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Evaluation of Reference Services in Academic Libraries: A Case Study of Nnamdi Azikiwe Library, University of Nigeria, Nsukka

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Abstract
This study examines the evaluation of reference services in academic libraries, using Nnamdi Azikiwe Library, University of Nigeria, Nsukka as a case study. Six research questions guided the study. The study employed descriptive survey research design. Data were collected through questionnaire from samples of (50) who were mainly researchers. The research which used frequency distribution tables, percentage and mean as a method of data analysis, led to the following findings: That reference services provided in the library include user's instruction services, indexing services, current awareness services, etc.; that the reference services provided in the library are still at minimal level; that these reference sources are barely current. Major problems highlighted by the study include inadequate funding, poor internet facilities, lack of computers, etc. However, the study recommends provision of adequate funds for the maintenance of the library; provision of uninterrupted power supply by libraries and regular evaluation of reference services

Keywords: Reference services, Academic libraries, Evaluation, Reference sources, Information resources.

Introduction

The library is the primary academic information resource centre for the university. It is an integral part of a university, which exists to meet the information needs of students, staff, researchers and other users in the community. It is an academic library which provides information to support academic programmes and curriculum of the institution.

An academic library according to Ahaneme (1994) is a library that is located in academic institution, which provides information to support academic programme and curricula of the institution. It exists to provide information materials required for the academic programmes.

This library offers various services ranging from information and referral services, provision of reading facilities, book loan services, online services, selective dissemination of information (SDI), current awareness services (CAS), reference services, abstracting and indexing, bindery, photocopying services, etc. Reference service is one of the most vital services rendered in the library. It involves personal contact with the users and library staff. Reference services according to Madu (2008) are personal assistance eagerly given to library users in pursuit of information by librarian in charge of the reference section. Onwubiko and Uzoigwe (2004) describe reference services as involving the establishment of contact between the reader and book by personal services. This established contact is the only available and effective method of discharging the function of converting the potential users into habitual users.

Consequently, a reference service is an essential aspect of library services. It is linked to selective dissemination of information (SDI) as well as current awareness services (CAS). This implies that the reference librarians should be able to provide some selected information that are relevant to the needs of the researchers. Thus, evaluation of reference services becomes necessary in order to assist users to find the required library resources. Evaluation of services in any library is carried out in order to determine whether or not the services are meeting the desired goals and to what extent.

This involves a conscious act of determining the quality of services rendered by reference staff in the library. Libraries exist in order to provide their clientele with information resources.

In effect, reference service involves providing answers to the questions asked by the library user. In his bid to satisfy defmite questions put to him by the user, the reference librarian provides certain services such as orientation/instruction in the use of library, acquisition lists and bulletins, selective dissemination of information, current awareness services, special bibliographies, provision of indexes and abstracts, translation services, inter-library loans and so on. In rendering these reference services to the users, the library staffs utilizes reference sources from diverse forms in order to meet the needs of the library users. These reference sources includes; Encyclopedias, dictionaries, bibliographies, maps, indexes, newspapers, handbooks, directories, atlas, pamphlets, etc. These reference sources are not meant to be read through, but consulted for specific piece of information. Unlike other library materials, Reference resource/books are so special in the sense that they contain up-to-date information that have been brought together from many sources and are always organized for easy and quick use (Abdullahi and Mamza, 2014).

Statement of the Problem

Reference services in an academic library are very important in providing equitable, timely and accurate delivery of information services. It should be recognized as a serious aspect of library services which seeks to satisfy the hunger of the user for information. An effective reference service should be one that can easily lead the users to the solution of their problems. The aim is to meet people's information needs. Reference work therefore, should include finding out what information people need and using library resources to provide that information. In spite of the importance attached to reference services, it has been observed that Nnamdi Azikiwe Library seem not to recognize the vital role of these services, which shows that users of this library are not making use of these reference resources for their academic purposes. Furthermore, information had shown

that users in this library fmd it difficult to locate and make effective use of these information resources, which may be due to lack of knowledge about the reference resources and services.

This problem if not addressed, will lead to user's frustration in locating and making effective use of reference services in the library. In spite of this, little effort has been made to evaluate reference services in this library in order to ascertain its effectiveness to the users. It is against this backdrop therefore, that this research is set to evaluate reference seTVIces m Nnamdi Azikiwe Library, University of Nigeria Nsukka, hence, the problem of the study.

Objectives of the study:

The general purpose of this study is to evaluate reference services in academic libraries using Nnamdi Azikiwe Library, University of Nigeria as case study. Specifically, the study sets to:

1. Find out the reference services available in the library;
2. Find out the reference sources available in rendering reference services in the library;
3. Find out the currency of the reference sources in the library;
4. Determine the extent to which reference services are provided in the library;
5. Find out the problems associated with rendering effective reference services in the library; and
6. Recommend possible solutions for effective rendering of reference services.

Research Questions:

Based on the objectives of this study, the following research questions are generated:

1. What are the reference services available in the library?
2. What are the reference sources available in rendering reference services in the library?
3. How current are the reference sources in the library?
4. To what extent are the reference services provided in the library?

5. What are the problems associated with rendering effective reference services in the library?
6. What are the possible solutions for effective rendering of reference services?

Literature Review

Reference service is one of the basic services provided in the library. It is a kind of personal service provided to individual users in pursuit of information by the reference staff.

The term reference service according to Udensi and Akor (2014) **is a** direct personal assistance to readers seeking for information in the library. It is the personal assistance rendered by the reference librarians to users within reference library who are in pursuit of information. According to Awodoyin and Aina (2018), Reference service is a specific service tailored towards the information needs of each library user hence giving each individual library user a sense of belonging in the library. Reference service is also the various library activities specifically aimed at making information easily accessible.

In the same manner, Madu (2008b) sees reference service as personal assistance eagerly given to library users in pursuit of information by a librarian in charge of the reference section. According to him, libraries are not only willing to give help to individual readers; they consider the assistance as important aspects of their responsibility to the users and justification for their training. The provision of reference services in a library is regarded as a serious aspect of library services which seeks to satisfy the hunger of the user for information. In this wise, reference services makes use of available resources in the library to meet this critical responsibility of providing assistance to users.

Reference service includes guiding users in order to know what services and resources are available and how to locate them within the library. The guidance usually comes in form of instruction, and orientation which is generally referred to as user education (Mishra and Mahapatra, 2013; Kumar and Phil, 2009).

In her view, Achebe (2012) sees reference service as an aspect of library service in which contact between the reader and library materials is established through staff assistance, matching the user with the library materials

which could be printed or electronic. She further argues that, as a service legally provided by the reference librarian, there is no gain saying that reference and information service is the life-wire and bridge of any library. The absence of this service can make or mar the image of not only the library but also that of the profession. Therefore, a reference service is the most demanding of all the library services because it brings the content and activities of the library close to the user.

Nwalo (2003) states that services offered by the reference department include answering reference queries, user education, compilation of reading lists, compilation of bibliographies, indexing and abstracting, inter-library loan service, library orientation/instruction and current awareness services. In a similar view, Edoka (2000) opined that the reference librarian in his bid to satisfy definite questions put to him by users provides any or several of the following services such as library orientation, acquisition list and bulletins, current awareness services (CAS), special bibliographies, provision of index and abstracts, translation services, referral services e.g. providing access to appropriate subject specialist and photocopying seTVIces.

In his bid to provide these services, reference librarian uses one or following reference materials such as: encyclopaedias, dictionaries, bibliographical sources, yearbooks, handbooks and manuals, geographical sources, directories, bibliographies, maps, atlas and so on. These reference materials are not meant to be borrowed outside the library, but consulted for specific piece of information.

In line with this, (Edoka, 2000b) argues that reference books are so termed because they are designed by arrangement, treatment to be consulted for definite or specific terms of information. The importance of reference services in any academic library cannot be overemphasized. It helps the reference staff to provide timely, but accurate reference services to the users. It also enables users to locate useful information for their academic excellence. Thus reference service attempts to fulfil the objective of the parent body. A satisfied user serves as a friend of the library

and can be helpful in getting greater support for the library.

Evaluation of Reference Services in Academic Libraries

Evaluation of reference services involves a deliberate process of determining and stating the various techniques that reference librarians can use to enhance the quality of their services. lgbinosa (1994), states that evaluation has to do with determining the needed improvement in the quality of services provided by the reference librarian. Bill (1999) stressed that evaluation is an on-going process which requires constant attention. True, it may be the subject of much discussion, some research and considerable lack of action, but it is more and more a pressing issue. In her own view of the literature of evaluation, Pierce in Bill (1999b) shows how "critical treatment of evaluative processes has grown". She points out that there are two major approaches to evaluation- the use of goal based internal evaluation and the application of externally established professional standard. The survey ends with the warning that why there is much that is useful on the evaluation of reference services, there is need for careful selection of the appropriate evaluative method.

Tracing the origin of reference services evaluation, Rehman, Shafique and Mahmood (2011) stated that evaluation of library reference services began in earnest in the late 1960s and early 1970s when budgetary situations required justification of the existence of all services in the library. It is observed that reference sections used quantitative measures to judge their effectiveness or quality. Kyrildou (1996) said that the common examples of such measures include collective size and breadth of subject coverage, volume held per student or the number of transactions for different services. Welch (1992) also stresses that although personal observations by administrators has been a means of evaluating the reference process, many obvious problems arises concerning the validity and reliability of this method of appraising reference services, for if staff are aware that they are been evaluated, they most likely will seek to perform their best.

Ruteyan and Akporhonor (2007) examined the reference collection and services of four academic libraries in Nigeria, the findings of the study revealed that the duties performed by the reference staff are keeping statistics of users who visit the section and their queries, taking stock of mutilated books sent for binding, keeping records for books consulted daily and reference materials taken out for photocopy. Other duties are answering reference questions, cataloguing and processing of reference materials, compiling reading lists, bibliographies, list of new materials, indexing and abstracting, user education, current awareness services as part of the services rendered. Similarly, a study on the evaluation of reference services in academic libraries in Nigeria revealed that the commonest reference services are referral service and answering reference queries (Akor and Alhassan, 2015).

The findings of a survey of two public libraries in Nigeria by Okafor (2012) revealed that the challenges associated with reference service provision are lack of skill on the part of reference staff, lack of reference books, lack of electronic resources, and inadequacy of photocopiers for users. No matter how competent a reference librarian may be if the quality of the service is not meeting the user's need, the purpose might be defeated. This was corroborated by Ghotbabadi, Baharun and Feiz, (2012) who asserted that scientists have found that the quality of services has a significant influence on customer satisfaction and customer loyalty.

Service quality has been measured in libraries. For instance in India, Manjunatha and Shivalingaiah, (2004) found out that the concept of assessing service quality from library users' perspectives was still in its infancy. In Pakistan, library service quality was an unfamiliar topic and practices of regular assessment of library service quality rarely exist at any level (Rehman, and Sabir 2012).

In Nigeria, Olawunmi, Durodola and Ajayi (2016) examined students' perceived quality of library facilities and services in Nigerian private universities. With a focus on four private universities in Ogun State (Covenant, Crescent, Crawford and Bells) using a modified SERVPERF questionnaire with a total of 744 undergraduates that were

randomly selected. The findings revealed that students' general perception of library services in the four (4) universities was above average. In a related study of two public libraries in Nigeria, Okafor (2012) found out that the quality of service in terms of document delivery services, current awareness services, and selective dissemination of information services were rather low. Furthermore, Asogwa et. al. (2014) used ServQUAL to measure reference services quality in academic libraries in Nigeria and found out the library services were not meeting user's desires because user's expectations was greater than their perceptions which imply that all the services provided did not meet the desires of library users. The study also found out that physical facilities that help in providing quality services in most academic libraries in developing countries were grossly inadequate and consequently affect the responsibility and reliability of academic librarians. The findings further revealed that some libraries were better equipped with modem facilities than others, and this has influenced the perceptions and expectations of users.

There is every need therefore to evaluate the services rendered by the reference librarian. Bill (1999c) in support of this need and mean.

wrote that it is better to evaluate the quality and effectiveness of services at both the reference and information **desk** and to provide much more on given reference update, training and to review for reference staff. Crawford (1996) also introduces the reasons for evaluation and specific issues in the process of evaluation of reference services. He stresses that a library must use performance measures and goals that are meaningful and easily understood and effectively and deliberately used. Kyrildou (1996b) said that the common examples of such measures include collective size and breadth of subject coverage, volume held per student or the number of transactions for different services.

From the foregoing, it is evident that there is every need to evaluate the services rendered by reference libraries. This is because, the effectiveness of reference service or otherwise will serve to attract users to the library or ward them off from the library.

Findings

Out of 50 copies of questionnaire issued to the respondents, 48 were returned which represents 96%. Out of 48 questionnaires, 45 were found usable. The data collected are hereby presented with the use of simple percentages

Research Question 1 : **What are the reference services available** in **the library?**

Table 1: Available reference services in the library

SIN	Items	Available	%	Not Available	%
1.	User's Instruction Services	35	77.8%	10	22.2%
2.	Indexing Services	30	66.7%	15	33.3%
3.	Current Awareness Services	25	55.6%	20	44.4%
4.	Referral Services	23	51.1%	22	48.9%
5.	Photocopying Services	2	4.4%	43	95.6%
6.	Inter-library loan services	10	22.2%	35	77.8%
7.	Online Information Retrieval Services	10	22.2%	35	77.8%
8	Selective Dissemination of Information	15	33.3%	30	66.7%
9	Abstracting Services	18	40%	27	60%
10	Bibliographic Services	20	44.4%	25	55.6%
	Others, please specify				

In table 1, the data collected revealed that user's instruction services, indexing services, current awareness services and referral services are the reference services available in the library, as indicated in the percentage ratings of 77.8%, 66.7%, 55.6% and 51.1%. However, it was observed that most of the services highlighted in the table are not available in the library. These include photocopying services, inter-library loan services, online information retrieval services, selective dissemination of information, abstracting services and bibliographic services, as can be seen in the percentage

ratings of 95.6%, 77.8%, 77.8%, 66.7%, 60% and 55.6% respectively. The unavailability of these services in the library will lead to users' dissatisfaction in their pursuit for information, which maymar the image of the library in general. In line with this, Achebe (2012) argued that the absence of reference service can make or mar the image of not only the library but also that of the profession. Therefore, a reference service is the most demanding of all the library services because it brings the content and activities of the library close to the user.

Research Question 2: What are the reference sources available in rendering reference services in the library?

Table 2: Available reference services in the library

SIN	Items	Available	%	Not Available	%
1.	Dictionaries	42	93.3%	3	6.7%
2.	Encyclopaedias	40	88.9%	5	11.1%
3.	Manuals	38	84.4%	7	15.6%
4.	Atlas and Maps	37	82.2%	8	17.8%
5.	Abstracts	35	77.8%	10	22.2%
6.	Almanacs	35	77.8%	10	22.2%
7.	Indexes	35	77.8%	10	22.2%
8.	Handbooks	33	73.3%	12	26.7%
9.	Biographies	32	71.1%	13	28.9%
10.	Directories	30	66.7%	15	33.3%
11.	Gazettes	30	66.7%	15	33.3%
12.	Yearbooks	28	62.2%	17	37.8%
13.	Biographical Sources	27	60%	18	40%
	Others, please specify				

Table 2 showed that all the reference sources highlighted above are available in rendering reference services in the library. These include dictionaries, encyclopaedias, manuals, atlas and maps, abstracts, almanacs, indexes, handbooks, bibliographies, directories, gazettes, yearbooks and bibliographical sources, as can be seen in the percentage ratings of 93.3%, 88.9%, 84.4%, 82.2%, 77.8%, 77.8%, 77.8%, 73.3%, 71.1%, 66.7%, 66.7%, 62.2% and 60% respectively. The availability of these reference sources is very healthy as it will provide direct and specific information to the users with much emphasis on speed. In consonance with this, (Edoka, 2000) argues that reference books are so termed because they are designed by arrangement, treatment to be consulted for definite or specific terms of information.

Research Question 3:How current are the reference sources in the dissemination of needed information in the library?

Table 3: Currency of Reference sources in the Dissemination of needed information in Library

SIN	Items	VC	C	BC	OD		Decision
1.	Almanacs	8	**18**	6	13	**2.5**	Current
2.	Dictionaries	8	10	12	15	**2.24**	Barely Current
3.	Yearbooks	6	10	10	19	**2.06**	Barely Current
4.	Biographical Sources	3	7	20	15	**1.95**	Barely Current
5.	Directories	6	8	8	23	**1.93**	Barely Current
6.	Indexes	3	7	18	17	**1.91**	Barely Current
7.	Abstracts	4	6	10	25	**1.75**	Barely Current
8.	Encyclopaedia	3	4	15	23	**1.71**	Barely Current
9.	Gazettes	2	5	8	30	**1.53**	Barely Current
10.	Biographies	4	2	20	19	**1.8**	Barely Current
11.	Handbooks	6	4	10	25	**1.8**	Barely Current
12.	Manuals	4	3	12	26	**1.6**	Barely Current
13.	Atlas and Maps	2	2	8	33	**1.4**	Out-dated
	Overall Mean	**59**	**86**	**157**	**283**	**1.86**	**Barely Current**

The analysis of data in table 3 revealed that the reference sources in the library are generally barely current in the dissemination of needed information as indicated in the overall mean scores of 1.86. The mean scores for reference sources that are barely current includes 2.24, 2.06, 1.95, 1.93, 1.91, 1.75, 1.7, 1.53, 1.8, 1.8, 1.6 and 1.4 for dictionaries, yearbooks, biographical sources, directories, indexes, abstracts, encyclopaedia, gazettes, biographies, handbooks and manuals. However, it was revealed from the data that almanac is current as indicated in the mean score of 2.5, while atlas and maps are outdated as represented by the mean score of 1.86. This non-currency of reference sources will make it very difficult for students and other researchers to keep abreast with current developments in their academic lines. This situation will have negative effects on the reference services rendered in the library. This is why Abdullahi and Mamza (2014) emphasized that reference resource/books are so special in the sense that they contain up-to-date information that have been brought together from many sources and are always organized for easy and quick use. This will satisfy the interest and curiosity of users in their pursuit for information.

Research Question 4:To what extent are the reference services provided in the library?

Table 4: Extent of the provision of reference services in the Library

SIN	Items	VHE	HE	LE	NA		DECISION
1.	Answering reference queries	10	17	13	5	2.71	HE
2.	User education	8	20	10	7	2.64	HE
3.	Online Information Retrieval Services	7	13	17	8	2.42	LE
4.	Current Awareness Services	8	12	15	10	2.4	LE
5.	Library Orientation/Instruction	12	20	10	3	2.37	LE
6.	Selective dissemination of Information	7	10	15	13	2.24	LE
7.	Provision of special bibliol!I"aphies	6	8	20	11	2.2	LE
8.	Inter-library loan service	5	8	14	18	2	LE
9.	Provision of indexes and abstracts	5	7	15	18	1.97	LE
10.	Photocopying Services	1	2	5	37	1.26	NA
	Overall Mean	**69**	**117**	**134**	**130**	**2.27**	**LE**

From the results presented in table 4, it is evident that the extent to which the reference services are provided in the library is low as indicated in the overall mean scores of 2.27. The items have the various mean scores of 2.42, 2.4, 2.37, 2.24, 2.2, 2 and 1.97 for online information retrieval services, current awareness services, library orientation/ instruction, selective dissemination of information,provision of special bibliographies, inter-library loan services and provision of indexes and abstracts. However, two reference services which are provided at a high extent include answering reference queries and user education with mean scores of 2.71 and 2.64 respectively. It was also evident from the data that photocopying services with the lowest mean score of 1.26 is not provided at all in the library. The low extent of reference services in the library shows that librarians are not fully discharging their duties for the benefits of the users. The provision of reference services in a library is regarded as a serious aspect of library services which seeks to satisfy the hunger of the user for information. Madu (2008) argued that libraries are not only willing to give help to individual readers; they consider the assistance as important aspects of their responsibility to the users and justification for their training.

Research Question 5: What are the problems associated with rendering effective reference services in the library?

Table 5: Problem associated With rendenn2effective Reterence Sernces in the Library

SIN	Item	SA	A	SD	D		Decision
1	Inadequate funding of the library	30	13	-	2	3.57	Accepted
2	Poor internet facilities	25	17	1	2	3.44	Accented
3	Poor power supply	24	16	2	3	3.35	Accepted
4	Lack of computers	20	18	2	5	3.17	Accepted
5	Unavailability of some needed materials	20	13	5	7	3.02	Accepted
6	Difficulty in locating information materials	12	18	6	9	2.73	Accepted
7	Mutilated information materials	10	20	6	9	2.68	Accented
8	Inadequate reading facilities	10	15	8	12	2.51	Accepted
9	Out-dated information materials	10	20	5	10	2.6	Accepted
10	Inadequate ventilation	8	12	12	13	2.33	Reiected
11	Unfriendly attitude of staff	7	13	11	14	2.28	Rejected
12	Lack of qualified staff	5	10	10	20	2	Rejected
13	Inadequate space	3	7	15	20	1.84	Rejected
14	LeakinJZ: roofs	2	3	25	15	1.82	Reiected
15	Restricted access to the use of information	3	5	17	20	1.8	Rejected
	Others, please specify						

From the results presented in table *5,* it was revealed that most of the highlighted problems hindering the effective reference services in the library were accepted by the respondents. These include inadequate funding of the library, poor internet facilities, poor power supply, lack of computers, unavailability of some needed materials, difficulty in locating information materials, mutilated information materials, inadequate reading facilities and out-dated information materials with the mean scores of 3.5, 3.44, 3.35, 3.17, 3.02, 2.73, 2.68, 2.51 and 2.6. However, problems such as inadequate ventilation, unfriendly attitude of staff, lack of qualified staff, inadequate space, leaking roofs and restricted access to the use of

information were not considered as major problems hindering the effective rendering of reference services in the library as can be seen in the low mean scores of 2.33, 2.28, 2, 1.84, 1.82 and 1.8 respectively. These problems associated with rendering effective reference services in the library corroborated with Okafor (2012) who revealed that the challenges associated with reference service provision are lack of skill on the part of reference staff, lack of reference books, lack of electronic resources, and inadequacy of photocopiers for users. No matter how competent a reference librarian may be, if the quality of the service is not meeting the user's need, the purpose might be defeated.

Research Question 6: What are the possible solutions for effective rendering of reference services?

Table 6: P~OSS~ıble Soluᴛions ᴛior efliective rend.enneof reᴛierence services

SIN	Items	SA	A	SD	D		Decision
I	Adequate funding of library with special attention to reference section	29	14	–	1	**3.53**	Accepted
2	Provision of internet services	21	22	2	2	**3.46**	Accented
3	provision of adequate power supply by libraries	20	23	1	1	**3.37**	Accepted
4	Provision of qualified staff with computer skills	20	22	1	2	**3.33**	Accepted
5	Provision of adequate current materials	18	23	2	2	**3.26**	Accepted
6	Provision of adequate computers	18	20	2	5	**3.13**	Accepted
7	Making use of networking services	19	17	3	6	**3.08**	Accepted
8	Proper organization of reference materials	15	22	2	6	**3.02**	Accepted
9	Provision of adequate reading facilities	15	18	1	1	**2.6**	Accented
10	Enga1rimz in inter-library loan co-operation	10	15	8	12	**2.51**	Accepted
	Others, please specifv						

Results obtained from table 6 shows that all the solutions highlighted for effective rendering of reference services in the library were accepted by the respondents. These include adequate funding of library with special attention to reference section, provision of internet services, provision of adequate power supply by libraries, provision of qualified staff with computer skills, provision of adequate current materials, provision of adequate computers, making use of networking services, proper organization of reference materials, provision of adequate reading facilities and engaging in inter-library loan co-operation as indicated in

the mean scores of 3.53, 3.46, 3.37, 3.33, 3.26, 3.13, 3.08, 3.02, 2.6 and 2.51. These strategies if adopted in the library will help to satisfy the hunger of users in their search for information and create a significant influence on the use of library. This was corroborated by Ghotbabadi, Baharun and Feiz, (2012) who asserted that scientists have found that the quality of services has a significant influence on customer satisfaction and customer loyalty.

Conclusion

This study has been on the evaluation of reference services in academic libraries, using Nnamdi Azikiwe Library, University of

Nigeria, Nsukka as a case study. The reference section of the library provides reasonable types of reference services such as users' instruction services, indexing services, current awareness services and referral services. However, it was observed that services like photocopying services, inter-library loan services, online information retrieval services, selective dissemination of information, abstracting services and bibliographic services were poorly provided. This is quite unfortunate as the situation will hinder the reference users from making optimal use of reference services for their research purposes. This will in turn lead to user's frustration when they do not benefit from effective provision of reference services.

Moreover, it is unfortunate to note that most of these services and materials are still at the traditional stage, as these materials are largely in book form. Also, it is disheartening to note that even those available materials are barely current. This is problematic for researchers who need current information to be in tune with the latest information in their research areas. This is mostly as a result of lack funds, which hinders the acquisition of current materials, computers, the installation of networking services and internet facilities. These problems hinder them from carrying out their activities effectively and in line with the information system in vogue.

However, the solution for the above mentioned problems as indicated by the respondents include adequate funding of library with special attention to reference section which will enable the provision of adequate current and useful materials for research, provision of internet services, provision of adequate power supply by libraries, engaging seriously in inter-library loan co-operation, making use of networking services and internet facilities etc. With these, there will be provision of information materials in all formats and even most current information will be made available to researchers with minimum cost. The provision of these facilities will enhance the services of the reference section to enable them reach a maximum extent.

Recommendations
Based on the findings, the following recommendations were made.

1. Academic libraries as a whole and then the reference sections should be supported financially, to enable them acquire these necessary facilities that include the new formats of information resources in CD-ROMS, internet facilities, fax and e-mails etc.
2. Reference services should be evaluated from time to time, in order to determine its effectiveness.
3. The reference section should try to provide relevant resources needed to satisfy the information needs of the users, and these information resources should be easily made available to these users.
4. Academic libraries should employ adequate number of library staff with appropriate computer skills needed in meeting with the challenges of providing the necessary services to the users. Also, these staff should be morally stable and friendly in handling the information seekers.
5. Libraries should provide alternative source of power supply to cushion the effect of 1U1Steady power supply in the cowitry.
6. A strong inter-library loan co-operation, networking services and internet facilities should be put in place. This will enable them obtain necessary current materials from other libraries or information centres for the benefits of users.

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Facility Utilization as Correlates of Students' Academic Performance in Osun State Secondary Schools

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Abstract

This study focused on facility utilization and academic performance of secondary schools students in Osun State in Nigeria. Two research objectives and two research hypotheses were formulated to guide the study. The study employed the descriptive survey research design. Population for the study consists of234 school principals and 3,228 teachers were used/or this study. Sample for this study is made up of 350 respondents consisting of Three Hundred (300) teachers and Fifty (50) principals using multi-stage sampling procedure. Fifty (50) schools were selected out of Two hundred and thirty-four (234) public senior secondary schools in Osun State. Ten (10) Local Governments were selected out of thirty (30) Local Governments and one (1) area office in Modakeke Osun State using stratified sampling technique, Eight (8) teachers and One (1) principal was randomly selected in each of the fifty (50) schools. Two sets of questionnaires were designed by the researcher. The first instrument named Facility Utilization Questionnaire (FUQ) and the second instrument named Enrolment of Students' Result and Staff Inventory (ESRSI) were validated by experts and reliability coefficient of the instrument was 0.86. Data was analyzed using statistical tools of Pearson Product Moment Correlation and Independent sample t-test to test all the hypotheses at 0.05 level of significant. Based on the findings and the results of this study, it was recommended that government in collaboration with Non-Governmental organizations should ensure that schools are properly equipped with adequate facilities and instructional materials such as text books, libraries, and laboratories to promote sound and effective teaching/learning processes in schools.

Keywords: Facility Utilization, Students, Academic Performance.

Background to the Study

Education has been defined as: any act or experience that has formative effect on the mind, character, and physical ability of an individual which involves the process of providing information to an inexperienced person so as to help him/her develop physically, mentally, socially, emotionally, spiritually, politically, and economically certain skills and attitudes that are useful and desirable in the society (Asiyai, 2016). In Nigeria, the demand for formal education is on the increase yearly. In spite of the economic problems and the biting effect of inflation in the country, there are more students in the classroom than the available facilities can accommodate.

Secondary education is an important level of educational structure in Nigeria. It is a transitional level (Federal Republic of Nigeria, 2004). It is a link between the primary and tertiary institutions. The success of the tertiary level of education depends largely on the viability of secondary education system. The quality of secondary school graduates will

affect the input and output of the tertiary level of education. The quality of secondary school graduates is majorly determined by the academic performance of students at the Senior Secondary School Certificate Examinations (SSCE). There are many factors within the secondary school system itself which contributes either positively or negatively to the products of secondary school. Some of those factors are: facilities, utilization of the facilities and student's themselves. Each of these variables plays an important role in the academic performance of students at this level of education.

It seems principals of most secondary schools in the state deliberately want an increase in the enrolment of students in other to get more grants from the state government without considering facilities on ground and utilization of such facilities which often leads to student's absenteeism from school, physical conflict among students, verbal abuse of teachers etc. All these could affect the academic performance of students' Academic performance of senior secondary school students has been largely associated with many factors. Most students in senior secondary schools in Nigeria are daily confronted with challenges of coping with their academic under a serious emotional strains accustomed by long walk to school, class size, facilities utilization, laboratory, library, lack of good textbooks, and being taught by unmotivated teachers couple with this, is an uncooperative-to-study attitude of parents who more often toil to provide for the needs of the family.

The continuous decline and abysmal failure of senior secondary school students in the external examination (WABC) in the recent years has become source of worry and concern. Osun state which used to be in the 13th - 15th position in WABC results in the past has descended to a ridiculous 2 position during the last academic session (2016-2017).

The objectives were:

1. To find out the relationship between utilization of facilities and students' academic performance of public secondary schools in Osun State.

2. To find the difference in utilization of facilities of public secondary schools m urban and rural areas in Osun State.

Hypotheses

The following null hypotheses were raised to achieve the purpose of the study:

1. There is no significant relationship between utilization of facilities and students' academic performance of public secondary schools in Osun State.

2. There is no significant relationship between utilization of facilities of public secondary schools in urban and rural areas in Osun State.

Review of Related Literature
Concepts of Facility Utilization

Olayemi (2010) stated that utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, under- utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, underutilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On 'the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives.

Optimum utilization occurs when facilities are used for many purposes by the school and members of the community resources put into maximum and optimum usage are not wasted. □

TheOnputs[heededITor[lheDmalysisOl reClheCexistingChumber[bfThlassrooms, OlndC:ClassroomCschedules.□ The ideal utilization ratio for traditional elementary schools is 95% - 100%, middle and high school can range from 80-90%, depending upon scheduling variations. Once classroom needs are determined, various strategies can then be considered to meet projected classroom needs.

Maintenance of Educational Facilities

Facilities tend to depreciate as soon as they are provided-and put into use. Therefore, there is need for maintenance through repair and servicing of components in order to restore their physical condition and sustain their working capacity. Maintenance enhances performance and durability. It also prevents wastages. There are preventive, corrective, breakdown and shutdown maintenance services.

Preventive maintenance occurs regularly by checking and rechecking the available facilities and taking necessary measures to prevent mal-functioning or non-functioning of a particular facility. Prevention is not only better: it is also cheaper than any other measures; It is ' proactive in nature. Corrective maintenance involves reactivation or replacement of facilities in order to normalize their performances. When a Facility or equipment breaks down completely, a major repair or replacement may be needed. There may be a time when the institution may need to close down in order to allow a major repair to be carried out. Flood, fire or wind disaster may .warrant Closure of an institution for a major repair to be effected.

(b) Improvement of educational facilities

Apart from depreciation, facilities tend to be outdated as a result of changing needs of the society which necessitate a change in school curriculum. In this regard, facilities will need to be improved different periods, .Improvement of facilities, implies alteration or modification of Facilities to suit a new demand, new situation or new programme. Whenever there are changes in any part of the education system, the existing facilities will require modification or replacement.

Concepts of Academic Performance

Students' academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is the ability to study and remember facts and being able to communicate the knowledge verbally or down on paper. Thus, academic performance is the outcome of education, that is, the extent to which a student, teacher or institution has achieved their educational goals.

The performance of students in any academic task has always been of special interest to educators' parents and society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail.(Adeboyeje, 2003).

