide direction and expert advice on development of teaching and learning in the school. Eze cited in Nwite (2016) affirmed that instructional supervision is all programme activities and actions applied by the school administrator to improve instructional process.

Therefore, principals need to supervise teachers by ensuring that: lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use instructional materials properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly.

The findings of the study also revealed strategies for enhancing administrators' instructional supervisory roles. These findings were corroborated by Glickman, Gordon and Ross-Gordon in Umoh (2013), Nwite (2016). Glickman, Gordon and Ross-Gordon in Umoh (2013) stated that effective supervision requires well trained personnel with knowledge, interpersonal skills, and technical skills that are prepared to provide the necessary and appropriate guidance and support to the teaching staff. Accordingly, these personal attributes are essential for the principals' supervisory role to ensure direct assistance to teachers as well as their professional development. While Nwite (2016) averred that school principals have the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals.

Conclusion and Recommendations

The role of secondary school administrators in ensuring instructional supervision cannot be

overemphasized. This is evident from the findings of the study and the positions of various scholars. It is then envisaged that if schools lofty aims must be achieved, prominence must be given to instructional supervision by administrators in schools

Based on the findings of this study, the following recommendations were suggested:

- School administrators must embark on activities aimed at enhancing instructional supervisory roles in schools.
- School administrators must employ effectual strategies aimed at enhancing instructional supervisory roles in schools.
- Instructional supervision should be accorded its rightful place in secondary schools in Ekiti State so as to sustain academic successes.

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Post 2015 Development Agenda On Public - Private Partnership Initiatives: Contracting Secondary School Teachers' Training For Educational Development In Nigeria

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Abstract

Education, as a social service is highly capital intensive and governments, the world over have explored numerous avenues to ensure that their citizens have access to quality education. Nigeria is no exception to this eagerness to provide qualitative education at accessible and affordable terms, hence the government of Nigeria, signatory to many global initiatives including the Millennium Development Agenda, has keyed into the global trend of combining efforts with the private sector. This research is a qualitative one aimed at obtaining the perception of respondents on Public- Private Partnership (PPP) initiatives in the training of Junior Secondary School teachers. Much emphases so far, have been placed on the PPPs for the benefits of students and little emphasis on the teachers who will ensure the production of future human resource. Numerous agents such as, corporate bodies, individuals, faith based bodies, international bodies, non-governmental organizations, are, therefore, to be properly structured on partnership contract. Ex-post facto research design was used. The population was 1,321 teachers in public junior secondary schools in Edo State, Nigeria. Sample size of 232 comprising 105 males and 127 females, was drawn using the stratified sampling technique for three senatorial districts. The study was guided by four research questions. The instrument titled: Teacher Perception on Public-Private Partnership (TPPPP) had Section A-Demographic items, Section B-Variied items and Section C-Four scale Likert type items. The instrument was validated by two experts. Reliability coefficient of 0.82 was established using Pearson's Product Moment Correlation on data from pilot test obtained by test-retest method of two weeks interval. Data was obtained and analyzed using percentages, mean and standard deviation. The findings indicated that government will benefit from PPP initiatives, that 90.1 teachers were self-sponsored, that quality teachers will ensure quality students and that the private sector is more superior at delivery goods and services than government. Recommendations made were that government should encourage PPP and the training and re-training of teachers.

Keywords: Public- Private Partnership, Human Resource Development, Teacher Education

Introduction

Post 2015 Development Agenda refers to a process led by the United Nations (UN) that aims to help define the future global development framework that will succeed the Millennium Development Goals (MDGs) established after the Millennium Summit of the UN in 2000. The millennium agenda covered eight globally agreed

goals which include achievement of universal primary education that ought to be attained this year-2015, some countries achieved many goals, while others did not achieve any. However, a new team comprising consultants from eighty-eight (88) countries are already working on eleven (11) thematic goals, the UN collaborating with the World Bank, the International Monetary Fund (IMF) and a twenty-seven (27) member high level

panel (HLP) deliberated on Post 2015 Development Agenda. The panel's report has set out a universal agenda to eradicate extreme poverty from the face of the earth by the year 2030. The Post 2015 goals focuses on five (5) transformation shifts which are: Leave no one behind(educationally); Put sustainable development at the core; Transform Economies for jobs and inclusive growth; Build Peace and effective, open and Accountable institutions for all and Forge a New Global Partnership. These new global Sustainable Development Goals (SDGs) will guide policy and funding for the next fifteen (15) years. The second Millennium Development Goal is to "Achieve Universal Primary Education," by expanding educational opportunities to all children and increasing primary school enrollment. The SDGs, therefore, must finish the job that the MDGs started and leave no one behind by the year 2030.

Efforts have been put in place by the federal and State governments to keep school age children in school instead of hawking, assisting in farms, working in construction sites and other non-schooling activities and have even gone as far as arresting and prosecuting defaulting parents and guardians. These efforts have not been sustained because of: Poverty- children are kept out of schools to contribute to economic needs of the family; Overpopulation- uncontrolled birthrates where parents have so many children that they cannot cater for; Cultural- barriers against training the girl-child and wrong priorities of parents on spending available funds among others. Hence, to keep school age children in school will require concerted efforts of all stakeholders to generate enough funds to provide conducive teaching and learning environments that are accessible and affordable.

The role of the teacher in the actualization of the Post 2015 agenda cannot be overemphasized as the teacher cannot give what he does not have. If education is the exceptional channel for individual and global development, then, the teachers to actualize the policy must be available in adequate number and quality because the teacher is the person who will determine learners' achievements and weaknesses through his professional competencies.

The challenge, therefore, is that the training of teachers has to be brought to the front burner because to meet up this crisis, a large number of initiatives must be taken, hence the exploration of the Public-Private Partnership (PPP) initiatives to raise adequate funds and competent school management. With this backdrop and increasing

demand for trained teachers, there is a need for developing understanding of PPP in teacher education.

Objectives of the Study

It is universally acknowledged that education is the vehicle that will lead to global development and teachers therefore are with the vehicle keys and are also the drivers. In the light of this, the need to have the required caliber of teachers to man our educational system cannot be over-emphasized. Education as a social service sector is capital intensive and government alone cannot provide the required resources, hence, the need to explore other sources such as bringing in the private sector to partner with the government. The objectives of this study, therefore, were to determine the extent to which PPP can be an alternate option for funding teacher education, to examine how government can benefit from it, to find out how teachers have trained and retrained and how PPP can be adapted to the educational sector in Nigeria.

Statement of the Problem

One of the eight Millennium Development goals established in 2000 following the Millennium Summit of the United Nations had emphasized the achievement of universal primary education. Nigeria, among the one hundred and eighty-nine (189) nations involved, was committed to attain this goal on education by the year 2015, considerable progress has been made but a country of 174.5 million, CIA World Factbook (2013); 63% of population is under the age of 24 years and a growth rate of 3.24%; number of students: Primary: (6-12years) 20,682,000; Secondary: (12-17years) 9,057,000 and over 1.7 million in the tertiary level, still has a lot to do. These statistics for the educational sector mean there is enormous demand on the Nigerian government to meet, this will involve incredible huge capital outlay which the government alone cannot afford if it is to also fund other sectors of the country. The existing PPP initiatives have focused mostly on fending to keep the school aged children in school without considering the state of the teachers that will teach them. Since education is capital intensive, there is the need, therefore, to explore alternative sources of funding, such as, the public-private partnership initiatives to collaborate with government to provide the required quality teachers.

Research Questions

To assist in the study, the following research questions were asked:

1. To what extent can public-private partnership be an alternate option for funding teacher education?
2. How will government benefit from PPP initiatives?
3. How have the teachers been trained and retrained in the Junior Secondary Schools?
4. How will the contract nature of the private investors affect the teacher education as a social sector?

Literature Review

The introduction of PPP in education in Western Europe and the United States began in the 1990s. The expansion of this new form of provision has paved the way for recommendations that developing countries might embark on these ventures to improve education in their school sector (Patrinos, 2005). A key driver for PPPs in the United Kingdom was the private Finance Initiative bill of 1997 which was regarded as an instrument to bring in finance from the private sector to improve the financial management of schools and the contract of the private provider was terminated if there were no significant improvements in the schools. Also, the rise in educational partnerships in the United States is closely related to the emergence of the schooling movement of the 1980s. The concern of the parents on falling standards of schooling resulted in a new form of schooling partnership which entailed contracting a school from the state that is managed by parents in a community and it was provided a new form of accountability to local schools. Charter schools began to emerge in 1991 and by the mid 1990s, numerous states were advocating legislation to advance this type of provision. Similarly, the increased presence of non-state provision of education in many states of India is regarded as a response to a relatively conservative education sector since the 1990s as the government has a low capacity to ensure an acceptable delivery of education. The United States Agency for International Development (USAID)'s findings on Education in Nigeria, stated that the overall quality of education is extremely poor, which in turn has lowered demand for education and led to poor academic performance. Of 30million school aged children, 10million have not enrolled in school. A third in primary will not proceed to junior school and even fewer will proceed to senior secondary school. Without a skilled, healthy workforce, the teachers, Nigeria may not be able to achieve its vision for economic growth and transformation by the year 2020 into a leading world economy.

Public Private Partnership: Sana-Luiz's diary, as cited in Akudo (2008) defines Public-Private Partnership (PPP) as the collaboration in the delivery of public services between government and private business on account of a sense of corporate social responsibility and societal demands for strategic partnership in development efforts. In other words, people and organizations; private business, individuals, non-governmental agencies, corporate bodies, faith-based organization; combine to engage in mutually beneficial, innovative relationship to address common aims (Nelson & Zadek 2000) Faniran & Akintayo 2012). PPP is also defined as a collaboration involving the private sector to assist government to invest in donating resources and capacity building such as: classroom, workshops, laboratories, libraries, hostels, scholarships, books, prizes, chair endowments, computers with internet facilities, sponsoring researches and training specialists in different fields and disciplines.(Akudo 2008).

Public Private Partnership Contract: The concept of PPP initiatives in Nigeria are recent developments as part of government's reform agenda for the realization of the 20-2020 plan in which the country is expected to be among the top 20 nations of the world in the year 2020. The proposals according to the Bureau of Public Service Reforms (BPSR)(2006) could be: Joint ownership: In Nigeria, secondary school teachers are expected to be graduates, hence with this arrangement a legal entity will be formed between government and private sector to invest on new projects or revamp existing facilities in the government owned universities.

Contract form: This involves government granting concessions, leases and contracted agreements for procurement or maintenance of certain aspects like supply of computers and maintenance of the laboratories to train the teachers or provide hostel. The contracts are in form of Build-Operate-Transfer (BOT), Build-Own-Operate-Transfer (BOOT), Rehabilitate-Operation-Transfer (ROT) and Build-Own-Operate (BOO).

Lease form: here is a contract for temporary control and use of government assets by the private organization or individual for commercial purpose and returns made to government as agreed.

Concession: involves granting a right for a particular service to be rendered to a particular sector or customers, such as providing light, water, catering services to student teachers while using existing universities' assets.

Private financing: this initiative involves total capital investment by a private sector to assist government in providing facilities, such as building Education Faculties, Libraries, Hostels while government pays for the use of the facilities.

All these strategies can be beneficial for the training of teachers through provision of conducive teaching and learning environments, sponsorships of programmes and granting of scholarships. In Nigeria, the PPP initiatives have not been highly accepted, despite the fact that it has been acknowledged as a potential source of generating funds to ease the educational sector. The government has not enacted enabling laws that will make PPP a compulsory aspect of educational funding and to empower individual school heads to solicit for private support. A structure needs to be put in place to provide the modus operandi and to ensure accountability. There is, however, encouraging trend toward PPP initiatives, such as with Zinox Technologies, a computer company; MTN, GLOBACOM, of communication industry; First Bank and other financial institutions are involved in PPP. Ogbodo & Nwaoku (2007) and Oghenekohwo & Abu (2011) confirmed such donations to higher institutions, however, specific donations and partnership need to be formally established for teacher education.

Theoretical background:

Agency Theory- which is often called the Principal-Agent Theory, shows the relationship between principal and agent.

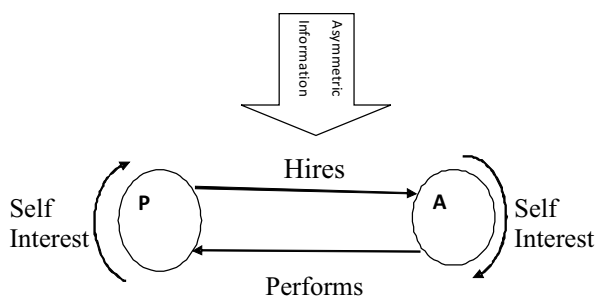


Figure 1: Agency Theory
Basic idea of Agency Theory (P= Principal A=Agent)

Source: Wikipedia (2015) Principal-Agent Problem retrieved 07/03/2015

Stephen Ross propounded the Agency Theory in 1970. It occurs when one person or entity (the Agent) is able to make decisions on behalf of, or that impact, another person or entity (the Principal). The Agent/Principal relationship is a useful analytic tool in education for public and private contracting relationship. Various mechanisms may

be used to align the interests of the Agent with those of the Principal such as availability of necessary information, working agreement, performance evaluation and profit/risk sharing formula and even termination of contract. The public sector (Government) is to harness the expertise and efficiencies of the private sector to deliver certain facilities and services traditionally procured and delivered by the public sector.

Secondary Schools in Nigeria: Students spend six years in secondary school, that is, three years in Junior Secondary School (JSS) and three years in Senior Secondary School (SSS). At the third year of JSS, that is JSS3, the students are made to take the Basic Education Certificate Examination (BECE) which will enable them to be promoted to SSS or moved to Technical Colleges for skill acquisition programmes. Junior Secondary School is free and compulsory and the number of students in secondary schools (12-17 years) were 9,057,000 with Pupil-Teacher ratio of 33:1 (UNESCO 2010).

Teacher Education is confronted with formidable challenges ranging from lack of political backing, lack of interest in affairs of teachers to ensure that there are adequate qualified teachers to teach the increasing teeming population of school children. To attain expected target number of teachers requires adequate educational policy implementation and funding. Teacher education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development (Nakpodia & Urien 2011). Teachers' education revolves around the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in the classrooms. Teachers' education is often divided into three stages namely: initial teacher training; the induction process involving the training and supports of the trainees during the first few years of teaching or the first year in a particular school; and teacher development or continuing performing development and intensive process for practicing teachers.

While in some cases PPPs offer greater access to education, this non- state provision still presents many risk, particularly the lack of sustainability and systematic organization. Given the growing number of PPPs in many countries, like India, the state must play an efficient regulatory role over all providers. Converging to collaborate for quality education in the new democratic era, The Human Resource Development Ministry of India has

proposed PPP as an alternative to improve access to quality school education while ensuring equity and social justice. In the light of the above, the University Grants Commission in India recommended four Models of PPP, which are:

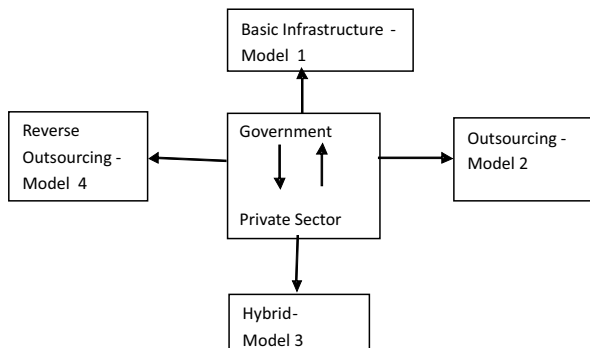


Figure 2: Public-Private Partnership (PPP) Models
Source: In Thomas & Thomas-Oluwuwa (2014)

Model 1: Private sector will invest in infrastructure while government will manage the facilities and make annualized payments to the investors.

Model 2: Private sector will invest in infrastructure and also manage them while government would pay for specific sources.

Model 3: Hybrid Model suggests that government and private sector would jointly invest in infrastructure while private sector will operate and manage the facilities.

Model 4: Government will invest in infrastructure while private partners will operate and manage the facilities and make annualized payment as returns to government.

Benefits of Public Private Partnership

1. There are numerous benefits of PPP which include: saving cost of managing the schools through sharing with the private sector and through technological innovations, cost sharing, source of revenue generation, accountability, availability of experts and businesslike operations of government facilities to make profit and minimize or eradicate inefficiency (Odekunle and Babalola 2008). Furthermore, government by contracting and collaborating with the private sector in teacher education will increase the availability of teachers in secondary schools in both quality and number; increase school enrollment in order to meet the Post 2015 Development Agenda of not leaving any

school age child behind; improve teaching curriculum and methods in order to produce quality students that will meet the nation's manpower needs; Governments are relieved of risk which are transferred to the private sectors; the private sector is intrinsically superior at delivering goods and services; to reduce inequality in the provision of educational opportunities and reduce cost so that government can have funds to meet other competing demands.

Challenges to establishing Public Private Partnerships in Education

1. The low level of capacity for implementing public private partnerships in the education sector in many countries
2. Difficulty of determining appropriate outcomes or performance
3. Cost of contracting with private sector is high compared to the scope and size of project
4. Apprehension from both parties since education is seen as a non commercial or profit activity
5. Partners have different aims
6. Differences in power sharing and exercise
7. Government can always borrow money more cheaply and have greater access to funds through taxes, oil revenue than private companies or private individuals. This is because there is little risk of default but PPP start with a handicap of higher cost of capital, that is higher interest rate and so service will be more expensive.
8. Public Private Partnership do deliver and complete their projects that is, no abandoned projects, unlike government and this means funds must be sourced for, because revenue cannot be generated until project is completed.
9. Transaction costs, legal contracts terms of reference, monitoring and liaison between parties and memoranda of understanding (MOU) and other details are time consuming and expenses.
10. Lack of adequate data, correct information and projections in future trends can affect the implementation of Public Private Partnership contracts. Unforeseen global economic and natural disasters can bring about uncertainties.
11. Bringing Public and Private Providers together when their objectives do not have considerable overlap, and often have conflicting objectives, raises doubts about the feasibility of such an arrangement.
12. There could also be provision for possible

variations in the contract agreement.

- Lack of sustainability and systematic organization of PPP contract owing to social, economic, political or other reasons that will truncate the agreement. (Levin 2000: 135).

Types of Public Partnership in Education

- Adopt a- School Programme: private sector partner provide cash or kind resources to complement government funding of public schools. Such as in the Philippines and in the Sindh Province of Pakistan
- Private Sector Philanthropy initiatives is to create the amount and effectiveness of corporate philanthropy to improve chances for children to gain access to a quality education.
- Capacity- building programmes initiatives: private sector partners provide support such as curriculum and pedagogical support management and administrative training, textbooks, teacher training and quality assurance.
- Outsourcing of School Management: School management initiatives, public sector authorities inviting private providers to operate public schools or manage certain aspect of public schools or manage certain aspects of public school operations. Although they are privately managed, they remain publicly owned and funded.
- Government Purchasing Programmes Initiatives: government contracts with private school to deliver education at public expense, giving them subsidy per student teacher enrolled in an accredited or eligible private school.
- Voucher programmes: voucher and voucher like initiatives involve government funding student teachers to attend private schools through vouchers given to them to use to pay for their education. This voucher can be used to purchase education in either public or private school.
- School Infrastructure Partnership Initiatives: Involves the design, financing, constructing and even operating of public school infrastructure under leasing, while government continues to retain its responsibility for the delivery of the core educational services provision. (Lewis & Patrinos 2011)

Conceptual Framework

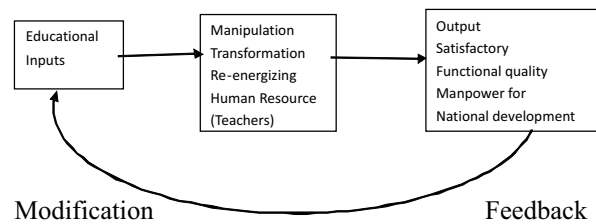


Figure 3 Conceptual framework for Public Private Partnership Initiatives for Education

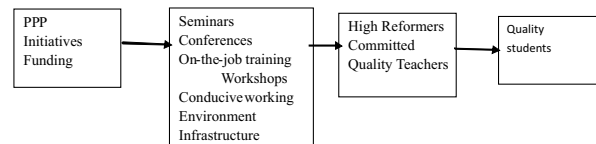


Figure 4: Action Framework for Public-Private-Partnership interventions in Human Resource Development (HRD)
(By the authors)

Methodology

This research is a qualitative one aimed at obtaining the perception of respondents on Public-Private Partnership (PPP) initiatives in the training of teachers in Public Junior Secondary Schools in Edo State of Nigeria. The study was guided by four research questions. The ex-post facto research design was used and population of the teachers in Junior Secondary schools in Edo State was 1,321 (Edo State Ministry of Education 2015). Sample size of 232 comprising 105 males and 127 females, was drawn using the stratified sampling technique for the three senatorial districts. The instrument titled Teacher Perception on Public-Private Partnership (TPPPP) had Section A-Demographic items, Section B-Varied items and Section C-Four scale Likert type items was validated by two experts. Reliability coefficient of 0.82 was established using Pearson's Product Moment Correlation on data obtained from pilot test conducted by test-retest method within two weeks interval. Data were obtained and analyzed using mean ratings, standard deviation and percentages.

Findings and Discussion

The findings of the study and discussions are presented below;

Table 1: Respondents Distribution by Sex

Sex	Frequency	Percentage
Males	105	45.26
Females	127	54.74
Total	232	100.00

Table 1 shows the frequencies and percentages of respondents by sex.

Table 2: Respondents by Years of Teaching Experience

Years of Teaching Experience	Frequency	Percentage
Below 10 years	146	62.93
10 years and above	86	37.07
Total	232	100.00

Table 2 shows the frequencies and percentages of respondents by years of teaching experience.

Table 3: Respondents Distribution by Educational Qualification

Educational Qualification	Frequency	Percentage
Graduate	180	77.59
Post-graduate	52	22.41
Total	232	100.00

Table 3 shows frequencies and percentages of respondents by educational qualifications.

Research Question 1: To what extent can public-private partnership be an alternative option for funding teacher education?

Table 4: Teachers' perception on PPP as alternative option for funding

S/N	Item Statement	Mean	Standard Deviation	Decision
1	There is no alternative to public-private Partnership for teacher education	2.74	.886	Agree

Research Question 2: How will government benefit from PPP initiatives in teacher education?

Table 5: Benefits derivable by government from PPP initiatives in teacher education

S/N	Item Statement	Mean	Standard Deviation	Decision
1	PPP will allow free public fund to be spend on other sectors	2.89	.714	Agree
2	Government will be relieved of risk which are transferred to the private sectors through PPP initiatives	3.17	.637	Agree
3	PPP will make funds available to cater for neglected aspects of teacher education by government	3.20	.570	Agree

Research Question 3: How have the teachers been trained and retrained in the Junior Secondary School?

Table 6: Methods of Training and Retraining of Teachers

S/N	Item Statement	Self	Government	Non-Governmental
1	Government will be relieved of risk which are transferred to the private sectors through PPP initiatives	90.1	8.7	1.2
2	How did you obtain your educational Sponsorship?	86.3	11.6	2.1
3	How were you sponsored in undertaking further educational training?	67.5	24.6	7.9
4	How were you sponsored to the conferences you attended in the past 5 years?	71.5	26.2	2.3
5	How were you sponsored to the workshops you attended in the past 5 years?	68.7	25.9	5.4

Table 7: State of On-the-job Training

S/N	Item Statement	Always	Sometimes	Rarely	None
6	Do you undergo on-the-job training in your School such as from a supervisor?	10.7	33.1	26.0	30.2

Table 8: State of Post-graduate Training

S/N	Item Statement	Yes	No
7	Have you undertaken further educational training?	75.5	24.5

Table 9: Effects of Training and Retraining of Teachers

S/N	Item Statement	Mean	Standard Deviation	Decision
6	Quality teachers will ensure quality students as you cannot give what you do not have	3.58	.518	Agree
7	Training and re-training opportunities for teachers will motivate them to higher performance	3.60	.515	Agree
8	In view of constantly changing technological innovations, teachers need to be developed personally on a regular basis	3.47	.555	Agree
9	In the light of the complexity of school management to meet societal and economic changes, teachers need to be professionally developed on a regular basis	3.51	.524	Agree
10	Qualified teachers are better disposed to provide quality learning experiences for students	3.45	.594	Agree
11	Well structured educational environment will provide functional graduates that will fit into the world of work	3.41	.560	Agree
12	Human resources development will provide	3.40	.526	Agree

Opportunities for career development of teachers

The tables show that the highest percentages of means of sponsorship of human resource development programme of teachers are on self-sponsorship, this ranged from 67.5 to 90.1 percent. Consequently, the highest percentages of times the teachers were exposed to conferences, workshops

and seminars in the past five years are from 1 to 5 times and this ranged from 58.1 to 60.8 percent. It was also found that only 10.7% of respondents indicated that they always had on-the-job training, while 30.2% had none. However, up to 75.5 % had undergone further studies since employed and the benefits derivable were all agreed upon.

Research Question 4: How will the contract

nature of the private investors affect the teacher education as a social sector?

Table 10: PPP as a contract and effect on teacher education

S/N	Item Statement	Mean	SD	Decision
1	Management of education needs to be decentralized since it is multi dimensional	3.16	.607	Agree
2	The private sector is usually more superior at delivering goods and services than government	3.20	.755	Agree

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Agree

The findings show that the mean perception of the teachers of public private initiatives ranged from 2.74 to 3.60, while the standard deviation ranged from .515 to .886. The teachers agreed with all the identified items relating to the public private partnership initiatives. This implies that the teachers had consensus for the advocacy of public-private partnership initiatives. These findings corroborate that of Davies (2006), the research report was organized in four parts: Preconditions for partnership; change dimensions that emerged as a result of partnerships; Partnering mechanism and Success indicators of partnerships.

Conclusion

The research conclusion is that public private partnership will enhance teacher education quality. PPP is, however, changing to Public-Social-Private Partnership (PSPP), the existing PPP will likely need to be modified to include extra mechanisms and criteria in order to function adequately in social services like education without emphasis on profitability.

Recommendations

- That government should harness the PPP initiatives as alternative option for funding teacher education.
- That government should share teacher education risks by collaborating with the private sector in order to ensure quality teaching and learning.
- That teachers should be trained and retrained in order to ensue high caliber manpower.
- That government should properly structure the PPP contract to avoid loopholes and ensure the social nature of education.

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An Appraisal of Labour Unrest Management Strategies in Public Universities in Nigeria

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ABSTRACT

Labour unrest is a frequent occurrence in Nigerian Federal and State-owned universities as a result of inabilities of the stakeholders to reach a compromise on the subjects of their disagreements. Labour unrest has been a major obstacle to the smooth running of the universities' academic calendar and good academic performances of the students who are at the receiving ends. This study examined an appraisal of labour unrest management strategies in government-owned universities in Nigeria. The paper reviewed relevant literatures and adopted conflict theory as the theoretical framework to guide the study. The study was a position paper. The study revealed that incessant labour unrest in the universities was associated with failure of the universities management and governments to find permanent solutions to its root cause. Thus, the strategies adopted to address the phenomenon were found to be ineffective rather than meeting the demands of the workers under the auspices of their unions. The study established that failure to redeem the signed agreements between the both parties; poor strategies and greed were responsible for unabated labour crises in Nigerian Universities. It was, therefore, recommended that the management should always endeavour to implement any agreement signed with the union leaders to prevent recurrence of labour unrest in Nigerian universities.

Key words: Labour unrest, management strategies and public universities

Introduction

Labour unrest is one of the challenges militating against Federal and State universities in Nigeria which has resulted into unstable academic calendar, dropout rate and wastage. This challenge often crops up as a result of the inability of the university management and labour union leaders to peaceably reconcile their differences. The strategies that are often adopted by the management seem incapable to address the recurrence of the phenomenon. Thus, university gates and class-rooms are often locked up at the detriment of the innocent students who are at the receiving end. This paper particularly appraised various researches carried out by researchers and scholars on the subject of labour unrest and proposed ideal solution to resolve its recurrence.

The Federal Republic of Nigeria (FRN, 2004) in the National Policy on Education, Section 8, Sub-section 59, stated the goals of tertiary education in Nigeria as: support to Nigeria development via high-ranking workforce training; improvement of right ethics for citizens and societal existence; growing of individuals' intellectual capacity; intellectual and physical

skills acquisition; community service through promotion of scholarship; and development of unity that cuts across national and international boundaries.

The escalation of labour unrest has hindered, is hindering and will continue to hinder these goals from maximum attainment if not addressed with pragmatic measures. It would be difficult to fully attain the goals of the university education in Nigeria when there is a continual disharmony and constant closure of universities for reasons bothering on irreconcilable differences between the management of universities and the labour unions which have invariably put the interests of the institutions in jeopardy. Labour unrest apparently threatens workers' productivity, interpersonal relationship and organisational existence. University productivity is a function of administrative effectiveness. However, labour unrest is an impediment to the optimum productivity of staff and administrative effectiveness in Nigerian universities. Durosaro (1998) saw productivity as a correlate of input and output of a resource in the system. Aside from supplying a nation's qualitative manpower, the

researcher observed that the quality of any educational system is measurable in terms of its workers' productivity.

Universities are citadels of knowledge where most specialised and skilled manpower are trained. The importance of eyes to the body is what the university education is to the national development and the growth of any country. No nation can grow beyond the level of its education. However, the unrest could make one to state that universities that are supposed to be serene environment where harmony reigns have turned to theatres of unhealthy rivalry, such that labour unions and management are mostly at loggerheads.

Review of Related Literature

Review of related literature is germane and central to every scientific finding. This is to enable a researcher to consult the relevant researches that have been successfully carried out in the past by other researchers so as to establish some facts as the basis for the current problem in order to serve as a guide to solve a perceived problem identified in a field of study at a particular time.

Trade union was formed primarily to regulate the terms of service between temporal or permanent employees and employers, according to Federal Republic of Nigeria (FRN) Trade Union (Amendment) Act 2005. The major stakeholders involved in labour unrest are employers of labour (or university management) and labour unions rather than individual workers (Akanbi, 2001). Workers lack the capacity to confront their employers or Government individually, particularly on several issues bothering their conditions of service. Thus, they came together to form labour unions under different umbrellas. For instance, the Nigeria Labour Congress (NLC), formed in 1978, is the largest trade union and an umbrella for trade unions in Nigeria (Olujide, Akindele & Olorunleke, 2006).

This was followed by various labour unions in different industries, including universities in Nigeria. For instance, Lagos State University (2013) and Moses and Olalekan (2010) averred that ASUU, SSANU and NASU were formed in 1978, 1973 and 1977, respectively. These unions educate their members through platforms of social interaction such as symposia, lectures, seminars, and conferences. However, membership of trade union is voluntary (National Assembly of the FRN, 2005). As such, employees should neither be coerced to join a trade union nor victimised for refusing to join the union or for resigning their membership.

Labour unionism originated from workers'

displeasures of perceived exploitation by their employers. It can be viewed as associations of workers that are formed to protect the rights of their members, particularly when it comes to welfare and better conditions of service. Dahida and Adekeye (2013) rightly traced the origin of labour unionism in Nigeria to the introduction of paid employment by the colonial administrators into the country. However, Okene (2007) stressed that membership of labour union is voluntary. To William (2011), a labour union is an association of employees primarily formed to protect the rights of their members, particularly on issues bothering their fringe benefits and conditions of service. Moses and Olalekan (2010) saw labour unions as the main power resource of the workforce which could offer resolution to the challenges faced by workers in organisations. Thus, the action or inaction of a union as a pressure group may result in unrest with their employer.

Labour unions can also be seen as pressure groups in various fields of professions; their primary aim is to protect the interests of their members. Dahida and Adekeye (2013) and William (2015) saw labour unions as pressure groups and representatives of employees who collectively negotiate the conditions of service with the employer. According to them, labour unions also influence the governments and the management of public universities. However, Akeem (2011) alleged that labour unions in Nigerian universities are sometimes influenced by the management, thus making their agitation ineffective.

It could be inferred from the foregoing that labour unions are associations of employees in organisations formed to protect the interests of their members. Labour union is a collective voice of workers, functioning as the medium of communication between them and the university management on matters that are related to conditions of service. It does not imply that labour unions were formed as rivals to their employers or management. Rather, they were constituted to protect the rights of their members from being abused, specifically by negotiating with their employers where possible. Unrest could be the last resort after all other means have failed.

Labour unions in Nigerian universities were formed as representatives of thousands of university staff to protect their rights against any perceived injustice, with the main purpose of enabling the welfare of their members. Sometimes, it may be through collective bargaining, protest or industrial strike. The leadership of labour unions often bargain with the management on behalf of their members in order to negotiate labour

contracts which may include improving working conditions, negotiation of wages, work rules, benefits, workplace safety, promotion of workers, as well as kicking against indiscriminate firing on members.

The agreement negotiated by the union leaders with the university management is often binding on both parties. Failure on the part of the management to honour the collective bargain usually triggers inevitable consequences like protests, work boycott, or industrial strike. In most cases, a union may organise a section of its members to register the grievances of the workers in a protest where they may carry placards with different inscriptions criticising the management or appealing to the management on a particular need.

However, every action of labour unions is streamlined within the orbit of labour laws. The FRN Trade Union (Amendment) Act 2005, Section 30, Subsection 6, of the Principal Act prohibited employees, trade unions and employers to engage in strike action, lockout or in any conduct that triggers unrest. However, the Act stipulates the following exceptions: The players should not be staffers that provide essential services. Besides, the agitation should be related to deprivation of right and a consequence for breaching a contract of employment. Also, any agitation should be in compliance with the provisions for arbitration in the Trade Disputes Act, and a simple majority of registered members should have voted in support of the inevitable unrest in accordance with the constitution of the trade union.

Furthermore, Section 30, Subsection 7 of the Act stipulates that any violator of the provisions (be an individual, a trade union or an employer) should be prosecuted to serve 6 months' imprisonment, though with an option of paying a fine of ₦10, 000. The sanction could be without option sometime, whereby the violator could be compelled to pay the fine and also serve 6 months' imprisonment.

Causes of Labour Dispute in Public Universities in Nigeria

There cannot be smoke without fire. Certain factors that are responsible for the escalation of the sustained labour unrest in Nigerian universities revolve round policies affecting remuneration, allowances, conditions of service and fringe benefits. Interestingly, the management of these universities cannot claim ignorance of these. Scholars have exhumed certain factors that cause disharmony between labour unions and university management in Nigeria.

For instance, Olujide, Akindele and Olorunleke (2006) noted that university

management are accustomed to not paying attention to labour unions when they raise issues that bother their members, while Ron (2000) identified ineffective communication as one of the major causes of dispute in organisations. Fatile and Adejuwon (2011) mentioned that most dispute in Nigerian higher institutions are unique, involving academic freedom, research, policies, and personnel matters.

Authors identified causes of labour unrest in Nigerian Federal and State universities. Ndum and Okey (2013) identified factors that were responsible for labour dispute in Nigerian universities as competition for scarce resources, goal incompatibility, autonomy or academic freedom, management styles, difference in values and lifestyles, politics and national issues, role conflict such as work interdependence, and differences in performance criteria and reward systems; and behaviours like differences in background, values, personal traits, perceptions, communication, emotions, and attitudes.

Labour dispute is usually triggered as a result of labour agitation for improvement in welfare, and continuous desire of unions and management to achieve their independent objectives (Dahida & Adekeye, 2013). Paul, Usman and Ali (2013) aligned in their opinions that government policies such as increment of fuel price, annulment of election and non-payment of minimum wage contribute to causes of labour dispute in Nigeria.

Management Strategies for Resolving Labour Dispute in Nigerian Universities

In organisations, eradication of dispute has no expiring date. As one dispute is resolved, another would emerge. Alabi (2002) stressed that dispute cannot be completely eliminated in universities. Although the scholar noted that dispute has positive and negative dimensions, it can be prevented and minimised provided when solutions are found to the existing problems. McCabe and Rabil (2001) saw industrial dispute management as action plan to maintain workplace justice. Fatile and Adejuwon (2011) noted that proper management of dispute is a condition for peace and progress in societies, although Akeem (2011) acknowledged anomalies in dispute management mechanisms in Nigerian.

To build and sustain harmony between labour unions and universities management, Ekundayo (2012) recommended that authorities should facilitate better conditions of service, conducive teaching-learning environment, principle of democratic governance, better information channel, disbursement of adequate fund to the

university education, and judicious use of the fund allocated to the institutions.

Management of labour dispute is not an easy task. Fred (2000) noted that preventive actions would help manage, resolve and curtail dispute before it escalates to violence. To the author, avoidance and resolution of dispute are the necessary measures to curtail its recurrence. These entail healthy activities like mediation, peace-making, peace-keeping, and confidence-building measures. Chidi (2010) advised all stakeholders to embrace social dialogue and consultation, while Dahida and Adekeye (2013) recommended a flexible organisational structure in universities to improve the relationship between management and staff.

Fatile and Adejuwon (2011) admonished school authorities and Governments to be democratic and to create healthy avenues for discussion with the union leaders. They concurred that since dispute is inescapable in higher institutions, the management should design non-violent strategies to manage it. Blake, Shepard and Mouton (1964), in Ron (2000), suggested three approaches to resolving organisational dispute as:

- win-lose approach
- lose-lose approach, and
- win-win approach.

According to the win-lose approach, destructive conflict behaviours like aggression, competition, dominance and self-defence are learnt very early in life from family and school or either. This mind-set creates the mentality of survival of the fittest where the fittest gains and the unfittest loses or capitulates. It may be in any forms of socially acceptable mechanisms like the authority of the leader, the determination of a judge or majority vote. Besides, it may be secret strategies or threat. The classic symptoms of intergroup conflict may end in a victor and a vanquished situation where there is no winner or both parties loose.

The lose-lose strategy is the creative potential of how conflict resolution can be realised. It emphasises avoidance of conflict by both parties by reaching compromise. Since disagreement is inevitable, the predictable differences that cause dispute should be avoided. This approach is assumed to be reasonable in the sense that the costs are less than in the win-lose approach, especially for the loser. Each party resigns itself to partial satisfaction and gets some of what it wants. Having confronted the conflict cooperatively, both parties would have created a more satisfying solution.

The win-win approach sees conflict as a problem to be solved, rather than a war to be won. It

is a conscious systematic step to maximise the goals of the parties involved through collaborative problem-solving. Rather than emphasising strategies designed to conquer, this method focuses on the needs and constraints of both parties. They see themselves as we (both parties) versus the problem, instead of we (one party) versus they (the other party). Both parties reach agreeable solutions by mutually defining and analysing the problem. The parties work toward common goals that can only be attained by both parties pulling together, rather by each party struggling to defeat each other. Threat, coercion and secrecy are prohibited because communication is open and direct. The quality of the long term relationships between the parties is emphasised instead of short term accommodations.

Rather than an escalation of suspicion and hostility, attitudes and behaviours are channelled towards the promotion of trust and acceptance. A very high degree of patience and skill in human relations and problem-solving mechanisms are required to maintain the win-win approach. Although labour dispute is inevitable in universities, the challenge can be managed. University management adopts various mechanisms to curtail the recurrence of labour dispute vis-à-vis its aftermath effects. To let the sleeping dog lie, authors have identified some strategies and also suggested different approaches by which labour disputes can be nipped in the bud.

Management of Labour Dispute in Nigerian Public Universities

Labour dispute may be avoided from degenerating to work stoppage or paralysis of activities in the universities. Thus, effective management of labour dispute is one of the yardsticks to adjudge the effectiveness of university administration.

Although labour unions have their roles to play, the management have the major responsibilities and decisions in ensuring peace and harmony. In essence, the resolution of labour dispute is a shared responsibility of the labour unions and the university management.