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses (Ijaiya, 2000). Oderinde (2003) commented on this scholastic standing and argued that performance is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills and attitudes of individuals as a result of their experiences within the school's system.

Adeniran (2004) supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his or her abilities in an examination. Noting this point, Al-Shorayye (1995) regarded a student's performance in an examination as being depended on his cumulative grade point average. His argument supported Entwistle and' Wilson's (1977) assertion that a student's success is generally judged by examination performance while the best criterion of performance is the sum of the student's academic performance in all the subjects taken. Researchers had deliberated much on performance as a measure of school output (Blaug and Woodhall, 1968; Adeyemi, 1998; Bandele, 2001). Blaug and Woodhall (1968), for instance, argued that the only measure of performance of school leavers is the attainment in GCE examinations. Consequently, they measured output in terms of the number of school leavers weighted by different indices of quality or number of passes and reported that performance in GCE is one relevant criterion of educational quality and that 'academic index' measures output in terms of GCE results. The pattern of grading students in the Senior Secondary Certificate (SSC)

examinations in Nigeria is such that the distinction grade is being represented by Al to B3. The credit grade is represented by C4 to C6.

The ordinary pass grade is represented by D7 and E8 while the failure grade is represented by F9 (Osun State Ministry of Education, 2017; WAEC, 2017). It needs to be mentioned however, that the distinction and credit grades are the only requisite grades for admissions into Nigerian universities and candidates must have at least credits in five subjects including English Language in order to qualify for admission (JAMB, 2007). Considering the results in the GCE and similar examinations, a fall in performance in public examinations has been reported in many countries (World Bank, 1988; Adeyegbe, 2002; Onipede, 2003). The World Bank (1988), for instance, found that the quality of education especially in Sub-Sahara Africa has eroded markedly while State support has declined in real dollars. In Nigeria, Adeyegbe (2002) found that there was a decline in students' performance in SSC examinations. He reported that in topics where teachers found difficult to teach, students tend to perform below expectation. Supporting this point, Onipede (2003) reported that students performed below expectation in Senior Secondary Certificate (SSCE) Examinations in many subject areas especially in English Language and Mathematics.

Methodology
Design
The research design adopted for this study is the descriptive survey type to determine the extent to which utilization of facilities affect students' academic performances in Osun state secondary schools. The independent variable within this study was facility utilization while the dependent variable was academic performance

Population
The population of this study consists all the 234 public senior secondary schools spread across the 30 local governments and the area office in Modakeke Osun State. The total population of principals was 234 while the population of teachers was 3,228 during 2016 / 2017 academic session (Source Department of Information and Strategy, Ministry of Education, Osun State as at 2017).

Population Distribution

SIN	Categories	Population
1.	Principals	234
2.	Teachers	3,228
	TOTAL	3,462

Source: (Department of Information and Strategy, Ministry of Education, Osun State, 2017).

Sample and Sampling Techniques
The sample for this study is made up of 350 respondents consisting of Three Hundred (300) teachers and Fifty (50) principals using multi-stage sampling procedure. Fifty (50) schools were selected out of Two hundred and thirty-four (234) public senior secondary schools in Osun State. Ten (10) Local Governments were selected out of thirty (30) Local Governments and one (1) area office in Modakeke Osun State using stratified sampling technique, Eight (8) teachers and One (1) principal was randomly selected in each of the fifty (50) schools.

Sample Size Distribution

SIN	Categories	Total Population	Total Sample size
1.	Principals	234	50
2.	Teachers	3,228	300
	TOTAL	3,462	350

Source: (Department of Information and Strategy, Ministry of Education, Osun State, 2017).

Instrumentation
The instruments used for collecting data were two sets of questionnaire designed by the authors after a widespread reading of the literature and studying of other similar instruments. The instrument was divided into two sections, they are section A and section B. Section A was made up of background information of the respondents such as name of school, Local Government Area and age while Section B contains 20 items on Facility Utilization Questionnaire (FUQ) using the four-point Scale of Over Utilized (OU) =4, Moderately Utilized (MU) = 3, Under Utilized (UU) =2 and Not Available (NA)= While the second questionnaire was titled 'Enrolment Students Results and Staff Strength Inventory (ESRSSD was used to collect information on the academic performance of students in WAEC/SSCE in 2016/2017 from the principals.

To test the instrument's validity and reliability, validity is the extent to which an instrument measures what it sets out to measure. To ensure face and content validity, the instrument was given to experts in the Department of Educational Management and Tests, Measurement and Evaluation in Ekiti State University, Ado-Ekiti who thoroughly modified some of the ambiguous items and also gave constructive suggestions on the quality of items in the instrument. Necessary modifications were made before the instruments were administered.

To ensure the reliability of the instrument, test-retest method was used to ensure its consistency in measuring what it supposes to measure. Six schools were chosen from two Local Government Areas outside the sampled schools. The instrument was administered the first time, collected and re-administered at the interval of two weeks while the scores of the two sets of responses were correlated using Pearson Product Moment Correlation to determine the level of reliability. The reliability coefficient of 0.86 was obtained therefore the instrument is said to be reliable.

Data Analysis
Data collected for the study were analysed using statistical tools. Hypothesis 1 **was** tested using Pearson Product Moment Correlation while hypotheses two and three were tested using independent sample t-test. All hypotheses were tested at the 0.05 level of significance.

Descriptive Analysis
Question 1: What is the level of facility utilization in Secondary schools in Osun State?
In order to answer the question, scores relating to facility utilization in secondary schools in Osun state were computed using items 1-20 of section B in "Facility utilization Questionnaire (FUQ)". The mean score (54.74) and standard deviation (8.78) were used to categorize the respondents into "low", "moderate" and "high" levels of facility utilization in secondary schools. The low level of facility utilization was obtained by subtracting the standard deviation from the mean score, scores around the mean score were categorized into "moderate" level of facility utilization while the high level of awareness were obtained using the addition of mean and standard deviation. The result of facility utilization in secondary schools in Osun State is presented in Table 1 and Figure 1.

Table 1: Level of Facility Utilization in Public Secondary Schools in Osun State.

Level of facility utilization	Frequency	Percentage
Low (20.00-45.96)	4	1.0
Moderate (46.97-63.51)	109	27.3
High (63.52-80.00)	287	71.8
Total	400	100.0

Table 1 show that only 1% of total sampled had low level of facility utilization in Osun State secondary schools, 27.3% had moderate level while 71.8% had high level of facility utilization in Osun State secondary schools.

This implies that the level of facility utilization in secondary schools in Osun state is high. Figure 1 further depicts the level of facility utilization in Osun State secondary schools.

Figure 1: Level of facility utilization in **Osun State Public Secondary Schools**

Question 2:What is the level of students' academic performance in Osun State secondary schools?
In answering the question, students' performance in WAEC/ SSCE in 2015, 2016 and 2017 were obtained using "Enrolment students results and staff strength inventory (ESRSSI)." The result is presented in Table 2.

Table 2: Level of Students' Academic Performance in Osun State SecondarI Schools.

	Number Registered	5 credits		4 Credits		<4Credits	
		N	%	N	%	N	%
2014/2015	8337	1018	12.2	3173	38.1	4146	49.7
2015/2016	9875	1391	14.1	3967	40.2	4517	45.7
2016/2017	11030	1223	11.1	5476	49.6	4331	39.3
Total	**29242**	**3632**	**12.4**	**12616**	**43.1**	**12994**	**44.4**

Table 2 presents the level of students' academic performance in Osun State secondary schools. The result shows that in 2015, 12.2%

of the students who registered for senior school exam had 5 credits, 38.1% had 4 credits while 49.7% below 4 credits. Similarly, 14.1% of the

students who registered in 2016 had *5* credits while 40.2% and 45.7% had 4 credits and less than 4 credits respectively. In 2017, 11.1% of the total registration had *5* credits, while 49.6% and 39.3% 4 credits and less than 4 credits pass respectively. In all, only 12.4% of the students who enrolled for School Certificate Exam had 5credits, 43.1% obtained 4credits while had less than 4credits. Therefore, the level of students• academic performance in Osun State secondary schools is moderate.

Results and Discussions

The following were to test for null hypotheses;
Research Hypotheses 1: Is there any relationship between utilization of facilities and students' academic performance of public secondary schools in Osun State.
Table 1 shows the relationship between utilization of facilities and students• academic performance of public secondary schools in Osun State
Pearson Product Moment Correlation results of utilization of facilities and students• academic performance of public secondary schools.

Variable	N	Mean	SD	t-cal	r-tab
Facility utilization	50	534.24	390.15		
				.287*	.205
Academic performance	50	1.24	0.18		

P<0.05

Table 1 shows that t-cal (.287) is greater than r-tab (.205) at 0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between facility utilization and students' academic performance of public senior secondary schools in Osun State.

Research Hypotheses 2: There is no significant difference in utilization of

facilities of public secondary schools in urban and rural areas in Osun State.
Table 2 shows no significant difference in tilization of facilities of public secondary schools in urban and rural areas in Osun State. Independent sample t-test on facility utilization of urban and rural public secondary schools in Osun State.

Location	N	Mean	SD	Df	t-cal.	r-tab
Urban	30	556.03	227.75			
				48	5.208*	2.700
Rural	20	224.70	184.96			

P<0.05

Table 2 revealed that average school size in urban areas means score of 556.03 was more than that of rural areas with the means score of 227.75. The value oft-cal. (5.208) is superior to r-table of (2.700) at 0.05 level of significance. The null hypotheses which stated that there is no significant difference in utilization of facilities of public secondary schools in urban and rural areas was rejected. This implies that there was a significant difference in utilization of facilities of public secondary schools in urban and rural areas in Osun State. From the above table, it indicates that urban schools have over-utilization of

facilities while in the rural schools there was under-utilization of facilities.

Discussions
The study revealed that there was significant relationship between facility utilization and students• academic performance of public secondary schools in Osun state. The finding is consistent with Olayemi (2010) who contended that under the right conditions, as schools get smaller they produce stronger students• performance as measured by attendance rates, test scores, extracurricular activity participation and graduation rates. Also, there appears to be a particularly strong correlation poor students' in urban school districts.

The findings showed that there was significant difference in the academic performance

of students' in urban and rural areas of public secondary schools in Osun state. The finding is in line with Bosede (2010) who asserted that location of school influence students' academic performance in some subject areas. Alokan (2010) found that students' problems are strongly associated with poor performance and that sex and location do not affect the negative relationship between students' problems and academic performance. Kemjika (1989) reported that location of the community in which the school is situated has effect on the performance of pupils. Ajayi (1998) found significant difference in academic performance of students' in urban and rural areas of this study.

Findings of the study showed that students in the rural areas perform better than students in the urban areas.

Conclusion

Based on the findings of the study, it can be reasonably inferred that:
Students' academic performance in public secondary schools vary from one geographical location to the other while students' academic performance largely depends on facility utilization, class size, and school location. There is wide disparity in the utilization of facilities between rural and urban public secondary schools in Osun state.

Recommendations

On the basis of the findings of this study, the following recommendations are made:

1. Government should endeavour to recruit more teachers into public secondary schools to reduce workload on teachers, improve classroom management and increased overall students' performance.

2. Government in collaboration with Non-Governmental organization should ensure that schools are properly equipped with adequate facilities and instructional materials such as text books, libraries, and laboratories to promote sound and effective teaching/learning processes in schools.

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Comparative Analysis of Academic and Professional Competencies of Senior Secondary School Chemistry Teachers in South-West, Nigeria

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Abstract
Teacher variable is one of the major factors responsible for students' pe,formance in chemistry. Evidences from the West African Examinations Council reveal that students' pe,fonnance in Chemistry remains poor. Students ' understanding of Chemistry concepts cannot be achieved by the teacher without possessing academic and professional competencies. Therefore, this study carried out a comparative analysis of the academic and professional competencies of secondary school Chemistry teachers in South-west, Nigeria. This study adopted a survey research design. A sample of 692 senior secondary school chemistry teachers was proportionately drawn from five States in the South-west. Two questionnaires used for data collection for the same set of respondents were Chemistry Teachers' Academic Competencies and Chemistry Teachers' Professional Competencies. Data were analysed using percentages and Analysis of Variance. Findings revealed that the levels of chemistry teachers' academic and professional competencies across the States were moderate. These imply that there is still a vacancy to be filled by the chemistry teachers. It was recommended that teaching service commission of each of the States and relevant professional agencies should endeavor to provide opportunities for refresher course and conference for chemistry teachers to address their professionalism. This would improve the levels of their academic and professional competencies.

Keywords
Students' Performance, Chemistry, academic competencies, professional competencies, Teacher variable.

Introduction

The increasing importance of chemistry to the unfolding world notwithstanding, the performance of Nigerian students in the subject at the secondary school remains less encouraging. For instance, students' performance in both subjects at internal and external examinations has remained considerably poor despite the relative importance of this subject (Saage, 2009; Avwiri, 2011). The importance of chemistry in developing the scientific foundation of any nation cannot be overstated and Nigeria is not excluded. Chemistry is a branch of science which studies substances or elements that make up the earth, universe and living things. For example, air; this is mixture of gases that composes the atmosphere surrounding the earth. These gases consist primarily of the elements nitrogen (2), oxygen (2), argon and smaller amounts of hydrogen (2), carbon oxide (2), water vapour (2), helium , neon , krypton , xenon and others. The most important attribute of air is its life-sustaining property.

Chemistry is very important to nation building as well as to individuals. For instance, through the knowledge of chemistry, compounds such as sodium chloride ( ) used as common salt in homes, sodium hydroxide ( ) used in making papers, potassium hydroxide ( ) used in producing shaving cream, calcium tetraoxosulphate (VI) (4) used in making Plaster of Paris (}, potassium trioxonitrate (V) (3) used in making gun powder and matches and ammonium chloride (4) used as electrolytes are studied. Others such as copper (ii) tetraoxosulphate (VI) (4) used in dyeing and printing,

calcium chloride (2) used as antifreeze, calcium trioxocarbonate (3)used in neutralizing acidity in the stomach as well as magnesium tetraoxosulphate (VI) (4) used as laxatives are studied.

Radioactivity is an aspect of chemistry that has helped greatly in nations' development. Through the knowledge of radioactivity, series of medical breakthroughs have been recorded such as treatment of cancer, treatment of brain tumour as well as estimation of the age of the earth. It also deals with the production of hydrogen bomb. For instance, at the temperatures produced by atomic bombs, fusion of the heavy isotopes of hydrogen ( ) occurs very rapidly. These fast fusion reactions can beused to produce a hydrogen bomb.

$$_1^2H + _1^3H \longrightarrow _2^4He + on + energy \quad (1)$$

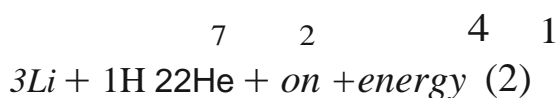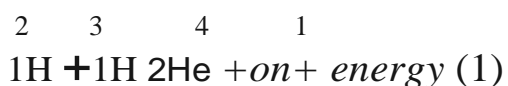$$_3^7Li + _1^2H \longrightarrow 2_2^4He + on + energy \quad (2)$$

The increasing importance of chemistry to the unfolding world notwithstanding, the performance of Nigerian students in the subject at the secondary school remains poor. It thus appears that for a nation to develop in science and technology, the teaching and learning of science, particularly chemistry and mathematics needs to be improved. In view of the obvious importance of chemistry in scientific and technological advancement and its usefulness in nearly all fields of human endeavor, the low performance of students at the level of the SSCE/GCE "O" level is of great concern to various stakeholders (Avwiri, 2011; Ajaja, 2005; Ughamadu, 2005; AEC, 2005-2014).

It is important that students, performance in science, particularly chemistry should be of high levels. This however, is not the case in Nigeria because despite huge investment of stakeholders in this sector, the performance of students continues to be generally poor and has remained persistently poor in the Senior Secondary Certificate Examination. Over the years, emphasis has been placed on the importance of teacher/teaching at the expense of learner/learning. Students' understanding of chemistry concepts is not a thing that the teacher can achieve without possessing at least a generality of academic and professional competencies.

Competence is usually understood as quality performance. It is not in the form of single and direct acts such as particular attitudes, habits or specific knowledge; but rather in the form of summation of some behaviour as clustered activities. Academically competent teachers must know the subject area content and what constitutes best practices in those areas. They ought to have appropriate knowledge and skills to make their teaching effective. Teachers that are academically competent organize and implement effective instruction including the integration of content across curriculum areas. This provides a learning environment that would engage students' creative and critical thinking.

Moreover, professionally competent teachers take interest in their profession, possess dynamic personality, are well dressed, honest and dedicated to their profession and remain fully aware of everything happening in the class. They also motivate their students by using different behaviour modification techniques, diagnose learning difficulties, take care of students sitting arrangement, and affmn class cleanliness. Such teachers maintain discipline in the class; apply educational psychology to develop the kind of procedures and techniques that will lead to effective learning by the students as well as improve attitude to learning, work habits and skills of their students (TRCN, 2012).

The competence of a chemistry teacher can be judged by what goes on in the classroom. Research has identified that science teachers continue to teach science using the lecture method despite the guided discovery inquiry methods recommended in the National Policy on Education (Ajaja, 2009). The reasons given for science teachers' inability to apply inquiry methods or guided discovery methods in their teaching are: persistent use of lecture method, limited time allocated for science teaching in secondary schools, overcrowded classrooms, overloaded science syllabus and teachers' incompetence (Safdar, 2013).

Statement of the Problem

Researches on the interaction between teacher certification and students' achievement revealed that, when other factors are held constant, certified teachers will achieve better students' achievement than the non-certified teachers (Darling, 2000). Fayyaz and Dahar (2011) examined Physics teachers' competency as perceived by their students. It was found that physics teachers in Pakistan were competent in using lecture method and demonstration method but were not competent in activity-oriented methods which were required in the teaching of science subjects. The teachers were also found to be deficient in using different teaching strategies in their teaching. This study differs from the present study in that teachers teaching competencies were determined by data collected from the students; besides, it was not conducted in chemistry and mathematics. The present study collected data from classroom chemistry teachers to determine academic and professional competencies.

Nwachukwu (2009) examined professional and non-professional teachers' methodological competencies among secondary school teachers in Nigeria. The main focus of the study was to probe the impact of the professional and non-professional teachers' methodological competencies as a predictor of their teaching effectiveness, and see how it aligned with other existing research studies. It was also found that there were relationships between teaching practice and methodological competence. Even though the study is similar to the present study in that both were of the descriptive design of the survey type, the study however differs in that the researcher investigated the effectiveness of professional and unprofessional teachers using academic and professional qualifications while the present study examined competency of chemistry and mathematics teachers using academic and professional competencies being guided by Teachers Registration Council of Nigeria manual on teaching profession.

None of the preceding previous researchers focussed on the steps needed to translate behavioural concepts and variables into competencies needed for effective teaching and learning. For instance, the researchers did not identify the academic and professional competencies of chemistry teachers, even though such competencies are considered necessary for effective teaching. It is on this premise that the present study was designed to identify and determine the level of chemistry teachers' academic and professional competencies which are considered necessary for effective learning at the secondary school level.

Purpose of the Study

The main purpose of the study was to identify and determine the level of chemistry teachers' academic and professional competencies which are considered necessary for effective learning at the secondary school level. Specifically, the study;

(i) Determined the prevailing levels of academic and professional competencies of chemistry teachers.

(ii) Identified academic and professional competencies of chemistry teachers which are considered necessary for effective teaching.

(iii) Determined differences in the academic competencies of chemistry teachers in secondary schools in the South-west.

(iv) Whether differences exist between professional competencies of chemistry teachers in secondary schools in the South-west.

Research Questions

The study had the following questions:

(i) What is the level of academic competencies attained and used by chemistry teachers in South-west Nigeria?

(ii) What is the level of professional competencies attained and used by chemistry teachers m South-west Nigeria?

(iii) What difference exists in the academic competencies of chemistry teachers in secondary schools across the state in the South-west?

(iv) What difference exists in the professional competencies of chemistry

teachers in secondary schools across the state in the South-west?

Research Hypotheses
1. There is no significant difference in the academic competencies of chemistry teachers in the five S/W states of Osun, Ogun, Ondo, Oyo and Ekiti States.
2. There is no significant difference in the professional competencies of chemistry teachers in the five S/W states of Osun, Ogun, Ondo, Oyo and Ekiti States.

Methodology
The study adopted a descriptive design of the survey type. The population for the study consisted of all chemistry teachers in public secondary schools in the South-west, Nigeria. The sample of the study involved 692 chemistry teachers proportionately selected from 346 randomly selected secondary schools in South-west, two questionnaire instruments, a 48-item chemistry teacher's

academic competencies (CTAC) and 95-item chemistry teacher's professional competencies (CTPC) were used to obtain relevant data from the respondents. Pearson's Product Moment statistic was used to ascertain the reliability coefficient of 0.754 and 0.761 respectively.

Results
Research Question 1: *What is the level of academic competencies attained and used by chemistry teachers in South-west Nigeria?*

Table 1 revealed that 121 (17.5%) of the total sample had low level of academic competencies, while 341 (49.30%) and 230 (33.20%) had moderate and high levels of academic competencies respectively. This implies that the levels of academic competencies of chemistry teachers necessary for effective teaching in the South west are inadequate.

Table 1: Levels of Chemistry teachers academic competencies

Levels of chemistry teachers academic competencies	Frequency (f)	Percentage (%)
Low	121	17.5
Moderate	341	49.30
High	230	33.2
Total	692	100

Research Question 2: *What is the level of professional competencies attained and used by chemistry teachers in South-West Nigeria?*
Table 2 reveals that 193 (27.90%) of the respondents had low level of professional competencies, while 324 (46.82%) and 175 (25.28%) had moderate and high levels of professional competencies respectively. These show that the levels of chemistry teachers' professional competencies necessary for effective teaching are below average

Table 2: Levels of Chemistry teachers professional competencies

Levels of chemistry teachers professional competencies	Frequency(±)	Percentage (%)
Low	193	27.90
Moderate	324	46.82
High	175	25.28
Total	692	100

Research Question 3: *What difference exists in the academic competencies of chemistry teachers in secondary schools in the South-west?*

Table 3 reveals that difference exists in the academic competencies of chemistry teachers in secondary schools in South-west. Chemistry teachers in Ondo state had the highest mean score of (217.85) on academic competencies. This was followed by Oyo state (217.27), Ogun state (214.72), Osun state (211.09) and Ekiti state (192.69) with the least score on academic competencies. This implies that Ondo state was the most competent in their academic competencies among other states in the South-West.

Table 3: Mean scores and standard deviation on academic competencies of Chemistry teachers in secondary schools in the South-west

South-West states	N	Mean	Std. Deviation
Ekiti	48	192.69	28.843
Ondo	184	217.85	8.977
Oyo	230	217.27	21.536
Ogun	92	214.72	29.860
Osun	138	211.09	13.776
Total	692	213.73	23.097

Research Question 4: *What difference exists in the professional competencies of chemistry teachers in secondary schools across the State in the South-west?*

Table 4 shows that difference exists in the professional competencies of chemistry teachers in secondary schools in the South-west. With an overall mean score of 427.01, chemistry teachers in Oyo state recorded the highest mean score on professional competencies. This was closely followed by Ondo state 419.32. Ekiti state had 407.69 followed by Ogun state 405.85 while Osun state 393.85 had the least mean score on professional competencies. This implies that chemistry teachers in Oyo state were the most competent in professional knowledge, professional skills and professional values, attitude and conduct among their counterparts in South-West.

Table 4: Mean scores and standard deviation on professional competencies of Chemistry teachers in secondary schools in the South-west

South-West states	N	Mean	Std. Deviation
Ekiti	48	407.69	39.651
Ondo	184	419.32	57.800
Oyo	230	427.01	46.437
Ogun	92	405.85	41.240
Osun	138	393.85	32.291
Total	692	414.20	47.891

Hypotheses Testing

Hot: *There is no significant difference in the academic competencies of chemistry teachers in the five S/W states of Osun, Ogun, Ondo, Oyo and Ekiti States.*

Table 6 shows that there was significant difference between academic competencies of Chemistry teachers in Ondo and Ekiti (0.46), Ekiti and Osun (0.22), Ekiti and Ogun (0.27), Ekiti and Oyo (0.41) in metals and their compounds. These mean differences were found to be statistically significant at the 0.05 level of significance. Chemistry teachers in Ondo State were more competent in metals and their compounds than those in Ekiti, Oyo, Osun and Ogun States. There was a significant difference between academic competencies of Chemistry teachers in Ekiti and Ondo (1.67) States, Oyo and Ondo (0.73) States in the aspects of industrial Chemistry at the 0.05 level of significance.

In the same vein, Ekiti and Osun (1.63), Ekiti and Ogun (1.96) and Ekiti and Oyo (2.4) States differ significantly in industrial chemistry at the 0.05 level of significance. Chemistry teachers in Oyo State were more competent than those in all other States. In quantitative aspects of chemical reaction, there was significant difference between Chemistry teachers in Ekiti and Ondo (0.14) states.

Chemistry teachers in Ekiti State differed significantly from their counterparts in Osun (3.88), Ogun (4.29) and Oyo (4.59) at the 0.05 level of significance. However, Chemistry teachers in Oyo States were more competent in quantitative aspects of chemical reactions than those in Ekiti, Ogun, Ondo and Osun. The result further reveals that Chemistry teachers in Ekiti State differed significantly from their counterparts in Ondo (1.88), Ogun (2.22) and Oyo (2.53) States in the area of rate, energy and equilibrium. These mean differences were found to be statistically significant at the 0.05 level of significance. Chemistry teachers in Oyo State

were more competent than those in all other States in rate, energy and equilibrium.

There was also significant difference between Chemistry teachers in Ondo and Ekiti (1.25), Oyo and Ondo (0.83) States at the 0.05 level of significance in non-metals and their compounds; Chemistry teachers in Ondo State were More competent in non-metals and their compounds than those in Oyo, Osun, Ekiti and Ogun States. The mean differences between academic competencies of Chemistry teachers in Ondo and Osun (0.68), Oyo and Osun (0.63) States in the aspects of qualitative analysis were found to be statistically significant at the 0.05 level of significance. Chemistry teachers in Ondo State exhibited the highest competency in qualitative analysis than those in all other States. In earth and space chemistry, there exists significant difference between Ekiti and Ondo (1.72), Osun (1.44), Ogun (2.03), and Oyo (1.72) States at the 0.05 level of significance. Chemistry teachers in Ogun State were more competent than those in Ondo, Oyo, Ekiti and Osun States. The preceding shows that there is significant difference in the academic competencies of chemistry teachers in Osun, Ogun, Ondo, Oyo and Ekiti States.

Chemistry teachers in Oyo State were more competent in particulate nature of matter, industrial chemistry, quantitative aspects of chemical reactions and rates, energy and equilibrium. Those in Ondo State were more competent in gaseous states and gas laws, metals and their compounds, non-metals and their compounds, and qualitative analysis. Chemistry teachers in Ogun State were more competent in carbon and its compounds and earth and space chemistry while those in Ekiti were more competent in acids, bases and salts than their counterparts in all other States. The null hypothesis is therefore rejected.

Table 5: ANOVA showing the components of academic competencies of Chemistry teachers in South-West States.

Academic competencies	Source	SS	Df	MS	Fcal	Ftable	p value
Separation Techniques	Between Groups	2.17	4	0.54			
	Within Groups	212.74	687	0.31	1.75	2.37	0.136
	Total	214.91	691				
Particulate nature of matter	Between Groups	2427.99	4	606.99			
	Within Groups	25857.39	687	37.63	16.12"	2.37	0.000
	Total	28285.38	691				
Acid, bases and salts	Between Groups	37.43	4	9.35			
	Within Groups	1747.75	687	2.54	3.67.	2.37	0.006
	Total	1785.19	691				
Gaseous state and gas laws	Between Groups	69.13	4	17.28			
	Within Groups	927.54	687	1.35	12.80·	2.37	0.000
	Total	996.68	691				
Carbon and its compounds	Between Groups	164.13	4	41.03	12.32"	2.37	0.000
	Within Groups	2288.08	687	3.33			
	Total	2452.22	691				
Industrial Chemistry	Between Groups	246.73	4	61.68			
	Within Groups	2843.96	687	4.14	14.90"	2.37	0.000
	Total	3090.69	691				
Quantitative aspects of chemical reaction	Between Groups	855.87	4	213.96			
	Within Groups	8629.85	687	12.56	17.0.33"	2.37	0.00
	Total	9485.72	691				
Rate, energy & equilibrium	Between Groups	290.76	4	72..69			
	Within Groups	66.37.14	687	9.66	7.52"	2.37	0.000
	Total	6927.91	691				
Non-metal and their compounds	Between Groups	113.22	4	28.30			
	Within Groups	3789.59	687	5.51	5.13"	2.37	0.000
	Total	3902.82	691				
Metal and Their Compounds	Between Groups	47.08	4	11.77			
	Within Groups	1356.13	687	1.97	5.96"	2.37	0.000
	Total	1403.21	691				
Qualitative Analysis	Between Groups	148.23	4	37.05			
	Within Groups	3949.83	687	5.74	6.44"	2.37	0.000
	Total	4098.06	691				
Earth and space Chemistry	Between Groups	930.95	4	232.74			
	Within Groups	4908.12	687	7.14	32.57"	2.37	0.000
	Total	5839.08	691				

Table 6: ScheffePostboc analysis showing the components of teachers' academic competencies in Southwest

Academic competencies	St.ates	Ondo	Ekiti	Osun	Ogun	Oyo	N	Mean
Metals and their compounds	Ondo		*				184	9.04
	Ekiti			*	*	*	48	8.58
	Osun						138	8.36
	Ogun						92	8.85
	Oyo						230	8.99
	Ondo		*			*	184	12.80
Industrial Chemistry	Ekiti			*	*	*	48	11.13
	Osun						138	12.76
	Ogun						92	13.09
	Oyo						230	13.53
Quantitative aspects of chemical reaction	Ondo		*				184	22.74
	Ekiti			*	•	•	48	22.88
	Osun						138	26.76
	Ogun						92	27.17
	Oyo						230	27.47
	Ondo		⁓				184	21.88
Rate, energy & equilibrium	Ekiti				•	•	48	20.00
	Osun						138	21.55
	Ogun						92	22.22
	Oyo						230	22.53
	Ondo		•			*	184	18.48
Non-met.als and their compounds	Ekiti						48	17.23
	Osun						138	18.04
	Ogun						92	18.39
	Oyo						230	17.65
	Ondo			•			184	9.04
Qualitative analysis	Ekiti						48	8.58
	Osun					•	138	8.36
	Ogun						92	**8.85**
	Oyo						230	8.99
	Ondo		•				184	13.01
Earth and Space Chemistry	Ekiti			*	*	*	48	11.29
	Osun						138	12.73
	Ogun						92	13.32
	Oyo						230	13.01

Ho2: *There is no significant difference in the professional competencies of chemistry teachers in secondary schools in South-West.* Table 8 reveals that there was statistical significant difference in the professional competencies of Chemistry teachers in Ondo and Osun (25.47), Osun and Oyo (33.16), and Ogun and Oyo (21.16). Chemistry teachers in Oyo, Ogun and Ondo were more competent in their professional knowledge than those in Osun and Ekiti. On the other hand, chemistry teachers in Oyo, Ondo and Ekiti were more

competent in their professional skills and professional values, attitude and conduct than those in Ogun and Osun States. The null hypothesis is therefore rejected.

Table 7: **ANOVA summary of Professional competencies of Chemistry teachers** in **South-West States.**

Source	SS	Df	MS	Fcal	Ftable	P
Between Groups	108163.58	4	27040.89			
				12.58*	2.370	.000
Within Groups	1476677.68	687	497.52			
Total	1584841.27	691				

Table 8: Scheffeposthoc showing Professional competencies of Chemistry teachers in **South-West Nigeria.**

South-West states	Ondo	Ekiti	Osun	Ogun	Oyo	N	Mean
Ondo			*			184	419.32
Ekiti						48	407.69
Osun					•	138	393.85
Ogun					•	92	405.85
Oyo						230	427.01

Discussion

The findings from this study show that chemistry teachers of the five states in South west geo-political zone were significantly different in their academic competencies. For instance, chemistry teachers in Ondo State favoured particulate nature of matter, gaseous state and gas laws, non-metals and their compounds, metals and their compounds and qualitative analysis. While those in Oyo State favoured industrial chemistry, quantitative aspects of chemical reactions and rates, energy and equilibrium. Ogun State chemistry teachers favoured carbon and its compounds and earth and space chemistry, chemistry teachers in Ekiti State favoured acids, bases and salts while chemistry teachers from Osun State favoured separation techniques. The reason for this variance in the academic competencies across the States may be that teachers in the States with higher academic competencies (Ondo: CTAC (217.85), CTPC (419.32); Oyo: CTAC (217.27), (CTPC) 427.01) were both academically and professionally qualified. Thus, academic and professional qualifications may have influenced their academic competencies as against other states with low academic competencies (Ogun: 214.72, 405.85; Osun: 211.09, 393.85; Ekiti; 192.69, 407.69).