The six procedures for labour dispute resolution coined from Trade Dispute Act 1976 and suggested by Akanbi (2001) and Kannike (2011) are:

- Self-Help Process
- Mediation
- Conciliation
- Industrial Arbitration Panel
- National Industrial Court, and
- Board of Inquiry.

These procedures are more discussed in the following paragraphs:

The Act requires the disputing parties to mutually settle their differences possibly before the involvement of any third party. Should they fail, the parties are required to submit three copies of a collective agreement, where it exists, to the Minister of Labour and Productivity. Any party who fails to comply risk fine or conviction. The Minister can then bring the disputing parties to round table conference based on the collective agreement for possible settlement.

If the attempt to amicably settle a dispute fails or if there is an absence of agreed means of settlement, the Act provides that the parties should meet within 7 days of the failure or within 7 days from when the dispute arises so as to enable a mutually agreed mediator to assist them reach a resolution. Should the mediator fail to reconcile the parties within 7 days, it is required that a detailed written report be sent to the Minister within 3 days by the parties for conciliation.

The Ministry of Labour is empowered by the Act to appoint conciliators among its Senior Labour Officers to settle the dispute between parties. The conciliators are responsible to investigate the causes in order to resolve it. It is required that the report of the successful settlement of a dispute must be signed by the conciliators and the representatives of the parties reconciled and be sent to the Minister within 7 days. The parties are bound by the terms of the settlement, but the breach attracts conviction as specified by the Act. However, if the conciliator is unable to make settlement, the report of the failure must be forwarded to the Minister who shall refer the dispute to the Industrial Arbitration Panel (IAP).

IAP is a dispute resolution process regulated by law or statute. The parties to the arbitration agreement are legally bound by the decision known as *award* of the arbitration. The arbitrator's award is legally enforceable. The parties that can refer a dispute to IAP are those legally bound by contract. The primary mission of IAP is to maintain industrial relation and harmony between employees and employers. The IAP makes its award within 21 days to be submitted to the Minister who shall send copies to the parties. However, the minister shall refer the dispute to the National Industrial Court (NIC) when there is an objection to the award.

Also, the Act makes provision for a National Industrial Court for the interpretation of collective agreements, settlement of trade disputes and general issues related to industrial relations in Nigeria. The Act empowers the Minister to refer the

objected Arbitration Tribunal award within the stipulated time to the NIC whose award is final and binding on the parties.

Finally, the Act empowers the Minister to constitute a Board of Inquiry as a fact finding machinery to investigate any pending and unresolved dispute in order to procure solution to it. The report of the Board of Inquiry would be submitted to the Minister for further proceedings like publishing it in the Federal Gazette. Notwithstanding, the Board of Inquiry has been criticised by labour union as a delay tactics in favour of the Government or employers.

On the basis of these observations, it could be concluded that dispute resolution is achievable if both parties involved honestly adopt the suggested approaches. If both parties could focus on resolution of an identified problem rather than self-defence, then the phenomenon could be curtailed and effects averted.

However, Akanbi (2001) lamented the existence of various obstacles to maximum effectiveness of trade disputes machineries. These include suspicion and distrust among employers and employees, disobedience of court orders by the parties, delay, dominant role of the Minister, rigid stance of labour unions and ambiguous awards.

Theoretical Framework

Asika (2006) defined a theoretical framework as a statement of constant agreement that exists among phenomena that are measurable in order to forecast and explain the construct. Building on this definition, a theory is an organised system of accepted knowledge that can be applied in a variety of circumstances to explain a specific set of phenomena. The importance of theories cannot be overemphasised in every good research. This is because a theoretical framework is often the basis upon which studies are established.

There are several theories relevant to industrial relations, and these include Conflict Theory, Abraham Maslow hierarchy of Needs theory, Human relations theory, Retention Theory, and Equity Theory. However, the theoretical framework adopted for this study specifically hinged on Conflict Theory. The researcher adopted this theory because of its relevance to the phenomenon under study. Also, the theory was relatively helpful to better explain the subject matter under study.

The Conflict Theory

Historically, societies have been plagued with class struggles and survival of the fittest in the context or situation where oppressors and the oppressed are

constantly in opposition. These struggles had caused revolutions, re-constitution of societies and devastations of the gladiators (Martin, 1998).

The Conflict theory, propounded by Karl Marx (1818-1883), stresses the material, social, economic and political disequilibrium of a social group. The proponent referred to the capitalists (property owners) as the bourgeois and the workers (poor people) as the proletariat as the two opposed classes dominated the society. The bourgeois own capital, but the proletariats merely own their labour which they had to cheaply sell to the capitalists. The capitalists are fond of exploiting their workers by paying them meagre rewards in order to make exorbitant profits.

In the capitalist society, the advocator proved that the poor are seen as unskilful and people who are not enterprising, while the affluent are seen as the owners of wealth resulting from the level of their education and industriousness. The scholar lamented the ignorance and the extent by which the system had affected most of the people living in the capitalist societies. As such, the author vehemently opposed this ideology as false consciousness and proposed radical change by urging the proletarians to stage revolution that could guarantee them freedom from the oppression of the capitalists.

Consequently, the proponent explained that the social problem was not the flaws of the society per se, but the shortcomings of individuals in the society who failed to acknowledge their rights. According to Karl Marx, people should change the mentality of false consciousness to class consciousness, such that workers would recognise themselves as a class unified in opposition to completely overthrow the capitalist system. The perception of this continued exploitation triggered the genesis of industrial conflict in organisations.

Although many theories are relevant to this study, the finding was hinged on the conflict theory. This is because labour unrest is a form of conflict in public universities in Nigeria. In line with conflict theory in the context of labour unrest, the bourgeois (university management) and the proletariat (labour unionists) are the two opposing classes in the public universities. The perceived exploitation of employees by the management could be the probable cause of most labour unrest in Nigerian Federal and State universities. Also, the escalation of labour unrest could hinge on the failure of both the parties to capitulate for peace to reign.

Relevance of the Conflict Theory to the Study

Conflict Theory can be used to identify and manage the causes of labour unrest in public universities in Nigeria. The unhealthy inequality

between the rich and the poor can be linked to the friction between the management and the labour unions. If the perceived inequalities between the management and the workers are resolved, incessant labour unrest would probably be eradicated, or drastically reduced. To accurately correct the perception of workers' exploitation by the management, employees must be well-remunerated and compensated. Also, the conditions of service must be improved. Otherwise, the workers under the umbrella of their unions would keep on causing unrest to agitate for their perceived legitimate rights.

University constitutes an industry where the needs of employees are complex, where employees belong to different social groups and where unrest is inevitable. Therefore, this study hypothesises that labour unrest could negatively affect administrative effectiveness of the university system in Nigeria if not properly addressed. It was therefore assumed that the provision of basic amenities, fringe benefits, increment of remuneration, improvement of staff condition of service, and treating the university staff as members of social groups rather than as individuals are panaceas for the unabated labour unrest in public universities in Nigeria.

In compliance with the directive of the President of the Federal Republic of Nigeria, Major General Muhammadu Buhari, the Office of the Head of the Civil Service of the Federation (OHCSF) directed that all accrued arrears and allowances of Nigerian workers be compiled and paid within 7 days (between 14th 21st September, 2015). These arrears were promotion, salary, 1st 28 days allowance on transfer from post, repatriation allowance, death benefits, burial expenses, and mandatory training of OHCSF in 2010 (Alade, 2015).

The Federal Government's directive caused pandemonium in public universities because of the huge amount of money being owed members of the staff. It was alleged that the Federal Government had released the money to some of the affected universities. How the subventions had been spent or why the management of the affected universities failed to effect the payment remains a mystery. Failure of the university management to comply with the directive may be seen by the labour unions as an affront to their legitimacy. Hence, it may trigger a nationwide industrial action.

Empirical Studies on Labour Unrest, Management Strategies and Administrative Effectiveness

Fatile and Adejuwon (2011) studied conflict

management in tertiary institutions with emphasis on Nigerian universities. The study examined causes of conflict and how it could be managed in Nigerian universities. It was revealed that the consequences of conflicts were detrimental to harmony and goal attainment in universities. The authors offered recommendations to prevent recurrence of students' unrest. The study was relevant to the present study, but the difference was that it focused on students' crises while the current study centred on labour.

Lawal, Saba and Olaniyi (2013) carried out a research on conflict resolution and management for sustainable peace and security in Nigerian educational system. The study analysed the meaning, sources, effects and resolution of conflicts in Nigerian educational system. The authors concurred that conflict could lead to discomfort and hurt feelings, but could also yield positive effect in institutions if properly managed by educational managers. According to them, poor management of conflict result in separation and resentments. The study was relevant to the current study as both studies addressed dispute. However, the former focused on education generally in Nigeria, whereas the latter was restricted to the university education in South-west, Nigeria.

Albert and Yahaya (2013) conducted a research on challenges and prospects of effective industrial conflict resolution in Nigeria. The study used documentary and analytical approach to highlighting a number of labour disputes in Nigeria and its effects on the economy. It revealed government's persistent refusal to implement signed agreements with labour unions and issues concerning salaries and allowances as common factors that usually trigger labour unrest in Nigerian labour sector. The authors recommended that parties should endeavour to respect signed agreement and embrace collective bargaining. The study and the current study were aligned as both focused on the concepts of industrial conflicts and their resolution in Nigerian labour sector. The difference lied in their study populations.

Towards strengthening the relationship between labour unions and university management in Nigeria was a study carried out by Ekundayo (2012). The study examined various causes of conflicts between labour unions and the management of Nigerian universities. The scholar recommended that authorities should facilitate better conditions of service, conducive teaching-learning environment, principle of democratic governance, better information channel and disburse adequate fund to the university education, while the management should judiciously use the

funds allocated to the institutions. The study related to the current study in that both of them shared similar variables. Their study populations were, however, different.

Omoike and Idogho (2008) conducted a study on gender disparity in administrative effectiveness of Heads of Academic Departments (HODs) in Nigerian universities. The study sought to know whether there was a significant difference in the administrative effectiveness of male and female HODs and their levels of administrative effectiveness. The findings revealed that the administrative effectiveness of HODs was high, and there was no significant difference in male and female Heads of Department. The scholars recommended that gender should not be a hindrance when it comes to the appointment of HODs. The study was similar to the present research, but the variable of labour unrest was not explored in the current study.

Appraisal of the Literature Reviewed

Fatile and Adejuwon (2011) conducted an empirical study on conflict management in Nigerian universities. The study is relevant to the present study which used Nigerian universities as a case study. It focused on students' crises while the current study focused on labour dispute. The authors presented the crises caused by students without considering other forms of dispute.

Lawal, Saba and Olaniyi (2013) carried out a research on conflict resolution and management for sustainable peace and security in Nigerian educational system. The former and the current study addressed the concept of labour dispute, but the scope of the former was too broad, whereas the latter was restricted to South-West, Nigeria. The authors aimed at achieving sustainable peace and security in Nigerian educational system without putting staff welfare into consideration.

Likewise, Albert and Yahaya (2013) conducted a research on challenges and prospects of effective industrial conflict resolution in Nigeria. The relevance of both the studies was that they focused on the concepts of industrial conflicts and their resolution in Nigerian labour sector. The study used documentary and analytical approach to highlighting a number of labour disputes in Nigeria. However, a constructive questionnaire would have been appropriately used to collect more information that could be relevant to the study.

Ekundayo's (2012) study centred on strengthening the relationship between trade unions and university management in Nigeria. The study is relevant to the current study in that both the studies shared similar variables. Its

recommendations are germane to industrial harmony in the university system. Nevertheless, the study was more on strengthening the relationship between labour unions and university management which appeared difficult. The author could have looked at it from the perspective of identifying the causes of unrest and finding solutions to them.

Omoike and Idogho (2008) conducted a study on gender disparity in administrative effectiveness of HODs in Nigerian universities. In the area of administrative effectiveness, the study is relevant to the current study. However, the author appeared to be gender-biased. This is because in academic, both male and female academics have equal chance to aspire to any leadership position. The results of this type of study seemed to be subjective and gender-biased.

The foregoing reviewed relevant literature showed that a labour unrest significantly influenced the administrative effectiveness of universities. However, it was observed that none of them particularly focused on the combination of labour unrest, management strategies and administrative effectiveness which was the focal point of the present study. Also, none of them focused on public universities in the South-west, Nigeria. In addition, most of the earlier studies focused on either universities outside Nigeria or secondary schools in Nigeria. Those that focused on Nigeria consecrated their studies on either private universities or Nigerian tertiary institutions as a whole Nigerian civil service and other sectors of the economy forgetting that each institution or sector has peculiar challenges.

Their focuses on the subject of labour unrest were either too narrow or too broad in contrast to the present study that examined a more elaborate work on the topic of labour dispute, management strategies and administrative effectiveness in public universities in South-west, Nigeria. Considering the limitations of the previous studies reviewed, the current study attempted to fill the research gap and make contributions to the body of knowledge as regards this subject in the field of educational management.

Conclusion

Labour unrest is a major obstacle to effective administration of universities in Nigeria, particularly Government-owned universities. The management of these universities as well as Federal and State governments have apparently found it difficult to permanently find a lasting solution to

the recurrence of this challenge. Over the years, the management as the administrators and the governments as the owners of these universities have adopted various strategies, but without any tangible or lasting result. Findings have shown that strategies are not necessarily the best approaches to address recurrence of labour unrest in the government-owned universities. Provision of amenities, infrastructures, payment of accrued arrears, reinstatement of sacked members of staff and fulfilment of the signed agreement between the government and the union representatives seem to have solved the problem of incessant labour unrest in Nigerian government-owned universities.

Recommendation

The study revealed that most of the principal stakeholders in government-owned universities in Nigeria are not addressing the remote and immediate causes of incessant labour unrest in the universities. Procuring solution to the causes is the answer to the question of labour unrest in the universities. On this note, the following recommendations are made:

1. University management should establish more programmes that can boost their Internal Generated Revenue (IGR) to attend to their staff welfare. Also, Federal and State Governments should increase the funds allocated to the university education to boost the morale of members of staff in the universities and facilitate enabling environment for teaching and learning, research and community development.
2. Prevention of labour dispute is a panacea for the effective administration of universities. To achieve the effective administration in the universities, therefore, members of staff and management should learn to peacefully iron out their differences and not to be allowed to degenerate into violence or closing down of universities at the detriment of the innocent students. Both the parties should jettison the idea of retaliation and embrace conventional means of settling their inevitable grievances.
3. The labour union executives at both Federal and State universities should organise seminars, workshops, symposiums and conferences to educate their members on the modality of civilised demonstrations. This might help prevent violence, wanton destruction of properties and needless embarrassment of principal officers and other non-union members.

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The Influence of Lagos Eko Secondary Education Project on Physical Facilities in Public Secondary Schools in Ikorodu Local Government in Lagos State, Nigeria

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Abstract

The study investigated the influence of Lagos Eko Secondary Education Project (LESEP) on physical facilities in public secondary schools in Ikorodu Local Government in Lagos State. The study used a descriptive research design of the survey type. The population of the study was all secondary school teachers in Ikorodu Local Government. The study sample comprised of 200 teachers selected out of 758 teachers through random sampling technique. The instrument used for data collection was a self-designed questionnaire tagged "Teachers' Perceptions on LESEP Questionnaire (TPLQ)". The reliability of TPLQ was determined by test-retest method with a correlation coefficient of 0.86. Three research questions were raised from which three hypotheses were generated. All hypotheses were tested at 0.05 level of significance. The results of the study indicated that LESEP had significant positive influence on availability, adequacy and functionality of physical facilities. The study also revealed that there were significant differences in the availability, adequacy and functionality of physical facilities before and after intervention by LESEP. Based on the findings of the study, it was inferred that LESEP had positive influence on availability, adequacy and functionality of physical facilities. It was therefore recommended that similar intervention projects should be extended to primary and tertiary institutions while effective strategies must be put in place for the sustainability of LESEP.

Keywords: Eko Project, Physical facilities, Public, Lagos State, Ikorodu

Introduction

In Nigeria, secondary education has continued to witness rapid expansion due to its perception as the basis for tertiary education. One of the broad goals of secondary education as indicated in the National Policy on Education is to prepare the individual for useful living within the society; and higher education (Federal Government of Nigeria, 2004). Statistics revealed that the enrolment figures in secondary schools from 2006 to 2010 increased significantly from 2,934,972 to 5,010,227 (Federal Government of Nigeria, 2011). At the senior secondary education level, there were 7,915 public and private senior secondary schools in 2006, while in 2010 the number increased by 100%, (Tahir & Obasi, 2012). However, it is observed that this enrolment has not been backed up with commensurate allocation of resources.

This outrageous enrolment of students without adequate provision of educational facilities could bring about overcrowding of the available classrooms, resulting in poor academic performance of students. Inadequate provision of physical facilities implies that there is a mismatch between the students' population and physical facilities such as classrooms, lecture theatres,

laboratories, studio and seats for students. When physical facilities are inadequate, there is the problem of overcrowding with its corresponding negative impact on the available space for meaningful. Adeyemi and Igbineweka, (2000) emphasised the significance of various categories of physical facilities towards the quality of education.

Adeyemi and Igbineweka (2000) observed that overcrowding creates stress which in turn creates fight while those hanging outside create obscene activities around school premises. They went further to add that one thing that can easily make the learning environment uncondusive is when increase in student enrolment is not matched by expansion in sitting capacity. In addition absence of such match leads to the gradual decay of symbolic things that help pattern human behaviour.

In order to address the perceived decline in the quality of education, the Federal Government of Nigeria in 2003 started the National Economic Empowerment and Development Strategy (NEEDS). This initiative is a core multi-sectoral reform program that makes educational reform an important transformational tool and instrument for socio-economic empowerment and to address

some educational problems. Also Nigeria states have developed individual State Empowerment and the Economics Development Strategies (SEEDS) which prioritise provision of education at the state level, (Akinwande and Okuola, 2015).

An overwhelming number of students in Lagos State are being educated in deteriorating school facilities which are not conducive in increasing students' motivation and academic achievement (Durosaro, 2001). In its quest to salvage the deteriorating situation of academic performance the Lagos State Government initiated the "Lagos Eko Secondary Education Project" (LESEP) in 2009. This initiative was a \$95 Million partnership between the World Bank and the Lagos State Government. The main objective is to improve learning outcomes and educational performance of students in the 637 junior and senior public secondary schools in Lagos State over four years, (Abari, Oshun and Oyetola, 2013)

There are several components and subcomponents of the project which include School Development Grants (SDG), Teacher Professional Development, enhancing standardized testing, support to the Lagos State Examination Board, support to the Teachers Establishment and Pensions Office and developing public-private partnership for the five Technical Colleges in the State. The SDG is an annual fund provided to all public secondary schools, based on the size of the school, to augment schools' operating costs and non-salary expenditures- infrastructure expenditure will be capped at 30% of grant resources (Abari, et al, 2013). According to Azeez (2011) the utilization of the grant can be classified into five categories, namely; procurement of essential instructional materials, school minor repairs, teacher training, security and project management. The SDG empowers principals to make critical decisions concerning the individual schools.

There have been various comments on the effectiveness of this collaborative effort between the World Bank and the Lagos State Government. For instance, Azeez (2011) observed that:

at the design stage of the Project, the World Bank assessment experts stated that we should not expect significant increase, in most cases, not more than 5% in our students' performance based on their experience across Africa.... Our schools have proved that Lagos State is an exception to this rule having achieved 20%, 30% even in some cases 75% increase in performance.

The implication of this is that the SDG has boosted the academic performance of students through improvement in the quality and quantity of input of which physical facilities constitute an essential component.

The underpinning theory for this study is the Systems Theory. This is a systematic grouping of interrelated principles with a primary objective of synthesizing significant principles into a framework. The theoretical framework chosen for this study is premised on the perception of the secondary school as a system. Koontz, O' Donnell and Weihrich (1980) described system as a set of assemblage of things connected or interdependent, so as to form a complex unity; a whole composed of parts in orderly arrangement according to some scheme or plan. Koontz et al (1980) opined that the advantage of approaching any area of inquiry or any problem as a system is that it enables us to see the critical variables and constraints and their interactions with one another. It forces scholars and practitioners in the field to be constantly aware that one single element, phenomenon or problem should not be treated without regard for its interaction consequences with other elements.