Also, the study further reveals that chemistry teachers in Oyo, Ogun and Ondo States were more competent in their professional knowledge than chemistry teachers in Osun and Ekiti, while chemistry teachers from Oyo, Ondo and Ekiti were more competent in their professional skills and professional values, attitude and conduct. By

implication, the slightly below average levels in these competencies showed that there are still competency gaps to be filled by the chemistry teachers in each state; this is with a view to improving the teaching and learning of chemistry.

Conclusion

The study concluded that the levels of academic and professional competencies attained and used by Chemistry teachers across the States were moderate. It is also evident that there are considerable gaps between chemistry teachers' academic and professional competencies across the states in the South-west Geo-political zone. While teachers in each of the states had high competencies in their most favoured components of the academic competencies, chemistry teachers in Oyo, and Ondo states showed the higher professional competencies as shown in their academic competencies.

Recommendations

Based on the fmdings of this study, the following recommendations are considered appropriate:

1. Supervising agencies of teachers in the South-western States should assist Chemistry teachers to improve their levels of academic and professional competencies through in-service training programmes.
2. Teaching Service Commission of each of the States in the South-West, Ministries of Education, science educators and teacher's trainers should endeavour to provide opportunities for refresher course for chemistry teachers so as to improve their level of attainment.
3. The Ministries of Education and the School Principals should ensure adequate and effective supervision of the teaching of this subject. This would improve the levels of chemistry teachers' academic competencies.

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Total Quality Management: A Panacea For Effective Teaching And Learning In The 21st Century

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Abstract
This paper examined the application of total quality management (J'QM) to the effective teaching and learning of students in the classroom. Its focuses its relevance to school as an organization, methods tools in managing, securitizing and enhancing the quality of teaching practices in the classroom environments through the various teaching strategies also the paper identifies and uses of TQM principles to focus on the needs, expectations, experiences and problems of students and it illustrates the issue of feedback for the continues development of teaching and learning of student by TQM which will foster lecturer - student interactions. The paper concluded that TQM pedagogical methodology is intended to assist and guide student and lecturer with improved framework of teaching and learning that will promote and encourage continued learning in the classroom.

Keywords: TQM, Panacea, Teaching, Learning.

Introduction

Total Quality Management has become a key management tool and is a philosophy of management and leadership that is currently driving today's industry. TQM has been successful applied in multinational firms/organizations; institutions of higher learning began to reexamine the educational process and the use of TQM principles in administrative areas of academia.

TQM in the classroom has been successful. The old role of teacher as lecturer and provider of knowledge has been replaced with a new role: teacher as facilitator, mentor and classroom manager. The goal is no longer to impart knowledge to students: teachers and students must design and deliver education together. If the students are active participants in the classroom.

It is more likely that they will process the necessary knowledge and motivation to become life-long learners. To successfully apply TQM to education the systematic nature and various components of education must be stated. Some of these components include:

a. Understanding the role of managers, leaders and facilitators (faculty)
b. Creating a learning organization
c. Understanding customers and meeting or exceeding their needs.
d. Being clear on purpose and on product/service definition
e. Building partnerships with customers and suppliers.
f. Knowing the quality that is used in designed and built-in, not inspected in at the end.
g. Working with and through teams
h. Focusing on understanding and improving the process,
i. Performing continuous improvement
j. Benchmarking
k. Marking decisions based on data.

As with all industries, the need for quality improvement such as innovation and change is important for education Olaniyonu, S.O. (2006) The problem observed facing teaching and learning is so numerous but with the general implication for schools is to adopt Total Quality Management. The approaches to teaching and learning according to Adesina, 0. & Akinsuroju (2008) stated certain factors militating against productivity in the teaching and learning as follows:

a. Attitude of teachers to the teaching as follows
b. Poor femuration and lack of incentives
c. Poor writing and living condition
d. Lack of infrastructures
e. Lack of teaching aids and outdated instructural materials
f. Inadequate funding of schools

This can help teaching and learning towards the realization of the stated goals and objectives in the national policy of education (2014). The Nigeria government and educational industry needs to take the following measures so as to achieve ten in the classroom environment

• Education unit contains to be highly rated in the national development plans income education is to outlook so any society has to be proceeded be an educational revolution
• Educational training facilities unit multiplied and made more accessibly to afford the individual a far more diversified and flexible choice.

According to Aina (2005) Stated that the financial and material, to achieve these goals, the students who are the results must be given adequate attention. In addition too, the lecturers who are to perform the task of building future 'nation' in to students must also be modem in approach and technique of teaching and imparting knowledge.

This sector today is facing a lot of difficulties: accumulated teacher's affairs, cultism, strikes, population explosion, examination malpractice, insufficient and lack facilities teaching and materials, high repetitions and dropout rates, unreliable teacher quality among others.

Today education is becoming more and more competitive as commercial enterprises influenced by economic forces. Seymour (2000). According to Freeman (2002), this competition between various academic institutions / colleges is the result of the development of global education markets and the decreasing pool of money for research and teaching with only the more reputable institutions getting a bigger piece of the pie from government and industry funding. While Hansen (2000) asserted that rationale for adopting the participative TQM principles in classroom which are seen by many as having

enormous potential to respond to educational challenges. TQM principles could be applied as a means of improving students/academic and non-academic morale, increasing productivity and delivering higher quality services to customers/students.

Horine et. al. (2006) reported valuable benefits derivable from the use of TQM, which include: increased employee empowerment; customer satisfaction; teamwork; and culture change. But in academic, who is the customer? Can we recognize students who are the direct recipients of the educational output as the customers, or the government and private industries that hire the graduating students? Should students be involved as customers in shaping the educational system?

Brigham (2000) believe that both students and businesses need to be treated as customers and they employ the concept of co-production that requires the involvement and cooperation of educators, students, parents or businesses to achieve the quality outcome of the educational service. Universities / colleges that focus on students as internal customers and their needs appear to attract the best recruits and in large quantities, and enabling them to achieve superior competitive standards.

What is Total Quality Management?
Feigenbaum, devised the term in 1961, who named it as Total Quality Control (TQC). TQM can be defined as "the process of integration of all activities, functions and processes within an organization in order to achieve continuous improvement in cost, quality, function and delivery of goods and services for customer satisfaction". It refers to the application of quality principles to overall process and all the management functions in order to ensure total customer satisfaction. TQM implies the application of quality principles right from identification of customer needs to post purchase services.

TQM has been adopted as a management paradigm by many organizations worldwide. Quality movement in across the world starts with quality improvement projects in manufacturing companies. But later it spread to other service institutions including banking; insurance, non-profit organizations, healthcare, government and educational institutions. TQM

models, based on the teachings of quality gurus, generally involve a number of "principles" or "essential elements" such as teamwork, top management leadership, customer focus, employee involvement, continuous improvement tool, training and so on. Awards like Deming in Japan, Malcolm Balridge in USA, European Quality awards some of the reflection of growing concern in this area.

TQM is the process of changing the fundamental culture of an organization and redirecting it towards superior product or service quality (Gaither, 2000).

TQM can also be defmed as a general management philosophy and a set of tools which
allow an institution to pursue a definition of quality and a means for attaining quality, with quality being a continuous improvement ascertained by customers' contentment with the services they have received (Michael, R. & Adesina, S .(1997).

According to Witcher (1990) TQM is composed of three terms:
Total: meaning that every person is involved including customer and suppliers,
Quality: implying that customer requirements are met in accordance to specificationA
Management: indicating that senior executives are committed.

TQM may also be seen as; doing things right for the first time, striving for continuous improvement, fulfilling customers' needs, making quality the responsibility of every employee.

The driving force behind total quality management is a relentless daily hunt for opportunities to improve quality and productivity. The concept of total quality management means getting every person in the organization to evaluate continually and aggressively how every job, every system and every product can be improved. TQM is based on the participation of all members of an organization in improving processes, products services and the culture in which they work. And fmally, TQM is a way of doing business that must be instigated by top management and flow as a way of life throughout the organization to focus on the customer and to

strive to improve the product, performance continually, to ensure competitive advantage.

Gregory (1996) summarized TQM philosophy as contained in the above defmition are:

- A relentless hunt for ways to improve quality.
- Involvement of all employees
- Managerial leadership
- Corporate culture, and
- Customer focus.

These apply just as much to the teaching context as they do to business. The difference lies only in that in the teaching context "teacher" substitutes for "manager" the "students and teachers" for "employees", "class culture" for "corporate culture" and the "student" for "customer", while not encompassing of the TQM philosophy in its entirety, these are the essential parallels drawn in applying the TQM philosophy to teaching. The following definitions guide the TQM oriented teaching effort in a classroom setting according to Srivanci (2004).

- TQM in a classroom setting is a philosophy and a set of guiding principles and practices the teachers apply to teaching that represent the foundation for continuous learning and improvement on the part of the students and the teachers. It is the application of procedures related to instruction that improves the quality of education provided to the students and the degree to which the needs of the students and their employers are met, now and in the future.

- TQM in the classroom setting is a process that involves the teacher's adopting a total quality approach to teaching (i.e. attempting to improve the quality of instruction and in the process, the students' meaningful learning in every possible way) so that the needs of the students and those of their employers are best served. It is the never ending pursuit of continuous improvement in the quality of education provided to the students. I

Most work on quality and TQM can be traced to the work of scholars such as W. Edwards Deming and Joseph Juran's teachings and statistics in Japan during the 1950's and the revolution that followed in the USA in the 1980s to meet or preferably exceed customer

expectations. Common theme in quality management includes consistency, perfection, waste elimination, delivery speed and customer service. The objective of TQM is to build an organization that produces products or performs services that are considered as quality by those who use them. The quality of a product or a service is the customer's perception of the degree to which the product or service meets their expectations.

Application of TQM to Effective Teaching and Learning in the Classroom
Our T & L model focuses on building quality relationships among lecturers (as managers), students (workers), and content (as learning materials). Knowing how this relationship works will allow one to organize and choose appropriate T&L tools and methods to make effective learning happen. Lecturers as managers must effectively manage and organize the efforts of students so that they in turn can approach their learning with enthusiasm and in a participative mood.

Therefore we need to insist on improving the quality of every action and interaction in the T&L process such as total quality improvement in teaching, subject design and objectives, course notes and books, resources, staff-student interactions, assessment and subject evaluation.

Recognizing that not all students are willing to go the extra mile in their learning, this model suggests that one should guide and motivate those who are less likely to work extra hard and persevere towards a goal, for example by adopting Maslow's pyramidal model to develop learning motivation for students (Maslow, 1970). This model requires a passion or burning desire to teach students with

conviction, hi this context, it is a lecturer's responsibility to motivate and cause students to learn, but students are required to take responsibility for their learning. We need to get feedback and listen to students to see what we may need to change to become more effective e.g. changed lesson plans, style, appropriate humor, gently embracing problem students. The fact that we have almost full control over every major element in the T&L process such as subject (spoken words, depth of topic, making changes, jokes, illustrations), and style (mode of delivery, tone of voice, facial expressions, movement, actions, using groups, discussion or debate), makes us even more responsible for our students. So knowing these factors, the challenge is to immediately recognize any learning problems and then implement the corresponding solution .with the correct and appropriate use of the subject, style and methodology. Figure 1 **is a** simplified interaction model developed by the authors, to show how lecturer and student interactions should take place in the T&L process. A feedback loop is included in which the lecturer listens to the students so as to make continuous improvement to the delivery of information that is able to cause student to learn continuously in the acquisition of knowledge, experience, know-how, wisdom and character. The moulding of characters should form part of the teaching strategies that give value to employers. This interactive model requires total commitment to teaching from the lecturer who takes full responsibility by actively causing students to learn. Here, the lecturer communicates the information of the subject matter to the students by simultaneously focusing and interacting with the students to motivate them and get their attention.
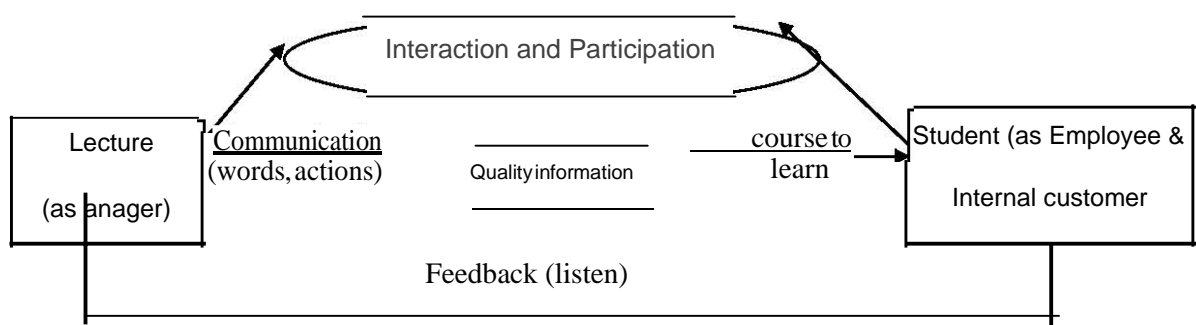
Figure 1: (2002) Teacher - Student Interaction Model
Source: Adapted from Dennis, Wixcon & Tegarden

The interactive model ensures that every student involved in the learning process is assiduously meeting their learning requirements, and gaining satisfaction from their educational experience. This total commitment involves investing our time and energy and requires that we be professionally responsible and accountable for developing the students in a total quality environment. Some examples of the learning requirements can be more personal attention; using more multimedia and visual applications rather than all lectures; more lecturer-student interaction; having more interesting, meaningful and practical or real-life lecture content that is presented with the latest technology; marking and returning all student submitted, coursework quickly; teaching materials at the students' level; giving more demonstrations or hands-on approaches to certain topics; timeliness and accuracy in the provision of information and services; and more group activities.

For any continuous improvement efforts to occur, we must determine what corrective actions need to be taken to produce the desired changes in efficiency, quality and satisfaction. For an application example, continuous improvement can be achieved by receiving feedback from students at the end of each lesson. Students are prompted to see what important things have been learned in class, and what outstanding issues have not been resolved or answered. Any lecture content that has not been explained clearly or understood as intended can be either clarified during the last few minutes or at the beginning of the next class session. This type of feedback keeps one knowing what action and improvements needed to be made or what points need to be reviewed, reiterated and recapitulated so as to make the learning experience in the classroom a better one. Our interactive model requires students to participate throughout their learning effort. This practice is important because the quality of teaching and learning is linked together. For example", to make students learn, retain and use information and material better, the subject topics should be taught by combining presentation with activities and interaction. This requires us to design relevant materials/activities for maximum student participation that will lead to dynamic and interactive exchanges in the classroom environment. This building of relationships with students involves care, respect, trust and openness. We find that one of the best ways to build relationships is to ask many questions as well as to encourage students to ask questions. Asking relevant questions and carefully listening to students' answers allows one to determine the level of knowledge and maturity of the student, and what areas need further emphasis. For example, we can arrange students in teams to let them think about, discuss and solve problems with or without providing hints. We know that learning is taking place when students think and ask questions that give insight into a topic. This method leads to the development of new ideas and solutions to complex problems.

Total Quality Management and Teaching Strategies

Total Quality management is a collective strategy that has meaning only if it is agreed upon and implemented by the teacher(s) with the appropriate teaching strategies in the classroom for effective teaching and learning. Hansen, R (2000) Applying TQM and teaching strategies in a single lecture by a single teacher always provides a good experience for the students in the classroom. The following are the various teaching strategies:

1.   Lecture Method

Lecture method is teacher-centred. The teacher is the dominant participant. He plans and executes a teaching programme the way he deems fit. It is mainly an example of a one-way communication between a teacher and his pupils.

It is a very popular method among many African teachers, but it is the opposite among the learners. It is commonly used in most schools and subjects and often abused by teachers.

It involves the teacher dishing out factual information to large classes in a sort of spoon-feeling way. It often turns to dictation exercise for many learners. However, it is basically a chalk-talk method or on many occasions, it is mainly 'talk-talk' exercise. Usually, the teacher talks, draws on the board

or dictates some information and writes a few 'important' words on the board. At best, lecture method involves the use of the ears and eyes.

In this method, the learners are relatively passive or are inactive. They participate in the lesson by being allowed to ask or answer a few questions which usually come at the-end of such lessons.

2. Discussion Method

Discussion method is a student-centred method. It usually involves learners taking active part in the lesson; by sharing information democratically on any given topic. It is a purely verbal approach.

The teacher may be involved in selecting the topic(s) for discussion as well as those who will take part. He could be involved in the discussion on each occasion, moderating, steering the discussion, and collating the relevant points. However, the learners role involves researching the topic and presenting it from their various points of view as best as they can. Some students may be assigned the task of jotting down points during the discussion (as rappateurs).

Discussion could be in the following forms: whole class, small groups, debate, forums, panels, brainstorming, tutorials, round table conferences and symposium.

3. Project Method

Project method is "a natural life-like learning activity involving the investigation and solution to problems by an individual or a small group". This method evolved from the educational work of an American scholar John Dewey. A project is learner-centred. It involves the teacher assigning project topics, giving guidance or supervision and being available for consultation as the project progresses. In project method, the learner is very actively involved in the planning and execution of the project in a well-thought out sequential order. It is activity based. It complements other methods. It is designed, to help learners gain concrete understanding of an abstract or comprehensive idea.

Project could be by individual student or group project (given to a few students). The project might involve literature review or model project. Projects could be written projects, construction, making models, displays, charts and exhibitions.

4. Demonstration Method

Demonstration is a method that involves a procedure or activities in which a teacher shows practically what the topics is, to learners and explains how such an assignment could be done. It usually involves the teacher displaying certain skills, materials or techniques. This method uses mainly the senses of sight and sound and to some extent touching of the learners. It complements the lecture method.

Demonstration method can be used to show how something happens or what something that has been explained before actually looks like. It can also be used to

show the result of a procedure. It could involve the use of real print or visual materials. It could be showing how to perform experiments.

5. Dramatization

Dramatization involves the use of acting to teach or learn. The teacher may start dramatizing an aspect of a lesson. However, it is a learner-centred method. Young learners are particularly interested in this method. Drama is popular, natural with children. When used in the classrooms, it looks like a carry over of home experiences. This method makes learning (by acting) life-like. Examples of dramatization includes: role-playing, taking part in plays, acting the role of an imaginary person, socio-dram, puppetry pageants and skits.

6. Field Trip Method

Field trip method is a method that involves the learners going outside the classroom. It involves their going to observe, interact and appreciate what they had been taught, by other methods such as lecture method. Examples of this method include making excursions to industries, botanical or zoological gardens or other places of academic interests. Field trip is useful in complementing several lessons in primary, secondary and even tertiary level classes. It is particularly .useful in geography, biological administration science and history with the assistance of TQM.

7. Assignment Method

Assignment method is one in which the teacher gives learners specific tasks which they have to accomplish within a stipulated time. The tasks may be given singly or to small groups of students. Such tasks may or may not be the same for different groups. This method is

designed to make learners do some or further research on a topic which has already been covered or would be covered or which time may not pcnnit the teachers to cover in the class.

It baa the disadvantage of enabling SODI.e lazy students to copy from more hardworking stw:len.ts. If the assignment is a group work, sOD:le students may tind some reasOI1B not to be actively involved. Yet all students in the same group may end up scoring the satne marks.

It also has the advantage of rnaking students develop the habit of doing further studies on various topics. It could be im.proved by giving separate topics to each learner gnd making such efforts and giving learners inuncdiate knowledge of results.

8.   Indlvtduallzed Method
Individualized method has to do with interaction between. a teacher and a learner at any given time or period. Here a t4eacher teaches only one lemner at a tune. This is an ideal situation; it hardly exists in our schools today. However when certain strategies are used it could be achieved. Example of individualized instruction is using home lesson teacher for one's child: computer assisted instruction.

Total Quality Manasement Model f'or Teaehlna and Learnllla in the Classroom.
Realizing the im.portan.ce of' the Total Quality Management concept :in im.proving quality and productivity in an organization,. an attempt has been. :made in this paper to discuss the key features of' TQM principles in achieving the

teaching and learning goals for students. It hoped that by applying particular aapecta of the TQM techniques on education would result not only in resource savings but also greater learning satisfaction and achievern.ent form students.

Yeap (2013) developed a sim.plified TQM :model for im.proving teaching and learning in the classroom. based on andsimilar to industrial TQM application. In this sim.plified TQM model, the pattern of information flow and its activities in the teaching an.d learning process is shown :in figure 2.

This theoretical model perceives students to be both cu.stonier and em.ployee. and satisfies them in all the T&L processes :in accordance with the TQM view that a satisfied student/employee will learn DIORI and better than a dissatisfied student/em.ployee. In the model. students acting as the immediate an.d :internal customer are being transformed :into valuable :man.po'Wer for the future axt:4ernal custom.ors (employers of university graduates).

As internal cuatomers with raw an.d unprocessed skills initially. studentB may not be able to specifically outline how T&L practices should be perf'orm.ed. Instead, they are treated as co-workers or internal employees guided by lecturers (as mangers) in improving the T&L prucesses, and encouraged to provide their collective opinions and feedbacks, which are im.portan.t for any continuous im.provement efforts.

Their level of involvom.ent and influence should increase with theincreasing level and maturity of their studies.
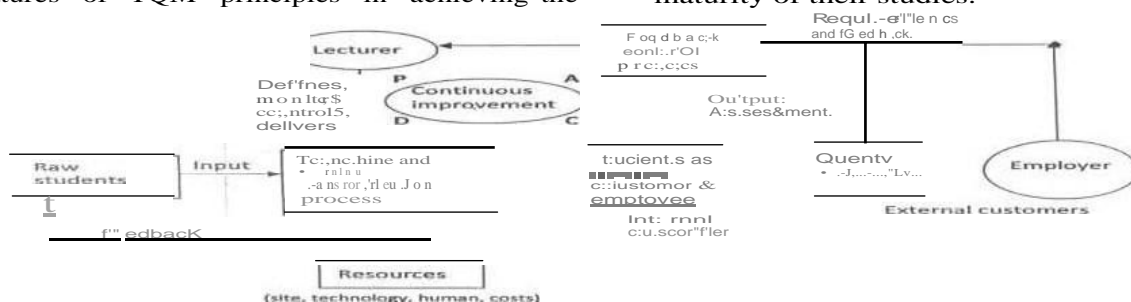
Figure 2:   Simplified TQM model applied to the Teaching **andLearning** Processes **:in the** Classroom. Enviro:mne:nt
Source: Cole. G.A (2012)

The lecturer's job is to manage, facilitate and work continuously to improve the T&L process by soliciting feedback from students and driving students to learn. In this approach, the T&L process transforms the first year students (internal customers) into knowledgeable and skilled students for employers (external customers) over a period of three to four years in which the students slowly increase their self-wroth or value through their education experience. We propose that the output product is not the student but the education of the student, and this definition requires the students to take an active role in the development of the product (education) and hopefully to develop the capacity for lifelong- learning. For ensuring success, this transformation process requires the simultaneous working together of several resources from academic and supportive staff, departments and faculties, student affairs; resource centres, and financial services.

In reality, the input designated in a TQM system can be students, faculty and staff, funding, facilities, and university goals; but for this model we simplify the input to signify students. The selection of inputs of students entering into the universities and the type of processes/tools used can influence the output quality. Therefore, performing the basic quality control techniques using the marketing function curing the recruitment of entry O level students may result in the type of expected quality output. Correspondingly, the model also shows that feedback from students and employers can help in the continuous improvement effort in refining, desired skills and knowledge that impress employers.

In TQM terms, wastage is the cost of nonconformance, or doing things wrong, and this may include student dropouts, student failures in mastering any subject or class, retention of students in a grade or year, etc. if a university has the right quality of lecturers, students' inputs and technological resources in the system, then the quality of the output produced should naturally be dependent on the effectiveness of the T&L practices. In order to know that we are doing things right or reaching the required level of quality, we can apply Demin's (.1986) TQM philosophy to keep costs down and to increase student satisfaction. Such measures can be drawn from the feedback

given by student's employers and colleagues, in which continuous corrective actions can be quickly taken to improve the content, mode and method of delivery, programmes, and teaching, and assessment methods. Because the scope of the education process is so broad, we will attempt to discuss the application elements of the TQM method, which focuses only on the limited areas of T&L strategies in the classroom with a commitment to continuous improvement by collecting quality feedbacks from students.

The students are considered to be both the employee, and internal and immediate customer of the university. The objective is to use TQM principles to -drive T&L towards excellence by working towards a continuous improvement effort or performance breakthrough of such practices. Adopting this model requires, lecturers to be more open to change in their methods of teaching, designing and redesigning the T&L process. However, this improvement can only happen if lecturers and students work together to identify and make improvements.

This model also aims to improve student learning in a way that results in lowering student failure rates and in graduating students on time. This type of improvement reduces wastage of university resources such as time, effort and money by producing students with the correct specifications in terms of the essential and delivering course materials to students through the use of innovative teaching strategies and technologies.

Conclusion

Effective teaching matters as quality teaching produces quality learning that creates quality students and makes customers satisfied. As such, Total quality management is one of the useful tools in the teaching and learning used in the school /college especially in the classroom, even though it was developed initially for the manufacturing industries. TQM model adopt a view that quality teaching that actively involves interaction and the participation of the students can make a significant difference in students learning.

Also, the model adopt specific TQM tools and principles to enhance teaching and learning quality 'that allows one to follow clear

aims and objectives, to make continuous improvement in teaching, learning and assessment methods, and to be willing to be judged by others. For any continuous improvement effort to be effective, quality and reliable feedback information is essential and important in the evaluation procedure of teaching and learning with the output clearly defined and measured. And the application of the total quality management to effective teaching and learning in the classroom through different teaching strategies which will create a better understanding for the students and this will also keep the memory in the students' brain to be able to recall at anytime and also applying it when needed.

TQM is a strategy that is very useful in the teaching and learning in the classroom because it involved both the teachers and learners and brings out the quality of teaching in our students.

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Computer Assisted Instruction (CAI) on Students' Gender and Achievement n Physics n Imo State.

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Abstract

This study determined the impactt of Computer Assisted Instruction (CAI) on students ' gender and achievement in physics. Two research questions were posed and two hypotheses were formulated and tested. A quasi experimental design specifically the non-randomized control group design involving two intact classes was used. The sample of the study consist of97 senior secondary school two (SSII) physics students from two government owned secondary schools drawn using purposive sampling techniques from 63 government schools that offer physics in Imo State. One of the two schools used was assigned to experimental group that was taught using computer assisted instruction (CAI) and the other one to the control group taught with the lecture method (LM). The instrument for data collection was a Physics Achievement Test (PAT) developed by the researcher and validated by two experts in the physics department and one expert in the measurement and evaluation department of the Department of Science Education of the Michael Okpara University of Agriculture, Umudike. Means and standard deviations were used to answer the research questions. Hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance. The result of the analysis indicated that CAI had significant effects on students' achievement in physics, where students in the CAI group achieved more than those in lecture method group.Also gender was found to be is a factor that accounted for the difference in the post test scores of the experimental group. Thus, it is recommended among others, that State Governments, Ministries of Education and professional associations should organize workshops, seminars and conferences to train teachers on the use of CAI techniques.

Keywords; Computer Assisted Instruction, Teaching Physics, Gender, Achievement.

Introduction

The advancement in science and technology and their application in education have rich dividends in ahnost all disciplines related to the management and organization of educational system. This applied aspect of technology in the educational discipline has tremendous capacity and provide the best possible output for both the teachers and students in physics. Technological tools like computers supports instructional materials with different sounds, images and simulations with more lasting, pleasurable and effective learning outcome (Amaonye,2018).

Computer Assisted Instruction *(CAI)* is simply the use of computer programmes in different mpodes to facilitate and improve teaching and learning (Bennett, 2018). It is also known as Computer-Assisted Learning (CAL), Computer-Assisted Education (CAB) and Computer-Assisted Training (CAT). Different modes of computer assisted instruction exist. These include; Drill and Practice for repetitive exercise and rote skills, Instructional Games which Increase learners' motivation by adding game rules to learning activity. Tutorials which Deliver instructional activities, quiz and feedback. Problem solving software which present problems relevant to learning objectives, provide necessary directions, hints and assistance to solve problem according to the learners' need. Simulation which presents a

computerized model of a real or imagined system to teach how a system works. Integrated learning system is a combination of drill and practice, tutorial, simulation and problem solving. Micro computer based laboratories which enable the experimenters to automate the process of gathering data from experiment, conduct relevant analysis and production of meaningful reports(Igwebuike,2017).

Presently, Physics teaching in Nigerian schools has not been encouraging because of the poor performance of students in physics relative to their counterparts in other countries. Research indicates that many students found physics to be difficult, boring and not interesting (Salau, 2015). A number of factors have been identified to be responsible for these poor performances and seeming lack of interest in physics from the various studies conducted in Nigeria. These include the lack of motivation for most teachers, poor infrastructural facilities, inadequate textual materials, attitude of students to learning, lack and inappropriate teaching method to meet the demand of the society in which we live and the yelling of the changing world among others (Braimoh ,2018)

Regrettably, most physics classes are characterized by a brief chat as an introduction. This is followed by the reading of the notes by the teacher to the students. At the end of the lesson, note on the topic is given to the class captain. In the class free time, the class captain writes the notes on the chalkboard or models the teacher by reading the notes for other students to copy (Olaleye, 2017). Teaching methods could result in poor state of lea.ming and students' achievement in physics (Okebukola,201). There are many methods of teaching physics in secondary schools called Conventional Teaching Methods, which include; lecture method, project method, demonstration method, field trip method, Gambari (2018).

The conventional approach has some shortcomings, which cannot be overlooked. The dissemination of instruction in this approach is mostly through verbal medium and this can be affected by a number of communication flows. Instructions may be understood or misinterpreted as the case may be. Ivowi (2017) highlighted that similarly, an instructor may not be patient enough to give out the information required in a step-by- step fashion. Rather than doing that, he is only concerned about covering the syllabus on time and this may have adverse effect on the learner. Chukwu (2016) further stated that since every learner has different learning paces, it will be difficult for the instructor to carry every person along; thus, the conventional approach will not allow learners learn at their own pace. At this point, it is unknown what causes students' poor performance in physics. There is therefore the need to investigate the effect of computer assisted instruction in teaching and learning physics at secondary school level in Imo state.

In spite of the importance of physics as a requirement for many specialized science and technology courses at the university level, it is sad to note that students' performance at the secondary school level in the subject is not encouraging. This problem has major implications on university admission. For instance, secondary schools may no longer produce adequate number of qualified candidates in science-based courses for university admission. The current situation of physics teaching and learning in Imo State and Nigeria is a concern to all including government and the society at large. Hence the need to explore other teaching strategies and methods in teaching and learning of physics to see whether they will enhance student's achievement in physics at secondary school level in Imo State.

Since researchers have identified teaching method as one of the reasons for the poor performance of students in physics at the senior secondary school level. And CAI is one of the technology- driven and student-centred teaching method, which can be used to improve students' achievement in science subjects and in physics in particular(Bishin,2016). This is the poser that this study seeks to address. Thus, this study is designed to determine whether the computer assisted instruction method of teaching physics by using the computer programs in different modes of CAI (Tutorial, problem-solving,) has any effect in enhancing the academic achievement of physics students at secondary school level. Based on this, the problem of this study stated as a question is "what is the effect of computer assisted instruction (CAI) on physics students'gender

and achievement in senior secondary schools in Imo state.

Physics on its own is a natural science which deals with the study of matter and energy and the interaction between them. Energy plays a vital role in human life and physics has made it possible to achieve energy not only from the coal, petrol etc, but also has extracted energy from the core of the atom and the sun (Udousoro, 2016). It is due to physics that developments in the field of energy are being made and new weapons are being developed which put the world in a new era, which is truly called the era of computer and technology (Khatak ,2017).

Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge practically ,orally, in written form even in an examination condition.However, different factors that influence students' academic achievement at the senior secondary school may include students' attitude towards school, interest in learning, teaching method, study habit, self-efficacy, intelligence, and motivation,Udoh (2018). It has become increasingly common to find youths who have written their Senior Secondary Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC) but could neither fit into the tertiary institutions of learning nor the labour market in Nigeria because their academic achievement (performance in the SSCE) was poor, not up to the minimum required five credit passes that include physics, English Language and Mathematics for admission. Such unsatisfactory academic performance might have been occasioned by a combination of several psychological, sociological and environmental factors(Okedeyi,2016).

Academic achievement can also be defined as excellence in all academic disciplines, in class as well as extracurricular activities. Academic achievement is the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution have achieved the predetermined educational goals. Academic achievement is commonly measured with examinations that assess important procedural knowledge such as skills, and

declarative knowledge such as facts which student have learnt (Engel, 2016). Academic achievement is indispensable in every formal educational institution. In fact, it would be irrational to think of teaching without test, measurement and evaluation for the purpose of determing the academic achievement of students.

.Academic achievement is therefore a yard stick for ascertaining the capabilities of a student from which his overt, covert and inherent or unrevealed abilities could be inferred (Joe, 2016). It is knowledge attained or skills developed in school subjects usually designated by scores in formal tests or examinations. Academic achievement refers to the observed and measured aspect of a student's mastery of skills and subject contents as measured with valid and reliable tests (Iderima, 2015). A student's academic performance is usually measured by teacher-made tests or standardized tests which in most cases are referred to as external examinations like the Senior School Certificate Examination (SSCE) conducted in Nigeria by the West African Examinations Council (WAEC) and the National Examinations Council (NECO) CEkwebelem, 2014).

Gender is defined as the amount of masculinity and feminity found in a person (Oakley, 2014). The normal male has a preponderance of masculinity and the normal female has a preponderance of feminity. Gender difference is one of the factors affecting learning and students' achievement in science. Odusanya (2015) observed female low enrolment in physics and other vocational subjects hence women think that the study of physics and other vocational courses are for men alone. He further stated that this makes women to occupy low status on jobs that require specialized vocational training. He recommended that government should include physics and other vocational subjects like basic electronics, applied electricity, technical diaries, introductory technology etc as core subjects in the secondary school curriculum.

According to Oyenuga (2012) science and technology have assumed a certain stereotype image. For instance, scientific traits are believed to include remoteness, abstraction impersonality, detachment and objectivity.

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More often than not, these traits are readily associated with the male in the society while passivity, coyness, nurturance and subjectivity are held to be feminine attributes (Birke, 2013). With this association, physics is given a masculine image. Again, this image and other social and psychological barriers alienate females with potentials from the subject area, thus making science and technology (most especially physics) exclusive domain for men. More female need to study physics for a number of reasons.

Firstly there is the need for equality of opportunity in order for both sexes to be part of the mainstream of development in the science and technological industries. Secondly, science subjects (physics) is important for any nation to attain technological achievement, and it is essential to harness the vast human resources of both male and female in the promotion of socio-economic and technological development (Oyenuga, 2008). Consequently, less participation or involvement of female in the study of physics may constitute a drawback in the development process because their potentials for technical education would be left unutilized. Thirdly, there is a need for more female in the field of physics in decision making positions as this would enable them to control the direction of physics research and promote policies which will favour female species. According to Manthorpe (2017), men make decisions about science and technologies that even affect female because women are under-represented in decision-making on science and technological development. Various student's centered teaching methods like Computer Assisted Instruction (CAQ could be used to balance unequilibrium situation between male and female in physics or other vocational subjects(R.ange & Wehb,2017).

Research Questions

The following research questions were formulated to guide this study:

1. What are the mean achievement scores of male and female students taught physics using Computer assisted instruction (CAI)?
2. How different are the mean achievement scores of students taught Physics with Computer assisted instruction (CAQ and those taught using the lecture method?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho1: **There is no statistically significant difference between the mean achievement** scores of male and female students taught Physics using Computer assisted instruction (CAI).

Ho2: There is no statistically significant **difference between the mean achievement scores of students taught Physics with Computer assisted instruction (CAI) and those taught using lecture teaching method (LM) .**

Method

This study was conducted using quasi-experimental design which involves the pre - test post - test non-equivalent control group. This implies that intact classes (non-randomized groups) were used in the study. The study was carried out in Imo State which comprises three education zones, namely Orlu, Owerri and Okigwe. These education zones have twenty seven (27) Local Government Areas. Orlu has twelve; Owerri has nine, while Okigwe has six.. The state has boundaries with Abia State (north),RiversState (east), Anambra State (south),Ebony and Enugu States (west).The people living in the state are mainly artists, businessmen, farmers, educationists and civil-servants who are so much interested in education. They are mainly Christians. The state was chosen for this study because of low enrolment of students in the subject due to poor achievement of physics students in the area (State Education Management Board, 2017). It is also an area where students' difficulty in senior secondary school physics has been identified as pointed out by (chukwu, 2016)

The population of this study comprised 7,825 senior secondary two (SSIQ physics students in all the public senior secondary schools in Imo state (SEMB, 2017). A purposive sampling technique was adopted to select two secondary schools in Imo State. The schools were purposefully sampled based on equivalence (in laboratories, facilities and manpower), school location (urban area),

gender composition (mixed schools), well equipped computer laboratories (under the school net programme) exposure (students and teachers exposure to the use of CAI in their schools). The two sampled equivalent and co-educational/mixed schools were randomly assigned to experimental group and control group using simple random sampling technique. One school was assigned to experimental group with 49 physics students and was treated with Computer Assisted instruction method (CAI), the other school was assigned to control group with 48 physics students and was taught using the Lecture Method (LM). The two schools were co-educational schools that consisted of both male and female students. Therefore, the total number that was sampled for this study from the two sampled schools is 97 which constitute the sample size of the students (54 male and43 female). Instrument used for collecting data is the Physics Achievement Test (PAT). The Physics Achievement Test is a 50 item multiple choice type questions which was developed by the researcher from the six content areas used for the study. The multiple choice items were drawn using the table of specifications. One expert in Physics Education Department and ,two experts from Measurement and Evaluation Department of Michael Okpara University of Agriculture , Umudike, Abia State , Nigeria

validated the instrument used for data collections.

A pilot test was conducted with a school not included in the sample of the study to ascertain the reliability and suitability of the physics achievement test. The result of the test was analyzed using the Kuder- Richardson formula20(K-R 20). Reliability coefficients of 0.82 was obtained.The instrument for data collection (PAT) was administered to the students before the experimental treatment. The students scores in this first administration served as pretest scores of the study. After the pretest, the treatment commenced and lasted for six weeks. At the expiration of the treatment, the items of this instrument were reshuflled and were re-administered to the students. The scores obtained from the second administration served as post-test scores of the study..The test scores generated from the pre-test and post-test were collected using physics Achievement Test (PAT) which was scored 2 marks for one. After the experiment, the achievement test was marked from which data were generated. The scores generated from the pre-test and post-test were recorded accordingly in a tabular form.Descriptive statistics (mean and standard deviation) were used to answer the research questions, while the analysis of covariance (ANCOVA) was used for testing the hypotheses at 0.05 level of significance.

1.4 Results

Table 1: Mean achievement scores of male and female students taught physics using computer assisted instruction method (experimental group)

Variables	N	Mean	SD	Pre test mean	Post test mean	Mean gain
Male	28	74.98	5.81	38.53	74.28	36.48
Female	21	63.29	7.34	34.65	63.29	28.68
Mean diff.	49	11.69	-1.51	3.88	10.99	7.80

Data analysis result in Table 1. shows that the male students taught with CAI performed better than their female counterparts as indicated by the mean achievement scores of 74.98(Male), 63.29(Female) with the mean difference of 7.80

Table 2: Mean achievement scores of students taught physics with computer assisted instruction and those taught using the lecture method

Variables	N	Mean	SD	Pre test mean	Post test mean	Mean Gain
CAI	49	75.08	6.03	36.90	75.8	38.18
LM	48	63.13	7.14	36.94	63.13	26.23
Mean Diff.	97	11.95	-1.11	-0.04	12.67	11.95

Data analysis result in Table 2 shows that the students taught with CAI performed better than those taught using the lecture method as indicated by the mean achievement scores of 75.08(CAI), 63.13(LM) with the mean difference of 11.95.

Table 3: Analysis of covariance on the mean achievement scores of male and female students eXJ!OSed to CAI

Source of variation	Sum of Sguares	Df	Mean Sguare	F	P-value.	Partial Sguared
Corrected Model	4314.027a	2	2157.01	65.87	.000	.584
Intercept	6612.710	1	6612.71	201.95	.000	.682
Gender	3395.670	1	3395.67	103.70	.000	.525
Post test	1016.314	1	1016.31	31.03	.000	.248
Error	3077.911	94	32.74			
Total	476691.00	97				
Corrected Total	7391.938	96				

a.   R Squared = .584 (Adjusted R Squared = .575)

Data presented in Table 3 shows the F-ratio of 103.70 with (1, 94) degree of freedom. However, since the alpha at 0.05 is greater than the p-value at 0.000. (p<0.05) we have enough evidence to reject the null hypothesis and state that there is a significant difference between the mean achievement scores of male and female students taught physics with computer assisted instruction (CAI) as measured by **PAT.** Moreover, that there is a statistically significant difference between adjusted mean of the two gender used (Adjusted R Squared = .575). This suggests that male students treated with CAI performed better than their female counterpar

Table 4: Analysis of covariance on the mean achievement scores of students exposed to CAI andLM

Source of variation	Sum of Sguares	Df	Mean Sguare	F	p-value.	Partial Sguared
Corrected Model	**4317.548a**	2	2158.77	61.65	.000	.567
Intercept	6942.716	1	6942.72	198.25	.000	.678
Teaching Method	3528.143	1	3528.14	100.75	.000	.517
Post test	851.111	1	851.11	24.30	.000	.205
Error	3291.813	94	35.01			
Total	471637.00	97				
Corrected Total	7609.361	96				

a. R Squared = .567 (Adjusted R Squared = .558)

Data analysis of result in Table 4 shows an F-ratio of 100.749 with (1, 94) degrees of freedom. However, since the alpha at 0.05 is greater than the p-value at 0.000. (p<0.05), we have enough evidence to reject the null hypothesis and state that there is a significant difference between the mean achievement scores of students taught physics with computer assisted instruction (CAI) and those taught using the lecture method as measured by PAT. Moreover, that, there is a statistically significant difference between the adjusted mean of the two Teaching Method used (Adjusted R Squared = .558). This suggests

that students treated with CAI performed beter than those in lecture group.

Summary of the Findings.
Findings in table 1 showed that the Male students taught with CAI performed better than their Female counterpart as indicated by the mean achievement scores of 74.98(Male), 3.29(Female) with the mean difference of 7.80. Again, data in Table 3 showed that the F-ratio is 103.704with (1, 94) degree of freedom. However, since the alpha at 0.05 is greater than the p-value at 0.000. (p<0.05) we reject the null hypothesis and state that there is a

significant difference between the mean achievement scores of male and female students taught physics with computer assisted instruction (CAQ as measured by **PAT.** Moreover, there is a statistically significant difference between adjusted mean of the two gender used (Adjusted R Squared= .575). This suggests that male students treated with CAI performed better than the female counterpart. The result implied that gender produced a significant effect on the posttest achievement scores of students. This result is in agreement with the :findings ofEzenwa (2017), who states that gender is a factor that accounted for the difference in the posttest achievement scores of the students. This implies that a significant difference exist in the achievement of male and female students whenCAI is used.

Findings from table 2 revealed that students taught with CAI performed better than those in LM as indicated by the mean achievement scores of 75.08(CAI), 63.13(LM). In the same vain, the result of table 4 shows that the F-ratio is 100.749 with (1, 94) degree of freedom. However, since the alpha at 0.05 is greater than the p-value at 0.000. (p<0.05) we reject the null hypothesis and state that there is a significant difference between the mean achievement scores of students taught physics with computer assisted instruction (CAI) and those taught using lecture teaching method as measured by PAT. Moreover, this suggests that students treated with CAI performed better than those in the control groups. The findings of this study revealed that the use of computer assisted Instruction method had a significant

effect on students" achievement in physics. The students taught using computer assisted instruction method achieved significantly better than those taught using lecture method. This result is in agreement with the result of Dange and Wehb (2017). They found out that computer assisted instruction enhanced students achievement in school. This result is also in agreement with Chukwu and Igwebuike (2017), who investigated the effect of integrating concept mapping into computer assisted instruction in chemistry achievement. Their fmdings revealed that the students in the experimental group who were treated with computer assisted instruction achieved significantly better than those in the control

group. The trend of higher performance by the treatment (CAI) group could be as a result of self-evaluation and remedial activities provided by (CAI) which helped students to master the chemistry concepts without much difficulty than the (LM) group.

Conclusion

The use of computer technology to all aspects of human endeavour coupled with the need to create student-centred classroom to engage learners in their leaning tasks, improve learners' achievement in the school subjects has necessitated the use of computer assisted instruction (CAQ in teaching physics. This study has found out that CAI improved students' achievement in physics than the lecture teaching methods. And that significant difference exists in the achievement scores of male and female students when CAI is used. This means that gender is a factor that accounted for the difference in the posttest achievement scores of the students.

Recommendations

Based on the findings of this study, the following recommendations are made;

1. Computer literacy and operation in the secondary schools should be given more attention to enhance computer compliant among science students

2. There is need for more female in the field of physics as well as in decision making positions as this would enable them to control the direction of physics research and promote policies which will encourage and favour female species to study physics

3. Physics teachers should embrace the use of CAI packages in teaching different topics in physics for that deserved academic gains.

4. Further empirical studies should be carried out on why male students performed better than their female counterparts in physics.

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Counsellors Characteristics and Principal's Attitude as Correlates of Effective Counselling in Secondary Schools in Benin Metropolis

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Abstract
This study investigated counsellors' characteristics and principal attitudes as it co"elates to effective counselling in secondary schools in Benin Metropolis, Edo state. Four research questions were raised to guide the study. The survey research design was adopted using the co"elational type. The population of the study comprised of counsellors and principals in both Public and Private Secondary school in Benin metropolis. The sample consists of fifteen (J5) practising Counsellors and their principals in both Public and Private Secondary school with a degree qualification in Guidance and counselling while those without degree in Guidance and counselling would be discarded. The research instrument used is a questionnaire that was developed by the researcher. To ensure the validity of the instrument, the instrument was presented to three other experts in the Department of Educational Evaluation and Counselling Psychology. To establish the reliability of this instrument, the reliability analysis yielded an index of 0.65. Pearson Product Moment Correlation and multiple regression analysis were used.The study found out that principals cynical and lukewarm attitude to counsellors and counselling services was the reason that counselling was not effective in secondary schools and also the pooror negative character dispositions as displayed by counsellors was alsoa reason for ineffective counselling in secondary schools in Benin metropolis. In addition, the interaction between the two could also hinder effective counselling in secondary schools. It was also discovered that most principals have positive attitude towards counselling and that counsellors who displayed positive characteristicsenhanced effective counselling, and an interaction between the two also enhanced effective counselling in secondary schools in Benin metropolis. It was recommended that counsellors should be made to understand during training that their characteristics and personality makeup can affect effective counselling. Again, all principals should be made to realise the importance of counselling and as such encourage students and staffe to assist counsellors in effective counselling and also not to assign counsellors other duties such as teaching or being made a class teacher.

Introduction

The outright development of a child can only take place in an environment conducive for teaching and learning, therefore it is believed that schools are the preferred environment to build productive and useful citizens of any nations. It is in realization of the above that all educational services which can promote teaching and learning in schools are given prominent attention by educational planners. Among the school educational services is counselling. Counselling services have become necessary because adolescents are faced with issues of educational, vocational and personal-social concerns that demand the attention of helping professionals in the school system with both the attitude and aptitude that is suited for the profession.

Counselling is emerging as a crucial aspect of students' support services. It is believed that counselling service in school helps to develop, assess and improve educational programmes; enhance the outcome of teaching and learning. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up educationally, vocationally and personal-socially (Egbo, 2013). Egbochuku (2013) described counselling as a process by which a troubled person (client) is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person (the counsellor) who provides information and reactions that stimulate the client

to develop behaviours that enable him to deal more effectively with himself and his environment. Egbochuku, (2013) stressed further that a good and effective counsellor must maintain six basic characteristics to enable her establish helping relationship with selected individuals and groups. These include: Ethical behaviour, Sensitivity, Understanding, Acceptance, Intellectual competence and Flexibility.

Regrettably, students are somehow reluctant to come to the counsellor for help. This may be due to the counsellor's personality, culture or even prejudice, attitude of school staff that is rather cynical about the process and outcome of the counselling relationship. In other words, the client may be concerned about whether or not the encounter with the counsellor will yield any positive outcomes. Therefore, counsellors are expected to possess suitable personality attributes and necessary school support is needed because the future of the field of counselling lies in the ability of trained and seasoned individuals of appropriate personality disposition efficiently administering counselling services. Has counselling services been effective in our schools over the years?

Generally, effective counselling is operationally defined as that counselling which brings about desirable outcomes in the educational, vocational and personal/social lives of counsellees in school and non-school settings so as to be able to contribute meaningfully to the growth and development of their nations in general, and Nigeria in particular. Effective counselling practice involves counsellors' ability in utilizing appropriately both professional counselling skills and personal attributes to bring about desired achievements and positive behavioural changes in counsellees. This researcher and others such as Ossai, (2003), believe that "effective" counsellors have unique and identifiable personal characteristics, and that if identified, those characteristics could be used as selection criteria for prospective counselling students. Therefore, could counsellor personality characteristics assist in effective counselling?

Effective counselling in schools also requires the support of the school principal, administrator and counsellor as the actions of the trio can facilitate or inhibit the development of the counselling services in the school both financial and material. Furthermore, the introduction of the counsellor and his duties to parents, teachers and students by the principal will create awareness for the success of the school guidance program (Osakwe, 2007). The lukewarm attitudes of some school principals towards counselling and guidance programmes could negatively affect the student's

awareness of the importance of the role of the counsellor. In most schools the principals as well as teachers hardly refer students for counselling and when they do, the students somehow are reluctant to come to the counsellor for help. This may be due to the cynical attitude of school principals, other staffs as well as students.

The researcher, as a counsellor in training has observed that assigning the counsellor a subject to teach rather than practicing counselling activities by schools, especially the principals, will have adverse effects on the effectiveness of the counselling services in the school. Choge, Tanui&Ndegwa (2011) affirmed that the success of guidance and counselling programmes requires the collaborative participation of the parents, teachers, students, school administration and the professional community. Similarly, Choge et all (2011) argued that students negative attitude towards guidance and counselling (students do not seek for guidance and counselling service) and head-teacher/ principal not supportive were listed among factors that are making counselling/counsellors ineffective in secondary schools. According to Eyo, Joshua &Esuong (2010), the Ministry of Education and principal of schools are aware of the heavy reliance placed on counsellor's effectiveness for most aspect of the 6-3-3-4 system to actually succeed. Understanding the existence of this close association between the two concepts is vital to effective counselling.

Knowing that the future of the field of counselling lies in seasoned individuals of appropriate personality disposition, the issue of counsellors' characteristics and principals' attitudes should not be compromised. Some principals don't have confidence in the counsellor's ability in resolving issues concerning students. The principals believe that counselling is mere advise giving which can be practically done by anybody. They also feel that students maladjusted behaviour can be corrected through the use of corporal punishment and as such the assistance of a counsellor is not required. The principals and teachers hardly refer students to counsellors for professional care and assistance.

It is important to note that a lot of empirical studies have been carried out in the effort of researchers to investigate various aspect of counselling such as factors affecting counselling process, attitudes of students and principals towards counselling in Nigeria. But very little work hasbeen done as regards counsellors' characteristics and principal attitudes as correlates of effective counselling in secondary schools in Benin Metropolis, Edo state, this fact forms the basis for this study.

Statement of the Problem

Generally, adolescents are faced with issues of educational, vocational and personal-social concerns that demand the attention of helping professionals in the school system. The acknowledgement of this initiated the rationale behind the policy statement contained in Federal Republic of Nigeria National Policy on Education (FRN, 2014). This statement necessitated the need for the posting of guidance counsellors to schools which, in turn, reflects government's concern in ensuring that Nigerian students are fundamentally provided with guidance and counselling services in schools. Such services provided for students would help government actualize its educational objectives of providing qualitative education and producing self-reliant citizenry (FRN, 2014). Has counselling services in our schools been effective over the years?

However, studies have shown that lack of effective counselling services is correlated with depression, hopelessness, loneliness, school dropout, truancy and poor motivational orientation among adolescents, whereas it was negatively correlated with life satisfaction and autonomy orientation (Weiten, 2007). There is, therefore, need for effective counselling services so as to direct and guide these adolescents. However, providing effective counselling services has suffered a great setback due to counsellor's personality makeup and principal attitude in Nigerian secondary schools. As a counsellor in training, the researcher has practically and personally witnessed and observed the display of negative and unhealthy attitude by school staffs (principals) towards effective counselling services during her counselling practicum in Benin City, Nigeria. It was discovered that principals do not bother to refer students who are low performers in class in learning activities. Reluctance was also noted amidst the school staffs (principals) in referring student who have challenges like personal-social difficulties and vocational challenges. These are evident reflections of negative attitudes towards the effectiveness of counselling services by school principals.

Again, a counsellor's contribution to counselling session is affected by such important factors as the individual characteristics of clients and qualities of the setting; however, there are overarching characteristics of the counsellor that transcend particular counselling relationships and exert an influence on the counsellor's practice of counselling. Many researchers have concluded that effective counselling is based more on the characteristics of the counsellor than on specific techniques used. Therefore, close attention should

be drawn to these characteristics such as personality attribute. This combination has made it difficult for researchers to completely understand what makes counselling effective.

One is disturbed by the vague surrounding the extent to which these variables of interest (counsellor characteristics and principal Attitude) could predict effective counselling. The researcher is poised to ask whether there is a correlation between counsellor characteristics and principals attitude towards effective counselling in secondary schools in Benin Metropolis.

Research Questions

The following research questions were generated to guide the study.

1. What is the attitude of principals towards counselling in secondary schools in Benin Metropolis?
2. Is there a positive correlation between counsellors characteristics and effective counselling among secondary schools in Benin Metropolis?
3. Is there a positive correlation between principals' attitude and effective counselling among secondary schools in Benin Metropolis?
4. To what significant extent do counsellors characteristics and principals attitude affect effective counselling?

Purpose of the study

The purpose of this study is to examine whether there is a correlation between counsellor characteristics and the school principal's attitude towards effective counselling in secondary schools in Benin Metropolis. Again the study sought to investigate the level of influence of principal's attitude and personality characteristics of counsellors towards effective counselling among secondary schools in Benin Metropolis.

Methodology

The survey research design that utilized the correlational type. The population of the study encompassed counsellors and principals in both

Public and Private Secondary school in Benin metropolis. The sample consists of fifteen (15) practising Counsellors and their principals in both Public and Private Secondary school with the degree in Guidance and counselling while those without degree in Guidance and counselling would be discarded.

The research instrument used is a questionnaire that was developed by the researcher. To ensure the validity of the instrument, the instrument was presented to the supervisor and two other experts in the department of Educational Evaluation and counselling psychology. To

establish the reliability of this instrument, the reliability analysis yielded an index of 0.65. Pearson Product Moment Correlation and multiple regression analysis was used.

Research Question 1: What is the attitude of principals towards counselling in secondary schools in Benin Metropolis?

RESULTS

Table 1: Attitudes of principals towards counselling in secondary schools in Benin Metropolis

	SD	D	A	SA	Mean	SD
The principal explained the importance of counselling services to staff and students	1(6.7)	7(46.7)	3(20.0)	4(26.7)	2.67	0.98
The principal believes counselling services can help students to solve personal problems	0(0.0)	3(20.0)	9(60.0)	3(20.0)	3.00	0.65
The principal believes that counselling services can help students resolve personal, educational and vocational challenges	0(0.0)	3(20.0)	9(60.0)	3(20.0)	3.00	0.65
The principal is aware that counselling services is more effective than punishment	1(6.7)	7(46.7)	5(33.3)	2(13.3)	2.53	0.83
The principal is aware that counselling services can help resolve truancy among students	1(6.7)	2(13.3)	10(66.7)	2(13.3)	2.87	0.74
The principal encourages staff (teachers) to refer students with academic challenges to the counsellor	1(6.7)	7(46.7)	4(26.7)	3(20.0)	2.60	0.91
The principal interferes with counselling activities	1(6.7)	10(66.7)	4(26.7)	0(0.0)	2.20	0.56
Counselling services will help students to set and achieve academic goals	0(0.0)	3(20.0)	11(73.3)	1(6.7)	2.87	0.52
I feel counselling services would not help to change a truant (a student who stays away from school after resuming in the morning)	4(26.7)	9(60)	2(13.3)	0(0.0)	1.87	0.64
The principal prefer calling a student to order by punishment than referring them for counselling	2(13.3)	7(46.7)	5(33.3)	1(6.7)	2.33	0.82
The number of students attended to in a session discourages the principal about the effectiveness of counselling	1(6.7)	8(53.3)	6(40.0)	0(0.0)	2.33	0.62
The principal encourages the counsellor to participate in seminars and workshop (by recommending such to appropriate authority)	0(0.0)	9(60.0)	4(26.7)	2(13.3)	2.53	0.74
The principal don't need to participate in counselling services because, he is not a counsellor or it is not his duty	3(20.0)	5(33.3)	7(46.7)	0(0.0)	2.27	0.80
The principal sees the counsellor as an important figure in school system.	0(0.0)	7(46.7)	4(26.7)	4(26.7)	2.80	0.86
Grand Mean					2.56	0.33

Table 1 shows the attitude ofprincipals towards counselling in secondary schools in Benin Metropolis. Overall it shows that the principals have positive attitude towards counselling services as the score is above the cut-off score of2.50.

Research Question 2: Is there a positive correlation between counsellors' characteristicsand effective counselling among secondary schools in Benin Metropolis?

Table 2: Counsellor's Characteristics and Effectiveness of Counselling among secondary Schools in Benin Metropolis

	Yes	No
Is counselling actively practiced in your secondary school?	15(100.0)	0(0.0)
Is the counsellor approachable?	14(93.3)	1(6.7)
Do you gain satisfaction from the counselling session?	15(100.0)	0(0.0)
Does the counsellor have a private office?	13(86.7)	2(13.3)
Does the counsellor make you (client) feel comfortable before the session begins?	11(73.3)	4(26.7)
Does the counsellor keep information volunteered during counselling session confidential?	15(100.0)	0(0.0)
Is the counsellor rigid in treatment pattern during counselling session?	8(53.3)	7(46.7)
Does the counsellor allow you freedom and choice to make decisions during counselling session?	9(60.0)	6(40.0)
Is the counsellor empathetic towards your (client) situation?	10(66.7)	5(33.3)
Does the counsellor develop rapport and cooperative relationships with you (client)?	14(93.3)	1(6.7)
Does the counsellor encourage and reinforce positive behavioural changes in you (client) during counselling session?	9(60.0)	6(40.0)
Does the counsellor actively listen to you (client) during the counselling sessions?	12(80.0)	3(20.0)
Does the counsellor treat you (client) with dignity and respect?	11(73.3)	4(26.7)
Is the counselling service in your school effective and functional?	6(40.0)	9(60.0)

Table 1 shows that all the sampled secondary schools practice active counselling. Also, all the schools are satisfied with the counselling session, the counsellors volunteered to keep information during counselling confidential. The respondents reported that 14(93.3%) of the counsellors are approachable, while 1(6.7%) are not

Table 3: Multiple Linear Regression of Counsellor's Characteristics and Effectiveness of Counselling in Schools

	Unstandardized Coefficients		T	p
	B	Std. Error		
(Constant)	2.847	1.031	2.762	0.018
Sex	-0.290	0.465	-0.624	0.545
Age	-.0126	0.166	-0.759	0.464
Academic qualification	-0.222	0.156	-1.419	0.184

Table 3 shows the relationship between counsellor's characteristics and effectiveness of counselling in schools. None of the characteristics showed any significant relationshipwith effectiveness of counselling in the schools. We therefore accept hypothesis 1 which states that there is no positive correlation between counsellors characteristics and effective counselling in secondary schools in Benin Metropolis.

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Research Question 3:
Is there a positive correlation between principals' attitude and effective counselling among secondary schools in Benin Metropolis?
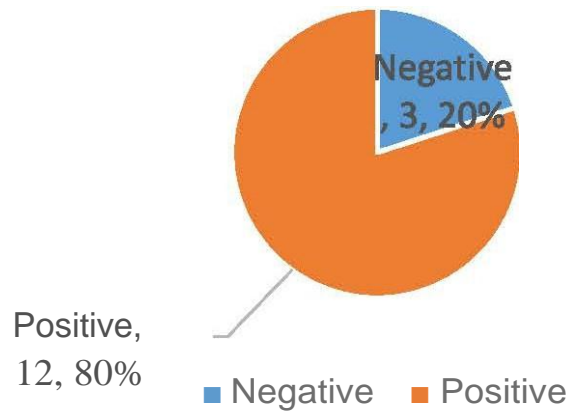
Figure 1: Level of Attitude of Principals towards Counselling in Secondary Schools in Benin Metropolis.

Figure 1 shows the attitude level of principal's towards counselling in secondary schools in Benin Metropolis. It shows that 12(80%) of the principals have positive attitude, while the remammg 3(20%) of the principals have negative attitude towards counselling m secondary schools in Benin Metropolis.

Table 4: Correlations between attitude of Principals and Effectiveness of Counselling service in Secondary Schools in Benin Metropolis

		Effective Counselling	Principal's Attitude
Effective counselling	Pearson Correlation	1	0.639.
	Sig. (2-tailed)		0.010
	N	15	15
Principal's Attitudes	Pearson Correlation	0.639*	1
	Sig. (2-tailed)	0.010	
	N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the relationship between attitude of principals and effective counselling in secondary schools in Benin Metropolis. The correlation coefficient shows a high positive significant relationship ($r=0.64$; $p<0.05$) between principal's attitude and effective counselling. This implies that the higher the attitude scores of the principals the more effective the counselling in the schools.

We therefore reject hypothesis 2 which states that there is no positive correlation between principals' attitude and effective counselling among secondary schools in Benin Metropolis.

Research Question 4: To what significant extent do Counsellors Characteristics and Principals Attitude affect Effective Counselling?

Table 5: Effect of Counsellors' Characteristics and Principals attitude on Effective Counselling

	Coefficient	T	P
(Constant)	6.280	2.181	0.095
Does the counsellor have a private office?	-1.074	-1.276	0.271
Does the counsellor make you (client) feel comfortable before the session begins?	0.077	0.104	0.922
Is the counsellor rigid in treatment pattern during counselling session?	0.266	0.502	0.642
Does the counsellor allow you freedom and choice to make decisions during counselling session?	0.189	0.455	0.673
Is the counsellor empathetic towards your (client) situation	-0.219	-0.430	0.689
Does the counsellor develop rapport and cooperative relationships with you (client)?	-0.132	-0.117	0.913
Does the counsellor encourage and reinforce positive behavioural changes in you (client) during counselling session?	-0.602	-1.043	0.356
Does the counsellor actively listen to you (client) during the counselling sessions?	1.066	1.005	0.372
Does the counsellor treat you (client) with dignity and respect?	-0.597	-0.537	0.619
Attitude of principal	-1.350	-1.841	0.139

Table *5* shows the relationship between the different counsellor's characteristics, principals' attitude on effective counselling in the selected secondary schools in Benin Metropolis. The counsellor's making clients comfortable before the session begins, counsellor's rigidness in treatment pattern during counselling session and counsellor active listening to clients during counselling sessions are the counsellor's characteristics that showed positive effect with effectiveness of counselling in the study, while the others showed negative relationship with effectiveness of counselling in the study. We therefore accept the third hypothesis which states that there is no significant difference to the extent to which principals' attitude and counsellor characteristics interaction affect effective counselling .

Discussion of Findings
The result as presented in Table 1 shows that principals have positive attitude towards counselling services in secondary schools in Benin Metropolis. The result as presented in table 2 shows that counsellor characteristics have a positive effect on effective counselling. Most of the characteristic dispositions of the counsellors had positive effect on the clients (students) and as such enhanced effective counselling.

The result as presented in Table 3 shows that there is no positive correlation between counsellors' characteristics of sex, age and educational qualification and effective counselling among secondary schools in Benin Metropolis.

The result in Table 5 shows that certain counsellors• characteristics have positive effect on effective counselling, while some of the characteristics have negative effect on effective counselling and this agrees with the findings of Kabaiya (2011) who conducted a study on the factors affecting guidance and counselling and found out that counsellors' characteristics is one of the factors that affect effective counselling in schools.

The result as presented in table 4 shows a correlation coefficient of a high positive significant relationship between principals attitude and effective counselling. This implies that the higher the attitude scores of the principals, the more effective the counselling services in secondary schools, and as such hypothesis two which states that there is no positive correlation between principals•

attitude and effective conselling among secondary schools in Benin Metropolis was rejected. This result agrees with the findings of Eyo et al (2010) in a study conducted in Cross River that said that principals attitude towards counselling services were significantly positive. This result disagrees with the fmdings of Egong et al (2007) which revealed that most secondary school principals in the central senatorial district of Cross River state exhibit negative attitude towards counsellors. The findings as shown in table 13 also disagrees with the findings ofEyo et al (2010) in a study conducted in Yakur local government area of Cross State shows that principals has negative attitude towards counsellors and counselling services. Several studies has shown both positive and negative attitude of principals towards counselling services has affected effective counselling.

Implication for Counselling

According to Eyo at al (2010), the Ministry of Education and principal of schools are aware of the heavy reliance placed on counsellor's effectiveness for most aspect of the 6-3-3-4 system to actually succeed. Understanding the existence of this close association between the two concepts is vital to effective counselling. The success of the counselling programmes requires the collaborative participation of the parents, teachers, students, principals, school administrators and the professional community. To this end, principals should have positive attitude towards counsellors and counselling activities and the counsellors should exhibit positive characteristic dispositions so as to enhance effective counselling which in turn will promote the total development of the adolescent child in becoming well adjusted individuals in society.

Conclusion

The study focused on counsellors characteristics and principals attitude as correlates of effective counselling in secondary schools in Benin metropolis. The study assumed that principals cynical and lukewarm attitude to counsellors and counselling services was the reason that counseling was not effective in secondary schools and also poor or negative character dispositions as displayed by

counsellors was also areason for ineffective counselling in secondary schools in Benin metropolis and above all, the interaction between the two could also hinder effective counselling in secondary schools. It was discovered that most principals have positive attitude towards counselling and that counsellors who displayed positive characteristics enhanced effective counselling, and an interaction between the two also enhanced effective counselling in secondary schools in Benin metropolis.

Recommendations

Based on the findings of the study the following recommendations are made:

- Parents should be educated or provided with valuable information on how effective counselling will assist in the development of their children and the nneed for their children to seek the services of counsellors in their schools.

- All principals should be made to realise the importance of counselling and as such encourage students and staffs to assist counsellors in effective counselling and also not to assign counsellors other duties such as teaching or being made a class teacher.

- Counsellors should be made to understand during training that their characteristicsand personality · Makeup can affect effective counselling.

- The government with the help of educational planners should make and implement policies that will provide the manpower and other requirements necessary to make counselling effective in secondary schools.

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A Survey of Reading Habits of First Year Students of Federal University Oye-Ekiti, Ekiti State, Nigeria

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Abstract
Reading is imperative for learning and university students are expected to possess a mastery of reading skills to excel in their course of study. This study investigated the reading habits of fresh undergraduatesof Federal University Oye-Ekiti, Ekiti State, Nigeria (FUOYE). The descriptive survey in which a questionnaire was the research instrument was used to collect data from 300 undergraduatesselected by simple random samplingfrom the two faculties of FUOYE at Ikole campus: Agriculture and Engineering, with a valid response rate of 95.7%. The findings showed that that majority of the students most preferred engaging in social networking (36.9%) and surfing the internet (20.2%), while only 7.0% prefe"ed reading during spare time. The respondents that enjoyed reading were 48.1% and the mean reading time per day was 3.03 hours. The majority of the students read in their homes/hostels (84.0%) and the university library (58.2%). The most read information materials were lecture notes(82.9%), subject related te.xtbooks(68.3%) and newspapers(57.8%), and the purpose of reading was to pass examinations(82.2%), broaden/improve knowledge(74.9%) and for entertainment(49.8%). The major contraints against good reading were lack of time due to busy academic schedule (62.4%) and internet/social networking (39.7%) and inadequate reading materials in the library(23.3%. The paper concludes by recommending strategies that could be deployed by authorities at FUOYE, the library and lecturers to inculcate a good reading habit in students.

Keywords: Reading Habits, Faculties of Engineering and Agriculture, Undergraduates, FUOYE

Introduction

D eading refers to the action of a person that **.1'.reads** and it is a vital ingredient of learning. It is one of the basic language skills acquired to decode symbols in a written document for comprehension or understanding. It is an indispensable tool in every academic pursuit, and the most widely used conventional means of gathering new information. Toit (2001) defined reading as an art that involves thinking, recalling and relating concepts under the functioning of printed and written words. According to Syahputra (2016), reading is one of the best receptive skills in language learning and is vital for knowledge acquisition. In the words of Oguntuase (2014) reading is not only a promoter and catalyst of culture, but an aspect of peoples' social system and lifestyle.

Reading process culminates in critical thinking, analysis and understanding. It is critical in the determination of man's total behaviour because you are what you read. Children with poor reading habits perform poorly in schools and perpetrate delinquent acts. Kim and Anderson (2011) posited that college students who are adept readers would likely experience more success in their courses. The importance and advantages of reading cannot be overemphasized as it has therapeutic effects, helping to builds personality, improves

communication, comprehension, knowledge, and creativity.

A habit is that behaviour cultivated in the course of time, thus, reading habit is a pattern or practice of reading associated with a person or a group of people. It is widely believed that for reading to become a habit, it must be encouraged. A good reading habit is a lifelong reading lifestyle and refers to the act of reading information materials, either printed or electronic continuously over a period of time or from a tender age and making it a routine. Greene (2001) averred that reading habit is best formed at a young impressionable age in school, and that once formed it could last for one's life time". It is an acquired skill vital for academic excellence in all tiers of education and a requisite for all-round development.

Reading among young people is said to be on the decline because of their interest in social networking, gaming, and other technology related activities. It is a common knowledge that only the literate can read. However, the illiteracy level in Nigeria is still very high and estimated to be about 65 to 75 million people by the Minister of Education in Nigeria, Malam Adamu Adamu (Vanguard September, 22, 2017). In the account in Vanguard (2018), the out-of-school children totaled 1lmillion while the non-literate youth and adults are about 60 million . Observably, university students and FUOYE students cannot be an exception actually read as reading is an essential component /integral part of academia. The hidden facts are how much they read, what and when they read.

Statement of the Problem

University graduates are expected to be a literate set of people in the society. For a rounded education, undergraduates must be preoccupied with both leisure and functional reading. However, several scholars have established a lack of interest in reading books (Palani, 2012) which culminates in a waning reading habit among students in Nigeria. The students seem to be engrossed in information communication technology related activities which presents opportunities to watch movies and shows, listen to music, comedy, and television programmes. To curtail the poor reading habits, the National Library of Nigeria has been sponsoring the readership promotion campaign to encourage reading among Nigerians since 1981.

The Reading Association of Nigeria and the Nigeria Book Development Council also mounted programmes to promote good reading habits among the citizenry. FUOYE library through the intervention of the Tertiary Education Trust Fund was able to acquire a vast amount of information materials to meet the literature need of the students, staff and researchers in the university community. Despite this intervention programme, increasing number of students still perform woefully, engage in examination malpractice, and write poorly when given assignments, a pointer to the fact that some have not cultivated a good reading habit. The decline experienced in undergraduate reading habits is also evident in the under-utilization of library resources. The question now is what is the reading pattern of FUOYE students?

The findings of this study are significant as it will identify and recommend practical measures for improvement of reading habits among the University students. It would assist the university library service providers, the lecturers and the University Management to put up measures to improve students reading habits for self-development, general knowledge and good academic performance. The study would create desired awareness among FUOYE students, on the need for them to develop their reading habits for academic success and all round development.

Research objectives

This study aims at investigating the reading habits of fresh students in faculties of Engineering and Agriculture of FUOYE. The specific objectives are to: fmd out the activities preferred by the students at their leisure time determine the pattern of reading by the students in terms of whether or not they enjoyed reading, the places and location of reading and the types of materials read to discover the purposes for which the students read to identify the constraints faced by the students regarding reading.

Review of Related Literature

The university fresh students have found themselves in a new environment and living

outside the confine of the parents had conferred on them the liberty to have control over their daily schedule. They are often confronted with different campus activities and to ensure that they have well-balanced academic and leisure reading, it is important to determine their reading habits such that if need be, necessary steps could be taken to align their reading habits to that of university goal and aspirations. A review of literature identified several studies on the reading habits of tertiary institutions worldwide, but no such study has been reported on the reading habits in the university under study.

Nneji (2002) examined the study habits of Nigerian university students and found that students spent reasonable length of time in reading purposely to pass examinations and tests; lecture handouts was the most read by 86%, lecture-notes by 10%, 1% read textbooks and 3% read periodicals. J.ssa, Aliyu, Akangbe and Adedeji (2012) investigated the reading habits of students of the Federal Polytechnic, Offa, Kwara State and found that they mostly read their textbooks and notebooks and that the barriers against interest in reading were unconducive home environment, parents low socio-economic status, non-availability of relevant reading materials. Yusuf and Awoyemi (2018) studied the reading habits of the users of two public libraries in Ekiti and Ondo States, Southwestern Nigeria, and found that majority of the library users sampled possessed a kind of reading habit, with greater than 50% of the people indicating reading enjoyment a lot, purpose of reading was to improve their knowledge while a small proportion reading to pass examination.

Sotiloye and Bodunde(2018) assessed the pattern of reading of students of the Federal University of Agriculture, Abeokuta and found that reading was the most preferred language activity by the students(59.3%), followed by writing (16.7%), listening (13.7%), and speaking (7%). The study found that the students read mainly to pass examination and rarely for pleasure as majority of the students read prescribed school books (62%), 15.7% read religious and motivational books, 14.2 % and 5.5 % read novels and comics respectively.

Elsewhere, reports abound in literature on reading habits of University students. Azura (2006) investigated the reading habits and interests of students from Faculty of Information Management, University Teknologi Mara and found that 30% of the respondents read topics on entertainment, 18% enjoyed reading materials on technology, 17% read on sports, 15% read religious materials, while only an insignificant number of the students (1%) read engineering materials. The study further found that 27% of the students read newspapers, 21% read academic books, 17% read magazines, 16% read comics and 14% read novels. Thanuskodi (2011) assessed the reading habits of Library and Information Science Students of Annamalai University, India and found the students had interest in reading mainly course materials related to their study while work was cited as the major constraint to their reading and study. Annamalai and Muniandy (2013) carried out a survey of the reading habits and attitudes of students in a Malaysian Polytechnic and found that the students had low interest in reading and they do not enjoy reading as much as they prefer doing other technology related activities. Akanda (2013) studied the reading habits of Social Sciences and Arts students of Rajshahi University, Bangladesh and found their major activities were watching television (46.5%) and book reading (26.9%). The other leisure time activities mentioned by respondents were reading newspapers (8.9%), web browsing (8.9%), computer games (5.8%), and sleeping (3.1%).

The barriers against good reading were lack of reading materials of interest (61.2%), unavailability of books (18.1%) and excessive homework assignment (9.2%). Skenderi and Ejupi (2018) studied the reading habits of University students in Macedonia and concluded that they mostly read for general knowledge and personal satisfaction while an insignificant proportion engage in academic reading. The study established that social media and busy schedule at school were the reasons that negatively affect their reading habits.

Larson and Onwusu-Acheaw (2014) assessed the reading habits of students and its influence on academic performance in Koforidua Polytechnic, Ghana. The study found that majority of the respondents

preferred using their leisure time on social media instead of reading, the purpose of reading by majority of them was to pass examination, while more than half believed that reading was a boring activity, pointing to the fact that they have not cultivated a positive reading habit. The students cited laziness as the major factor responsible for poor reading habit.

Medar and Kenchakkanavar (2015) examined the reading habits by the students of Karnatak. Science College, Dharwad and found that the majority of students spent two to four hours on reading regularly, interest in reading was mainly to pass examinations and get good employment, home and the library are the students preferred reading location.

Erdem (2015) investigated the reading habits of students Ankara University and Erciyes University, Turk.yet and found that they read novels, newspapers and magazines in their leisure time; the type of materials read were on reading literary works, historic, romantic and entertainment; the constains to reading were the intensity of lessons, busy social life, examinations preparation and too much engagement in computer/internet.

Ahmed (2016) assessed the reading habits and attitudes of students at Universiti Malaysia Sabah and found that their most preferred leisure time activities was surfing the net (38.9%), followed by watching television (17.2%), sports (16.6%) and computer games (14.9%), and only 12.4% pointed to reading as their most preferred spare time activity. The majority of students (58.6%) read for one to two hours per day, and preferred reading academic materials (textbooks, e-books and journals), but minimally engage in reading newspapers or fictions.

Methodology

The descriptive survey research method was employed for the study in 2018/2019 academic session. The study population consisted of fresh students of two Faculties of Federal University Oye Ekiti located at Ikole: Engineering and Agriculture. A questionnaire titled "Reading Habits of Agriculture and Engineering Students" was developed through a review of literature with relevant content. It was reviewed for content validity by two librarians and an educator. The pretesting was performed on a sample of 30 fresh students studying Agriculture and Engineering at Ekiti State University, Ado Ekiti for the evaluation and understanding of the items in the questionnaire. The adjustment of the questionnaire was done based on the feedback and comments from the pretesting. The final questionnaire has items on students personal details, activities at leisure time, reading enjoyment, time spent per day on reading and reading location, kind of materials read, purpose of reading and constrains to reading. Three hundred copies of the questionnaire were administered to fresh students selected from the two faculties of the university using simple random sampling procedure to select participants in the class of a University General Studies Course and the completed questionnaire was collected from the students before they left the class.

Result and Discussion
Personal details of respondents

Out of the 300 copies of questionnaire administered, 287 valid copies were retrieved giving a response rate of 95.7%. Table 1 shows that 184 respondents (64.1%) are from Faculty of Engineering while 103 respondents (35.9%) are from Faculty of Agriculture. There are more male respondents (74.9%) than female respondents (25.1%). This however should not be taken to represent a wide margin in the male: female distribution in FUOYE, as an earlier survey on another study had shown a male: female in the ration 56:44. It is to be noted that the two Faculties surveyed: Engineering and Agriculture are male dominated courses in Nigeria. The majority (83.6%) of the respondents are in the age bracket 15-19 years while less than one-fifth of the respondents (16.3%) are 20years and above.

Table1. Demoe:raphi c profiles of res pondenst

Gender	Frequency	Percentage
Faculty		
Engineering	184	64.1
Agriculture	103	35.9
Male	215	74.9
Female	72	25.1
A2e		
15-19	163	83.6
20-24	18	14.6
25+	5	1.7

Students preferred Activities at leisure time

Table 2 shows the various activities that respondents preferred doing at their leisure times. It revealed that using social network sites was the most preferred activity cited by 36.9% of respondents, followed by surfing the internet (20.2%), playing internet/computer games (12.5%) while watching television (10.2%) was placed in the fourth position. Listening was placed in the fifth position (8.7%), and reading (7.0%) in the sixth place, and writing (3.5%) in the rear.

Shabi and Udofia (2009) had remarked that active learning from books is better than passive learning such as watching televisions and playing games. This result is a pointer to the fact that reading is not a priority of the students during their leisure time. This fmding is in consonance with the report of Abidin (2011) which showed that majority of Malaysian Chinese students (91%) surf internet in their leisure time. That watching television ranked third in this study is also supported by the findings of Akanda et al. (2013) which revealed that watching television was the major past time activities by 46.5% by students at Rajshani University, Bangladesh followed by reading book (26.9%). The findings is also buttressed by the report of Annamalai and Muniandy(2013) which found that the students of Malaysian Polytechnic get more involved in information and the communication technology activities than reading in their leisure times. Ahmed (2016) found that students ofUniversiti Malaysia Sabah preferred surfing the net, watching television, engage in sports and play computer games while only 12.4% mentioned reading as their most preferred spare time activity. Theresult is however in contrast to the finding of Sotioloye and Bodunde (2018) which showed that reading was the most preferred above other activities such as writing, listening, speaking and watching by students of Federal University, Abeokuta, Nigeria.

Table 2. ActiVl̇ties that student preferredd unng ther leisure Ⅎ Im e

Activity	Frequency	%
Reading	20	7.0
Watching television	29	10.1
Listening to music	25	8.7
Surfing the internet	58	20.2
Playing internet/computer games	36	12.5
Using social network sites	106	36.9
Writing	10	3.5
No Response	3	1.0
TOTAL	287	100

Students' assessment of reading enjoyment
Table 3 shows that 49 respondents (17.1%) indicated that reading was much enjoyable to them, and 31.0% said they enjoyed reading. The majority (36.6%) considered reading fairly enjoyable, while those that considered reading

not enjoyable and much unenjoybale were 10.8% and 2.1%, respectively. If the data for much enjoyable and enjoyable are combined to calculate the proportion of those that enjoyed reading, then 138(48.1%) may be taken to consider reading enjoyable.

Table 3. Level of enjoyment of reading by respondents.

Level of enjoyment	Frequency	Percentage
Much enjoyable	49	17.1
Enjoyable	89	31.0
Fairly enjoyable	105	36.6
Not enjoyable	31	10.8
much unenjoyable	6	2.1
No response	7	2.4
Total	287	100

Time spent on reading
Table 4 indicates that majority of the respondents (43.9%) read for 3-4hrs daily, followed by those that read for 1-2hrs (31.7%), and those that spent 5-6 hrs daily on reading(l0.5%). The mean reading time per day by the respondents was 3.03 hours. The

result is slightly higher than that obtained by Annamalai and Muniandy (2013) and Ahmed (2016) which showed the majority of the students of Malaysian Polytechnic Students and Universiti Malaysia Sabah read for one to two hours per day.

Table 4. Time (hours) spent daily by respondents on reading

Hours	Frequency	Percentage
Less than 1 hour	23	8.0
1-2 hrs	91	31.7
3-4hrs	126	43.9
5-6hrs	30	10.5
>6hrs	12	4.2
No response	5	1.7
Total	287	100

Location where respondents read
The students were asked to indicate places where they do read. The results in Table 5 shows that majority of the students read at home/hostels (84.0%), followed by 58.2% who read in the library and 43.6% that said they read in the classrooms.

That home/hostels was the main reading locations is in consonance with the report of Medar and Kenchakkanavar (2015) which found that 87.8% and 86.2% of students of Karnatak Science College, Dharwad preferred reading at home and the Central Library, respectively.

Table 5. Respondents places of reading (multiple responses permittedn=287)

Location	Frequency	Percentage
Home/hostels	241	84.0
Library	167	58.2
Classrooms	125	43.6
Computer/ICT centres	76	26.5
Canteen	12	4.2
Others	15	5.2

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Materials read by students
Table 6 presents the various kinds of materials read by the respondents. It shows that the students read a range of reading material with lecture notes being the most common cited by 82.9% of respondents. This was followed by subject related textbooks (68.3%), newspapers (57.8%), magazines (47.7 %), magazines (16.6%). The three least read materials by the

respondents were religious/motivational books (36.2%), novels (34.1 %) and fictions (30.3%). The result that the lecture notes and subject related texts were the most read materials by respondents is in consonance with the findings ofErdem (2015) which reported that majority of students of Erciyes University in Turkey prefer to read lecture related texts.

Table 6: The kind of materials read by students (multiple responses permitted n=287)

Materials	Frequency	Percentage
Lecture notes	238	82.9
Recommended textbooks/subject related text	196	68.3
Newspapers	166	57.8
Magazines	137	47.7
Novels	98	34.1
Fictions	87	30.3
Religious/motivational books	104	36.2

Purpose of reading
The data in Table 7 shows that the highest number of respondents 236 (82.2%) read to pass examination, and about three quarter to broaden/improve knowledge (74.9%). Entertainment was cited as the reason for reading by almost half of the respondents (49.8%), 42.2% read to complete class assignment and 41.1% read to be-informed and keep up to date. The deduction here was that the students read mainly to pass their exams, to broaden/ improve their knowledge and for entertainment. The finding is in line with that of

Sotiloye and Bodunde (2018) which reported that the mindset of FUNAAB students was to read to pass examinations. The report further support the assertion of Loiuse (2008) that the value system in Africa is such that reading is associated with school and that reading is done usually for students to pass examination or to complete school assignment. It also buttressed the finding of Eluwole , Shorunke and Makinde (2017) that students of Landmark University read mainly for academic purposes, to pass examination and for personal knowledge.

Table 7: **Purpose of readin2 by respondents** (multiple responses permitted n=287)

Purpose	Frequency	Percentage
Entertainment/pleasure	143	49.8%
To pass examination	236	82.2
To be informed and keeo up to date	118	41.1
To broaden/improve my knowledge	215	74.9
To complete class assignment	121	42.2
To improve my spoken and written expression	103	32.8
To satisfy my parents	23	8.0
To while awaytime	37	12.9

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Constraints to reading
The constraints to good reading habits presented in Table 9 shows that the most frequent barrier that inhibited good reading habit was " busy academic schedule"(62.4%), followed by use of internet/social networks (39.7%), socializing/jisting with friends (24.0%) and inadequate reading materials in the library(23.3%). The other notable constraints cited by over 10% of respondents were unfriendly library staff (21.3%) and inadequate library reading space(15.7%).

　　　This result is in line with the findings of Baladhandayutham and Suji (2014) which found lack of time as the main constraint for students of Engineering colleges at Madurai District, Tamilnadu, India to read in the library. It also buttressed the findings of Erdem (2015) that intensity of school work, busy social life and time spent of computer/internet were the major constraints that made students to spend less time on reading. That social network opportunities could hinder /hamper good reading habit was buttressed by Haugh (2004) cited in Ameyaw and Anto (2017) that an overloaded curriculum and the time spent on World Wide Web (WWW) was one of the major factors that militated against ideal reading.

Table 8: Students constraints to readin2 (multiple responses ::,ermitted n=287)

Constraints/Inhibiting factors	Frequency	Percentage
Lack of time due to busy academic schedule	179	62.4
Lack of motivation to read	24	8.4
Inadequate reading materials in the library	67	23.3
Inadequate librarv reading space	45	15.7
Difficulties finding aooropriate source	27	9.4
Unfriendly librarv staff	61	21.3
Use of internet/social network sites	114	39.7
Socialising/Jisting with friends	69	24.0
High cost of books and other reading materials	18	6.3
I simply can't want to read	22	7.7
Television watching	20	7.0

Conclusion and Recommendations
The study investigated the reading pattern of students of Federal University Oye Ekiti with particular attention on fresh students of Agriculture and Engineering. Reading avails the needed knowledge that builds individuals and socio-economic development of a nation. To propel Nigeria into one of the largest economies in the world as being envisioned by the Nigerian government, it should be noted that the development of the reading ability of its citizens is crucial in negotiating a variety of texts in print, visual and digital formats. The government, education systems and the wider community all have the responsibility for preparing its citizens especially young people for life-long learning in which reading will be a major player in shaping their morals, ideas, values, choices, judgment and action. The study found that reading was a preferred activity by the minority of the students (7%), while technology related activities such as social

networking and surfing the internet were the most preferred activities by the students. Most of the students engaged in reading three to four hours daily, and home and the library were two main locations where they read. However, the majority of the students read lecture notes and school prescribed books while only few of them engaged in reading novels and fictions. The respondents affirmed that they read mainly to pass examination and do class assignments while relatively few of them engage in reading for pleasure.

　　　Based on the findings of this study, the following recommendations are made with a view to improving the reading habit of the younger generation in particular the university students:

　　　The university should periodically mount events that would inspire students to take reading more seriously. These activities could include essay and quiz competitions, debates, seminars and workshops. The university could

have "reading day" or "reading week", during which there could be competitions between students studying different courses and at various levels, with awards and recognitions given to outstanding students. The libraries should organize book fair and exhibitions for students in order to inculcate in them the love for books and good reading habits.

Since the study revealed that social networking and use of internet are the two predominant activities of students in their leisure time, it should be possible to curtail, or modify such that rather than causing distraction, this technology related activities would increase the students reading habits. Librarians, teachers and university authorities should put in efforts and encourage students into using the new internet technology for constructive purposes such as reading rather than using it largely for activities of limited educative value such as playing games on internet and chatting with friends. Reading materials such as electronic magazines and online books that are appealing and educative should be placed online on the university websites.

There is a very close interlink between library and people's reading habit. Three of the prominent constraints noted by students were associated with libraries (inadequate reading materials in the library, unfriendly library staff and inadequate library reading space). The university library should be strengthened such that students will no longer experience frustration by not finding needed reading materials. Librarians should make the library environment conducive for students' reading interest and enjoyment.

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Relationship Among Selected Human Resources Management Practices, Employees' Job Satisfaction and Performance: A Review

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Abstract

This study presents a review of the relationship among selected human resources management practices, employees' job satisfaction and performance. Employee turnover has been a bone of contention across different industries and organizations with varying level of productivity and increasing cost of running a business. Human Resources are the most valuable asset of any organization that is why incessant increase in turnover of skillful human resource in an organization will create a gap that will take time to fill at extra cost. Human resource management practices was established to have potentiality to enhance the skills, knowledge, creation, synergy, commitment, and outcome of the organization and hence, if employees are highly motivated and satisfied on the job, may promise absolute commitment and higher productivity. In line with this template, the study explore the concept and vitalities of Human resources management and Practices, Necessity of Human Resources Management Practices in an organization, Job Satisfaction and employees performance and also x-ray HR Practices and Job Satisfaction, Selected HR Practices and relationship with Job Satisfaction viz a viz Recruitment and selection on job satisfaction, Training, development and Performance appraisal with job satisfaction, Compensation and Industrial Relations influences job satisfaction; and finally established Empirical Findings on the effect of HRM Practices on Employee's Satisfaction. Furthermore, the review covers human resources management practices and Employee's Performance, HRM Compensation Practice and Employee's Performance, HRM Promotion Practices and Employee's Performance, HRM Performance evaluation practices, HRM Career Planning and Training and Employee's Performance, Employee Performance and Evaluation, and also established empirical Justifications of the Effect of HRM Practices on Employees Performance. It was concluded in the study that HRM practices would facilitate critical role in ascertaining employees satisfaction and also that Successful organizations tends to understands the importance of HR as a critical factor which directly affects and contributes to its overall performance. Based on the well established review, it was recommended among other things that organizations should offer extensive training and development programs for the employees; adopt thorough HR planning. Also, organizations should carefully conduct recruitment and selection process and introduce proper performance appraisal systems.

Keywords: Hwnan Resources Management (HRM); Human Resources Management Practices (HRMP); Employees' Job Satisfaction; Employees' Job Performance; Relationship

Introduction

Human resources are considered the most valuable assets of an organization, but very few organizations are able to utilize this valuable asset. Organizations like Banks, and other firms, needs to nurture their human resources in an efficient manner so that profit can be ensured (Suresh & Narayana, 2017). When the global market becomes more challenging and unstable, many organizations have focused on human resource practices to overcome the challenges and gain the competitive advantage as well as ensuring the job satisfaction of their employees. The impact

of the human resource management (HRM) practices on organizational performance and employee attitudes as well as satisfaction has been a leading area of research in the developed world for some years (Delaney and Huselid, 1996; Huselid, 1995; Katou and Budhwar, 2007; Petrescu and Simmons, 2008).

Human resource practices according to Mohammed, Yap and Chan (2019) may enhance the skills, knowledge, creation, synergy, commitment, and outcome of the organization. Therefore, HRM is a core of achieving the organizations' goals in different fields (Cania, 2014; Harter et al., 2002). In addition it is a system that set the attitude and behaviour of the workers and builds up the relationship between employer and employees which motivate the employees to spend more efforts based on creation and innovation and helps firm achieve its objectives and motivates the employees (Tan & Nasurdin, 2011). As business faces more development and changes, different challenges can be defeated by HRM through offering various practices which increase the satisfied workers. These practices help organization have better performance (Armstrong, 2006). Human resource functions include many practices such as training and development, reward, job analysis, recruitment and selection, employee relationship, employee empowerment and social support. All these practices should be built in order to achieve high level of satisfaction and performance of workers (Albrecht et al., 2015; Dessler, 2006; Majumder & Hossain, 2012).

Human Resources Management Practices

Human Resources Management (HRM) practices are a process of attracting, motivating, and retaining employees to ensure the survival of the organization (Schuler and Jackson, 1987). HRM practices are designed and implemented in such a way that human capital plays a significant role in achieving the goals of the organization (Delery and Doty, 1996). The appropriate use of HRM practices positively influence the level of employer and employee commitment (Purcell, 2003). HRM practices such as, training and development, performance appraisal encourage the employees to work better in order to increase the organizational performance (Snell and Dean, 1992; Pfeffer, 1998).

In the study of Chukwuka (2016), he posits that Human resource management considers people dimension in management since every organization constitute people, acquiring their services, fine-tuning their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization are prerequisites to achieving organizational objectives. Employee retention is keeping the capable well-performing employees in the organization for a longer period to achieve competitive advantage (Allen, 2008). Bratton and Gold (2009) define HRM as the strategic approach to managing employment relations which emphasis that leveraging peoples' capabilities is critical to achieving competitive advantage, this being achieved through a distinctive set of integrated employment policies, programs and practices. **HRM is** composed of the policies, practices, and systems that influence employees' behaviour, attitude, and performance (Noe, Hollenbeck, Gerhart, and Wright, 2007). But also, HRM is "a strategic and coherent approach to the management of an organization's most valuable asset; the people working there who individually and collectively contribute to the achievement of its objective" (Amstrong, 2011). Mondy and Noe (2005) identify the functions of HRM as staffmg, human resource development, compensation and benefits, safety and health and employee and labor relations. Human resource management (HRM) refers to the policies and practices involved in carrying out the 'human resource(HR)' aspects of a management position including human resource planning, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labour relations (Dessler, 2007).

On the other hand, Minbaava (2005) view HRM practices as a set of practices used by organization to manage human resource through facilitating the development of competencies that are firm specific produce complex social relation and generate organization knowledge to sustain competitive advantage. Tiwari and Saxena (2012) state that HRM practices refer to those organizational activities which are directed at managing the pool of human resources and ensuring that the resources are

employed stewards the fulfillment of organizationalgoals. Furthermore, Yeganeh and Su (2008) proposed that most common human resource management practices are recruitment, selection, training and development, compensations, reward and recognition. The researcher in this study focused on training and development, compensation and performance appraisal practices as they seem to be the most influential factors of job satisfaction. Furthermore, Human resources management practices identified by Mir, Mohammad, Nimalathasan and Sadia (2010) include human resources planning, recruitment & selection, training & development, performance appraisal, compensation and industrial relations. Major humanresources practices according to Aswathappa (2008) includeHR planning, recruitment and selection, training and development, performance appraisal, compensation, and industrial relations which is endorsed by the Society of Human Resource Management, USA (Yeganeh and Su, 2008).

Necessity of Human Resources Management Practices in the Banking Sector

The banking sector has played an important role in the Nigerian economy. However, despite all the good done by different banks, there has been a disturbing trend within the sector (Hamed, 2012). A decline in the economic growth and global financial crises have put these banks in a challenging situation through an impairment of their assets, pressures on margins and volatility in non-interest income; while an increased competition, higher cost of operation and regulatory tightening all add to the woes faced by these concerns. Studies such as Syed and Yah (2012), Giirbilz (2009) and Price (2004) have shown that efficient usage of Human Resources Management (HRM) practices are the keys to achieve both short and long term objectives. Price, (2004) supported the assertion that employees constitute a vital part of organization resource, with the potential to enhance the organization's sustainable competitive advantage. Lado and Wilson (1994) defined a human resource system "as a set of distinct but interrelated activities, functions, and processes that are directed at attracting, developing, and maintaining (or disposing of) a firm's human resources." HRM practices means that it is a set

of policies and practices which boost up the firm's human capital to contribute in the achieving of business objectives (Giirbilz, 2009). HRM practices involve organizational investments in individual employee's training, decision-making and participation, promotion opportunities, and the use of performance contingent rewards and open communication, (Meyer & Allen, 1997).