In relating the systems theory to the educational system, a secondary school is an open system, which comprises of inputs (human, material, physical and financial) that are organised and activated through conversion process (teaching and learning) into outputs. Therefore, part of the objectives of LESEP is improvement in the input, that is, physical facilities so as to make the learning environment conducive. Through this approach, the academic performance of students will improve. This implies that improvement in the quality of physical facilities will translate to efficient teaching-learning process and ultimately lead to improvement in students' performance in internal and public examinations.

Abari et al (2013) observed that while effective school researches cum correlates of effective schools are as varied as the author and scholars into the subject matter, one underlying, basic and fundamental purpose is school improvement albeit, towards quality education. They added that adjunct to this is the formulation and implementation of necessary and adequate policies that would enhance the realization of educational goals and objectives. It is against this background that this study is conducted to ascertain the success of LESEP as far as the primary goal of the project is concerned.

The unique position of teachers in instructional delivery process places them in vantage position to

evaluate the influence of LESEP on physical facilities in public secondary schools. Thus, teachers' perception on the influence of the LESEP on the improvement in quality and quantity of physical facilities is considered an objective assessment of the project.

Studies in the United States of America have revealed that teacher quality is the most important variable in determining students' achievement (American Federation of Teachers 'AFT' 2000). Also, Okobia (2011), observed that no meaningful socio-economic and political development in any society without teachers. Upon their number, their quality and their devotion rests the effectiveness of all educational arrangements. Even with the best of educational policy, design and the expenditure of colossal sum of money for education, the ultimate realization of any set of aims for education depends on the teachers, who will ultimately be responsible for translating policy into action and principles into practice in their interactions with students.

Purpose of the Study

The main objective of LESEP has been to enhance the overall quality of public secondary education in the state by enhancing students' learning outcomes. This study however, investigated the influence of LESEP on the provision of physical facilities in public secondary schools in Ikorodu Local Government Area in Lagos State. In addition, it also examined whether there were significant differences in availability, adequacy and functionality of physical facilities before and after LESEP.

Research Questions

In order to guide this study three research questions were raised. These are:

Research Question 1: Is there any difference in the availability of physical facilities before and after intervention of LESEP?

Research Question 2: What is the adequacy of physical facilities before and after intervention of LESEP?

Research Question 3: What is the functionality of physical facilities before and after intervention of LESEP?

Research Hypotheses

The following research hypotheses were formulated to guide the study.

1. **H₁:** There is no significant difference in the

availability of physical facilities before and after the intervention of LESEP

2. **H₂:** There is no significant difference in the adequacy of physical facilities before and after the intervention of LESEP

3. **H₃:** There is no significant difference in the functionality of physical facilities before and after the intervention of LESEP

Methodology

The study used descriptive statistics of the survey type. The population of the study comprised of teachers in public secondary schools in 27 public secondary schools in Ikorodu Local Government. 10 public secondary schools were randomly selected for the study while 200 teachers out of 758 teachers were chosen for the study through random sampling technique. The instrument used for data collection was a self-designed questionnaire tagged "Teachers' Perceptions on LESEP Questionnaire (TPLQ)". The instrument comprises of three sections. Section A solicits for teachers' responses on availability of physical facilities before and after intervention by LESEP. Section B contains items that elicit responses from teachers on the adequacy of physical facilities before and after intervention by LESEP while Section C solicits for responses from teachers on the functionality of physical facilities before and after intervention by LESEP. The reliability of TPLQ was determined by test-retest method. This was done by administering the instrument on 20 teachers selected from Oriwu College Ikorodu twice within two weeks interval. The scores obtained were correlated through Pearson Moment Correlation Method. A correlation coefficient of 0.86 obtained was adjudged as adequate for the instrument. The data collected were analysed using descriptive statistics such as frequency, mean while t-test was used as inferential statistic.

Results

The analysis of data and its interpretation are in two stages. Stage one involves analysis of research questions and stage two entails testing of hypotheses. A two-point scale was used for analysis. For instance, "Availability" and "Adequate" and "Functional" were assigned 2 points while "Not Available", "Inadequate" and "Not Functional" were assigned 1. Following this, the mean scores were determined to take a decision. To take a decision, any mean score below 1.5 was taken as negative while 1.5 and above was considered as positive. Discussion of the findings is presented at the end of each Table.

Research question 1: What is the availability of physical facilities before and after the intervention by LESEP?

Table1: Availability of physical facilities before and after the intervention of LESEP

Items/ Mean. Name of School	Ayangburen		Ore Grammar		Yewa High		Majidun		Ipaado Sec.		Bayeku		Govt. Model		Lagos State		Zumuratu Islamiyat		Keme Balogun		Grand	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
Classrooms	1.50	1.65	1.75	1.95	1.50	1.75	1.65	1.65	1.40	1.70	1.50	1.75	1.75	2.00	1.75	2.00	1.65	1.75	1.75	2.00	1.62	1.82
Laboratoris & Equipment	1.45	1.70	1.65	1.75	1.45	1.65	1.50	1.85	1.45	1.65	1.40	1.65	1.50	1.85	1.50	1.80	1.55	1.85	1.50	1.80	1.50	1.76
Library	1.50	1.75	1.65	1.80	1.55	1.75	1.55	1.75	1.60	1.75	1.50	1.75	1.55	1.80	1.60	1.90	1.50	1.75	1.55	1.85	1.55	1.79
Workshop	1.65	1.85	1.40	1.70	1.30	1.55	1.40	1.65	1.45	1.60	1.40	1.65	1.40	1.75	1.45	1.70	1.50	1.60	1.45	1.75	1.44	1.68
Computer (Students, Principals & teachers)	1.55	1.75	1.40	1.65	1.35	1.50	1.50	1.75	1.40	1.70	1.55	1.70	1.35	1.70	1.40	1.75	1.45	1.55	1.40	1.70	1.43	1.68
Internet & Intercom facilities	1.20	1.50	1.30	1.55	1.20	1.50	1.10	1.50	1.20	1.50	1.30	1.80	1.50	1.80	1.45	1.80	1.50	1.55	1.45	1.80	1.32	1.63
Students desks and benches	1.50	1.65	1.55	1.65	1.50	1.80	1.60	1.85	1.50	1.75	1.65	1.80	1.50	1.85	1.50	1.80	1.60	1.70	1.50	1.85	1.54	1.77
Furniture for teachers	1.60	1.75	1.55	1.70	1.55	1.75	1.50	1.75	1.55	1.80	1.60	1.80	1.50	1.85	1.55	1.35	1.65	1.75	1.55	1.85	1.56	1.78
Principal office	1.75	1.85	1.70	1.80	1.60	1.85	1.60	1.80	1.65	1.85	1.70	2.00	1.65	1.85	1.60	1.75	1.60	1.50	1.60	1.85	1.65	1.84
Guidance/ Counselors office	1.40	1.55	1.35	1.60	1.30	1.60	1.30	1.60	1.40	1.50	1.50	1.70	1.40	1.70	1.35	1.75	1.65	1.70	1.35	1.70	1.40	1.47
Staffrooms	1.50	1.65	1.55	1.70	1.50	1.75	1.55	1.75	1.50	1.70	1.65	1.85	1.60	1.80	1.65	1.80	1.65	1.75	1.65	1.85	1.58	1.76
Assembly block	1.10	1.60	1.20	1.50	1.30	1.70	1.20	1.60	1.10	1.55	1.20	1.60	1.20	1.50	1.30	1.85	1.25	1.55	1.30	1.50	1.22	1.61
Administrative block	1.40	1.75	1.35	1.65	1.40	1.60	1.30	1.75	1.40	1.65	1.60	1.80	1.50	1.70	1.50	1.80	1.35	1.65	1.50	1.80	1.43	1.72
Overhead projector	1.00	1.40	1.05	1.35	1.05	1.45	1.00	1.35	1.00	1.30	1.40	1.60	1.10	1.50	1.20	1.55	1.10	1.45	1.20	1.60	1.11	1.46
Marker board	1.00	1.50	1.10	1.50	1.00	1.40	1.20	1.55	1.10	1.40	1.30	1.65	1.65	1.75	1.50	1.80	1.35	1.55	1.50	1.65	1.27	1.58
Schoolplay ground	1.70	1.75	1.65	1.65	1.65	1.65	1.70	1.75	1.80	1.70	1.70	1.75	1.60	1.80	1.60	1.85	1.55	1.60	1.60	1.80	1.64	1.75
Institutional materials	1.65	1.80	1.60	1.85	1.55	1.85	1.65	1.80	1.60	1.65	1.65	1.85	1.50	1.85	1.65	1.85	1.60	1.80	1.65	1.85	1.61	1.82
Photocopy machine	1.50	1.65	1.60	1.75	1.50	1.75	1.60	1.85	1.50	1.65	1.60	1.75	1.60	1.80	1.50	1.85	1.50	1.75	1.50	1.80	1.54	1.76
Borehole/ well	1.40	1.70	1.30	1.50	1.40	1.65	1.35	1.55	1.30	1.50	1.40	1.70	1.40	1.70	1.40	1.70	1.40	1.65	1.40	1.70	1.38	1.64
Toilets	1.50	1.65	1.40	1.65	1.30	1.70	1.50	1.75	1.35	1.60	1.55	1.75	1.50	1.65	1.40	1.65	1.45	1.65	1.45	1.65	1.44	1.67

NOTE: B= Before intervention, A= After intervention

Table 1 shows the availability of physical facilities before and after the intervention of LESEP. Table 1 revealed different mean scores under various items on physical facilities. Before intervention 9 items out of the 19 items listed under physical facilities had mean scores below 1.5. These items include workshop, computers, internet and intercom facilities, guidance counsellors' office, assembly block, administrative block, overhead projector, marker board and toilets. However, there was an increase in their mean scores above 1.5 except for

the overhead projector with a mean score of 1.46 as against 1.11 before the intervention. In general all the items under physical facilities with mean scores above 1.50 before the intervention had increase in their mean scores after the intervention. Worthy of note are classrooms, furniture for teachers and instructional materials with mean scores of 1.82, 1.84 and 1.82 respectively. This shows that overall there is an improvement in the availability of physical facilities after the intervention of LESEP

Research Question 2: What is the adequacy of

physical facilities before and after the intervention by LESEP?

Table 2: Adequacy of physical facilities before and after the intervention of LESEP

Items/Name of School	Ayangburen High School		Oreye Grammar School		Yewa High School		Majidun Grammar School		Ipaodo Sec. School		Bayeku Grammar Sm. Secondary Sch.		Govt. Model College		Lagos State Civil Service		Zumuratu Islamiyat Grammar School Model College		Keme Balogun Senior College		Grand Mean.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
Classrooms	1.48	1.63	1.73	1.93	1.48	1.48	1.63	1.63	1.38	1.68	1.48	1.73	1.73	1.98	1.73	1.98	1.63	1.73	1.73	1.98	1.60	1.80
Laboratories & Equipment	1.43	1.68	1.63	1.73	1.43	1.63	1.48	1.83	1.43	1.63	1.38	1.63	1.48	1.73	1.48	1.78	1.53	1.83	1.48	1.78	1.48	1.74
Library	1.48	1.73	1.63	1.78	1.53	1.73	1.53	1.73	1.58	1.73	1.48	1.73	1.53	1.78	1.58	1.88	1.48	1.73	1.53	1.83	1.53	1.77
Workshop	1.63	1.83	1.38	1.68	1.28	1.53	1.38	1.63	1.43	1.58	1.38	1.63	1.38	1.73	1.43	1.68	1.48	1.58	1.43	1.73	1.42	1.66
Computer (Students, principals & teachers)	1.53	1.73	1.38	1.63	1.33	1.48	1.48	1.73	1.38	1.68	1.53	1.68	1.33	1.68	1.38	1.73	1.43	1.53	1.38	1.68	1.41	1.66
Internet & Intercom facilities	1.18	1.48	1.28	1.53	1.18	1.48	1.08	1.48	1.18	1.48	1.28	1.78	1.48	1.78	1.43	1.78	1.48	1.53	1.43	1.78	1.30	1.61
Students desks and benches	1.48	1.63	1.53	1.63	1.48	1.78	1.58	1.83	1.48	1.73	1.63	1.78	1.48	1.83	1.48	1.78	1.58	1.68	1.48	1.83	1.52	1.75
Furniture for teachers	1.58	1.73	1.53	1.68	1.53	1.73	1.48	1.73	1.53	1.78	1.58	1.78	1.48	1.83	1.53	1.73	1.63	1.73	1.53	1.83	1.54	1.76
Principal office	1.73	1.83	1.68	1.78	1.58	1.83	1.58	1.78	1.63	1.83	1.68	1.68	1.63	1.83	1.58	1.73	1.58	1.48	1.58	1.83	1.63	1.82
Guidance/ Counselors office	1.38	1.53	1.33	1.58	1.28	1.58	1.28	1.58	1.38	1.48	1.48	1.68	1.38	1.68	1.33	1.73	1.63	1.68	1.33	1.68	1.38	1.45
Staff rooms	1.48	1.63	1.53	1.68	1.48	1.73	1.53	1.73	1.48	1.68	1.63	1.83	1.58	1.78	1.63	1.78	1.63	1.73	1.63	1.83	1.56	1.74
Assembly block	1.08	1.58	1.18	1.48	1.28	1.68	1.18	1.58	1.08	1.53	1.18	1.58	1.18	1.48	1.28	1.83	1.23	1.53	1.28	1.48	1.20	1.59
Administrative block	1.38	1.73	1.33	1.63	1.38	1.58	1.28	1.73	1.38	1.63	1.58	1.78	1.48	1.68	1.48	1.78	1.33	1.63	1.48	1.78	1.41	1.70
Overhead projector	1.00	1.38	1.05	1.33	1.03	1.43	0.98	1.33	0.98	1.28	1.38	1.58	1.08	1.48	1.18	1.53	1.08	1.43	1.18	1.58	1.09	1.44
Marker board	1.00	1.48	1.08	1.48	0.98	1.38	1.18	1.53	1.08	1.38	1.28	1.63	1.63	1.73	1.48	1.78	1.33	1.53	1.48	1.63	1.25	1.56
School play ground	1.68	1.73	1.63	1.63	1.63	1.63	1.68	1.73	1.78	1.68	1.68	1.73	1.58	1.78	1.58	1.83	1.53	1.58	1.58	1.78	1.62	1.73
Institutional materials	1.63	1.78	1.58	1.83	1.53	1.83	1.63	1.78	1.58	1.63	1.63	1.83	1.48	1.83	1.63	1.83	1.58	1.78	1.63	1.83	1.59	1.80
Photocopy machine	1.48	1.63	1.58	1.73	1.48	1.73	1.58	1.83	1.48	1.63	1.58	1.73	1.58	1.78	1.48	1.83	1.48	1.73	1.48	1.78	1.52	1.74
Borehole/well	1.38	1.68	1.28	1.48	1.38	1.63	1.33	1.53	1.28	1.48	1.38	1.68	1.38	1.68	1.38	1.68	1.38	1.63	1.38	1.68	1.36	1.62
Toilets	1.48	1.63	1.38	1.63	1.28	1.68	1.48	1.73	1.33	1.58	1.53	1.73	1.48	1.63	1.38	1.63	1.43	1.63	1.43	1.63	1.42	1.65

NOTE: B= Before intervention, A= After intervention

Table 2 shows the adequacy of physical facilities before and after the intervention of LESEP. Table 2 revealed different mean scores under various items on physical facilities. Before intervention 11 items out of the 19 items listed under physical facilities had mean scores below 1.5. These items include laboratories and equipment, workshop, ,

computers, internet and intercom facilities, guidance counsellors' office, assembly block, administrative block, overhead projector, marker board, borehole/well and toilets. However, there was an increase in their mean scores above 1.5 except for the overhead projector with a mean score of 1.44 as against 1.09 before the intervention. In general all the items under physical facilities with mean scores above 1.50 before the intervention had increase in their mean scores after the intervention.

This shows that overall there is an improvement in the adequacy of physical facilities after the intervention of LESEP.

Research Question 3: What is the functionality of physical facilities before and after the intervention by LESEP?

Table 3: Functionality of physical facilities before and after the intervention of LESEP

Items/Name of School	Ayangburen High School		Oreye Grammar School		Yewa High School		Majidun Grammar School		Ipaode School		Sec. Bayeku Grammar Snr. Secondary Sch.		Govt. Model College		Lagos State Civil Service		Zumuratu Islamiyat Grammar School Model College		Keme Balogun Senior College		Grand Mean.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
Classrooms	1.50	1.65	1.75	1.95	1.50	1.75	1.65	1.65	1.40	1.70	1.50	1.75	1.75	2.00	1.75	2.00	1.65	1.75	1.75	2.00	1.62	1.82
Laboratories & Equipment	1.45	1.70	1.65	1.75	1.45	1.65	1.50	1.85	1.45	1.65	1.40	1.65	1.50	1.85	1.50	1.80	1.55	1.85	1.50	1.80	1.50	1.76
Library	1.50	1.75	1.65	1.80	1.55	1.75	1.55	1.75	1.60	1.75	1.50	1.75	1.55	1.80	1.60	1.90	1.50	1.75	1.55	1.85	1.55	1.79
Workshop	1.65	1.85	1.40	1.70	1.30	1.55	1.40	1.65	1.45	1.60	1.40	1.65	1.40	1.75	1.45	1.70	1.50	1.60	1.45	1.75	1.44	1.68
Computer (Students, principals & teachers)	1.55	1.75	1.40	1.65	1.35	1.50	1.50	1.75	1.40	1.70	1.55	1.70	1.35	1.70	1.40	1.75	1.45	1.55	1.40	1.70	1.43	1.68
Internet & Intercom facilities	1.20	1.50	1.30	1.55	1.20	1.50	1.10	1.50	1.20	1.50	1.30	1.80	1.50	1.80	1.45	1.80	1.50	1.55	1.45	1.80	1.32	1.63
Students desks and benches	1.50	1.65	1.55	1.65	1.50	1.80	1.60	1.85	1.50	1.75	1.65	1.80	1.50	1.85	1.50	1.80	1.60	1.70	1.50	1.85	1.54	1.77
Furniture for teachers	1.60	1.75	1.55	1.70	1.55	1.75	1.50	1.75	1.55	1.80	1.60	1.80	1.50	1.85	1.55	1.35	1.65	1.75	1.55	1.85	1.56	1.78
Principal office	1.75	1.85	1.70	1.80	1.60	1.85	1.60	1.80	1.65	1.85	1.70	2.00	1.65	1.85	1.60	1.75	1.60	1.50	1.60	1.85	1.65	1.84
Guidance/ Counselors office	1.40	1.55	1.35	1.60	1.30	1.60	1.30	1.60	1.40	1.50	1.50	1.70	1.40	1.70	1.35	1.75	1.65	1.70	1.35	1.70	1.40	1.47
Staffrooms	1.50	1.65	1.55	1.70	1.50	1.75	1.55	1.75	1.50	1.70	1.65	1.85	1.60	1.80	1.65	1.80	1.65	1.75	1.65	1.85	1.58	1.76
Assembly block	1.10	1.60	1.20	1.50	1.30	1.70	1.20	1.60	1.10	1.55	1.20	1.60	1.20	1.50	1.30	1.85	1.25	1.55	1.30	1.50	1.22	1.61
Administrative block	1.40	1.75	1.35	1.65	1.40	1.60	1.30	1.75	1.40	1.65	1.60	1.80	1.50	1.70	1.50	1.80	1.35	1.65	1.50	1.80	1.43	1.72
Overhead projector	1.00	1.40	1.05	1.35	1.05	1.45	1.00	1.35	1.00	1.30	1.40	1.60	1.10	1.50	1.20	1.55	1.10	1.45	1.20	1.60	1.11	1.46
Marker board	1.00	1.50	1.10	1.50	1.00	1.40	1.20	1.55	1.10	1.40	1.30	1.65	1.65	1.75	1.50	1.80	1.35	1.55	1.50	1.65	1.27	1.58
School play ground	1.70	1.75	1.65	1.65	1.65	1.65	1.70	1.75	1.80	1.70	1.70	1.75	1.60	1.80	1.60	1.85	1.55	1.60	1.60	1.80	1.64	1.75
Institutional materials	1.65	1.80	1.60	1.85	1.55	1.85	1.65	1.80	1.60	1.65	1.65	1.85	1.50	1.85	1.65	1.85	1.60	1.80	1.65	1.85	1.61	1.82
Photocopy machine	1.50	1.65	1.60	1.75	1.50	1.75	1.60	1.85	1.50	1.65	1.60	1.75	1.60	1.80	1.50	1.85	1.50	1.75	1.50	1.80	1.54	1.76
Borehole/well	1.40	1.70	1.30	1.50	1.40	1.65	1.35	1.55	1.30	1.50	1.40	1.70	1.40	1.70	1.40	1.70	1.40	1.65	1.40	1.70	1.38	1.64
Toilets	1.50	1.65	1.40	1.65	1.30	1.70	1.50	1.75	1.35	1.60	1.40	1.60	1.40	1.70	1.40	1.70	1.40	1.65	1.40	1.70	1.38	1.64

NOTE: B= Before intervention, A= After intervention

Table 3 shows the state of physical facilities before and after the intervention of LESEP. Table 3 revealed different mean scores under various items on functionality of physical facilities. Before intervention, 10 items out of the 19 items listed under physical facilities had mean scores below 1.5. These items include workshop, computers, internet and intercom facilities, guidance counsellors' office, assembly block, administrative block, overhead projector, marker board, borehole/well and toilets. However, there was an increase in their mean scores above 1.5 after the intervention except for the overhead projector that witnessed a marginal increase in mean score from 1.11 to 1.46 after the intervention. In general, all the items under physical facilities with mean scores

above 1.50 before the intervention had increase in their mean scores after the intervention. This shows that there is an overall improvement in the functionality of physical facilities after the intervention of LESEP.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the availability of physical facilities after intervention by LESEP

Table 4: t-test result on difference in availability of physical facilities

	Before	After
Mean	1.501	1.722
Variance	0.01061	0.012307
Observation	10	10
Df	18	
t-stat	36.015	
t-critical (2 tails)	2.100922	

Table 4 shows the t-test result for difference in availability of physical facilities before and after the intervention of LESEP. Since t-stat value of 35.9505 is greater than t-critical value of 2.100922 at $\alpha = 0.05$, then we can conclude that there was a significant difference in the availability of physical facilities due to intervention of LESEP. Therefore, the hypothesis which says that there is no significant difference in the availability of physical facilities as a result of intervention by LESEP is not accepted.