Different organizations are going through series of rapid changes because of technological development. Technological advancement has changed the nature of banks demand for employee to better perform their jobs. In an organization People treated as asset when they are equipped with adequate knowledge, skills and competencies. Nowadays many organizations are under pressure to improve the organization's performance and development. For this many organizations are continuously creating new policies and plans for further development. Most of the times they are changing it very rapidly so that they would be able to provide better services for their clients and customers. This has extended the necessity for the organizations not only to progress the process they deliver their services, but also to examine their practices, organizational visions and goals, performance objectives, and measures. The effective HR management of staff within the organization is important to the organisation's efficiency andeffectiveness.

Employee's Job Satisfaction

Employee satisfaction plays a key role on both the individual and organisation. Employee satisfaction will result in improving organisation productivity (Suresh & Narayana, 2017). The most referred definition of job satisfaction was offered by Locke (1976) who defined job satisfaction as a pleasing or positive emotional state resulting from the evaluation of a person's job (Haque and Taher, 2008). Job satisfaction is also defined as an individual's general attitude regarding his or her job (Robbins, 1999). Mullins (1993) mentioned that motivation is closely related to job satisfaction. Various factors such as an employee' s needs and desires, social relationships, style and quality of management, job design, compensation, working conditions, perceived long range opportunities, and perceived opportunities

elsewhere are considered to be the determinants of job satisfaction (Byars and Rue, 1997; Moorhead and Griffin, 1999). Job satisfaction has a significant influence on employees' organizational commitment, turnover, absenteeism, tardiness, accidents, and grievances (Byars and Rue, 1997; Moorhead and Griffin, 1999). According to Robbins (1999), a satisfied workforce can increase organizational productivity through less distraction caused by absenteeism or turnover, few incidences of destructive behavior, and low medical costs.

Moreover, job satisfaction refer to the pleasurable emotional state resulting from perception of one's' job as fulfilling or allowing fulfillment of one's important values provided these values are compatible with ones needs (Locke 1976). Job satisfaction has been associated with several work outcomes such as employees' performance (Ostrof, 1992), employees' turnover (Mosadehrad, et al., 2008; Olesegun, 2013), employees' engagement (Harter, et al., 2002) to mention but a few. These few examples indicate that employee's job satisfaction is a key variable which organizational managers should manage if positive work outcomes are to be recorded in an organization. One step towards its management is to identify its determinants.

Theliterature shows that job satisfaction can be predicted by various human resource management (HRM) practices within an organization. Bratton and Gold (2009) defmes HRM as the strategic approach to managing employment relations which emphasizes that leveraging people capabilities is critical to achieving competitive advantage. They also argue that leveraging people's capabilities is achieved through a distinctive set of integrated employment policies, programs and practices. HRM "is a strategic and coherent approach to the management of an organizations most value asset; the people working there who individually and collectively contribute to theachievement of its objectives" (Amstrong, 2011, p. 3). Minbaava (2005) views HRM practices as "a set of practices used by organization to manage human resource through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain

competitive advantage". Yeganeh and Su (2008) identify the most common human resource management practices as those related to recruitment, selection, training and development, compensation, reward and recognition.

Employee's Job Performance
Employee performance is one of the most factors that affect on the performance of the organization. The successful organization understands the importance of HR as a critical factor directly affects and contributes on the performance (AL-Qudah, et al., 2014). The success of any organization depend on its employees behavior and their decision, although there are many other factors contribute in that success, such as the organization size, the environment in what it operate and its activities. Often, human resource management practices are employed to evaluate the performance of the employee in the organization, and in modem era and highly competitive climate between the organizations, the tendency to improve employee performance is by improving the HRM practices (Caliskan, 2010; Cardon & Stevens, 2004). The employee's performance is use of knowledge, skills, experiences and abilities, to perform the assigned mission required by their managers efficient and effectively (Collins & Clark, 2003). The importance of the employees performance can be in form of several points such as:
1) help to considering the cost of the resources used (Lee & Carter, 2011),
2) a measure of the quantity and quality of work done (Macky & Johnson, 2004),
3) help to survive and excel between the firms (Marques, 2007),
4) help to assess and attain of established performance goals (Mathis & Jackson, 2004), and finally,
5) increase the efficiency of the employee performance helps to make the right decisions (Mondy, 2011).

BRM Practices and Job Satisfaction
HRM practices and job satisfaction are studied widely in different parts of the world. It is assumed that HRM practices are closely associated with job satisfaction (Ting, 1997). Because many scholars and practitioners believe

that sound HRM practices result in better level of job satisfaction which ultimately improves organizational performance (Appelbaum, Bailey, Berg and Kalleberg, 2000). Steijn (2004) found that HRM practices had positive effect on job satisfaction of the employees of Dutch public sector whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction. Gould-William (2003) showed that use of specific HRM practices in local government organizations in the United Kingdom (UK) was associated with a greater degree of job satisfaction, workplace trust, commitment, effort, and perceived organizational performance.

Edgar and Geare (2005) examined the impact of human resource management practices on employee attitudes such as job satisfaction, organizational commitment, and organizational fairness in the context of New Zealand. They identified that HRM practices had a significant impact on organizational commitment, job satisfaction, and organizational fairness. In a study on 66 employees of three manufacturing firms in India, Agarwala (2008) observed that training, one of the major HR practices, was positively correlated with affective commitment. Moreover, Ostroff (1992) observed that job satisfaction influenced organizational performance enormously. Also, Yu and Egri (2005) found that HR practices had a significant impact on the affective commitment of employees in Chinese firms. Again, Petrescu and Simmons (2008) studied the relationship between human resource management practices and workers' job satisfaction in the context of UK. They found that several human resource management practices raised workers' overall job satisfaction and their satisfaction with payment.

Selected HR Practices and relationship with Job Satisfaction
Recruitment and selection on job satisfaction:
The recruitment and selection process determines the decisions as to which candidates will get employment offers. The aim of this practice is to improve the fit between employees and the organization, teams, and work requirements, and thus, to create a better work

environment (Tzafrir, 2006). Sophisticated recruitment and selection system can ensure a better fit between the individual's abilities and the organization's requirement (Femandez, 1992). Hunter and Schmidt (1982) concluded that employment stability could be achieved through a selection procedure based on ability. Katou and Budhwar (2007) in a study on the Greek manufacturing firms found that recruitment and selection was positively related to all organizational performance variables such as effectiveness, efficiency, innovation, and quality.

Training, development and Performance appraisal with job satisfaction:
Training and development' is considered to be the most common HR practice (Tzafrir, 2006).'Training and development' refers to any effort to improve current of future employees' skills, abilities, and knowledge (Aswathappa, 2008). 'Training and development' has a significant positive impact on employees' job satisfaction (Garcia, 2005). Thang and Buyens (2008) stated that training and development lead to superior knowledge, skills, abilities, attitudes, and behavior of employees that ultimately enhance excellent financial and nonfinancial performance of the organizations.

Performance appraisal is a systematic process to evaluate the performance of an employee after a certain period. Performance appraisal also influences other HR practices such as recruitment and selection, training and development, compensation, and employee relations. As performance appraisal leads to pay raise, promotion, and training, it is assumed that better performance appraisal can have an impact on employee job satisfaction.

Compensation refers to all types of pay or rewards going to employees and arising from their employment (Dessler, 2008, p. 390). Compensation is very much important for employees because it is one of the main reasons for which people work. Employees' living status in the society, satisfaction, loyalty, and productivity are also influenced by the compensation (Aswathappa, 2008). Ting (1997) in a study on the employees of US government found that compensation was one of the most important determinants of job satisfaction.

Compensation and Industrial Relations influences job satisfaction: Industrial relations play an important role in establishlng and maintaining industrial democracy (Monappa, 2004, p. 9). Better industrial relations can create the appropriate working environment for all employees that ultimately influences job satisfaction (Khan and Taher, 2008).

Moyeen and Huq (2001) studied HRM practices of 92 medium and large business enterprises (public and private sector) located in Dhaka, Bangladesh. They found that only 62% of surveyed organizations had an HR/Industrial Relations (IR) department. Human resource management practices of ten local private manufacturing enterprises listed under Dhaka Stock Exchange (DSE) were examined by Akhter (2002). She measured correlation between employees' opinions regarding HRM practices in their enterprises and their age, education, and experience. Mahmood (2004) observed that other than organizational contingencies, the institutional context such as national education and training system, national industrial relations system, regulatory frameworks, and overall societal context had significant influence on the development of HR practices in Bangladesh. Furthermore, HR practices were found to have a significant impact on affective commitment in context to Bangladesh (Haque & Azim, 2008). Hossain (1995) conducted an in-depth study on the job satisfaction of the employees of commercial banks of Bangladesh. Abdullah (2009) found that job satisfaction had an impact on the productivity of garments workers of Bangladesh. Hossain and Ullah (2009) in a comparative study on the job satisfaction of the employees of public and private banks found that employees of the private banks were more satisfied with their jobs than those of the public banks. Islam, Saha, and Ahmed (2000) evaluated the job satisfaction of women employees in commercial banks of Bangladesh. Haque and Taher (2008) examined the ability of different core job characteristics to influence the level of job satisfaction in terms of gender, marital status, and age in the context of Bangladesh.

Thus, the above review of literature shows that there have been several studies around the globe focusing on HR practices and job satisfaction. However, studies portraying the impact of HR Practices onjob satisfaction in the manufacturing firms have not yet received proper attention in Bangladesh and other developing countries. This study has been undertaken to fill the existing research gap.

Human resources management practices and Employee's Performance

HRM practices are a process of attracting, motivating, and retaining employees to ensure the survival of the organization (Schuler and Jackson, 1987). HRM practices are designed and implemented in such a way that human capital plays a significant role in achieving the goals of the organization (Delery and Doty, 1996). The appropriate use of HRM practices positively influence the level of employer and employee commitment (Purcell, 2003). HRM practices such as, training and development, performance appraisal encourage the employees to work better in order to increase the organizational performance (Snell and Dean, 1992; Pfeffer, 1998). some of the HRM practices are listed and defined as follows:

HRM Compensation Practice and Employee's Performance

Compensation is a process of providing monetary value to employees for the work they performed. Compensation can be used to hire skilled employees, reward the performance, encourage company loyalty by reduce tu.mover. Caruth and Handlogten (2001) states that: "Employees are motivated when there are financial rewards directly tied to their performance". Employees receive compensation from a company in return for work performed. Compensation and pay are not the same; the fact is that compensation is much more than just the monetary rewards provided by an employer. According to (Milkovitch & Newman, 2005), in Compensation, it is "all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship". The term "financial returns" refers to an individual's base salary, as well as short- and long-term incentives. "Tangible services and benefits" are the thlngs such as insurance, paid vacation and sick days, pension plans, and employee discounts.

Compensation may include Basic Pay, Overtime, Bonuses, Travel/Accommodation Allowance, Stock Options, Medical Allowance, Commissions, and Profit Sharing. A recent study conducted by Hay points out th.at 20% employees plan to switch their current positions in at least five years. Employee retention turnover has become a more prominent aspect of organizational life. The implementation of retention compensation strategies has seen significant growth over the last several years. A study conducted by Frye (2004) show positive relationship between compensation and organization performance. Frye (2004) reported th.at compensation strategies play an important role in recruiting and retaining skilled employees. Most of the firms used Performance-based compensation to reward employees (Collins and Clark, 2003). Performance-based compensation positively influences employee's performance (Brown et al., 2003).

A research study by Huselid (1995) showed a significant relationship between compensations and employee performance. An effective HRM strategy is to integrate performance and compensation system that enhance employee's will to work effectively and efficiently (Wright, 2003). Teseema and Soeters (2006) indicate a significant correlation between compensation and employee's performance. It is important that employer view compensation practices in a favorable light as compensation practices heavily influence employee recruitment, turnover and productivity.

HRM Promotion Practices and Employee's Performance
Promotion always go with a salary increase, either it is done within a grade or to the higher grade. A Continuous process which is based on the length of service and professional "competency" is adopted at the time of promotion to higher step in the job within a grade promotion. It is or may be "continuous" in which test, review or competition is given which entitle for simple decision or selection (Hdiggui, 2006).

Previous studies of university teachers proves that promotion practices are significantly correlated with the performance of university teachers. Promotion provides the teachers with better hierarchical position and also teachers get

motivated as they get a chance of professional development. Some financial benefits are also attached to the promotion practice, so the performance of teacher is greatly affected by the compensation practice in the universities. Hence, Government should provide the employees with the opportunities for professional growth (Shahzad, Bashir & Ramay, 2008). Another study conducted for the banking sector (private and public) concluded that the promotion practices have a significant positive relationship with the perceived employee performance (Baloch, Ali, Kiani, Ahsan & Mu:fty, 2010). Another study also finds positive correlation among the promotion practices and perceived employee performance (Teseema & Soeters, 2006). The companies like HP, which are making success financially always promote and develop their employees because these are the employees who make them successful (Truss, 2001).

HRM Career Planning and Training *and Employee's Performance*
Career planning is process of setting career goals and identifies the ways to attain them. Career planning is a process of planning individual's life work. Career planning is a tool used to motivate employees to work for the development of the organization (Wright and Snell, 1998). The career planning focused on motivating the employees to achieve a desired match between personal goals and organizational goals. A process of developing human resources to increase organizational performance is referred as career planning (Leibowitz et al., 1986). Career development process is useful in identifying employee's skills and experience and assigning them tasks accordingly. Individuals prefer to join those organizations where they get enough opportunities to pursue their career goals and exploit their potential fully (Gardener et al., 2011). Career planning serves as a tool to motivate employees to work effectively and efficiently in order to achieve the goals of the organization. Career planning is a deliberate process of providing oppurtunities for successful development (Snell, 1992). The study of Marwat, Qureshi and Ramay (2007) indicated that career planning is positively correlated with the performance of employees . On the

other hand, training is a systematic approach that enables employees to attain knowledge and skills in order to accomplish their tasks effectively with theresultant improvement in the behavior (Armstrong, 2006). Training and development contribute positively towards organizational growth. Training refers to the methods used to develop skills in the employees required to perform the job (Dessler, 2008). Most organisations considered training and development as an important factor of the human resource activity.Training can be used as a tool to increase employee's performance by developing knowledge and skills. Training can be described as an endeavour to develop additional competencies needed today or in future in order to increase the level of employee's performance (Jackson and Schuler, 2000). Training can be used as a tool to increase efficiency and effectiveness of employees in order to increase organizational performance (Cook and Hunsaker, 2001). Extensive training programs are conducted by employees to improve the employee's performance in order to achieve strategic position over competitors (Brown, 2005). Training programs play a significant role in achieving organizational goals (Dobson and Tosh, 1998). A desired change can be attained in employees performance by providing them proper training (Huselid, 1995).

Employee Performance and Evaluation
In the report of Aguinis (2009), the definition of performance does not include the results of an employee's behavior, but only the behaviors themselves. Performance is about behavior or what employees do, not about what employees produce or the outcomes of their work". Perceived employee performance represents the general belief of the employee about his behavior and contributions in the success of organization. Employee performance may be taken in the perspective of three factors which makes possible to perform better than others, determinants of performance may be such as "declarative knowledge", "procedural knowledge" and "motivation" (McCloy, Campel & Cud.eek, 1994).

In the opinion of Mullins (1999), the process of performance management includes continuous evaluation of employee's behaviors

and performance. Employees should clearly know that what is expected of them and how their performance will be measured. An ideal and formalized appraisal scheme should measure properly, the individual's performance, highlight the potential of employees and determine the future needs for training in development. The effective appraisal practice should improve the performance of employees in future. It can also suggest for the rewards and career development of employees. The system which only measures the performance of employees once in a year without providing a continuous feedback and coaching is just a performance appraisal not the complete performance management system because performance management is much more than only measuring the performance (Halachimi, 2005). Performance appraisal is an obligatory process in which a rater measures the employee's traits/behaviors individually and described in a specific time period and the record is maintained by the organization (Coens & Jenkins, 2000).

Empirical Findings on the effect of BRM Practices on Employee's Satisfaction
Research findings of previous studies were mixed, for instance, Gurbiiz (2009) examined the impact ofHRM on job satisfaction and data was gathered from 480 blue collar employees of the 35 large firms of Istanbul, Turkey. Different variables were used which are empowerment, team work, Job rotation, participation and contingent compensation. Empirical result showed that dominant variable for the job satisfaction of employees is participation of the employees in decision making. Igbal et al, (2013) investigated the impact of HR practices on job satisfaction in corporate sector of Punjab-Pakistan. They discovered that supervisor role has strong positive effect on job satisfaction while compensation policy and participation in decision making have no significant effect on job satisfaction. Syed and Yah (2012) also examined the impact of high performance HRM practices on employee job satisfaction in China. They found that empowerment, job rotation, employee participation, merit-based promotion and performancebased pay and grievance handling procedures were positively correlated with employee's job satisfaction. In the same

line, Asta and Zivile, (2011) examined the HRM linkage with organizational commitment and job satisfaction. Empirical result indicated that skill enhancing, motivation enhancing, and engagement enhancing HRM practices have a positive relations with effective human resource reaction i.e. job satisfaction. Javed et al, (2012) investigated the impact of HRM practices on employee job satisfaction in Public sector of Pakistan. They make use of these practices; training and development, reward and recognition and their findings showed that recognition and training and development are a key source of employee job satisfaction in Public sector of Pakistan, while reward did not have any significant impact upon employee job satisfaction.

Masoodul et al, (2013) also investigated the impact of HRM practices on employee satisfaction and employee loyalty among government owned public sector banks of Pakistan. Three HRM practices were used such as compensation, empowerment, and appraisal system. Their findings indicated that employee compensation is most important factor for creating satisfaction among employees, while employee empowerment found to be significant factor for developing employee loyalty. Delaney and Huselid (1995) also studied eleven practices that are personnel selection, performance appraisal, incentive compensation, job design, empower of decision, information sharing, attitude assessment, labour management participation, recruitment efforts, employee training and promotion criteria. They found that four HR practices that are Compensation Practices, Promotion Practices, Performance Evaluation Practices and Empowerment Practices were predictors of job satisfaction in Pakistan. Taseem and Soeters (2006) studied about eight HR practices and their relation with job satisfaction. These HR practices are recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, empowerment and social security or pension and each has significant effect on job satisfaction.

Pieninget al. (2013) assert that organizations adopt a range of human resource practices, such as opportunities to contribute ideas, mentoring or support, suitable job design,

constructive performance appraisal, and development programs to support employees. When these practices are adopted, employees feel they are supported and trusted by the organization. In return, these employees develop commitment to the organisation, which often lead to job satisfaction. Kashfi et al. (2015) examined the effect of human resources planning on the satisfaction of Mellat Bank employees. The results indicate that there is a significant link between human resource planning and employee satisfaction. Aswathappa (2008) found that employee compensation is an important factor why people work. He adds that satisfying employees' living status in the society, loyalty, and productivity are also influenced by employee compensation. Oyeniyi et al. (2014) examine the effect ofHRM practices on job satisfaction of employees of selected banks in Nigeria. The results show that compensation practice, promotion practice, training practice and performance evaluation have a positive effect on job satisfaction among Nigerian banks staff but only supervisory role practice has an inverse effect on job satisfaction. ljigu (2015) studies the effect ofHRM practices on employee satisfaction in Ethiopian public banks, the results of this study suggest that HRM practices mainly recruitment and selection, training and development, performance appraisal and compensation package are positively related to employee job satisfaction. Masoodul et al. (2013) found that employee compensation is the most important factor affecting satisfaction among employee of public banks in Punjab. Thang, Buyens (2008) argues that training and development lead to superior knowledge, skills, abilities, attitudes, and behavior of employees that impact on performance positively. Kennedy (2009), training and development ensures that competent people available to fill vacant positions at all levels of the organisation. Authors argue that training and development enable organizations adapt to changing environmental conditions through increasing employee efficiency and job satisfaction. Base on literature, authors argue that the HRM practices will be positively associated with employee satisfaction in MFBs in Nigeria. Steijn (2004) found that HRM practices had positive effect on job satisfaction of the

employees of Dutch public sector whereas individual characteristics such as age, gender, and education had insignificant effect on job satisfaction.

Empirical Justificationsof the Effect of BRM Practices on Employees Performance

The business environment is changing rapidly in this era and it made the business units to adopt the human resource management practices to compete in their industries and to make success. The impact of human resource management practices on employee performance has been the concentrated research area in recent past and a lot of studies have been conducted to validate this relationship. These studies found a positive relationship between almost each human resource management practice and employee performance (Mathison & Vinja, 2010; lshaq, Iqbal & Zaheer, 2009; Hooper & Newlands, 2009; Rasheed, Aslam, Yousaf & Noor, 2011; Grund & Sliwka, 2007; Shahzad, Bashir & Ramay, 2008; Qureshi, Hijazi & Mohammad, 2007; Farooq & Khan, 2011; Afaq & Khan, 2008).

The systematic studies that linked HRM practices and performance were published by (Gerhart and Milkovich, 1992; Arthur 1994; Huselid in 1995; MacDuffie, 1995; Guest, 1997). Thereafter a large number of researches were conducted on different sectors of different countries. Most of the researches showed significant impact of HRM practices on employee's performance. Employee performance is directly linked with performance of the organization. The successful organizations consider the HRM practices as a crucial factor that directly affects the employee's performance. Boselie et al. (2005) stated that in 104 research studies, HRM was taken as a set of employee management practices. Delery and Doty (1996) described seven HRM practices that are relevant to overall organizational performance. Pfeffer (1994) argues that organizations must hire skilled and capable employees in order to be successful in today's global environment. Actual HR practices are applied by line managers on a daily basis that positively impact employee's perception about HRM practices applied to them (Purcell and Kinnie, 2007). The successful implementation or failure of HRM practices

depends on the skills of the managers (Guest, 2011).

Previous studies proved that there is a strong positive relationship between application ofHRM practices and employee's performances or outcomes (Sels et al., 2006). There is a positive relationship between HRM practices and organizational performance as well (Qureshi et al., 2007). HRM practices improve organizational performance by improving employee outcome (Tahir, 2006). The effect of HRM policies or practices depends strongly upon the worker's response and interest, so the effects of HRM practices will follow the directions of employee perception of these practices (Guest, 2002). (Wan et al., 2002), studied the relationship among HRM practices and organizational performance and calculated the results through regression that show effective and proper implementation of core HRM practices increase organizational performance. Use of HRM practices strongly impacts the organization's performance (Datta et al, 2003). These HRM practices may not fruitful for improving the performance of the small and local market organizations (Batt, 2002).

The factors like economic conditions, political and environmental instability and uncertainty affect the HRM practices like recruitment and selection, performance appraisals, training, compensation plans and reward systems (Ghebregiorgis & Karsten, 2006). Five HR practices are studied by (Carlson et al., 2006), and proved effecting performance which are competitive compensation plans, recruitment, appraisals, training and development, and maintaining the morale of employees. (Teseema & Soeters, 2006) studied eight HRM practices which effect significantly and positively the perceived performance, including pension or social security, training, grievance practices, placement, promotion, recruitment and selection, compensation and performance evaluation practices. A study of 178 Greek manufacturing organization reported positive correlation of organizational performance with HRM practices which are benefits, training, promotion, recruitment, health and safety, involvement and incentives (Katou & Budhwar, 2006). Effectiveness of HRM policies also

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depends on the culture of an organization, so the organizations should be more decentralized and more oriented towards the expertise (Katou & Budhwar, 2009).

Organizations produced much more than others and performed committed beyond the others that are vertically aligned and horizontally integrated HRM practices and had more productive employees in terms of individual and organizational performance (Green et al., 2006). Effective and properly applying employee empowerment practices show positive correlation to organizational performance (Tsai, 2006). In addition to get real success for the organization, the employees (must be satisfied, motivated and committed Paul & Anantharaman, 2003). The organization which cannot retain its employees, can also not be able to capitalize its human assets. So, employee retention has a positive impact on organizationalperformance (Boselie, Pauwee & Jansen, 2001). Consistency among various HRM practices is found fruitful for organization and also for employee as he/she keeps on knowing that what is expected from him/her (Bowen & Ostroff, 2004). HRM practices does not have a direct impact on the performance of an organization, unless mediated by the employees' behaviors, skills and attitudes (Katou & Budhwar, 2009).

Conclusion and Recommendations

Based on literatures reviewed on the concepts of human resources management practices and employee's job satisfaction and performance, it was established that there are significant impacts of each of the HRM practices on employee's satisfaction. In essence, it could be concluded that HRM practices would facilitate critical role in ascertaining employees satisfaction in the banking industry. In relation to employee's performance, it was established that HRM practices is one of the most factors that influences individual employees 'perfor,ance with relative effect on the performance of the organization. Successful organizations tends to understands the importance of HR as a critical factor which directly affects and contributes to its overall performance. More importantly, the success of any organization depend on its employees behavior and their decision, although there are many other factors which may likely

contribute in that success. Based on these review, it was concluded that:

- Organizations should offer extensive training and development programs for the employees; adopt thorough HR planning.
- Organizations should carefully conduct recruitment and selection process and introduce proper performance appraisal systems.
- Organizations should maintain healthy industrial relations based on mutual trust and confidence of the employers and employees as well as develop good working condition.
- should provide unbiased promotion and implement equal employment opportunities.
- Human resources in an organization should refer to people whose knowledge, skills, and abilities are utilized to create and deliver effective services. HR is considered the greatest resource of an organization.
- Effective recruitment and selection to be practised in the organization should attracts the right quality and quantity of people.
- Modern technology should be utilized for strategically recruit and select HR.
- Moreover, a recruitment and selection program should be implemented to enhance the capabilities of employees.

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Impediment against the Successful Teaching of English Language to Adult Learners in Ibadan North Local Government Area

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Abstract

The teaching of English Language to Adult learners globally, has witnessed tremendous emotional, educational and social impediments in terms of verbal expression, fluency and grammatical accuracy, especially among second language adopters globally. As a result of these impediments against the successful teaching of English language to adult learners and its impact which are traumatic and deeply distressing, adults may experience long-lasting expression defect when attempting to communicate using the right English language vocabulary and grammar. The consequent fear of being laughed at, often leads to adoption of first language as medium of expression in Ibadan North Local Government Area of Oyo state, Nigeria especially among adult learners. This study therefore explores impediments against the successful teaching of English language to adult learners in Ibadan North Local Government Area of Oyo state. In this study, data were collected from a total of three hundred (300) respondents through the use of a semi-structured instrument (Key Informant Interview) with a relatively higher internal consistency, using the purposive and simple random sampling technique at an interval of fifteen housing units within Ibadan North Local Government Area of Oyo state, Nigeria. Two research questions and one hypothesis were tested and answered. Descriptive statistics and Chi-square were used for data analysis. The results of the study showed that most adults in Ibadan North Local Government Area of Oyo state, suffered more from teaching deficiencies such as poor grammatical structure 68%, poor usage of tenses 71%, poor pronunciation of words 62%, poor teaching method 57%, and inadequacy and/or absence of English language teaching materials 58%, while social impact of impediments against the successful teaching of English language to adult learners include: unwillingness to speak English language among adults 84%, negative influence of tradition over adoption of English language 60%, and family dissociation and societal derogatory remarks 49%. Also, it was discovered that social impacts of impediments against the successful teaching of English language to adult learners was more on female adults than on male adults in Ibadan North Local Government Area of Oyo state. The study recommended that adult learners should be taught how to identify and utilize appropriate grammatical structure, tenses, proper pronunciation of words, and also develop self confidence in an attempt to express themselves, i"espective of derogatory remarks from the society. Adult learners of English language should be taught in a gradual progression based on their level of individual difference, comprehension and assimilation to mitigate the tendency of losing interest in studying English language.

Keywords: Adult learners, English Language, Impediments, Successful teaching.

Background

It is generally believed that the main traditional audiences of most foreign language teachings are often young learners, and rarely adults, thereby fostering the opinion- the general view that when the language students' position is occupied by adult learners, the teaching process becomes more tedious, especially when it pertains to English language (Mihaela, 2015).

In the context of this study, "adult learner" has been described as any individual who has exceeded the normal age of traditional schooling (i.e. 30 and above years), but has deliberately decided to engage in the learning of English language in order to be able to function effectively in their inter-personal, professional and social endeavours (Mihaela, 2015).

To this end, an American educator called

Malcolm Knowles developed the principle of "andragogy", which implies the art and science of adult learning, and it is based on several assumptions such as adults tend to be self-directed, hence they can direct their own learning; adults are endowed with a rich reservoir of life experiences that can aid their learning of English language; they are also ready to learn when they assume new social or life roles; have a task-, or problem- centred orientation to learning, and adults are generally motivated to learn based on internal motivation rather than external factors (Knowles, 1984).

However, Lightbown and Spada (2006) affirmed that it is generally believed that adult learners are less effective as English language learners than the traditional students, on the ground that their retention level has become poor, hence mastery of what is being taught in English language becomes verydifficult, as they have been addicted to their mother-tongue, however, some adults are perfectly able to attain high levels of proficiency in English language. Thus, Harmer (2007) asserted that adult learners have greater cognitive capabilities and conceptual complexity than the younger ones, as they are more focused, possess longer attention span, can engage in abstract thought, but are slower in assimilating what is being taught.

Besides, Harmer (2002) opined that adult learners, when properly taught by a qualified English language teacher, often tend to have a more developed understanding of how English language words work, become familiar with the more advanced elements of grammar, such as how conjugation works, or what an adverb does, tend to recognize what a well-built sentence is, have a good sense of punctuation and spelling etc. All these cognitive characteristics of the adult learners implies the fact that teachers must adjust the instructional materials and the teaching methods in order to accommodate the adult learners' skill, individual differences and maturity levels (Freni iu &Cozma, 2013).

Although, Freniu and Cozma (2013) posited that adults almost always have a sound reason why they are studying, and that reason will become primary motivation, hence perceiving education as a way to improve their self-image and reach various personal goals, most adult learners are usually highly motivated

from the very beginning of the instruction process, are certainly more cooperative, as engaging in the various instructional situations in the English language class makes them excited and this makes it much easier for the English language teacher to perform his/ her task as a motivator.

Succinctly, the mature age students have more learning experience, and this can prove to be both beneficial and problematic. Thus, on the one hand, adult students have well-developed learning strategies that have served them well in other settings, and the teacher can help them use these strategies to their advantage in language learning, too. On the other hand, adults come to the English classroom with certain expectations about the learning process, and, in case these expectations are not met, most become critical towards the new context of instruction (Merriam, Caffarella & Baumgartner, 2007).

In comparison to other age groups, adults tend to be more disciplined and more willing to struggle on despite boredom, this does not mean that older learners cannot display disruptive behaviour, such as talking to their neighbours when they should pay attention to the teacher, arriving in class late, failing to do any homework, or even disagreeing vocally with what the teacher is saying (Harmer, 2002).

Conversely, English language teachers of adults are less likely to encounter daily truancy that generally occur with younger students. This happens because, in most of the cases, adults learners exhibit mature behaviour which reveals that instructional processes are taken seriously: with evidence of writing materials which are brought to the English language class, only ask relevant questions relating to the topic being treated, rarely miss lessons and are generally more composed.

However, with the overall characteristics possessed by adult learners of English language, one might tend to believe that it will be easier to teach English to more mature students than to children. Mihaela (2015) affirmed that the reality of the instruction process itself often reveals that this is not entirely true, indicating that teaching English language to adult learners has its own impediments. Therefore, there is need for a comprehensive overview of these impediments to the successful teaching of English language to adult learners in Ibadan

North Local Government Area and elsewhere comprise physical, cognitive and attitudinal factors.

Although, English language has been considered one of the most widely spoken language globally, yet teaching adult learners (30years and above) the basic tenets of the language has been problematic thus far, due to the adult learners' specific physical and cognitive characteristics such as: lower energy level, certain level of fatigue, absence of English language materials (e.g. English language textbook and oral practice media), the English language teacher's misinterpretation of these adult learners' occasional apathy or lack of involvement **as a** reaction to the course content or to the teaching methods, as well as their multiple responsibilities (Conlan, Grabowski & Smith, 2003).

Despite, the fact that most adult learners are characterized by greater cognitive abilities and conceptual complexity, their memory and reaction time is sometimes slower, as they may be spending more time on their learning tasks, but they are often more accurate than the younger students, and, therefore, are very likely to acquire solid knowledge as it relates to English language Yet these adult learner characteristics have ways of impeding successful teaching of English language, if not well managed by the English language teacher (Holt, 1995).

Subsequently, it has been discovered that adult first written language characteristics do also serve as a source of potential challenges, leading to a situation where their instructional process is generally require high level of motivation, to accompany their high expectations with regard to the English language curriculum, implying that these adults may not be so patient with the results they get from the English Language course, because they are often eager to see the relevance of their English language knowledge proved in real-life situations (Holm & Dodd, 1996). As a result, it often happens that the adults prefer the more traditional teaching methods at the expense of the modern communicative ones.

Also, Mihaela, (2015) posited that attitudinal related factor makes instructional process more difficult, as it exposes the learners' lack of confidence in their intellectual abilities,

which might make them anxious about learning a foreign language, a condition known as 'impostor syndrome', a feeling of anxiety expressed by most adult learners of English language who feel they have not progress fast enough, because they are reluctant to speak during the English classes, or because they are afraid of making mistakes - is closely related to the potential of losing face, which becomes greater with older age. It must be stressed, however, that it is not only adult learners who might experience feelings of anxiety during the process of learning English language, as some teachers sometimes feel more nervous than they normally are with children, and this happens because the teachers are more aware of the learning needs of pupils and students.

Ruijuan Wu et. al., (2014) asserted that inappropriate selection of instructional materials by the English language teacher constitutes a great challenge that absolutely depicts why some adult learners do not effectively learn the important part of English language that ought to be known and utilised often. Associated constraint linked with selection of instructional material is that, for some adult learners of English language, use of technology for pronunciation of words in English language may generate nervousness, because they lack techno-competence to utilise such gadgets and electronic rhythmic tools. Hence, it is the role of the English language teacher to select instructional materials that are suitable to meet the learning disabilities and individual differences of these adult learners, so as to foster positive attitudes in adults towards both technology and manual learning aids such as English language books for beginners, worksheets, videos, or listening materials (Schwarz & Terrill, 2000).

In addition, technology allows for the instructor to create lessons and activities which requires adult learners to actively engage in the learning process through experiential learning, that takes into cognizance the individual differences and learning style of each adult learner without altering the lesson objectives to be delivered in multiple different ways (Conlan, Grabowski & Smith, 2003). hnpediments against successful teaching of English language to adult learners will certain results in unwillingness to speak English language by

most adult learners as they are likely going to develop a phobia of expression tendency that can lead to shame and embarrassment, that will further inhibit the learner's practical and natural acquisition of the new language, and thus, negatively affect their immigration and socialization experience (James, 2006).

Thus, it is very crucial that English language instructor help adult learners, who do not make expected progress, to determine the most likely reasons for their predicament and make recommendations, and if necessary, implement accommodations to help them overcome barriers to learning. The ability to communicate effectively in English language is essential, but the influence of tradition on the comprehension of English language by most adult learners has been found to be potent, as it has been discovered to negatively influence the willingness of adult learners to publicly speak English language that they have been taught, because when they do, they are considered anti-tradition advocates, especially women in Canada (Wang, 1999).Therefore, in recent times, "the earlier the better," when it comes to learning a foreign language such as English language, as an adult learners, age is associated with precise needs, capabilities and intellectual skills, which consequently influence their rate of assimilation and patterns of learning (Moss & Ross-Feldman, 2003).

Succinctly, another major impediment against the successful teaching of English language to adult learners is family dissociation and societal derogatory remarks which often go against the trial effort of most adult learners of English Language, especially in public, as any mistake in the spelling, usage of tenses or pronunciation of words is met with fierce jeering from critics who believe they have arrived in terms of mastering English language (Ruijuan Wu et. al., 2014). To this end, this study was necessitated to address these challenges.

Objectives of the Study

The broad aim of the study was to examine impediments against the successful teaching of English Language to Adult learners in Ibadan North Local Government Area. The specific objectives of the study are:

1. to find out the teaching deficiencies that impede the successful teaching of English language to adult learners in Ibadan North Local Government Area.
2. to explore the social impacts of impediments against the successful teaching of English language to adult learners in Ibadan North Local Government Area.

Research Questions

The following research questions were examined:
1. What are the teaching deficiencies that impede comprehension and expression of adult learners of English language in Ibadan North Local Government Area?
2. What are the problems associated with poor teaching of English language on adult learners in Ibadan North Local Government Area?
3.

Research Hypothesis

1. There is no significant gender difference in the impediments against the successful teaching of English Language to male and female adult learners in Ibadan North Local Government Area.

Method

Two research questions and one hypothesis were examined through a descriptive cross-sectional survey, involving the use of a key informant interview with a reliability value of 0.84 on the Cronbach alpha scale. The sample used was drawn from the population of adults who engage in learning English Language within Ibadan North Local Government Area, and simple random sampling technique was used to select three hundred (300) respondents who participated in the study. The period of fieldwork execution was between 1st of October 2018to9th of November, 2018. Descriptive statistics and Chi-square were used for data analysis and the findings of the study stated.

Research Question 1: What are the teaching deficiencies that impedes comprehension and expression of adult learners of English language in Ibadan North Local Government Area?

Table 1:Analysis of teaching deficiencies that impedes comprehension and expression of adult **learners of Enl!lish languaie.**

SIN	Teachine Deficiencies	YES	NO	TOTAL
1.	Is poor grammatical structure used by most teachers an impediment to successful teaching of English language to adult learners?	204 (68.0%)	96 (32.0%)	300 (100.0%)
2.	Is poor usage of tenses by most teachers an impediment to successful teaching ofEnitlish lanl!Wlee to adult learners?	213 (71.0%)	87 (29.0%)	300 (100.0%)
3.	Is poor pronunciation of words by most teachers an impediment to successful teaching of English language to adult learners?	186 (62.0%)	114 (38.0%)	300 (100.0%)
4.	Is adoption ofpoor teaching methods by most teachers an impediment to successful teaching of English language to adult learners?	171 (57.0%)	129 (43.0%)	300 (100.0%)
5.	Inadequate or absence of English language teaching materials is an impediment to successful teaching of Eni:d.ish laneuaee to adult learners?	174 (58.0%)	126 (42.0%)	300 (100.0%)
	Total Averaee	190 (63.3%)	110 (36.7%)	300 (100.0%)

From Table 1, 204(68.0%) respondents cited poor grammatical structure used by most English language teachers, 213(71.0%) affirmed that poor usage of tenses by most teachers, 186 (62.0%) stated that poor pronunciation of words by most teachers, 171(57.0%) confirmed that poor teaching methods by most teacher, and 174 (58.0%) asserted that inadequacy and/or absence of English language teaching materials etc., are impediments to successful teaching of English language to adult learners. Hence, the total average weight (63.3%) clearly showed that teaching deficiencies are associated impediment to successful teaching of English language to adult learners.

Research Question 2: Are there impacts associated with poor teaching of English language on adult learners in Ibadan North Local Government Area?

Table 2: Analysis of social impact of these impediments against the successful teaching of English laneuae:e on aduit learners.

SIN	Impact of Impediments to teaching of English Language	YES	NO	TOTAL
1.	Is unwillingness to speak English language among adult learners associated with poor teaching of English language?	252 (84.0%)	48 (16.0%)	300 (100.0%)
2.	Is the influence of tradition affecting the comprehension of English language by most adult learners?	180 (60.0%)	120 (40.0%)	300 (100.0%)
3.	Is family dissociation and societal derogatory remarks against comprehension of English Language among adult learners?	147 (49.0%)	153 (51.0%)	300 (100.0%)
	Total Average	193 (64.3%)	107 (35.7%)	300 (100.0%)

From Table 2, 252 (84.0%) respondents asserted that unwillingness to speak English language among adult learners is a consequence of poor teaching of English language, 180 (60.0%) reported that the influence of tradition has a way of affecting the comprehension of English language by most adult learners, while 147 (49.0%) stated that family dissociation and societal derogatory remarks is negating the willingness and effort of most adult learners of English Language to publicly express themselves

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Thus, thetotalavenige weight (64.3%) nvealed that ce negative impac1$ associated with poor teaclring of Bnglillh **language OD** adult 1amnen in Ibadan North **Local OovmmHlllt** ,AJea. **u b:ir**level ofcolDIDlmicati.oJlia Jimitecl and meeuingftll communication relatiomhip is also negatively affected.

Bot: Then will **be no** lignifieant gmder differmce in the **impediroc,.t,i against** the tueceesfu11NcbingofBnglillh   to   male **andfanale** adult Joameni in **Jblflm** lllorth Local Oovemmem Area.

Table 3: Gender difference in the impediments against the successful teaching of EnglishLanguage to male and female adult learners.in lbadao North Local Government Area.

Cenderdif.	N	Mean	Std. Dev.	T	Df	p	Xl	Re mar k
Male Female	300	118 .63 119.15	2.821 3.429	- 1.39 4	29892	.05	0.164	Not Sig11ificant

In testing this hypothesis, t-test statistics was usedto 11118lyao whichoflhre,pondentl acorcd **highs on 1eaming** Bnglish language. Table 3 ahowecl that no rignificmt clifl'm emtl in tmm of BCOMI CJD c:ompn,hemicm and expzession of Engli&h language byboth male aDdf,maleadult Jeamm iJl lbadm North Local OoWlllmlllt.AmL Tims showingthatbo1hmale **and** female adnlt learner of Engli,h laDgllage experiencedthesameimpactof theimpedirn...ts qeinlt the successful teecbiug of Engliah Language in Ibadan North Local Government Area.Hence, HOl isupheld (fail to reject).

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English languageby bo1hmale audfemale adult leamtm in Ibadall North Local Government Area. Thus showing1hat bo1h male and female adult leamm of Englitb 1.anguage experienced the sameimput ofth,, impedirn"'lt! against tlu, SIIC('essfu1 te•cbing of English Language in Ibadan NorthLocalOovermaent Area. Hence, HOl is upheld(failto reject).

Condlllfon
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Availability and Utilization ofM-learning Devices for Mathematics at the Universities in Southwest, Nigeria

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Abstract
Mobile technologies can be impact.fut in the teaching and learning experience of students, if it is appropriately used as teaching aids. The aim of this study is to investigate the availability and utilization of m-learning devices by students for mathematics at the universities in southwest, Nigeria. In order to accomplish this, descriptive research design of survey type was adopted by this study. The population of the study comprised of mathematics students at the universities in southwest, Nigeria. The sample for the study was one hundred and fifty (150) mathematics students from three (3) universities. A questionnaire was designed for data collection from the respondents. It was validated through face and content validity. Cronbach Alpha was used for its reliabi/y with the coefficient of 0.78. Data were collated from the instrument and were analyzed through pearson product moment correlation and t-test. The finding revealed that there is significant relationship between the possession of mobile devicesby students and m-learning experience of mathematics for students at the universities in southwest, Nigeria. It also found out that there is no significant difference in the possession of mobile devices by male and female mathematics undergradute students in Nigeria. Furthermore, there is no significant difference in the utilization of m-learning for other courses and the utilization ofm- learningfor mathematics at the universities in southwest, Nigeria. Finally, there is no significant relationship between the availability of mobile devices and the utilization of m-learning for mathematics. It was recommended that curriculum planners, school authorities, ministry of education and the government of the Federal Republic of Nigeria should enact education policies that will aid the utilization of m-learning at the higher level of education; awareness about the benefits of m-learning should be given to students and lecturers in the higher level of education in Nigeria and that mathematics teachers should create tasks for students to do on m-learning.

Keywords: m-learning, mobile technologies, teaching and learning activities of mathematics.

Introduction

Technology has made the world to be an interesting global village. Globalization has in tum helped technology to continuosly grow in the world. The growth of technology has led to the production of sophisticated equipments that are useful and relevant in almost all the efforts of human being on earth. One of the innovations of technology in communication is the much acclaimed information and communication technology (ICT). Information and communication technology consequently leads to the development of mobile communication devices which are known to be durable, portable and moveable. These mobile communication devices are also known for continous renovation, physical attractiveness and convinient handling by users. Mobile communication devices can be considered useful in the process of teaching and learning. Aremu, Adeoluwa and Aremu, (2019) considered that the integration of mobile communication devices into the act of learning makes learning activities to be called Mobile learning (m-learning).

M-learning hubs around educational activities that use mutable, durable and convenient communications devices, it is certainly centered on the mobility of learning in which learners can connect with their instructor and be involved in teaching - learning activities without the barrier of location. It is one of the novel innovations of communication technology in the field of education, with the aim of making teaching-learning activities to be easily accessed. It was noted by Klimova and Poulova, (2016) that the advent of M-learning brought the

enterprise which revolutionize teaching and learning activities especially for higher education activities. It involves the blending of any movable and wireless electronic gadgets for teaching-learning activities even when teachers and students are not stationed at the same place. This is supported with Behera (2013)'s idea that m-learning is concerned with the use of mobile tools with the rationale for learning while students and their teachers are on the move. This explained that one of the benefits of m-learning is to make students learn even when they are not present in the classroom; as long as they are in possession of portable wireless devices, they can meet up with teaching - learning activities at the location they are situated.

M-learning is defmed by O" Malley, Vavoula, Glew, Taylor, Sharples, Lefrere, and Waycott, (2005) as any form of learning that takes place when learners are not at a physically fixed place, or prearranged place. They also defined it as the learning that takes place when learners utilized advantage of the learning opportunities offered by mobile technologies. Park, (2011) also defined m-learning as the utilization of mobile or wireless devices in learning while on the move. Melhuish and Falloon, (2010) opined that m-learning involves the use of wireless, handy, durable and ever present technologies with multimedia capabilities. These definitions revealed that m-learning can be used for formal education, semi-formal education and informal education as long as the learners are not limited by time and location. M-learning is also seen as provision of learning activities in which the major instructional materials are cell phones, smart phones, palmtops, and handheld computers; tablet, laptops, and personal media players e.t.c (Kukulska-Hulme and Traxler, 2005; Traxler, 2005). The idea behind M-learning is to ensure that learning takes place anytime and anywhere as long as learners are in possession of mobile and wireless networking devices.

Gender differences is one of the important issues in the use of m-learning. This account for why Hong, Chiu, and Lin, (2012) opined that females students are more prone to the utilization m-learning devices in their educational activities. However, a study conducted by Junco, Merson, and Salter, (2010) revealed that there is no difference in the utilization of m-learning devices by both males and females. These works stand as the premise in which this research is interested in gender utilization of m-learning.

Teaching and learning activities of Mathematics now has the potential of being accessed anytime and anywhere by student through digital technologies which m-learning devices are subset; in fact, the introduction of m-learning devices into the teaching and learning experience of mathematics has opened new interface for both mathematics teachers and students (Drijvers, 2012 and Handal, El-Khoury, Campbell, and Cavanagh, 2013). This provides students with the opportunity to revisit and practice mathematical concept when they are not in the classroom. It also helps teachers to keep them busy while classroom learning activities are over.

The researcher observed as a teacher that students get engaged in m-learning even without their teacher engaging them in m-learning because mobile devices which are easily accessed and popular among students are used to download academic materials and games by students. The interest of mathematics student in m-learning can be stirred when it is guarded by mathematics teachers. There is no doubt that m-learning devices such as smart phones, laptops, personal assistant digitals (PDAs), tablets and palm tops have the capacity to install mathematical application which are widely available at the market and online. Researches had been carried out on the perception of teacher on m-learning, perception of students on m-learning, and the impact of m-learning on mathematics but little has been done on the availability and utilization of m-learning for mathematics education. In order to further on the works done on m-learning, this study considers the availability and utilization of m-learning devices for Mathematics at the Universities in Southwest, Nigeria.

Statement of the problem

Mathematics is a course of study that requires consistence and commitment. Students who will not spare time to practice how to solve

students at the departments of mathematics in Nigeria universities, do not mostly have strong desire to study mathematics; they studied the course because they had no option. Furthermore, it is rare for any undergraduate at the university to go through their studies without coming in contact with Mathematics except for some who study humanity related courses. Some of the undergraduates despise mathematics because when they revisit it in their personal closet, it seems to be confusing compare to when the teacher was teaching. This is the problem that this study identified and seek to investigate the use of m-learning devices as tools for bringing the teaching - learning activities of mathematics to student at anytime and anywhere.

Purpose of study

The main purpose of this study was to investigate the availability and utilization of m-learning devices for mathematics education at the universities in southwest, Nigeria. Specifically, the study was determined to;

1. identify if students posess relevant mobile devices for m-learning in mathematics at the selected universities in southwest, Nigeria.
2. find out gender differences in the possession of mobile devices by mathematics students at the selected universities in southwest, Nigeria.
3. determine whether the utilization of m-learning in mathematics is different from the use of m-learning in other courses at the selected universities in southwest, Nigeria.
4. investigate the relationship between the availability of mobile devices and the utilization of m-learning devices for the teaching - learning of mathematics at the selected universities in southwest, Nigeria.

Hypotheses

The following null hypotheses were formulated and tested in the study at 0.05 level of significance;

Ho1: There is no significant relationship between the possession of mobile devices by

universities in southwest, Nigeria

Ho2: There is no significant difference in the possession of mobile devices by male mathematics students and female mathematics students at the selected universities in southwest, Nigeria.

Ho3: There is no significant difference in the utilization of m-learning for other courses and the utilization of m- learning for mathematics at the selected universities in southwest, Nigeria.

Ho4: There is no significant relationship between the availability of mobile devices and the utilization of m-learning for mathematics at the selected universities in southwest, Nigeria.

Methodology

This study adopted a descriptive research design of the survey type which aims at collecting samples from from large population through which inferences and generalization could be made. The population for the study comprised of Mathematics undergraduates from the universities in Southwest, Nigeria. A sample of one hundred and fifty mathematics students were selected from three universities (Federal University Oye-Ekiti, Tai Solarin University of Education, Ijagun via Ijebu Ode and Bowen University, Iwo) through purposive sampling, cluster sampling and simple random sampling. The instrument used for dat.a collection in this study is questionnaire. The validity of the instrument was done through face and content validity.

The reliability of the instrument was done through pilot study in which the instrument was administered to 10 mathematics students from a College of Education. The responses was collated and analyzed using Cronbach Alpha

which gave a reliability coefficient of 0.78. This implied that the instrument is reliable.

Hypotheses Testing

Ho1: There is no significant relationship between the possession of mobile devices by students and m-learning experience of mathematics for students at the selected universities in southwest, Nigeria.

Table 1: Analysis of the relationship between the possesion of mobile devices and m-learning experience

Source of Variation	n	real	rtab	Result
possession of mobile devices	150	0.75	0.195	Significant
m-leaming experience for mathematics	150			

*P<0.05

Table 1 shows that rca1= 0.751 is greater than r1ab= 0.195 (i.e rca1>$_{ftab)}$ at 0.05 level of significance. This means that the null hypothesis (Ho) is rejected. This also implies that there is significant relationship between the possession of mobile devices by students and m-leaming experience of mathematics for students.

Ho2: There is no significant difference in the possession mobile devices by male mathematics students and female mathematics students

Table 2: t-test Analysis of difference in the possesion of mobile devices and m-learning experience

Source of Variation	N	Mean	SD	df	1:caJ	ttab	Result
Male	80	2.5	0.92	148	1.63	1.96	Non Significant
Female	70	2.3	0.77				

*P>0.05

Table 2 shows that tca1= 1.63 is less than ttab=1.96 (i.e tca1< ttab) at 0.05 level of significance. This means that the null hypothesis (Ho) is not rejected. Hence, there is no significant difference in the possession of mobile devices by male mathematics students and female mathematics students.

Ho3: There is no significant difference in the utilization of m-learning for other courses and the utilization of m- learning for mathematics.

Table 3: Analysis of the difference between the use of m-leaming for other courses and m-leaming for Mathematics

Source of Variation	N	Mean	SD	df	tca1	ttab	Result
M-learning for other courses	150	2.5	0.92	298	1.12	1.96	Non Significant
M-learning for Mathematics	150	2.4	0.82				

*P>0.05

Table 3 shows that tca1= 1.12 is less than ttab=1.96 (i.e tca1< ttab) at 0.05 level of significance. This means that the null hypothesis (Ho) is not rejected. Hence, there is no significant difference in the utilization of m-leaming generally and the utilization of m- learning for mathematics.

Ho4: There is no significant relationship between the availability of mobile devices and the utilization of m-learning for mathematics.

Table 4: Analysis of the relationship between the availability of mobile devices and utilization ofm-leaming for Mathematics

Source of Variation	n	rcal	rtab	Result
Availability	150	0.08	0.195	Non Significant
Utilization	150			

*P>0.05

Table 4 shows that real= 0.08 is less than rtab=0.195 (i.e real < rtab) at 0.05 level of significance. This means that the null hypothesis (Ho) is not rejected. Hence, there is no significant relationship between the availability of mobile devices and the utilization of m-learning for mathematics.

Conclusion

This study concluded that the possession of mobile devices by students and m-leaming experience of mathematics for students at the selected universities in southwest, Nigeria are highly correlated. It also concluded that there is no discrepancy in the possesion of mobile devices by both male and female mathematics students. It is also concluded in this study that the utilization of m-leaming for mathematics does not differ from the utilization of m- lea.ming for any other courses at the selected universities in southwest, Nigeria. Finally, this research concluded that the availability of mobile devices for mathematics does not necessarilly result to the utilization of m-leaming for mathematics at the selected universities in southwest, Nigeria.

Recommendations

Based on the findings of this study, it was recommended that curriculum planners, school authorities, ministry of education and the government of the Federal Republic of Nigeria should enact education policies that will aid the utilization of m-learning at the higher level of education. It was also recommended that awareness about the benefits of m-leaming should be given to students and lecturers in the higher level of education in Nigeria. It was likewise recommended that mathematics teachers should create tasks for students to do on m-learning.

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Teachers' Qualification and Experience as Correlates of Students' Academic Performance in Economics in Secondary Schools In Oyo State

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Abstract

The Study was set to examine teachers' qualification and experience as correlates of students' academic performance in economics in secondary schools in Oyo State. Descriptive survey method was adopted Questionnaires were administered on economics teachers and Head of the Department rated the teachers. Students' peiformance in economics was obtainedfrom 2019 SSCE results of the 30 randomly sampled schools. Simple percentage was used to answer the research questions while Pearson Product moment correlation was used to test the null hypotheses at 0.05 level of significance. The results showed that the level of students ' academic peiformance in economics in secondary schools in Oyo State was high with 65.32%. There was significant relationship between teachers' qualification, experience and students ' academic peiformance in economics in secondary schools in Oyo State. The study concludes that teachers ' qualification and experience have significant influence on students' academic peiformance. It was recommended among others, that graduates with the required teaching qualification should be employed to teach in the secondary schools. Experienced teachers should be made to teach foundation class i.e. SSSl and examination class SSS3. It was also recommended that teachers should be encouraged to prepare adequately for their lessons bypreparing lesson note, lesson plan and appropriate teaching aids. This will enhance the quality of instruction delivered which will consequently influence students' academic peiformance.

Introduction

The problem of poor academic performance of students and decline in the number of students' enrolment in economics in secondary schools has generated much concern to the economics educators. The problem is serious to the extent that it has hindered students' admission chances into the tertiary institutions to study courses that required O'level Credit pass in economics. The study carried out by Adigun (2017) showed that among the subjects in humanities, students' academic performance in economics was the lowest despite the fact that it has the lowest students' enrolment for thesubject in Senior School Certificate Examinations.

In the past, economics was one of the subjects that recorded highest enrolment following English Language and Mathematics and their academic performance was high. The study of Adigun, (2017); Adesanya (2018) and Lasisi (2018) revealed that there was continuous decline in students' enrolment as well as their academic performance in economics in the last seven years. This scenario of low students' academic performance and decline in students enrolment in economics is quite disturbing considering the relevance of the subject in the area of admission requirement.

A number of studies carried out also revealed that the quality of economics teachers in terms of qualification and experience are one of the major factors responsible for students' low academic performance in economics in the Senior School Certificate Examination (SSCE). Adigun (2017), Lasisi (2018); Jega & Julius (2018); Obieze (2018) and Ellis, Durden & Gaynor (2018). They concluded that the low academic performance of students in SSCE discouraged the intending SSCE students from choosing economics as one of their SSCE subjects.

A search of the literature revealed that Alimi and Balogun (2010) found in their study that teachers, qualities such as knowledge of the subject matter, communication ability, interest in the job and emotional stability were significantly

related with the students' academic performance in geography in secondary schools in Ondo State.

Ofeimu and Kolawole (2017) found out in their study that teachers' quality is a serious determinant of the standard of students' academic performance and achievement. They explained further that teachers' quality in terms of qualification, experience, knowledge of the subject matter, communication abilities or skills and regularity in class have significant influence on the academic performance of secondary school students in Edo South Senatorial District of Nigeria.

Jega and Julius (2018) in their study found that there was significant relationship between teachers' qualification, experience and students' academic performance in Mathematics. They explained that these teachers' qualities promoted students' interest on the subject which in turn influenced their academic performance. Also, Adesanya (2018) found that teachers' qualification and experience were among teachers' qualities that have significant influence on the academic performance of secondary school students in economics and geography.

Tokunbo, Adeniran and Oyediran {2018) also found in their study that teachers' qualification, experience, communication skill, classroom management were among teacher factors that significantly influenced students' academic performance in College of Education in South-West, Nigeria.

They found that apart from teachers' factor; other factors such as daily study hours, socio-economic status of the parents, peer group of the students, proper guidance from parents, and teachers' and students' attendance in the class have significant influence on the academic performance of the students.

Ellis, Durgen and Gaynor {2018) also found that there was significant relationship between teachers qualities in which qualification and experience were included, and students' performance in principle of economics in Appalachian State University. They found that factors such as readiness in class, classroom climate, peer group influence, parental background and study habit of students have significant influence on students' performance in Principle of economics. They equally found that

students' enrolment in principle of economics has been decreasing in the last five years.

Lasisi (2018) however declared that there was no significant relationship between teachers' qualification and students' academic performance in economics at the Senior School Certificate level. He expressed reservation at the role of teachers' qualification in economics for educational outcome. With regards to experience, he explained that more experienced teachers did better than less experienced teachers in teachings of economics. He explained further that the longer the years teachers spend on the job, the better they are in the act of teaching which consequently has positive influence on the students' academic performance. He concluded that students' enrolment in economics for the Senior School Certificate Examination has been declining in the last seven years. He attributed this to the inclusion of Civic Education and Entrepreneurship as compulsory subjects for all the students.

Omotayo {2014) found that there was no significant relationship between teachers' qualification and students academic performance level in Senior Secondary School financial accounting. However, she found that experienced teachers did slightly better than the less experienced teacher in the teaching of financial account. The controversy that exists on the influence of teachers variables of qualification and experience on students' academic performance in economics and other humanities subjects underscores the need for further investigation, hence the need for this study.

In this study, a professionally qualified economics teacher is taken as one who has acquired the requisite and knowledge needed to teach economics. These teachers are N.C.E holders, B.Sc. (Ed), M.Ed, BSc plus P.G.D. E. holders. A non-professionally qualified economics teacher on the otherhand, are considered as one who has not acquired the skills and knowledge required to teach economics. These teachers include B.Sc, M.Sc, and Ph.D. holders. An experienced economics teacher refers to one who has put in five years or above of teaching and has acquired the skill so doing the teaching job. An inexperienced economics

teacher on the other hand refers to one who has not put in up to five years of teaching nd has not acquired the skill of doing the teaching job.

Purpose of study

The purpose of the study is to examine teachers' qualification and experience as correlates of secondary school students' academic performance in economics in secondary school. The study would ascertain the relationship between teachers' qualification, experience and students' academic performance in economics in secondary school in Oyo State.

Research Questions

The following general questions were raised in the study:

1. What is the level of students' academic performance on economics in Senior School Certificate Examination in Oyo State?
2. Is there any relationship between teachers' qualification, experience and students' academic performance in economics in Secondary Schools in Oyo State?

Hypotheses

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

1. There is no significant relationship between teachers' qualification and students' academic performance in economics in secondary schools in Oyo State.
2. There is no significant relationship between teachers' experience and students' academic performance in economics in secondary schools in Oyo State.

Method

Descriptive survey method was adopted for the study. This design was considered suitable for the study because it afforded the researcher opportunity to obtain data from the sample of the population so as to wifer the opinion of the entire population. The population comprised of economics teachers and economics students in senior secondary schools that sat for the 2019 Senior Secondary School Certificate examination in all public secondary schools in Oyo State.

The sample was made of 30 public secondary schools, 66 economics teachers and 2,348 Senior Secondary Schools 3 (SSS3) economics students that participated in Senior School Certificate Examination in 2019 in thirty selected public secondary schools in Oyo State. Simple random sampling technique was used to select 10 public secondary schools from each of the three senatorial districts in Oyo State. Purposive sampling technique was used to select 30 Heads of Department of Humanities where economics belongs, who are responsible for rating the economics teachers as contained in the questionnaire. Purposive sampling technique too was used to select the 2, 348 senior secondary school 3 (SSS3) students that sat for SSCE in 2019.

A questionnaire titled Teachers' Qualification, Experience and Students' Academic Performance Questionnaire (TQESAP} was developed for this study. The questionnaire was developed by the researcher. The questionnaire was divided into two sections. Section A and B. Section A was on the general information about the responded its such as name of the school, sex, qualifications, years of experience. Section B was on the qualification and experience of the teacher which the respondents rated according to how they influence students' academic performance in economics in their various schools. The instrument was svalidated by two experts in test and measurement to ascertain its face and content validity for use in data collection. The reliability co-efficient was done by comparing the response of the pilot sample (five respondents) in the administration, of the instrument after two weeks of previous administration. The calculation was done using Pearson Product Moment. A calculation co-efficient of 0.89 was obtained. The instrument was adjudged as reliable.

Data Collection

Some of the questionnaires were administered personality by the researcher while others were administered through the assistance of two of the

researcher's colleagues. Thirty respondents completed the questionnaire's properly and this amount to 100% return rate. The results of the students in economics were obtained personally from each school.

Results and Discussion
Data analysis for the study was done with reference to the research questions and hypotheses already formulated. Pearson Product moment correlation co-efficient was used to test the hypotheses. The null hypotheses was rejected or upheld at 0.05 level of significance.

The data were presented thus:
Question 1:   What is the level of students' academic performance in economics in Senior School Certification Examination in Oyo State? In answering this question, the percentage of students with credits pass and above in economics in West African Senior School Certificate Examinations for years 2015, 2016, 2017, 2018 and 2019 was obtained from each school. The data is presented in Table 1.

Table 1: Level of Students' Academic Performance in Economics in SSCE in Oyo State.

Years	No of Students	No. with Credit Pass	o/owith Credits Pass
2015	2,447	1567	64.04
2016	2,388	1522	63.74
2017	2,408	1604	66.61
2018	2,304	1583	66.71
2019	2,348	1494	63.63
Overall Average	2,379	1554	65.32

Source: WASSCE Results Analysis

From table 1 the level of students' academic performance in economics in 2015 was 64.04%, 2016 was 63.74%, 2017 was 66.61%, 2018 was 66.71% and 2019 was 63.63%. The average performance was 65.32%. Considering the above rating as indicated in the analysis of results, it thus implies that the level of academic performance in economics in WASSCE was high in Secondary schools in Oyo State.

Hypothesis 1: There is no significant relationship between teachers' qualification and students' academic performance in Economics in secondary schools in Oyo State.

Table 2: Teachers' Qualification and Students' Academic performances in Economics.

Variables	N	x	S.D.	r-cal	r-tal
Teachers' qualification	30	18.41	1.39		
Students' academic Performance	30	50.96	1.84	0.366	0.323

Critical Value 0.05 level of significance.

From table 2, r-calculated value is 0.366. This indicates that teachers' qualification correlates positively with the students' academic performance in economics. With r-table value of 0.323 which is smaller than the r-calculated value, the null hypothesis was rejected. Hence, there is a significant relationship between teachers' qualification and students' academic performance in economics in secondary schools in Oyo State. In another words, students' academic performance is influenced by teachers' qualification.

Hypothesis 2: There is no significant relationship between teachers' experience and students' academic performance in economics in secondary schools in Oyo State.

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Table 3: Teachers' Experience and Students' Academic Performance in Economics.