Hypothesis 2: There is no significant difference in the adequacy of physical facilities after intervention by LESEP.

Table 5: t-test result on difference in adequacy of physical facilities		
	Before	After
Mean	1.532	1.743
Variance	0.01061	0.0132
Observation	10	10
Df	18	
t-stat	35.9505	
t-critical (2 tails)	2.100922	

Table 5 shows the t-test result for difference in adequacy of physical facilities before and after the intervention of LESEP. Since t-stat value of 36.015 is greater than t-critical value of 2.100922 at $\alpha = 0.05$, then we can conclude that there was a significant difference in the adequacy of physical facilities due to intervention of LESEP. Therefore, the hypothesis which says that there is no significant difference in the adequacy of physical facilities as a result of intervention by LESEP is not accepted.

Hypothesis 3: There is no significant difference in the functionality of physical facilities after intervention by LESEP.

Table 6: t-test result on difference on functionality of physical facilities		
	Before	After
Mean	1.481	1.702
Variance	0.01061	0.013202
Observation	10	10
Df	18	
t-stat	35.9505	

t-critical (2 tails) 2.100922

Table 6 shows the t-test result for difference in functionality of physical facilities before and after the intervention of LESEP. Since t-stat value of 35.9505 is greater than t-critical value of 2.150922 at $\alpha = 0.05$, then we can conclude that there was a significant difference in functionality of physical facilities due to intervention of LESEP. Therefore, the hypothesis which says that there is no significant difference in the functionality of physical facilities as a result of intervention by LESEP is not accepted.

Discussion

The outcome of the investigation indicated that there was an improvement in availability, adequacy and functionality of physical facilities after introduction of LESEP. This confirms the paucity of physical facilities before LESEP. This corroborates Durosaro (2001) on the decadent state of physical facilities in Lagos. In addition, the findings align with Azeez (2011) and Abari et al (2013) on improved quality of students' performance as a result of LESEP. This could have been due to improved quality of physical facilities occasioned by LESEP. The findings from the study indicate that the intervention by LESEP has positively influenced the availability, adequacy and functionality of physical facilities in public secondary schools in Ikorodu Local Government in Lagos State. In addition, the findings reveal a significant difference in availability, adequacy and functionality of physical facilities before and after the intervention by LESEP. This is because of the noticeable increase in the mean scores of the various items listed under physical facilities after the intervention by LESEP. It was observed that except for the mean for overhead project that stood below 1.5 before and after the intervention by LESEP, the mean scores for all other items of physical facilities increased after intervention. So in general the intervention by LESEP has brought led to significant improvement in the availability, adequacy and functionality of physical facilities in public secondary schools in Ikorodu Local Government.

Conclusion

The study has revealed a positive influence of LESEP on physical facilities in public secondary schools in Ikorodu Local Government. This is an indication that the collaborative effort between the World Bank and Lagos State Government has achieved its objectives. Based on the findings of

this study, the following recommendations are made:

1. Similar intervention programmes must be extended to primary and tertiary institutions
2. All tiers of government must explore similar collaboration to address the decadent state of educational facilities in schools
3. Effective monitoring team must be put in place for sustainability since the funding of the project has an expiry life span
4. Attempts should be made to extent the coverage of LESEP to other disciplines outside science subjects.

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An Assessment of the Role of Digital Literacy for Sustainable Development in Lagos State, Nigeria

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Abstract

The evolution of digital technology has transformed the globe in such an incredible manner to the extent that all has become just a village. Information either positive or negative travels within seconds to various parts of the world like wildfire. The whole populace embrace technology, youths in particular adopt and make great use of it. Despite this acceptance, digital illiteracy still abound especially in Africa. The system in the western world rests solely on independence and self-reliance, life can possibly be difficult for a digital illiterate in such a situation. This paper sought to assess the role of digital literacy in respect of sustainable development. 130 participants were involved in the research through simple random sampling technique. Three research questions were raised and analysed with ordinary least square regression method. The reliability yielded a coefficient of 0.799. The paper highlights the benefits of digital literacy on development. It was discovered that technology has gained more grounds than in the past decades though, a lot still needs to be done for a sustainable development. It is recommended that more awareness needs to be created on digital literacy in the country. Teaching and learning must be hinged on digital for better and faster effects.

Key words: Digital Literacy, Sustainable Development, Illiteracy and self-reliance.

Introduction

Openjuru (2007) in Juffermans K., Asfaha Y, and Abdehay A. (2014) describes literacy as the ability to read, write and compute numeracy but digital technology like phones, computers and internet has transformed the world. So, literacy has gone beyond the level of cognitive skill of reading and writing to a means of identification, understanding, interpretation, creation and communication in an increasingly digital, text-mediated, information-rich and fast changing world.

UNESCO in 2017 during the celebration of the World Literacy day attempted to sensitize people on digital literacy, sustainability and the development of both the individual and the society with the theme 'Literacy in the digital World'. Literacy is germane to sustainability and development, it promotes human liberation and development. According to Okereke 2017, societal sustainability relates to knowledge gained, attitude, attitude transformed and skills acquired by an individual. This study is in line with year 2030 Agenda for Sustainable development in which great literacy is emphasized and encourages

lifelong learning for all, with a plan that by year 2030 all the youths and a great number of adults, men and women would have acquired literacy and numeracy including digital literacy.

Technical knowledge, logic and analytical skill are imperatives for success in today's global market. Thus, societal sustainability concerns knowledge gained, attitude transformed and skills required by an individual for his liberation and full development. Digital literacy which is also technology or scientific or engineering knowledge which also deals with the creation and practical use of digital and computerize device, electronic tool system, method and systems to write and read literacy works is commonly promoted through internet and social media. It provides greater assess to information and books, which suggests an appreciable achievement of efforts towards development and sustainability.

According to Allan & Grudziecki (2015), Digital literacy has not only become a key factor in enabling participation in education as well as employment and other aspects of social life, but also a means of gaining some understanding of the world. It is hoped that soon it will focus on the

processes of using digital tools to support the achievement of goals in the individual's life situation.

Shapiro J. J. & Hughes S. K., (1996) 'Information technology as a liberal art: enlightenment proposals for a new curriculum', describe a curriculum for computer literacy based upon seven dimensions. These are:

- ❖ Tool literacy, or the ability to understand and use the tools of current information technology, including software, hardware and multimedia, that are relevant to education and the areas of work and professional life that the individual expects to inhabit.
- ❖ Resource literacy, or the ability to understand the form, format, location and access methods of information resources,
- ❖ Social-structural literacy, or knowing that and how information is socially situated and produced.
- ❖ Research literacy, or the ability to understand and use the IT-based tools relevant to the work of today's researcher and scholar
- ❖ Publishing literacy, or the ability to format and publish research and ideas electronically, in textual and multimedia forms (including via World Wide Web and CD-ROMs).
- ❖ Emerging technology literacy, or the ability to adapt to, understand, evaluate and make use of the continually emerging innovations in information technology.
- ❖ Critical literacy, or the ability to evaluate critically the intellectual, human and social strengths and weaknesses, potentials and limits, benefits and costs of information technologies.

Obviously, all the aspects of computer literacy described above, as with the general definitions of information literacy, require a high level of cognitive competence. Youths need intensive training in the area of technology. In fact, digital literacy needs to reflect in the school curriculum by updating computer syllabus thereby keeping up with accelerated technological development. This includes provision of computers in the classroom to teach and providing course materials online.

Majorie and Sosulski (2011) identified various categories of online learners and their characteristics. They include the "digital pros", the "digital evolved, the "digital adopters", the "pre-digital", the classic (young) learner, and adult (working class) who have additional responsibilities at home or career. Sound management skills are required to manage these diverse groups. Managing learners in terms of

learning styles, learners' characteristic is a key to success in e-learning, it provides clues as to planning courseware, strategies, higher participation and robust completion rate (Beaudoin, 2013)

Digital competence is imperative to be able to evaluate digital messages. It includes knowing how to get, share and absorb information in digital environments like internet. It also means being able to assess and evaluate authenticity and examine the quality of digital work. Warschauer & Matuchniak (2010) enumerated three sets of skills that are essential for a person to be digital literate. These skills are interdisciplinary in nature and are also referred to as 21st century skills. They are: information, media, and technology; learning and innovation skills; life and career skills. It is important to display the four Cs of 21st century learning that is, creativity and innovation; critical thinking and problem solving; and communication and collaboration skills within learning and innovation skills.

Nashoa (2014) asserted that to be competent in life and career skills, one needs the ability to exercise flexibility and adaptability, initiative and self-direction, social and cross cultural skills, productivity and accountability, leadership and responsibility. There are five types of literacy that are included in general terms that is digital literacy according to Aviram & Eshet-Alkalai (2006).

- Photo-visual literacy is the ability to read and deduce information from visuals.
- Reproduction literacy is the ability to use digital technology to create a new piece of work or combine existing pieces of work together to make it your own.
- Branching literacy is the ability to successfully navigate in the non-linear medium of digital space.
- Information literacy is the ability to search, locate, assess and critically evaluate information found on the web and on-shelf in libraries.
- Socio-emotional literacy refers to the social and emotional aspects of being present online, whether it may be through socializing, and collaborating, or simply consuming content.

It is the ability to integrate multiple forms of communication technologies and research to create a better understanding of a topic. In order to get a good result, an individual must use intellectual and practical skills. Digital technology impacted the way educators teach in the classroom. Educators turn to technology to stay up to date with current

events. With the use in technology rising over the past decade, educators are not eliminating the traditional foundation in education, but merely enhancing it with digital literacy through a variety of curriculums. There are several platforms created for different purposes. For writing tools, Google Docs have allowed students to work together on projects. Prezi is a website that allows individuals to create presentations with more of a creative twist. Easybib allows individuals to cite any source through a generation in any given format. Educators have even turned to social media platforms like Twitter, Facebook, Edmodo, and even Instagram to communicate and share ideas with one another. New standards have been put into place as digital technology has augmented classrooms. As technology evolves, so does the learner. Digital composition keeps educators and students connected through modern teaching techniques (Suzanne Mckee-Waddell, 2015).

The Sustainable Development Goals 1 (no poverty) and 8 (decent work and economic growth) are those goals to be achieved if digital literacy is mastered and used by all. These two goals are part of the 17 goals set in 2015 by the global community to replace the Millennium Development Goals that were not achieved. Knowledge of digital can be used for various legitimate businesses ranging from blogging to web development in which Goal 1, eradication of poverty in all its forms everywhere. The global target according to United Nations Development Projects (UNDP) is that by year 2020 there would have been eradication of youth unemployment and operationalization of a global strategy for youth employment.

The role of digital literacy in Nigeria cannot be underestimated, virtually everything done now depend on technology. Technology has impacted the lives of everyday Nigerians across agriculture, business, education, entertainment, healthcare, government, and security. Technology has changed the face of how everything is being done in Nigeria. For everyday citizens, financial transactions can now be carried out on a mobile device, business transactions can take place across different borders

of the world without face to face interactions, and reading and writing can be done outside traditional learning environment. However, Education, business, commerce, health, agriculture, medicine, engineering to mention a few are done partly online but Nigeria still depend largely on manpower which makes the general overhead cost to be huge to the detriment of development. Funds that would have been used to provide, carry out research on innovations or maintain the existing ones are spent on salary. Most of the states including the federal government use about two third of their monthly generated revenue on overhead and at times lend from their areas of jurisdiction to pay staff salary thereby leaving little or nothing for other things. It is against this background that this study sought to assess the role of digital literacy for sustainable development.

Research questions

1. Of what advantage is digital technology to the nation's development?
2. In which areas of human endeavours are digital devices used?
3. What are the digital devices most commonly used in Nigeria?

Data Collection Procedure

Copies of questionnaire which was validated by experts in the field of open and distance learning was administered by the researchers and two research assistance. The reliability yielded a coefficient of 0.799.130 copies of questionnaire was administered on various respondents from all works of life across the nation but only 123 copies were retrieved back so the result was based on 123 copies which covered various departments of the institution.

Data Analysis and Results

Research question 1- Of what advantage is digital technology to the nations' development?

Table 1: Advantages of digital technology to the nation's development.

	N	Mean	Std Deviation
Every areas of human lives have greatly developed	123	3.24	.70527
Youthengage in legitimateinternet businesslike blogging and other café Businesses	123	3.20	.67702
Most searches are made on the internet without anybody brainwashing the other	123	2.95	1.11644
News spread faster with less dependence on rumour mongers or false witnesses	123	3.35	.47879
There is little or no bag snatching as there is cash flow among the people	123	3.16	.84961

Average mean $\bar{X} = 3.158$

Since the average score was 3.158 out of 4 points, development is on the high side compared to what it was before in Lagos state. Nonetheless,

respondents have low positive level to searches on the internet with 2.95 out of 4 points.

Research question 2- In which area of human endeavours are digital devices used?

Table 2: Areas of human endeavours where digital devices are used.

	N	Mean	Std.
Deviation			
Digital devices are used in the area of information and communication	123	3.439	.49830
Devices are used in the area of health	123	3.293	.70979
It has turned the world to one big classroom where people learn and share experience through various conferencing	123	3.219	.71902
Business transactions have become much easier than before	123	2.976	.95354
Agricultural and engineering sectors have greatly improved beyond expectations	123	3.203	.68902

Average mean score $\bar{X} = 3.226$

The analysis in the table revealed that average mean score was 3.226 out of 4 point. The implication is that virtually all areas of life has been affected by development. In all, the respondents

agreed that Nigeria has really developed as a result of technology.

Research question 3- What are the digital devices most commonly used in Nigeria?

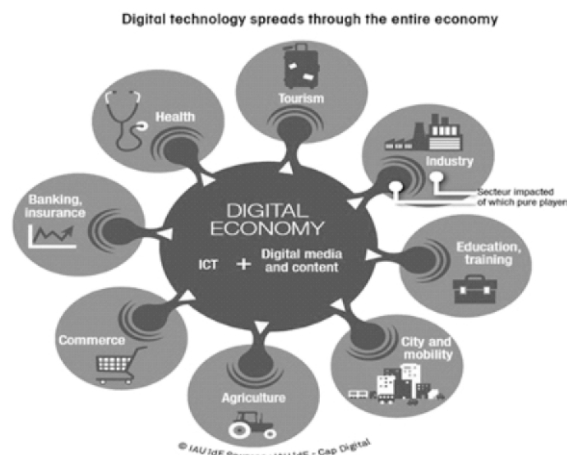


Table 3: Digital devices most commonly used in Nigeria.

	N	Mean	Std. Deviation
I use phones and tablets for various purposes	123	3.228	68727
Computers serve as mobile offices where lots of things are done	123	2.171	1.10667
Drives and CDs are used regularly to save information	123	1.951	85750
Radio and televisions have become almost indispensable companions in homes	123	2.280	85267
Handy cameras have turned to part of daily necessities	123	1.902	.76195

Average mean score $X = 2.346$

Analysis in the table revealed that average mean score was 2.346 and the implication is that devices are not used enough. Only phones and tablets are used fairly appropriately and by majority of the population. Okereke (*op.cit*) corroborated this by saying that 80% of Nigerians use phones and tablets. It is only minors that are not using them. This result showed that majority of the population are not using cameras, drives and CDs. What is important to them is just to receive calls.

Conclusion

The findings of this study showed clearly the digital technology is of immense benefit to the nation and has tremendously improved the economy though mobile phones is the most commonly used. It also revealed that technology has spread to all areas of human endeavor like education, communication, architecture, agriculture, health and business. Both the citizens and government need to embrace digital more, particularly the digital migrants. So that life will be easier, less manpower will be required, people's horizon can be widened and the nation will be able to meet up and compete with the developed world.

Recommendations

The researcher recommended that government should do all within its reach to eradicate illiteracy and encourage digital literacy. Training on the use of various devices and purchase should be subsidized by government and institutions and parastatals, so that every citizens will be conversant with the use of digital. This will improve development greatly. Local communities need to organize mass digital literacy campaign. The people need to be sensitized and encourage to learn so that they will not be left out of development progress. Apart from that, both learners and facilitators need to get used with teaching and learning with necessary devices that will aid learning and make it fun

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Evaluation of the use of E-learning facilities, Information and Communication Technology (ICT) on the Management of Distance Learning Institute University of Lagos, Nigeria

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Abstract

The application and management of ICT-based learning has great potential for increasing access to university education in Nigeria. In view of this, this study set to evaluate the use of e-learning facilities as well as information and communication technology (ICT) on the management of Distance Learning Institute, University of Lagos. A descriptive survey research method was used for the study. Using a multi-stage sampling procedure, 240 students in the programme were selected from four existing departments in the institution. For the purpose of this study 20 lecturers and 10 administrators were also included. Data were gathered through a researcher's constructed questionnaire titled "Use of E-learning Facilities and (ICT) on the Management of Distance Learning Questionnaire". Four hypotheses were raised and tested for the study. The findings from the study revealed that there was no significant difference in the mean responses of students, lecturers and administrators on the ICT infrastructure utilized in Nigeria universities. There was no significant difference in the mean responses of students, lecturers and administrators on the extent of ICT application in Nigeria universities. Furthermore, there is significant relationship between the utilization of ICT facilities and academic achievement in distant learning, while there was no significant relationship between utilization of ICT facilities and increase demand for open distance learning. Based on the findings from the study it was recommended that Distance learning students can be taught Information literacy skills so that they are adequately equipped to effectively use information independently and access and retrieve quality information from academic databases.

Keywords: Open and Distance Learning, Information and Communication Technology (ICT) Management, Education.

Introduction

This impact of ICT on education has resulted in technological usage in education. Desktop computers are used in E-Learning while portable enabled-Wi-Fi devices such as Personal Digital Assistants (PDAs), Mobile Phones and Smartphones are used in M-Learning which allow learning/education to take place anywhere and anytime provided there is wireless network coverage in that particular area. Face-to-Face (F2F) education usually occurs in a classroom in which a teacher/tutor/instructor/lecturer imparts educational knowledge to students in an interactive manner. The location is solely the lecture hall or classroom and almost all activities pertaining to learning is done in the classroom. In Nigeria and other developing countries, population increase and mismatch of available educational

infrastructure and resources has made tertiary institutions adopt and implement other educational modes such as distance learning and e-learning to act as a supplement for the large number of people who qualify for an educational opportunity but cannot gain access to tertiary education. In recent times, some Universities in Nigeria have adopted a Distance Learning strategy by locating lecture halls and classrooms at different locations and sites that are away from their main campuses through various business models. The introduction of Distance Learning by these institutions has really helped to fine tune both workers and non-workers access to tertiary education in Nigeria. ICT has proliferated tremendously after the introduction of Distance Learning, which has improved access to tertiary education by introducing other educational modes such as e-learning and mobile learning

which are very beneficial. Implementation of ICT in education in Nigeria has been further transferred to High Schools and Primary Schools so that students learn ICT at these levels before entering the tertiary level in order to familiarize and adapt to an e-learning educational mode.

The domain of distance education has not been unaffected by the penetrating influence of information and communication technology. Unquestionably, the utilization of ICT has impacted the quality and quantity of teaching, learning, and research in distance education. Therefore, ICT provides opportunities for distance education students and academic and non-academic staff to communicate with one another more effectively during formal and informal teaching and learning (Yusuf, 2005). For this reason, distance education programs in Nigeria need to integrate ICT into their agendas, because the quality of teaching using ICT to gain access to information is known in virtually all countries to be a key predictor of quality student learning. Therefore, effective manpower training is crucial to using ICT, because ICT tools on the one hand can facilitate human resources development, and on the other hand, help us to take full advantage of the potential of technology to enhance quality student learning via distance education (UNESCO, 2003).

Statement of the problem

Despite the number of Open and Distance Education (ODE) centres operating in Nigeria today, the need for standard ODE is apparent. Observations of activities in some of ODE centres tend to indicate deficiency in the deployment/usage of e-learning as well as Information and Communication Technology (ICT) facilities. It is therefore not uncommon to find a typical ODE institution in Nigeria today lacking e-learning platforms thus still using the correspondence approach and habitually requesting students to travel long distances to converge in the host institutions during long holidays or weekends for the delivery of traditional face-to-face lectures. The vicious circle culminates in poor human and national development. It is a situation that calls for urgent intervention, hence the need for this study, this project. Similarly, almost all African countries' basic ICT infrastructures seem to be inadequate. This is as a result of lack of electricity to power the ICT materials, poor telecommunication facilities and poor postal system. Above all the lack of access to the needed infrastructures could be due to insufficient funds. Under these circumstances, it could be necessary to examine e-learning and ICT

infrastructure issues in Distance Learning education. This study is therefore undertaken to evaluate the e-learning and ICT facilities in the management of Distance Learning Institute of University of Lagos, Nigeria. Distance learners, administrators, teachers and other stakeholders will find the outcome of this study relevant and useful as it will further enhance learning astronomically at various levels of education.

Purpose of the study

The purpose of the study is to evaluate the use of e-learning facilities, information and communication (ICT) on the management of Distance Learning Institute, University of Lagos, Nigeria.

Research questions

The study will be guided by the following questions:

1. What are the ICT infrastructure/facilities used in Distance Learning Institute, University of Lagos?
2. What is the extent of ICT application in Distance Learning Institute, University of Lagos?
3. What are the most used ICT facilities in Distance Learning Institute, University of Lagos?

Research hypotheses

The following four hypotheses will guide the study:

1. There is no significant difference in the mean responses of students, lecturers and administrators on the ICT infrastructure used in Distance Learning, University of Lagos?
2. There is no significant difference in the mean response of students, lecturers and administrators on the extent of ICT application in Distance Learning Institute, University of Lagos.
3. There is no significant relationship between the use of ICT facilities and academic achievement in Distance Learning Institute, University of Lagos?
4. There is no significant relationship between the use of ICT facilities and increase demand for Distance Learning at the University of Lagos.

Significance of the study

It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies (ICT). When looking at the current widespread diffusion and use

of ICT in modern societies, especially by the young the so-called digital generation then it should be clear that ICT will affect the complete learning process today and in the future.

Similarly, ICTs have an important role to play in changing and modernising educational systems and ways of learning. There is, however, little scientific evidence of the concrete contributions of ICTs to the learning domain especially open and distance learning, despite the efforts of the last decades.

Hence, there is a need to bring evidence together on the impact of ICT and e-learning on the management of Distance learning Institute, University of Lagos. This is the objective of this study.

Methodology

The descriptive survey research design was adopted for this study. It was considered appropriate because of the nature of the research which involves collection of data for a group of people. The study population was made of over 14,000 students of University of Lagos Distance Learning Institute. The choice of the school is on the fact that Lagos is the commercial nerve centre of Nigeria. For the purpose of this study, 240 respondents formed the student sample size. In selecting the respondents, a multi-stage sampling procedure was used. A sampling frame of all the students were drawn and stratified based on their departments. After a simple random sampling was used to select four departments out of seven existing departments. 40 students were randomly selected from each of the four departments to give a total of 240 respondents. For the purpose of this study 20 lecturers and 10 administrators were also drawn to respond to the questionnaires because they are also in the best position to provide the required information on ICT infrastructure/facilities and application in the institute. A questionnaire was developed based on a review of related literature and used as the research instrument for this study. The questionnaire has three sections. Section A was used to collect general information about the respondents. Section B has items intended to elicit information on the ICT infrastructure/e-learning used in distance learning

institute, University of Lagos. The items were structured on a two point rating scale with response options of; Used, Not used. Section C has items which sought information on the extent of ICT application /e-learning in distance learning institute, University of Lagos. The items were structured on a five-point likert rating scale with response options of: Always, Oftentimes, Sometimes, Rarely, Never.

The instrument was validated by experts from Measurement and Evaluation Department. They examined the items in the instrument for clarity and suitability for use in collecting data for the study. The observations and suggestions of these experts were used to improve the instrument. Administration of the instrument to the respondents was personally done by the researcher. The researcher first visited the school to obtain permission from the school authority. Thereafter, the instrument was administered to the selected respondents. The researcher instructed the respondents on how to respond to the questionnaire. The exercise lasted one hour after which it was collected for processing and data analysis. Data generated was analyzed using Descriptive (simple percentage), Pearson Product Moment of Correlation and ANOVA. All hypotheses were tested at 0.05 level of significance.

Analysis of Research questions

Research question one was presented as What are the ICT infrastructure/facilities used in Distance Learning Institute, University of Lagos?

Table 1: ICT Infrastructure/Facilities & Services Utilized in Distance Learning Institute, University of Lagos

Table 1 showed the frequency distribution and the mean of the response of students, lecturers and administrators on ICT infrastructure and services in Distance Learning Institute, University of Lagos. Among these, the lowest frequencies were observed for Teleconferencing, Radio/ television broadcast lecture delivery, Online/E-learning course delivery. This means that they are not utilized in this areas.

S/N	Infrastructure/ services	Utilized 2	Not Utilized 1	Decision
1.	Computers (with printers)	440	-	Utilized
2.	Peripherals: scanner, webcam digital camera	440	-	Utilized
3.	Campus Area Network	440	-	Utilized
4.	Internet facilities/cyber café	440	-	Utilized
5.	Email services	440	-	Utilized
6.	World wide web	440	-	Utilized
7.	Intranet	440	-	Utilized
8.	Website	440	-	Utilized
9.	e- library	440	-	Utilized
10.	Online/E-learning course delivery	220	-	Not Utilized
11.	Tele conferencing (video conferencing)	-	220	Not Utilized
12.	Telephone services (mobile/fixed)	440	-	Utilized
13.	Radio/Television broadcast lecture delivery	-	220	Not Utilized
14.	Projectors	440	-	Utilized
15.	Interactive whiteboard	440	-	Utilized

Research Question 2 was presented as “What is the extent/level of ICT application in Distance Learning Institute, University of Lagos.?” and data relevant to this question 2 is given in Table 2

Table 2: Extent/Level of ICT application in Distance Learning Institute, University of Lagos

S/N	Item statement	Always 5	Often 4	Sometimes 3	Rarely 2	Never 1	decision
1.	Computers + printer networked, or standalone for Processing information	172	39	11	8	-	Often
2.	Peripheral such as scanners, webcam, digital camera	20	9	11	60	130	Rare
3.	Use of LAN for interconnecting all computers within a Department/centre	7	6	28	52	137	Rare
4.	Use of Campus area network interconnecting LANs in the entire school	40	5	4	11	170	Rare
5.	Use of wide area network (WAN) interconnecting the school to other institution or linking various campuses	-	-	4	226	-	Rare
6.	Use of Internet Facilities/cyber café in the school	182	20	11	9	8	Often
7.	E-mail services on the internet or intranet.	176	22	15	11	6	Often

8.	Use of Intranet; LAN, CAN connected to the internet for private internet access by the university	-	-	12	25	193	Rare
9.	E-library for online access to the university library resources.	168	25	18	12	7	Often
10.	Use of online/ E-learning service in the school	162	21	23	14	10	Often
11.	Use of University website for information and online access to the university	3	6	5	15	201	Rare
12.	Use of tele conferencing for Interactive communication for lectures, seminars, meetings etc	2	7	13	12	196	Rare
13.	Use of telephone (fixed, mobile) service for Communication in the university	-	-	-	-	230	Rare
14.	Use of Projectors for class room lecture and presentations	180	25	10	15	-	Often
15.	Interactive white board in place of chalk board for lecture and presentations.	-	-	30	25	175	Rare

Table 2 shows the frequency distribution and the mean of the responses of students, lecturers and administrators on the extent/level of ICT application in Nigeria universities. It is observed in general that, usage of peripheral such as scanners, webcam, digital camera, use of wide area network (WAN) interconnecting the university, LAN, CAN connected to the internet for private internet access by the university, E-library for online access to the university library resources, use of teleconferencing for interactive communication for lectures, seminars, meetings etc. and radio/television broadcast lecture delivery are at the lowest level. This finding is parallel to what was

observed for Research Question 1. Interestingly, the frequency of the use of telephone (fixed, mobile) service for communication in the university has been found to be the highest.

Result and discussion of findings

Hypothesis one: There is no significant difference in the mean responses of students, lecturers and administrator on the ICT infrastructure used in Distance Learning Institute, University of Lagos. Analysis of Variance Statistical tool was used to analyze this null hypothesis at 0.05 level of significance. The result of the analysis is presented in table 3.

Table 3- Summary of Analysis of variance

Source of Variation	Sum of squares	Degree of freedom (Ss)	Mean squares (df)	F-cal (ms)	Critical value (f-value)	Level of significance value)	Decision
Between Groups Ssb	12212	1	12212	1.99	2.11	0.05	Accept
Within Groups SSn	202325.47	32	6131.07				

Evidence from table 3 shows that the 'F'-calculated of (F-cal=1.99) is greater than the F- critical (F-tab 2.11) at 0.05 level of significance. Therefore, the hypothesis which says that there is no significant difference in the mean responses of students, lecturers and administrators on the ICT infrastructure utilized in Nigeria universities was accepted. This shows that the students, lecturers and administrators have similar responses on the ICT infrastructure use in the Distance Learning Institute, university of Lagos.

This is in consonance with Osofisan and Osunade (2007) who discovered ICT services in educational and research institutes to include computers, the internet, Email, website, and telephone. Similarly, Yusuf (2005) concurs to this view when he argues that ICTs provide

opportunities for distance education students, academic and non - academic staff to communicate with one another more effectively during formal and informal teaching and learning. Chisenga (2003) also claimed that ICT as basic as e-mail has the potential to enable the remotely situated student to interactively take part in a particular programme.

Hypothesis two: There is no significant difference in the mean response of students, lecturers and administrators on the extent of ICT application in Distance Learning Institute, University Of Lagos. Analysis of Variance Statistical tool was used to analyze this null hypothesis at 0.05 level of significance. The result of the analysis is presented in table 4.

Table 4- Summary of Analysis of variance

Source of Variation	Sum of squares (ss)	Degree of freedom (df)	Mean squares (ms)	F-cal	Critical value (f-value)	Level of significance	Decision
Between Groups ssb	15605	1	15605	0.76	2.36	0.05	Accept
Within Groups SSn	213315.40	32	6666.10				

Evidence from table 4 shows that the 'F'-calculated of (F-cal=0.76) is greater than the F- critical (F-tab 2.36) at 0.05 level of significance. Therefore, the hypothesis which says that there is no significant difference in the mean responses of students, lecturers and administrators on the extent of ICT application in Nigeria universities is accepted. In other words, the students, lecturers and administrators had similar responses on the extent of ICT application in Nigeria universities. In all,

the study has actually proved that the extent of ICT application in Nigeria universities is poor and that ICT infrastructure is yet not adequately provided in the universities. Omotayo (2006) found that mostly students don't usually have access in the university campus and they use internet in cyber cafes. Oyelaran-Oyeyinka and Adeya (2004) reported that the most serious constraint to Internet adoption in Nigeria is due to improper and insufficient networking.

Hypothesis three: There is no significant relationship between the utilization of ICT facilities and academic achievement in Distance Learning Institute, University of Lagos. Pearson

Product Moment of Correlation Coefficient was used to analyze this null hypothesis at 0.05 level of significance. The result of the analysis is presented in table 5.

Table 5: Pearson's Correlation between Utilization of ICT and academic achievement.

Variables	N	X	Sd	Df	r-cal	r-crit	Decision
Utilization of ICT	240	22.31	6.05	198	0.88	0.19	Ho is rejected
Academic Performance		18.41	8.82				

* $<P 0.05$; $df=198$; $r\text{-critical}=0.1946$

Evidence from table 5 shows that the 'r'-calculated of ($r\text{-cal}=0.88$) is greater than the r- critical ($r\text{-crit} 0.1946$) given 198 degree of freedom at 0.05 level of significance. Hence the null hypothesis was therefore rejected while the alternate hypothesis which states that there is a significant relationship between the utilization of ICT facilities and academic achievement distance learning institute of University of Lagos was accepted. This finding agrees with Nweze (2010) who reported that e-mail is the most frequently used internet resource by staff and student as they believe it will enhance their academic achievement. Ahmed (2009) also stated that the most frequently used services on

the internet are e-mail and the web by distance learners. This is important as it is used because it will improve on their achievement. Similarly, Adelsberger et al.(2002) found that respondents used the web frequently for searching for information on their studies with the believe that it will make them do well academically.

Hypothesis four: There is no significant relationship between utilization of ICT facilities and increase demand for Distance Learning at the University of Lagos. Pearson Product Moment of Correlation Coefficient was used to analyze this null hypothesis at 0.05 level of significance. The result of the analysis is presented in table 6.

Table 6: Pearson's Correlation between Utilization of ICT and demand for distance learning.

Variables	N	X	Sd	Df	r-cal	r-crit	Decision
Utilization of ICT	22.31	6.05		198	0.62	0.19	Ho is rejected
Demand for Distance Learning	240	18.22	6.82				

* $<P 0.05$; $df=198$; $r\text{-critical}=0.1946$

Evidence from table 6 above shows that the 'r'-calculated of ($r\text{-cal}=0.62$) is greater than the r-critical ($r\text{-crit} 0.1946$) given 198 degree of freedom at 0.05 level of significance. Hence the null hypothesis was therefore rejected while the alternate hypothesis which states that there is a significant relationship between the utilization of ICT facilities and demand for distance learning was accepted. This finding is in consonance with Livingstone and Bober (2005) in which most of the respondents indicated that they used the internet and the use was mainly for obtaining academic related information. This provides option for distance learners thus widening its acceptance and demand. Similarly, Ojedokun and Owolabi (2013)

observed that the internet has become an invaluable tool for learning, teaching and research and has geometrically increase the demand for distance learning education. Nan Wang (2009) argued that web-based distance education can achieve better educational performance, as it has the advantages of supporting ICT-based two-way interaction between teachers and students, presenting multimedia instructional resources and organizing learning activities online, and building a virtual community for learners to exchange ideas.

Conclusion

The use of e-learning facilities, information and communication (ICT) on the management of

distance learning is absolutely imperative in distance education. This study has shown that ICTs have a huge potential in meeting a number of teaching/learning functions in Distance Learning

Recommendations

Based on the study findings and conclusions, the following recommendations are suggested in this study:

1. Distance learning students can be taught Information literacy skills so that they are adequately equipped to effectively use information independently and access and retrieve quality information from academic databases.
2. Management of distance learning needs to be more proactive in imparting information literacy skills and information technology literacy skills if distance learners are to benefit from the use of emerging information and communication technologies.
3. E-learning and teleconferencing services for classroom lectures and presentations should be established etc. These infrastructures will definitely change and improve the face of distance learning in Nigeria universities.

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Staff Development Programme as Determinant of Public Secondary School Teachers' Professional Effectiveness in Ekiti State, Nigeria

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ABSTRACT

This study investigated staff development programme and its contribution to the professional effectiveness of public secondary schools teachers in Ekiti state. The study adopted the descriptive research of the survey type. The population comprised all the teachers in the 187 public secondary schools in Ekiti state, Nigeria. The sample for the study comprised 600 teachers and 300 Head of Departments. The teachers who have attended Staff Development Programme and their Head of Department were purposively selected. Two sets of instruments were used in the study. Staff Development Programmes Questionnaire (SDPQ) was administered to Teachers while Teachers' Professional Effectiveness Questionnaire (TPEQ) was administered to the Head of Departments to assess teachers' professional effectiveness. The validity of the instruments were ascertained. The reliability of the instruments were determined using test-retest method with coefficient of 0.78 and 0.71 for SDPQ and TPEQ respectively. Findings from the study showed that programmes that enable acquisition of higher qualifications and professionalization were predominant. It was equally revealed that although the level of teachers' effectiveness was moderate a significant difference existed in the effectiveness of teachers in rural and urban schools. The relationship between staff development programmes and teachers' effectiveness was found to be positive, significant and moderate while the determination coefficient of 31% was significant and substantial. It was recommended that teachers should be exposed to development programmes on the basis of career and school curriculum needs in order to enhance their effectiveness. In view of the contribution of development programme to teacher effectiveness, participation in staff development programmes should be made part of the conditions for teachers' career and professional growth.

Keywords: staff development programmes, professional effectiveness, higher qualifications and professionalization.

Introduction

Teachers constitute the cardinal force in any educational system, of which Nigeria is not an exemption. There seems to be a general understanding that the educational outcome of learners and the educational system, in general, is inseparably connected to the roles play by the most active resources- teachers. It can be aptly said then that the quality of teachers will inescapably reflect on the quality of the children they tutored.

Teachers, more than often, are products of the educational system where they teach and may be tempted to limit themselves to those techniques, methods, and pedagogies to which they were exposed during their trainings.

The role played by teachers in the educational system with specific regards to curriculum planning, curriculum implementation, and evaluation cannot be overemphasised. The effectiveness of teachers in discharging these

duties has cumulative effects on overall attainment of generalized education goals and objectives. Hence, effectiveness of teachers in discharging these statutory responsibilities is dependent on factors such as the teachers' level of education, level of motivation, nature of school leadership provided, teaching/learning environment provided and more importantly, training and development programmes provided by schools to enhance teachers' capacity.

At graduation from teacher training colleges and universities, teachers are assumed to have been well trained and equipped with adequate knowledge and expertise needed to perform effectively in the school environment. But because educational system operates within a constantly changing and dynamic social system, the school curriculum changes to reflect the demands and aspirations of the social system it was fashioned to serve. Thus, teachers that represent a centripetal force in the educational system must be updated in expertise and effectiveness skills in order to keep them abreast of the dynamism of the system in which they function. This is where the human resource development and training function of school administrators becomes expedient.

Otu (2006) was of the opinion that the terms training and development have different meanings but are used synonymously by some writers. However, the two terms are different on two fold counts. One, they are either different on the basis of the subject matter involved or the level of the participants drawn from the organization. While training usually implies specific, factual, and narrow-range content, development refers to a focus on general decision making and human relations skills. In both staff training and staff development, the aim is to improve the skills and performance of the subordinates. According to Otu (2006), Staff development is a process of behavioural modification or moulding of workers in order to integrate organizational needs with their characteristics. It is a process of training staff to improve their skills for better performance. The major thrust of this conception is that such programmes seek to ensure that behaviour comports with expectations from both the society and the system itself.

Some other scholars see staff development as impartation of skills and expertise with the ultimate aim of improving output or staff performance. Harriss (1989) belongs to this school of thought with his assertion that, staff development is an aspect of administration, which implies the training of an individual in organization to enhance his performance.

The findings of Sharma as cited by Otu (2006) revealed that staff development is aimed at improving the current level of performance of incumbents in their present jobs and equipping men with potentials for higher level responsibilities. The former represents the immediate pre-occupation or objective of staff development concerned with considerations currently relevant; whereas the latter involves long range considerations and planning.

However, teachers' development programmes are designed to improve teachers' professional skills and effectiveness. Such professional skills needed to be enhanced may include: good content knowledge which enables him/her respond to spontaneous and demanding students questioning; classroom management skills which enable the teacher to provide the right atmosphere for teaching and learning; management of individual differences among students; assessment and evaluation skill which enables teachers to provide students, parents and other stakeholders with outcome of their investments in the educational system; and planning and organization skills.

Rubio (2010) opined that many people can be a teacher, but the question is, if many people can be an effective teacher. However, to be an effective teacher is more complicated and difficult than been equipped with the above mentioned skills. To be an effective teacher does not only involve having a deep content knowledge, but also the possession of adequate organizational, management and communication skills, being able to organize instructions, and providing relevant assessment and fair evaluations. In addition, an effective teacher is responsible to create a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship.

The foregoing underscores the fact that the capacity building of teachers in term of personal effectiveness is imperative. Teachers must be personally effective to be able to provide the much needed atmosphere for effective teaching/learning in the school system. Gibbs (2002) averred that a Teachers need to be able to survive the demands, threats and challenges within the diverse circumstances of teaching" He stated that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. According to Killen (2006), the effective teacher is the one who has clear objectives and own goals of teaching. A teacher can provide the students with the answer to a question, which can be effective only if the main objective is simply to compare and analyse different results. However, if the objective

is to make the student think about the option of providing different possible answers, the teacher, in this case, may be regarded as ineffective. Smith as cited in Killen (2006) stated that teachers and teaching need to be creative to allow the students learn naturally. He also added that educational institutions should spend more time on “doing” and less time on “talking about learning and teaching” Personal effectiveness is also needed by teachers to be able to focus on students' achievements.

Meanwhile, in the last one decade, there has been continuous agitation for training and development of teachers in Nigeria given the current comatose state of students' performance. Indeed, no nation can build a strong and effective educational system without the continuous appraisal and subsequent improvement of its teacher training programmes since teachers remain the pillars of the system. A government may promulgate macro-level policies however, until they are interpreted and delivered to students at the micro-level, they remain just that- words and ideas on paper (Egbo cited in Otu, 2006). Disregarding the professional needs of teachers is, in effect, inimical to the progress of Nigeria's educational system. In developed countries, significant resources are committed to capacity building as a critical aspect of developing the best possible system. For instance, even though education is a provincial affair in Canada, the various provincial governments make concerted efforts to support teachers in their work including enacting policies and legislation that mandate continuous professional learning for teachers. So important is teacher professional growth that there are designated professional development days in schools' calendars during the course of an academic year in most provinces (Egbo cited in Otu, 2006).

The above scenario corroborates the dispositions of all levels of government in Nigeria toward the attainment of the Global Development Goals vis-a-vis improved educational system. Much has been said about sustainable development in the 21st century. However, none of the programmes will be successful without the availability of qualified teachers at the classroom level. Given this circumstance, government at all levels devote financial resources toward teachers' development on a yearly basis with the expectant effects on improved teachers' personal effectiveness and professional effectiveness. The ultimate goal of such investment is to have an effective and efficient educational system that will be capable of engendering the much needed turn around in other sectors of the economy.

It is against this background that this study examined staff development programmes as determinant of teachers' professional effectiveness in public secondary schools in Ekiti State, Nigeria.

Statement of the Problem

The problems facing secondary school education in Nigeria are hydra-headed in nature. The persistence of these problems had led to public outcry that the standards of education are falling and students' morals are abysmally low. This worrisome state of our education system is evident in the massive poor performance of senior secondary school students in external examinations conducted by both WAEC and NECO which serve as measure of output for many decades now. The massive failure has been attributed in part to teachers' who are perceived to be lacking in effectiveness skills needed to carry out their primary mandates of teaching and promoting learning with quantifiable success. As part of efforts to make teachers effective and efficient, government at all levels and international agencies such as World Bank embraced capacity building strategies through training and development programmes for school teachers in Nigeria with huge financial commitments. The impacts of these investments on teachers' professional and personal effectiveness constitute the central nerve of this study.

Research Questions

The problems which this study seeks to provide solutions are stated in the following questions:

1. What are the predominant staff development programmes attended by public secondary school teachers in Ekiti State, Nigeria?
2. What is the level of professional effectiveness of secondary school teachers exposed to development programmes in Ekiti state, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested in this study:

1. There is no significant difference between teachers professional effectiveness in rural and urban public secondary schools in Ekiti state, Nigeria.
2. Staff development programmes will not significantly contribute to teachers' professional effectiveness in public secondary schools in Ekiti state, Nigeria.

Purpose of the Study

This research work examined the contribution of staff development programmes to teachers' professional effectiveness in Ekiti State public secondary schools. It investigated the predominant staff development programmes and the level of teachers' effectiveness. It further examined the difference in teachers' professional effectiveness by school location.

Review of Related Literature

Otu (2006) argued that staff development is often used interchangeably with training. Having argued that training is limited to any planned programme provided for the purpose of improving the skills and knowledge of employees on the job, Harris (1989) submitted that staff development entails more than this. He therefore defined staff development as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interest and needs of the employee. The central argument of this conception is that such programme is expected to be in tandem with both individual and organizational goals. More so, the programme could be provided based on need by the organization, by an employee group, and by the individual worker.

Staff development programme can be viewed as a training process from two perspectives. The first being an in-service training programme where individuals in an organization are given opportunities to further their education to enable them prepare for future positions. The second type of training is aimed at preparing an individual to be able to handle new job assignments. Sharma was concurred with by Otu (2006) with the former position that staff development programmes aimed at; one, improving the current level of performance of incumbents in their present jobs; two, equipping them with potentials for higher level responsibilities. The former represents the immediate objective of development programmes while the latter involves long range considerations and planning.

Novit (1979) noted that staff development is the training of personnel in an organization towards motivating them to become competent and work hard in achieving the goals of the organization. These definitions show clearly that staff development programmes connotes the organizational efforts to provide the need based training and education to its workers to enable them become competent in handling their present or future assigned tasks.

Concisely, development programmes process must as a matter of necessity: supports interaction among master teachers; takes place over an extended period of time; provide opportunities for teachers to try new behaviours in safe environments and receive feedback from peers; be based on research; and based on sound educational practice such as contextual teaching.

In a study titled 'Enhancing Educational Effectiveness in Nigeria through Teachers' Professional Development' Olaleye (2013) reported that teachers who were exposed to development programmes such as sandwich, distance learning, workshop, conference, seminars, and orientation programmes are more effective than those who were not exposed to such programmes. Investigating how effective these programmes were in enhancing teachers' job performance and effectiveness, it was reported that such programmes enhance academic and professional qualification of teachers, assist teachers to acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects. Other benefits include that it helps teachers to acquire academic and professional knowledge that will help them to meet up with the present and future challenges, improve level of competence and their sense of efficacy, improve teaching skills of teachers, enhance classroom management, help teachers to keep in touch with their counterparts and new developments within and outside the country in professional growth, reduce the incidence of teachers turnover, equipped teachers to implement new education policies which requires new orientations, attitudes, and skills for the changing society, and improve the social and academic status of teachers in the society. She further recommended a continuous and compulsory updating and up-grading of teachers through in-service trainings.

In a related study conducted by Ekpoh, Edet, and Nkana (2013) to investigate the relationship between staff development programmes and Senior Secondary schools teachers job performance in Uyo Metropolis, Nigeria, findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods, and evaluation of student's work. The researchers recommended the organization of training programmes for teachers on regular basis and that such programmes should focus on subject contents, use of teaching aids,

lesson preparation and delivery, classroom management and student evaluation.

In another study designed to investigate the perceived impact of classroom management on effective teaching, Omomia and Omomia (2014) submitted that teachers can improve his/her classroom management skills through exposure to both internal and external educational conferences/seminars, giving them opportunity to attend in-service trainings, attaching the less experienced ones to others to understudy for necessary skills, giving them regular feedback on their duty and performance. The study further revealed that teachers effectiveness could be enhanced via staff development programmes because it will help teachers to know his/her subject and how best to deliver it, have deep understanding of the curriculum, help them to have an adequate lesson plan, help teachers to achieve the general aims and goals of the schools, and helps teacher to have full control of the class and the students.

Ololube (2006) reported that staff development programmes enhance teachers' competence in promoting an effective educational system. He reported that such programmes enable teachers to manage classroom in a way that learning could take place, set clear goals (learning objectives) that includes a restricted set of goals with emphasis on basic skills and cognitive learning and transfer, structure content according to hierarchically ordered goals, present instructions clearly without vagueness and incomplete sentences, make good use of questions, and evaluate whether the goals are obtained by testing, providing feedback and corrective instructions. He further submitted that the professional training of in-service teachers expose them to various methodological competence, teaches them skills, rudiment and techniques that will affect teaching, improve teaching and learning situations, organizes classroom effectively, apply professional ethics, make effective utilization of instructional process and materials, and bring about effective implementation of curriculum in the school.

Methodology

The descriptive research of the survey type was adopted for this study. The population is made up of all the teachers in the 187 public secondary schools in Ekiti state, Nigeria. Stratified random techniques were used to select 100 public secondary schools used for the study. All the Heads of Department in the sampled schools were purposively selected to assess the level of professional effectiveness of the teachers. Six hundred teachers were selected for the study using purposive sampling technique. Purposive sampling was used to select teachers that have been exposed to development programmes.

Two sets of self-designed instruments: Staff Development Programmes Questionnaire (SDPQ) was used for Teachers, and Teachers' Professional Effectiveness Questionnaire (TPEQ) was used for the Heads of Departments. The instruments have two parts each. Part A in both instruments elicited bio data of the respondents. Part B of the SDPQ contained items on the perceived influence of Staff Development Programmes on teachers' professional effectiveness while section B of TPEQ contained items on teachers' effectiveness in the cognitive, affective and psychomotor domains. The response ratings in section B of the SDPQ were based on the Likert type 4 point scale: Strongly Agree (A) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. The responses on TPEQ were High, Moderate and Low.

The instruments were validated and their reliability was ascertained using test retest method the reliability coefficient for the SDPQ and TPEQ were 0.78 and 0.71, respectively. Descriptive statistics were used to answer the research questions while inferential statistics were used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the predominant staff development programmes attended by secondary school teachers in Ekiti State, Nigeria?

Table 1: Staff Development Programmes in Ekiti State Secondary Schools

S/N	Programmes	Frequency	Percentage
1	Programmes that enables acquisition of higher Qualification	239	39.83%
2	Programmes which enables non-professional to professionalise	206	34.33%
3	Programmes which enable teaching staff to face the challenges arising from innovation in the school curriculum	103	17.16%
4	Programmes that aim at correcting deficiencies of staff at the time of appointment	52	8.67%

Table 1 shows that programmes that enable acquisition of higher Qualification (239, 39.83%), programmes which enable non-professionals to professionalise (206, 34.33%), and programmes which enable teaching staff to face the challenges arising from innovation in the school curriculum (103, 17.16%) as the predominant staff

development programmes attended by public secondary school teachers in Ekiti state.

Research Question 2: What is the level of professional effectiveness of secondary school teachers exposed to development programmes(SDP) in Ekiti State, Nigeria?

Table 2: Level of Professional Effectiveness of Public Secondary School Teachers Exposed to SDP in Ekiti State

Professional Effectiveness %	F r e q	u e n c y
Low(30-60)	223	37.2
Moderate(61-90)	266	44.3

H i g h (9 1 - 1 2 0)
1 1 18.5

rated low, 266(44.3%) were rated moderate while 111(18.5%) were rated highly effective. This indicates that the level of professional effectiveness of teachers exposed to SDP during the period of the study was moderate.

Table 2 presents the level of professional effectiveness of public secondary school teachers in Ekiti State. The result indicates that 223 (37.2%) teacher's level of professional effectiveness were

Testing of Hypotheses

Hypothesis 1: There is no significant difference

between teachers professional effectiveness in rural and urban public secondary schools in Ekiti State, Nigeria.

Table 3: Rural and Urban Teachers Professional Effectiveness in Ekiti state public secondary schools

Location	N	Mean	SD	Df	Cal. T-value	Crit.T-value	P-value
Rural	287	106.43	11.748				

598 2.158 1.960 .000
Urban 313 103.80 17.370

of professional effectiveness in Ekiti State public secondary schools. This implies that teachers in rural schools (mean = 106.43) were more professionally effective than teachers in urban schools (mean = 103.80)

Table 3 shows that t-calculated (2.158) is greater than t-table (1.960). Hence, the null hypothesis is rejected. Therefore, there was significant difference between rural and urban teachers level

Hypothesis 2: Staff development programmes

will not significantly contribute to teachers' professional effectiveness in public secondary schools in Ekiti State Nigeria.

Table 4: Contribution of Staff Development Programmes to Teachers' Professional Effectiveness

R = .557

Model	Sum of square	Df	Mean square	F	Sig.
Regression	41713.300	1	41713.300		

Residual 9 2 9 3 6 . 7 7 4
598 1 5 5 . 4 1 3
268.403 .000

indicates that the predictor (Staff Development Programmes) exerts reasonable level of influence on the effectiveness. The coefficient value of determination (R square = 0.310) indicates that Staff development programmes accounted for 31% of the total variations in the professional effectiveness of secondary school teachers in Ekiti State while the remaining 69% unexplained

Total 134650.073 599
Table 4 reveals a significant moderate linear correlation between the predictor (SDP) and teachers' professional effectiveness in Ekiti State public secondary school(R = .557, P<0.05). This

variation is due largely to other factors. The result is further proved by the F ratio (268.403*, $p < 0.05$). The null hypothesis is rejected. This indicates that staff development programmes contributed significantly to teachers' professional effectiveness in Ekiti state public secondary schools.

Discussion

This study revealed that teachers in Ekiti state public secondary schools are mostly exposed to programmes that enable teachers to acquire higher qualifications, and enable non-professionals to professionalise while those that enable teaching staff to face challenges arising from innovation in the school curriculum and rectify deficiencies of staff at the point of appointment were very low. This finding may be alluded to the belief that higher qualification leads to higher pay and relevant academic qualifications helps to secure their job. This finding contradicts the position of Otu (2006) that Staff Development Programmes are often provided for the purpose of behavioural modification or moulding of workers in order to integrate organisational needs with their characteristics.

The findings equally revealed that the level of professional effectiveness of public secondary school teachers in Ekiti state was moderate. This could be attributed to the level of participation of the teachers in both self-sponsored and government sponsored development programmes. This finding concurred with that of Olaleye (2013) that teachers who were exposed to development programmes such as sandwich, distance learning, workshop, conference, seminars, and orientation programmes are more effective than those who were not exposed to such programmes. Investigating how effective these programmes were in enhancing teachers' job performance and effectiveness, Olaleye (2013) reported that such programmes enhance academic and professional qualification of teachers, assist teachers to acquire more conceptual and technical knowledge, skills and competencies in their teaching subjects.

The study further showed that there was significant difference in the level of professional effectiveness of teachers exposed to SDP in rural and urban towns' public secondary schools in Ekiti state. The mean score of teachers in rural schools (106.8) indicate that they were more effective than those in the urban schools (103.80). This difference could be attributed to the attention given to schools in rural areas in recent times in terms of regular visitation of inspectors and monetary compensation of teachers posted to 'hard-to-staff-

schools'. This finding contradicted the findings of Ekpoh, Edet and Nkana (2013) that metropolitan teachers who participated in staff development programmes were more effective in their job performance than those who did not, in term of knowledge of subject matter, classroom management, teaching methods, and evaluation of student's work across the study area.

It was revealed in the study that a moderately positive correlation existed between staff development programmes and teachers' professional effectiveness in state public secondary schools with a coefficient of $R = 0.557$. On the contribution of SDP to Teachers' effectiveness, the finding showed that it is capable of accounting for 31% of the total variation in the level of professional effectiveness of public secondary school teachers in Ekiti state. This contribution is considered substantial in light of other factors which could influence the level of teachers' effectiveness. The finding agrees with Ololube (2006) report that staff development programmes enhance teachers' competence in promoting an effective educational system. Ololube found out that such programmes enable teachers to manage classroom in a way that learning could take place, present instructions clearly without vagueness and incomplete sentences, make good use of questions, and evaluate whether the goals are obtained by testing, providing feedback and corrective instructions. He further submitted that the professional training of in-service teachers expose them to various methodological competence, teaches them skills, rudiment and techniques that will affect teaching, improve teaching and learning situations, organizes classroom effectively, apply professional ethics, make effective utilization of instructional process and materials, and bring about effective implementation of curriculum in the school.

Conclusion

Based on the findings from this study, it was concluded that the level of teachers' professional effectiveness in Ekiti state was moderate and that teachers in the rural schools are more effective than those in the urban schools. It was also concluded that staff development programmes contributed to the professional effectiveness of teachers.

Recommendations

The followings were recommended on the basis of the findings:

1. Teachers should be provided with professional development programme on the

- basis of their career needs and instructional benefits.
2. The level of teachers' effectiveness should be given urgent attention through the systematic development programmes that are based on the goals of the school.
 3. Teachers in rural schools should be encouraged and mandated to leverage on the benefits of development programmes in order to enhance their professional effectiveness.
 4. Considering the potentials that development programmes have, it should be made part of the conditions for teachers' professional and career growth.

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Modern Office Instructional Facilities in Office Technology and Management in Polytechnics and Insecurity Management in Nigeria

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Abstract

The paper assessed modern office instructional facilities in Office Technology and Management (OTM) in Nigeria Polytechnics and insecurity management. The study also examined whether the available instructional facilities have the capacity to provide 21st century skills needed to perform in the world of work. The study adopted descriptive survey research design. Two research questions were raised to guide the study. The population for the study comprised of 855 students and 18 lecturers. Random sampling technique was used to select 20% of students across the levels, given a total of 161 students used for the study. The whole population of the lecturers was used as respondents. Physical stock taking of the available modern office instructional facilities and a structured questionnaire based on 5 points Likert scale was used as instrument for data collection. Data collected were analysed using percentages and mean statistics to answer the research questions. The findings of the study revealed that modern office instructional facilities available in OTM were inadequate in line with the NBTE minimum requirement. These instructional facilities cannot provide the students with 21st century skills needed to function effectively in technological office. Based on these findings, it was concluded that Office Technology and Management Department, which is expected to be responsible for turning out modern secretaries and office managers lack some necessary modern office instructional facilities which are germane for training and acquisition of 21st century skills by the students. It was recommended among others that Office technology and management department in Polytechnics should be fully provided with modern office instructional facilities and that NBTE should be strict during accreditation to ensure that minimum standard of instructional facilities are met by Polytechnics.

Keywords: Modern Instructional facilities, Office Technology and Management, Insecurity management

Introduction

Office Technology and Management (OTM) is a branch of Business Education that is offered in the Polytechnics in Nigeria. It is a programme designed to train students to enter into secretarial profession to become a qualified secretary after graduation. Ogunmayi (2008) stated that it is a type of education that assists individuals to acquire skills, which they can apply to solve problems in business and office occupations. Office Technology and Management has the role of equipping students with skills that increase their chances of securing gainful employment after graduation. It also equips students with knowledge and skills they need to create jobs in order to

become employers of labour.

The National Board for Technical Education (2004) highlighted among others the objectives of Office Technology and Management as a programme designed to equip students to acquire self-reliant and employable skills in various fields of endeavour; provide managerial skills which are very essential in everyday interaction in business situations. In line with this, Miller, Crossdale-Owido, Ayemhenre and Mordi (2012) cited Adelakin (2006) stated that, one of the objectives of the course is to provide the business world with highly skilled knowledge workers who manage information and efficiently equipped with

comprehensive range of skills including managerial, technological (multimedia) and communication.

Office Technology and Management is a new nomenclature for Secretarial Studies. The changes in the name of the programme was borne out of the review of the curriculum by the National Board for Technical Education (NBTE) in 2004. This was done in order to make Secretarial Studies programme to be more Information and Communication Technology compliant. Office Technology and Management previously known as Secretarial Studies was defined by Ohaegbulem (2007) in Agoha (2011) as the education or training given to a person to equip him/her with secretarial skills. These skills include information processing for example (analysing, synthesizing, keyboarding, printing) etc. There is also reprographic skill (typing, duplicating, photocopying, scanning, man folding) etc. He further stated that the contemporary skills expected of Office Technology and Management graduates are those that would make them well-fitted, competent and independent in the technologies of the 21st Century. The new technologies are knowledge that will reflect in the effective use of modern office equipment and machines to perform varieties of office occupation. Examples of the technologies are computer, internet, e-mail, hand phone etc. Ohaegbulem (2007) cited in Agoha (2011) enumerated the following secretarial skills expected of Office Technology and Management students in order to operate businesses that offer secretarial services as well as function effectively in any modern office environment. These are: acquisition of keyboard dexterity, sufficient typewriting skills, adequate knowledge of word for accuracy, ability to operate duplicating machines, photocopy document, effective use of communication skills and good knowledge of records management, ability to interpret the concepts, terms and abbreviations, effective filing, operate computer, effective use of telephone services and manners, browse the Internet and carry-out office functions, ability to index list of names, good knowledge of new technologies, etc.

In this same vein, Asuquo (2005) opined that Secretarial education as an integral part of vocational business education is a programme for office careers through initial refresher and upgrading education leading to employability and advancement in office occupations. He further stated that the programme prepares the students with knowledge and skills to function effectively in any office situation (private or public). This implies

that Office Technology and Management as a programme of study cannot be taught in abstract like Business or Public Administration etc. The recipients are required to be taught with provision of adequate teaching and learning modern instructional facilities that will enable students to be exposed to practical acquisition of knowledge, skills and competences that will match the ability to function well in the present technological office of 21st century. No wonder, Jimoh (2013) stated that organizations and the world of work today is not interested in the quality of your certificate but the practical skills and competences you can demonstrate by training the head and hand. This shows that, modern instructional facilities such as office equipment, machines and devices that is expected to be used and operated in the course of the performances of office duties and functions by secretaries as obtained in the technological office of 21st century must be provided in the teaching and learning of OTM students.

In view of the foregoing, it could be deduced that modern office instructional facilities are germane to the teaching and learning/training of Office Technology and Management students. The importance of instructional facilities to the overall success of any educational programme is not contestable (Olufunwa, Waziri & Olorunmolu 2013). Students are supposed to be trained with modern office equipment, machines and devices like computer, telecommunication and electronic gadgets so as to meet job demand after school. Modern Instructional facilities in Office Technology and Management refer to various office equipment, machines and devices which can be used as tools for imparting and training of the students. It also involves provision of conducive and stimulating learning environment where effective teaching and learning could take place such as well furnished Manual and Electronic Keyboarding laboratories, ICT/Computer laboratories, Shorthand laboratories and Model Office Practice Room. These instructional facilities serve as the basis for which students can acquire the expected knowledge, skills, and competences to function as a responsible individual and office managers after school.

Uche, Okoli, and Ahunanya (2011) affirmed that educational facilities are the physical infrastructures that contribute directly or remotely to the teaching and learning process in the educational system. The instructional facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning. These facilities portray the

quality of the institutions in terms of their staff/students friendliness, attraction to outsiders, aesthetics, currency and relevance (Okorie & Uche, 2004). Availability of appropriate facilities enhances student learning by allowing them to be involved in demonstrations and practice which would continue to build their skills. However, most of the Polytechnics in Nigeria have been forced to perform below standard due to purported non availability, poor management or utter neglect of the required facilities for effective training of OTM students. At present, the caliber of students that graduate from business education, especially office education according to Amoor (2008) have the problem of inadequate exposure to modern office technology, information systems and the rudiments of office administration. This situation can pose a great insecurity challenges to OTM students after graduation.

Insecurity as a concept has been defined differently by different authors. Achumba, Ighomereho and Akpor-Robaro (2013) explained that the concept of insecurity would be best understood by first presenting the concept of security. In the view of Ibidapo-obe (2008) security refers to the situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions. It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. It embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence (Ogunleye, Adewale, Alese & Ogunde 2011). According to Igbuzor (2011) security demands safety from chronic threats and protection from harmful disruption. Security can also be described as stability and continuity of livelihood (stable and steady income), predictability of daily life (knowing what to expect), protection from crime (feeling safe) and freedom from psychological harm (safety or protection from emotional stress which results from the assurance or knowing that one is wanted, accepted, loved and protected in one's community or neighbourhood and by people around. It focuses on emotional and psychological sense of belonging to a social group which can offer one protection). This description structured the concept of security into **four dimensions**. However, these dimensions can be weaved together to give a composite definition of security as the protection against all forms of harm whether physical, economic or

psychological. It is generally argued however that security is not the absence of threats or security issues, but the ability to rise to the challenges posed by these threats with expediency and expertise.

Insecurity, on the other hand, is the antithesis of security. However, because of the very many ways in which insecurity affects human life and existence, the concept of insecurity has usually been given different interpretations in association with the various ways which it affects individuals. Some of the common descriptors of insecurity include: need for safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention a few. All of these have been used by different people to define the concept of insecurity. These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood. Beland (2005) defined insecurity as the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, which can lead to other forms of insecurity such as economic security and social security.

Two views are of essence to this paper. These are (1) Insecurity as the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury, and (2) Insecurity as the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. A major point about insecurity implied in these definitions is that those affected by insecurity are not only uncertain or unaware of what would happen but they are also not able to stop it or protect themselves when it happens. It is in this view that this paper described insecurity as: 'not knowing, a lack of control and inability to take defensive action against forces that portend harm or danger to an individual or group, or what make them vulnerable'. 'Vulnerability' is the situation that we do not know and we cannot face or anticipate. It is also something we may know would happen but we are not able to face it.

Consequent to the above assertion, if adequate modern office instructional facilities for teaching and learning OTM are not provided for students in the course of their study while in school, students can be exposed to uncertainty; doubtful; inadequate or lack of confidence; and troubled to face the world of work. This implies that schools would be

producing half baked graduates who will not be able to live a responsible life, fit properly into and contribute meaningfully to the society. Such graduates would not be able to perform effectively in the office of the 21st century and also would not be able to be confident to go for any self-employment opportunities for self-reliance.

However, if graduates cannot involve themselves in a useful activities based on their incompetence and inadequate skills, it means that the energy and attention that supposed to be used and engaged in positive activities may be diverted to criminal activities that may be detrimental to the peace of the society. It is against this that the study was conducted to examine modern office instructional facilities in office technology and management in polytechnics as a means to insecurity management in Nigeria.

Statement of the Problem

Nigeria society has been faced with a lot of security challenges mostly coming from the youths. A lot of solutions have been proffered but yet the problem persists. The problem bore down to employment issues and because graduates has not been given the necessary needed skills and competences in schools which will make them to be employable either in paid or self employment and succeed after graduation. In line with this, the study examined modern office instructional facilities in Office Technology and Management in Polytechnics and insecurity management in Nigeria.

Purpose of the study

The general purpose of this study is to examine modern instructional facilities in Office Technology and Management in Polytechnics and insecurity management in Nigeria. The specific objectives are to:

1. assess adequacy of modern instructional facilities in OTM departments in line with the NBTE minimum requirement
2. determine whether the available instructional facilities have the capacity to provide 21st century skills needed at the technological office

Research Questions

The following research questions are formulated for the study

1. How adequate are the modern instructional facilities in OTM departments in line with the NBTE minimum requirement?
2. To what extent do the available instructional facilities have the capacity to provide 21st

century skills needed at the technological office?

Population and Sample

The population for the study comprised of 805 students and 18 lecturers of the Department of Office Technology and Management, Kwara State Polytechnic, Ilorin and Federal Polytechnic Offa. *Random sampling technique was used to select 20% respondents across the levels to give a total of 161 students in the departments distributed as follows: ND I thirty eight (38) students, ND II fifty (50) students, HND II forty three (43) students and HND I thirty (30) students.* This was done to enable the researcher make a fair representation of students' at every level. All the 18 lecturers were used a respondents.

Research Instrument

The instrument used for data collection for research question one was stock taking of teaching and learning instructional facilities in OTM department of the two Polytechnics. These were compared with the minimum requirement of NBTE. A structured questionnaire tagged "Modern Office Instructional Facilities" (MOIF) which has 18 items structured in 5 Likert rating scale of Strongly Agree (5); Agree (4); Undecided (3); Disagree (2) and Strongly Disagree (1) was used to collect data to answer the research question two. The validity of the instrument was determined by experts in OTM department of the two Polytechnics used for the study. The instrument has Cronbach Alpha reliability coefficient of 0.81.

Techniques of data Analysis

The first research question was analysed using percentages to determine the adequacy of instructional facilities in the polytechnic in line with the NBTE minimum standard. The second research question was analysed using mean. For RQ 1, any item with a percentage of 50% and above was considered adequate. For RQ 2, the weighted mean here is 3.00 but since this value coincides with the value for undecided, the upper limit of 3.00 was used which was 3.50. Any mean above 3.50 was accepted as agreed while any mean below 3.50 was accepted as disagreed.

Research Question one: How adequate are the modern instructional facilities in OTM departments in line with the NBTE minimum requirement?

The data to answer research question one were presented in Table 1.

Table 1. Frequency and Percentage of office instructional facilities in OTM departments in line with the NBTE minimum requirement

S/N	Description of Laboratories	Number Required by NBTE	Number Available	
			Offa Poly	Kwara Poly
1.	One Manual Typewriting/ Keyboarding laboratory	1	1(100%)	1(100%)
2	Number of Manual Typewriters/ Keyboard in the laboratory	35	(0%)	(0%)
3	One Electric/Electronic laboratory	1	1(100%)	1(100%)
4	Number of Electric/Electronic Typewriters in the laboratory	35	25 (71%)	30 (86%)
5.	One Computer laboratory	1	1(100%)	1(100%)
6	Number of Computers in the laboratory	35	60 (171%)	25 (71%)
7	Personal Computer/Laptop with internet ready/computer accessories	6	(0%)	(0%)
8	Office Practice Room	1	1(100%)	1(100%)
9	Variety of typewriters (Manual/ electronic, Long and Short carriage)	5	(0%)	(0%)
10	Ink duplicator	1	1(100%)	1(100%)
11	Photocopier	1	1(100%)	1(100%)
12	4 drawer Steel cabinet	1	3(300%)	2(200%)
13	Shredding machine	1	(0%)	(0%)
14	Personal Computers with word processing equipment	2	2(100%)	2(100%)
15	Electronic desk calculators	2	2(200%)	1(100%)
16	Telephone equipment and hand set with refill cards,	1	1(100%)	1(100%)
17	Fax machine	1	(0%)	(0%)
18	Franking machine	1	(0%)	(0%)
19	Letter opener	1	(0%)	(0%)
20	Guillotine	1	(0%)	(0%)
21	Scanner	1	(0%)	(0%)
22	Addressing machine	1	(0%)	(0%)
23	Hand Stapler	1	3(300%)	4(400%)
24	Giant Stapler	1	2(200%)	1(100%)
25	Punch machines	1	2(200%)	2(200%)
26	Radio cassette player,	1	(0%)	(0%)
27	Coloured TV	1	1(100%)	(0%)
28	Video machine/video vcd,	1	(0%)	(0%)
29	Magic board multimedia projector system	1	(0%)	(0%)
30	Slides	1	(0%)	(0%)
31	Microfilming camera	1	(0%)	(0%)
32	Digital camera,	12	(0%)	(0%)
33	Floppy diskettes, CDs	1	(0%)	(0%)
34	Shorthand laboratory for speed development	1	1(100%)	1(100%)
35	Central transmitting unit	1	(0%)	(0%)
36	Transistor	1	(0%)	(0%)
37	Receiver	1	(0%)	(0%)
38	Multi-selection channels	3-4	(0%)	(0%)
39	Headphone,	31	(0%)	(0%)
40	Microphones	31	(0%)	(0%)
41	Cubicles to accommodate 30 students	30	40(133%)	45(150%)
42	Furnished with rug	1	1(100%)	1(100%)
43	Air conditioner	1	(0%)	(0%)
44	Generating set	1	1(100%)	1(00%)

The result in table 1 showed that there are adequate laboratories in OTM departments of the two polytechnics in line with the NBTE minimum requirement. This was based on the percentage score of 100% for all laboratories in the table. On the other hand, many of the instructional facilities are not provided such as internet facilities, shredding machine, fax machine, franking machine, scanner, addressing machine and others. Some of those that were provided are not the most

important. For example electronic desk calculator, telephone equipment, ink duplicating machine, punch machine, hand and giant stapler.

Research Question Two:

To what extent do the available instructional facilities have the capacity to provide 21st century skills needed at the technological office?

The data to answer research question two were presented in Table 2

Table 2: Mean ratings of the responses of students and lecturers on whether the available instructional facilities have the capacity to provide 21st century skills

S/N	Instructional facilities	Lecturers mean	Students mean	Aggregate mean
1.	Manual typewriters	3.40	3.35	3.36
2.	Shorthand laboratory with necessary gadgets	3.70	3.00	3.35
3.	Electronic typewriters	3.58	3.76	3.67
4.	Computers/word processors	3.60	3.70	3.65
5.	Photocopier and Ink duplicator	3.56	3.82	3.69
6.	Internet facilities (I.S.P./Modem)	3.23	2.56	2.90
7.	Digital Telephone and handset	3.52	3.82	3.67
8.	Shredding and Addressing Machine	2.45	2.76	2.61
9.	Fax, Telex and E-mail	2.66	2.35	2.51
10.	Scanner and Laminating Machine	2.80	2.87	2.84
11.	Floppy Diskette, CDs, Flash Drive	3.25	2.90	3.01
12.	Franking and Stamping Machine	3.10	2.90	3.00
13.	Multimedia Projector System	2.45	3.20	2.81
14.	Electronic Bulletin Board	3.23	2.94	3.09
15.	Micro Filming Camera	2.21	3.12	2.67
16.	Teleconferencing and Teleprocessing	3.27	2.40	2.84
17.	Letter Opening and Envelopes sealing Machine	3.30	2.84	3.07
18.	Collating, Folding and Inserting Machine	2.95	3.08	3.01

The result in table 2 showed that, many of the available instructional facilities in the two polytechnics have no capacity to provide 21st century skills to Office Technology and Management students. Out of 18 instructional materials in table 2, it was revealed that only four instructional materials have capacity to provide graduates with 21st century skills based on the opinions of students and lecturers. This is because these four items have their means score above the fixed decision value of 3.50. This implies that, students were not taught how to use most of these modern office instructional facilities they are most likely going to meet in the 21st century offices.

Discussion of Findings

The data presented in table 1 showed that, there were adequate laboratories in OTM departments of the two polytechnics in line with the NBTE minimum requirement. However, many of the

instructional facilities that are supposed to be provided in these laboratories were not found. For example manual typewriters laboratory that was expected to house thirty five (35) manual typewriters had none. This was because students are always asked to come along with their own portable manual typewriter at the time of entry into the schools. This was revealed in item 2 of the table 1 where both the polytechnics sampled had 0%. Most of the modern office instructional facilities that were very important to train students were absent in office practice room, shorthand laboratory and computer laboratory. Such as Internet, fax, telex, scanner, shredding and laminating machine are not provided for the department for students use. This finding supports the earlier finding of Ugwuanyi and Eze (2008) who stated that Office Technology and Management programme as an academic project can only be effectively implemented with adequate

educational resources. This was corroborated by Asuquo (2005) who stated that Office Technology and Management programme cannot be taught in abstract like Business or Public Administration but the recipients are required to be taught with provision of adequate teaching and learning modern instructional facilities that will enable students to be exposed to practical acquisition of knowledge, skills and competences as needed in the present technological office of 21st century world of work.

The study revealed that both the lecturers and the students agreed that the available instructional facilities in the two polytechnics cannot provide the necessary 21st century skills and competences for students to function effectively in the present day office. This was shown in items 1, 2, 6, 8, 9, and others with aggregate mean scores between 2.51 and 3.36. While items 3, 4, 5 and 7 with aggregate mean of 3.67, 3.65, 3.69 and 3.67 respectively alone cannot be adequate for the acquisition of required skills and competences to function in a 21st century organization. In line with this Asuquo (2005) stated that Office Technology and Management programme cannot be taught in abstract like Business or Public Administration but the recipients are required to be taught with provision of adequate teaching and learning modern instructional facilities that will enable students to be exposed to practical acquisition of knowledge, skills and competences as needed in the present technological office of 21st century world of work.

However, this implies that basic skills and competencies have not been taught using modern instructional facilities such as Internet, shredding machine, Teleconferencing and Teleprocessing, Multimedia Projector System, Electronic Bulletin Board, fax, telex, e-mail and scanner. This is because these equipment and machines are not made available in the department. If these students are not taught how to effectively use all these office equipment and machines, then they would have problems coping with the activities in the modern office environment.

Conclusion

Based on the findings of the study, it was concluded that Office Technology and Management Department which is expected and responsible for

turning out modern secretaries and office managers, could not meet the minimum requirement of NBTE in terms of modern office instructional facilities. Even the few available ones are not in good shape or outdated and cannot provide the students with skills and competences required to function effectively in the 21st century office. Since this is the case, it means that students are not trained with and exposed to the necessary office tools which they expect to operate in modern offices after graduation. This implies that the students will not be able to cope with modern office work and will not be able to establish self employment business on their own. This will lead to unemployment, thereby resulting to socio vices such as robbery, prostitution, kidnapping, bombing and others which pose serious threat to the nation security.

Recommendations

The following recommendations are made based on the findings of the study.

1. Office Technology and Management department in Polytechnics should be fully provided with modern office instructional facilities such as various office equipment and machines in line with NBTE minimum requirement. This can be provided by the management and government. Philanthropists, well meaning individuals, Public Private Partnership and alumni association can also donate equipment and machines to the department.
2. Adequate fund should be made available for Office Technology and Management department for proper maintenance and repairs of office equipment and machines.
3. Lecturers and students should ensure that they take good care and handle these equipment and machines with good care. These measures would give students the opportunity to acquire skills and competences with which to function effectively in technological offices of the 21st century.
4. NBTE should be strict and live up to their responsibilities during accreditation to ensure that minimum standard of instructional facilities are met by Polytechnics.

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