Variables	N	x	S.D	r-cal	r-table
Teachers' Experience	30	8.44	0.78	0.543	0.323
Students' Academic Performance	30	50.96	1.84		

Critical value 0.05 level of significance

Results from table 3 shows the r-calculated value of 0.543 meaning that a moderate but positive relationship exists between teachers' experience and students' academic performance in economics. Furthermore, this r-calculated value 0.543 exceeds the r-table value of 0.323 which implies that there **is a** significant relationship between teachers' experience and students' academic performance in economics in secondary school in Oyo State. The null hypothes was rejected. In an ordinary language, students' academic performance is enhanced by teachers' qualification.

The study revealed that the level of students' academic performance in economics in WASSCE in secondary schools in Oyo State was high with 65.32 % as the average for five years. In the year 2015, 64.04% had credits pass and above in economics. It was 63.74% in 2016, 66.61% in 2017, 66.71 % in 2018 and 63.63% in 2019. The academic performance of the students was not declining yearly as declared by Adigun (2017), Adesanya (2018); Obiezu (2018); Jega and Julius (2018); Lasisi (2018) and Ellis et al (2018) but the rate of failure is still on the high side. For instance the percentage of failure was 35.96% in 2015, 36.26 % in 2016, 33.39% in 2017, 33.29% in 2018 and 36.37% in 2019.

The study equally revealed that there was a significant relationship between teachers' qualification and students' academic performance in economics in secondary schools in Oyo State. This finding corroborates the finding of Obidile, Amobi and Uzoekwe (2017); Tokunbo, Adediran and Oyeniran (2018); Harb and Shaarawi (2018) and Ofeimu and Kolawole (2018) that teachers' qualification significantly correlates with students' academic performance in Senior Secondary Schools. The finding disagreed with that of Lasisi (2018) and Omotayo (2014) that teachers' qualification did not significantly influenced students' academic performance.

It was found also that teachers' experience significantly influenced students' academic performance in economics in WASSCE in Secondary Schools in Oyo State. This finding also corroborates that of Adigun (2018); Lasisi (2018); Obidile et al (2017); Tokunbo et al (2018) and Ellis et al (2018) that teachers' experience significantly influenced students' academic performance in senior secondary school.

Conclusion

It is generally accepted that no nation can grow beyond the quality of the teachers in the education sector. Teachers' qualification and experience significantly influenced students' academic performance in economics in secondary schools in Oyo State, Nigeria. Teachers' qualification and experience are part of the major attributes of teachers that have significant influence on the students' academic performance which is the major indicator of school effectiveness.

Recommendations

The following recommendations were made:
1. Graduates with the required teaching qualifications should be employed to teach in the secondary schools.
2. Experienced teachers (those that have spent five years and above) should be made to teach foundation class. i.e SSSl and examination class SSS3.
3. Teachers should be encouraged to prepare effectively for their lessons by preparing lesson plan, lesson note and appropriate teaching ands. This will influence the quality of instruction delivered which will

consequently enhancestudents• academic performance.

4. In-service training should be organized for teachers periodically to acquaint them with current trends in their subject.

5. Teachers with outstanding job performance should be given reasonable awards, so that he/she will continue in the same spirit. This will also encouraged others to put in more effort.

6. Students should be encouraged to be serious with their studies at the assembly by the Guidance Counsellor.

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Effect of Group Counselling on The Awareness Level of Secondary School Teachers on The National Policy on Education

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Abstract
The purpose of this study was to investigate the effect of Group Counselling on the awareness level of Secondary School teachers on the National Policy on Education. Two hypotheses were formulated to guide the study. The study adopted a randomized pre-test, post- test control design. A sample of forty-two teachers was randomly selected for the study. Questionnaire was the main instrument used for data collection. Simple percentage and Independent t-test was the statistical tool employed to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that there is a significant effect of Group Counselling on the awareness level of Secondary School teachers on the National Policy on Education document and there is no significant difference due to Gender on awareness level of Secondary School teachers who are exposed to Group Counselling on the National Policy on Education document. Based on the.findings the following recommendations were made: There should be an advocacy that will create awareness about the content and implementation of the document. This can be done by all stakeholders in the educational sector: Counselling of all stakeholders in the Educational sector should be encouraged as this would bring about a positive shift in realizing the national goals of Education.

Keywords: Group Counselling, Awareness, National Policy on Education.

Introduction:

One of the most important and significant developments in Nigerian educational system in the late 70's was the introduction of the national policy on education. The national policy on education (NPE) is the national guideline for the effective administration, management and implementation of education at all tiers of government. It is therefore a statement of intentions, expectation, goals, prescriptions, standards and requirement for quality education delivery in Nigeria (NPE, 2013).

The need for articulation of policy guideline on standards, procedures, strategies and for the coordination of roles to ensure and sustain the delivery of qualitative education in Nigeria was given impetus by the outcome of the 1969 National Curriculum Conference. The first edition of the NPE in 1977 has been successively followed by revised 2nd , 3rd ,4th and 5th editions. Revisions of the National Policy on Education have been necessitated by the need to address noticeable gaps in content and provisions that emerged in the course of implementation, maintain currency, relevance and to give adequate attention to new opportunities, issues and challenges. (NPE, 2013).

The National Policy on Education (2013) listed five major goals of Nigerian education. They include;

(a) Development of the individual into a morally sound, patriotic and effective citizen,

(b) Total integration of the individual into the immediate community, the Nigerian society and the world.

(c) Provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system.

(d) Inculcation of national consciousness, values and national unity and

(e) Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

The national Policy on Education is structured into Basic Education (Pre-primary Education, Primary Education) Junior Secondary Education and Senior Secondary Education.

Secondary school Education

Secondary school is the education children receive after primary education. This is divided into two stages as provided by the National Policy on Education.

a. Junior secondary school- This is both pre-vocational and academic. It involves the teaching of basic subjects for acquisition of skills and further knowledge within the duration of three years.

b. Senior secondary school- It is comprehensive and designed to broaden pupil's knowledge and outlook, the duration is three years. At the end of the three years students are expected to write West African Senior Secondary School Certificate examination conducted by West African Examination Council (WAEC) and Senior Secondary Certificate Examination by National Examination Council (NECO).

The Nigeria National Policy on Education (NPE) is a product of the national curriculum conference of 1969 which was convened by all the major stakeholders in education with a view to providing education which would be more relevant to the political, economic, social and cultural needs of the Nigerian people than the implanted British educational system (Osokoya,

2002). The document aimed at giving the nation a sense of direction by establishing a system that will embody the nation's aspirations. The 1969 curriculum conference did not produce a white paper until 1977 and the document has been revised in 1981, 1989, 1998, 2004 and 2014. The NPE was operationally introduced into Nigeria's education system for the first time in 1982 to provide education that is more in tune with Nigeria's social and community life (Ibukun & Aboluwodi, 2010).

The National Policy on Education (2004) stipulates that the goals of teacher education shall be to: produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and, enhance teachers' commitment to the teaching profession

The realization of educational goals especially at the secondary school level is attainable only by the awareness and implementation of the provisions of the National policy on education. Teachers as the prime executors of government policies on education must be in tune with the spirit and letter of its provisions so as to enhance effectiveness in teaching, productivity, conceptual understanding of the curriculum content, professional growth and educational excellence in schools. According to Ibukun (2004), the quality of human resources in form of teachers, often dictates the extent of the effectiveness of educational programmes. Unfortunately, this is not true for many Nigerian secondary school teachers as they are unaware of its existence, neither have they seen it, not to talk of knowing the guidelines in the document.

Poor policy implementation is a challenge to quality delivery of teachers' education. The poor quality delivery is responsible for the abysmal low performance of teachers' graduates from the institutions of higher learning in Nigeria. (Anyakoha, 1994)

Teachers must be able to motivate and engage their students as well as excite their participation in the teaching and learning processes, how will they be able to do this when they are not in the know of the very tool that will guide the implementation of the national educational goal. It is in the light of this foregoing that this study was designed to investigate the effect of Group counselling on the awareness level of secondary school teachers on the National Policy on Education with particular reference to teachers in Ado-odo /Ota local Government Area. Consequently, two research questions and two hypotheses were raised and formulated respectively to guide the study.

Objectives of the study
The main purpose of this study is to investigate the effect of Group Counselling on the awareness level of secondary school teachers on the National Policy on Education. Specifically, the study intends to:
1) Determine the level of teachers' awareness of the National Policy on Education document
2) Investigate the level of teachers' access to the National Policy on Education document.
3) Find out if there is significant difference due to gender on awareness level of teachers who are exposed to Group Counselling on the National Policy on education.

Research questions
Two research questions were formulated to guide the study.
1. Are secondary school teachers aware of the National policy on education document?
2. Do Secondary school teachers have access to the National policy on education document?

Hypotheses
The following hypotheses were formulated to guide the study.

1. There is no significant effect of Group counselling on awareness level of secondary school teachers on the National policy on education document
2. There is no significant difference due to gender on awareness level secondary school teacher who are exposed to Group Counselling on the National Policy on education.

Methodology
The study adopted a randomized pre-test, post-test control design.

The population comprised of all Senior Secondary School teachers in Ado- odo/Ota Local Government Area in Ogun State, Nigeria. According to record available to the researcher there is about 1,250 teachers in Ado-odo/ Ota Local Government Area in Ogun State.

The sample size was forty (42) Secondary School teachers in Ado- odo/Ota Local Government Area in Ogun State comprising of 14 (33.3%) male and 28 (66.7%) female selected randomly. The researcher took a simple random sampling of 42 teachers from two schools in the Local Governmenta Area. Then the participants were pre-tested with Awareness of National policy on Education questionnaire (ANAPEQ) after which the teachers were exposed to group counselling and there after they were post-tested.

The developed ANAPEQ was administered to the teachers. After giving them group counselling. They were administered again. The responses were collected, scored and used as data in this study.

The instrument was scored on one to four points as follows: Strongly Agree: 4, Agree: 3, Disagree: 2, Strongly Disagree: 1. The data obtained from the study were statistically analyzed using Descriptive statistics and independent t-test.

Results and findings
Research Question 1: Are secondary school teachers aware of the National Policy on Education Document.

The response of the teachers to this question was assessed using one item. The percentages, mean ratings.

Table 1 -Teachers awareness of National Policy on Education Document

Statement	Yes	No	Percentage
	32	10	Yes (76.2%)
			No (23.8)

The result presented in Table 1 shows that majority of the secondary schools teachers are aware of the National Policy on Education document going by 32 (76.2%) of the responded that are aware of the document. Similarly, there are 10 (23.8%) who stated that they are not aware of the National policy on education document. This means that a larger percentage of the teachers are aware of the National Policy on education document.

Research Question 2
Are you aware of the National Policy on Education Document?

Table 2- Teachers Access to the National Policy on Education

SIN	Statement	Yes	No	Percentage (%)
1.	I have a copy of the document	2	40	Yes(4.76) No(95.2)
2.	my school has a copy of the document	5	37	Yes(11.9) No (88.1)
3.	I have seen a copy of the document	6	36	Yes(14.3) No(85.7)

The result in Table 2 shows that majority of the secondary schools teachers do not have access to the National Policy on education document by their responses since 40 (95.2.5%) responded that they do not have a copy of the National Policy on Education document. Also, 37(**88.1)** responded that their school does not have a copy of the National policy, 6 (14.3%). By this result it is clear that majority of the secondary school teachers do not have access to the National Policy on Education.

Hypothesis 1
There is no significant effect of Group Counselling on Awareness level of Secondary school Teachers on the National policy on Education document.

Table 3- Group Counselling and Awareness of Teachers of the National policy on Education

Variable	X	SD	N	df	t-cal	t-crit
Group Counselling	65.25	23.15			4.2	2.02
			42	40		
Teacher,s Awareness	35.22	16.78				

In hypothesis one, it was postulated that there is no significant effect of Group Counselling on Awareness level of Secondary School Teachers on the National Policy on Education Document. This was not however the case as the table shows that the calculated t =4.2 is greater than the critical value (t-tab =2.02 at 0.05 level of significance and 40 degree of freedom.

Therefore the hypothesis is rejected. This means that there is a significant effect of Group Counselling on the Awareness level of Secondary School Teachers on the National Policy on Education Document.

Hypothesis 2
There is no significant difference due to Gender on Awareness level of Secondary School Teachers who are exposed to Group Counselling on the National Policy on Education.

Table: 4-Significant difference due to Gender on Teachers awareness level

Variable	Gender	N	mean	sd	df	t-cal	t-crit
	Male	14	1.02	0.13			
Awareness					40	0.72	2.02
	Female	28	1.28	0.15			

In hypothesis 2, it was postulated that there is no significant difference due to gender on Awareness level of Secondary School Teachers who are exposed to Group Counselling on the National Policy on Education Document.This is the case as the table shows that the calculated t =0.72 is less than the critical value (t-tab =2.02 at 0.05 level of significance and 40 degree of freedom. Therefore the hypothesis is accepted. This means that there is no significant difference due to gender on awareness level of secondary school teachers who are exposed to Group Counselling on the National Policy on Education Document.

Discussion of fmdings
The importance of teacher education and the role of teacher's in the implementation of Educational policies required to promote sustainable national development cannot be over emphasized. For instance, the Federal Republic of Nigeria (FRN, 2013) states in her National Policy on Education that "no education system can raise above the quality of its teachers"

Findings generated from research question one was aimed at determining the awareness of teachers on the National policy on Education document. It was discovered that majority of the teachers are aware of the National policy on Education document. Similarly, from research question two it was discovered that a vast proportion of Secondary School teachers do not have access to the National policy on Education document. This fmding corroborates Okemakinde, Adewuyi and Alabi (2013) who affrrm.s that developing countries face barrage of extra-ordinary problem among which are abject

mass poverty and ignorance. This presupposes that teachers also suffer mental poverty and ignorance especially as it pertains to their knowledge of the National Policy of Education.

Hypothesis 1 states that there is no significant effect of Group Counselling on Awareness level of Secondary School teachers on the National Policy on Education document. The analysis of data revealed that there is a significant effect of Group Counselling on the Awareness level of Secondary chool teachers on the National policy on Education. This established that Counselling is the missing link that can help to realize the Educational policy by way making teachers see the need and creating the awareness. This is in line with the view of Unimna (2002) who affirmed that although, the provisions of the Education policy had a foresight and dynamism, in practice, however, only few aspects of the policy have so far been realized while the rest remained a mirage. For our Education system to be sustained, teachers education reform should produce highly motivated and efficient classroom teachers to fit into the social life of every community, enhance their commitment to National goals of development (Achimugu, 2000).

Hypothesis two states that there is no significant difference due to Gender on Awareness level of Secondary School teacher who are exposed to Group Counselling on the National Policy on Education. The analysis shows that there is no significant difference due to Gender on awareness level of Secondary School teacher who are exposed to Group Counselling. The fmding presupposes that male and female teachers do not differ in their level of Awareness of the National policy on Education. This means it is the person of the teacher that matters not the gender, this shows in their level of awareness too. This agrees with the words of Peretomode (1992) who said a teacher is a person recognized and employed to help learners in a classroom situation in order to achieve set Educational goals.

Conclusion and recommendations Based on the fmdings in this study it can be concluded that some secondary school teachers are unaware of the national policy on education document while the majority does not have access to the

document. This is without prejudice to their gender. It was also concluded that group counselling help to enhance the level of awareness among Secondary School teachers.

Based on the findings the following recommendations were made:

1. As a result of the moderate awareness of secondary school teacher about theNational policy on Education. There should be an advocacy that will create awareness about the content and implementation of the document. This can be done by all stakeholders in the educational sector.

2. The government should made available the document in the library and distribute it freely to all teachers in all tiers of Education sector

3. Counselling of all stakeholders in the Educational sector should be encouraged as this would bring about a positive shift in realizing the national goals of Education.

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School-Community Relationship: A Channel to Reenergize Secondary School Development in Nigeria

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Abstract
Communities playa variety of roles in the enhancement of school development; school-community relationship is a link in the school that should not be overlooked because a school cannot exist in isolation and in fact the school is a key entity in the organization of the community. Therefore both the school and the community should always strive to ensure there is no communication gap between them. This paper examined the concept of school-community relationship in the development of the school system in Nigeria. Some agencies of school-community relationship discussed in this paper are Parents Teachers Association (PTA), Old Students Association (Alumni), Board of Governors and Voluntary Agencies/Groups stating their roles in school-community relationship and school development. It was established that no school can exist and experience solid development without the interference of the community it belongs. Recommendations were made for school administrators to cultivate constant relationship with the community, ministries of education should as we well sensitize the school and the community on the need to have a mutual understanding and relationship to ensure there is effective and efficient communication between schools and the communities in order to aid the development of the school.

Introduction

Every school exists and belongs to a community; wherever you find a school, there should be at least small immediate community.

The output of a school system is mostly been used up by the immediate community where the school is situated. To an extent, continued existence of a school in any community depends on the relationship level between the school and its immediate community. The relationship can be tag as "the communication between the school and the community. Mahuta, (2007) was of the view that school as a social institution is regarded as center of knowledge and it possesses the power to shape the character of individuals in the community.

The sudden and continuous increase in school population at all level of Nigeria education has led to the inadequacy of facilities and equipment in many Nigerian schools (Musaazi, 1994). For goals and objectives of the school systems to be achieved, funds and facilities are required for the various activities of the schools programs. Unfortunately till date government of Nigeria has been unable to single-handedly provide qualitative education to all those who demand it due to its cost implications. Therefore the government gave a call to the interested individual or group to participate actively in the smooth running of schools especially in the area of providing supporting educational services (Madiewesi, 1991). This is

clearly stated by the Federal Government of Nigeria (2004) in the National Policy on Education, that the administrative machinery will be based on the following cardinal principles, Vis:

a. Close participation and involvement of the communities, at the local level, in the administration and management of their schools;

b. Effective line of communication between local community and the state on one hand and national machinery for policy and implementation on the other.

The separation of schools into Junior and Senior Secondary Schools as a result of the Universal Basic Education and other forces of demand for education have led to the creation of new schools. This situation led to the sharing of existing facilities by both schools. Many of these schools were in need of a lot of resources ranging from classrooms, furniture, accommodations for staff and many more, of which the government have not been able to meet up with these required developmental trend. Therefore, the only solution is to urge communities and interested individuals to come for the rescue of their schools and for the education of their children. As noted by Asodik:e (2008), the involvement of communities in the management of education in Nigeria is not new to the system. It can be dated back to the colonial period when the administrators made use of the local

communities in the supervision and furtherance of western education. For example when parents gives local communities to the teachers to care for their needs, the communities elders sometimes gives out lands for the establishment of schools, provision of free accommodation and safety materials for missionaries who first brought education as the light to the black race. Bakwai (2003) was of the opinion that the school community relationship is a two-way symbiotic arrangement through which the school and the community cooperate with each other for realization of goals of the community and vice versa. In fact the ultimate goal of the community and the school is usually to further develop and to experience sustainable development which the relationship between the school and the community is one of the strong channels to that effect.

Cordial relationship between the school and the community is a pre-requisite for achieving a meaningful educational objective in the community and nation at large (Gital, 2009). Mitrofanova and Bibire (2014) opined that schools and communities should work closely with each other to meet their mutual goals of provision and management of education as well as teaching, learning and enforcement of processes. This kind of relationship is when both school and the community contribute directly to the strengthening and development of each other and can provide a firm foundation for both educational renewal (school development) and community regeneration.

Agreeing to the communities' participation in the development of school, Maduewisi in Ibekwe (2012) pointed out that no school can operate effectively without community interest, understanding and participation, since the community supplements the educational opportunities offered within the community. Similarly Adelakun, (2016) stated that for the achievement of effective and efficient standards of education and sustainable development in Nigeria, there should be room for community and private sector's participation in the schools.

The involvement of the community in the secondary school development could take different forms since it will be unrealistic to leave the development of secondary school education to government alone. This involvement could also be at different rate and pace viz a viz the peculiarities of a given community, and the strength of the school community relationship is determined by the characteristics of each community. It is a known fact that there can never be a school where there is no community. The communities normally provide lands in which the schools are built as well as providing children for enrolment. Nasiru, {2008) and Gital, {2009) were of the view that community provides school with the land to be established, sometimes funds it, even provide facilities in it and help greatly in the improvement of the performance of pupils and general development of education. Generally, the school utilizes the community resources for teaching and learning purposes and at the same time derives its curriculum from the community ways of life (Mahuta, 2007). Ogundele, Oparinde and Oyewale, (2012) were of the opinion that school-community relationship have significant impact on the provision and maintenance of school facilities, school discipline, teachers job performance, academic achievement of students and overall success of the school. This clearly shows that school community relationship exists and helps greatly in the development of education.

Most of the things that happen in a school affect the community, and what happens in the community affects the school (Nwankwo, Nwokafor, Ogunsanwo & Ighalo, 1985). This means that community builds its schools and the schools build their communities (Sidhu, 2007). Therefore, school-community interdependence is unbreakable. There is a reciprocal relationship. The two works for one another and the two have direct impact on one another. If schools are expected to be successful in their primary mission of educating the community's children, they need to know a great deal about the community and the families from which the children come. This means that a school cannot exist in isolation but in co-operation with the community in which it fmds itself (Ihebereme, 2008).

Kenkwo (1992) observe that the school depends on the community for a number of

resources, such as water, land, human resources (skilled and unskilled laborers), accommodation for staff, finance, and equipment for the continued existence of the school. On the other hand, the school can contribute so much to the community. The community depends on the school for the provision of manpower needed for its continued existence as the students go back to the community when they schooled. Most of school employees are hired from the communities and live in the community. The community also depends on the school hall for their meetings, playground for their cultural activities and the school building, can also be put to use in times of emergency. Agabi, Okorie, Okorosaye-orubite, Ezekiel-Hart and Egbezor (2005) noted that the classrooms are used for adult literacy activities nationwide, for public health activities like immunizations and public enlightenment exercises and in emergency epidemic situations, school building are converted into makeshift hospitals. School buildings are also put into use during voting exercises.

Concept of School-Community Relationship
School-community relationship is cordial and mutual interactions that exist between the school and the community where the school is situated. This relationship assists both the school and the community to achieve their predetermined goals in a healthy atmosphere. Bortner (1972) saw school-community relationship as planned activities and a way through which the school seek to learn about the community and interpret, when need be, the purpose, programme, problems, and needs of the school; and involve the community in the planning, evaluating and management of school policies and progress.

According to Thomas et al in Ogunu (2000) school community relations may be considered to be two-ways interpretive process between the society and its instrument, the public institution. It involves for more than "publicity" or "interpretation". It means genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideals. It becomes a two-way process, a two-way flow of ideals between school and community which

provides the basis for mutual understanding and effective teamwork.

Adelakun (2016) defmed school-community relationship as the cautious and uncautious interaction between any elements of the school and the host community. It is a mutual interaction between the school and the community whereby they gain mutual help and understanding from each other as well as been aware of one another activities, policies, plan, progress, problems. Having said these, the school is part of the community, it cannot exist in isolation. Therefore there is need for mutual relationship between the school and the community.

School-community relationship is also the interaction between any element of the schools and the element of the host community. It is a mutual interaction between the school and the community whereby they gain mutual help and understanding from each other as well as been aware of one another activities; policies, plan, progress, problems. School-community relationship envelopes the series of land activities and it's media through which the school seeks to learn about the host community and interpret when necessary the purpose, programs, problems and evaluating school policies and progress.

The relationship of the school as an institution to the community that it serves is schematic in the sub-public differentiation in the community. Based on the social systems theory, it may be observed that the culture, ethics, and values of a community have systematic and continuing interaction with the expectation for the school as an institution. Instead of viewing the community as an entity, the one should recognize that the formal and informal sub-public cleavages within the community often have a powerful and direct influence on the nature and frequency of citizens' interaction with the school. Although the major emphasis of school community relationship lies on the character of the community, the desires and aspiration of citizens, information about the school and the role of other community agencies. In fact, the nature of the community largely determines what goes on the in school. Therefore, to attempt to divorce the school from

the community is to engage in unrealistic thinking which might lead to policies that could seek within the school and the lives of children (Peretomode and Nakpodia. 1991).

School-Community Relationship *and* School Development
The function of community towards maintaining and supporting its relationship with school and which ultimately lead to the development of education cannot be overemphasized. The increasing cost of education necessitates the call by federal government for funding of education in Nigeria. The call was reflected in the National Policy of Education (2008), which stated that "government" welcome the contribution of voluntary agents. community, and private individuals in the establishment and management of pre-primary, primary and secondary education alongside what is provided by the state and the local governments as long as they meet the minimum standards laid down by the federal government. With this, government herself saw the need to involve the non-governmental bodies in the development of the school system in Nigeria.

Okorie, Ememe and Egu (2009) opined that most people have many social relationships, from casual acquaintance to intimate friendships and close family bond. School community relationship is a two-way symbiotic arrangement through which the school and the community co-operate with each other for the realization of goals of the community and vice versa. It is the degree of understanding and goodwill, which exists between the school and the community. School as a training Centre helps develop pupils into efficient social being and to train them to further educate the backward and unprogressive members of the society. The students are prepared to launch a vigorous and systematic crusade against social evils, anti - social habits and unhygienic habit. School interacts with people of the community and is linked with the larger society. The school is a special environment where a certain quality of life types of activities and occupations are provided with the object of securing child's development along desirable lines (Mishra, 2007).

The following are relevance of school community relationship to school development:

1. It foster community understanding of the needs of the school and allows the community to be involved in supplying the needs of the school.
2. It helps develop schools and communities understanding of all aspects of societal operations that promotes' peace and national understanding.
3. Societal contribution such as fund raising for the development of the school and even the community.
4. It helps the school manager to be aware of the values, needs expectations and aspirations of the community. By this the school will not be operating in isolation, but will run with the societal expectations, making the school to be relevant to the current world.
5. A school with effective school community relationship will always enjoy maximum discipline in the school because there is a mutual understanding between the school and the community which will foster the development of the school.
6. Provision of lands and facilities by the host community is a channel of school community relationship which enhances the development of the school. When the host community provides the school with land to build the school, a larger part of the school problem is already solved. Also, facilities can as well be provided by the philanthropists and community council for the school to make use of in order to ensure a sustainable development.
7. Maintenance and safeguarding the school plant: - Various artisan groups within the community such as carpenters and bricklayers do assist in the installation, maintenance and repair of school facilities. Also the community usually provides the security guards to protect the school facilities. These will help in prolonging the life span of the school facilities which will aid the development of the school.

8. The host community do provides residential accommodation to both the staff and the students of the school. Especially in the current day Nigeria where schools do not have befitting accommodation for both staff and students. When this happen there is room for continuous and smooth running of the school.

9. In order to further encourage the strength of the staffs and students, the community sometimes makes prov1s1on for scholarship to brilliant students and hardworking staffs. The scholarship may cover school fees, books, other and even basic needs. These usually do serve as motivation to the concern staff and student, in fact the school is generally pushed to do more and ensure the output of the school satisfy the needs and demands of the society.

Agencies of School Community Relationship and School Development

Adelak:un (2016), highlighted the following as the agencies or groups involved in school community relationship and school development

1. Parents Teachers Association (P.T.A)
2. Old Students Association (Alumni)
3. Board of Governors and
4. Voluntary Concerned Agencies/Groups

He said all the above mentioned agencies perform the under-listed task-functions to further help the school development:

a) They promote the welfare of the school and the community
b) Supply the schools with brilliant ideas and advise to further enhance the school's development
c) **Seek** financial assistance on behalf of the school from outside bodies to enhance the development of the school
d) Provision of effective link between the school and home which will make the parents to be aware of their child's progress in the school

e) They strengthen the authority of the school in the event of discipline problems
f) The agencies contribute to the provision and administration of welfare services for the students and the school e.g. portable water supply, modern toilet facilities, school bus, etc
g) They support the school authorities to ensure the staff and students conform to the school rules and regulations
h) Provision of scholarship and bursary for deserving outstanding students and staffs
i) Organization of in-service training and career talk or seminars to enhance both the staffs and student capacity in support of the school's development
j) Decision making and involvement in the employment of qualified staffs to enhance the development of the school
k) Provision and repair of the school facilities

Conclusion and Recommendation

Having said various importance of the school community relationship to the development of the school, it is highly important to note that no school can exist in isolation without the influence of the community and its agencies. In fact the development of the school to a large extent is determined by the relationship that co-exists between the school and the host community.

Therefore, it is highly recommended that the concerned person (the school, government, and the community) should always ensure there is effective and efficient communication between the schools and the community. The ministries of education both the state and the federal should be able to conduct periodic seminars to sensitize the school administrators on the need for the school to relate well with the community. The school administrators should cultivate the habit of constantly relating with the community, carrying the community along with the current development in the school, regularly visiting the community council of elders, also identifying the need and aspirations of the community and inputting the essential and ethical ones into the school curriculum.

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Study Habits and Attitudes of Secondary School Students towards Examination in Ondo State

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Abstract

The study examined the relationship between study habits and the attitudes of secondary school students toward examinations in Ondo state. The study adopted a descriptive research design of the correlational type. The population consisted of all secondary school students in Ondo State. The sample for the study consisted of 540 secondary school students in Ondo State. The sample was selected using multistage sampling procedure. Data on students' study habits and attitudes toward examinations were obtained using a self designed research instrument tagged "Study Habits and Attitudes of Secondary School Students toward Examination Questionnaire (SHASSSEQ). The face and content validity of the instrument was determined by experts in Counselling and Tests and Measurement. The reliability of the instrument was determined through the test-retest method A reliability co-efficient o/0.76 was obtained, which was considered high enough for the study. The data collected were analyzed using frequency count and percentage score. One hypothesis was formulated and tested with the use of Pearson Product Moment Correlation Coefficient. The major finding of the study was that the variables of study habits and attitudes toward examinations were significantly positively correlated among the sample of the study. It was recommended that the Ministry of Education in collaboration with the state government through Counselling Association of Nigeria (CASSON) in Ondo State should assign trained Counsellors to secondary schools in the state. This will help to create the desired awareness that may result to a positive change in attitude that is capable of changing the act of studying and preparation for examinations by the students.

Key words: Attitude, Examination, Study Habits

Introduction

Education is an instrument for effective positive change in the society and the country at large. This primarily explains why successive government in Nigeria had made concerted efforts to chart a course of development for the nation with a view to enabling her become self reliant in all ramification. ldowu (2011) defined education as the total process of human learning by which knowledge is impacted, faculties trained and skills developed. Education is a potent factor in producing the manpower required for productive national development. lsyaku (2011) sees education as an instrument of social mobility, a potent factor in national development and in social engineering. However, there seems to be doubts as to whether the objectives set by the National Policy on Education can be achieved through education because of the poor study habits of students and negative attitude towards examination in the land. This is because of the level at which our students are aware of how to study and prepare for examination.

Webster's Dictionary defines examination as a set of questions evaluating skill or knowledge. It is the act of giving students or candidates a test to determine what they know or have learned. By passing an examination, a student obtains and confirms identity of being successful and move forward to prove his/her academic excellence. According to Kilmer (2009), a habit is something that is done on a scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It is simply done; no reservation, no excuses, no exceptions. A habit is simply a behaviour pattern that is repeated until it becomes automatic, which implies that you perform the habit without thinking much about it. Kilmer (2009) asserted that study habits essentially refer to the application of reading skills to specific study tasks. It has to do with

bringing out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Yahaya (2003) described study habit as series of studying activities embark on by students with a view to ensuring learning effectiveness.

Reading, among the expected roles of the students, has not been accorded the necessary priority as expected. It appears that some students do place too much emphasis on leisure that are more likely to fetch pleasure than concentrating on reading that can benefit them when examinations comes. According to Linus (1999), many students are of the habits of rushing through their notes when examinations draw nearer, while some seek for those who can explain things to them when they discover that examination is around the comer. There are observed cases of examination malpractices and giving of money for the award of marks and manipulation of results (Adamu, 2001).

All these perceived problems appear to have negative effect on the quality of students produced to enter into the higher institutions and disrupt the hope of parents and communities waiting for their wards to complete secondary school education and enter into the tertiary institutions before they contribute their little quota to the development of their communities.

Poor study habits and negative attitude towards examination appears to have contributed to the spread of all forms of examination malpractices in Nigeria. Therefore the country has continued to feature very prominently in areas of fraudulent practices at both public and school examination, all in an attempt to obtain certificates in order to gain recognition and acceptance by the society. Emphasis on the intelligence test scores has contributed largely to the drastic decline in Nigerian students' academic progress of recent because focus has been shifted from researching into other variables influencing students' performance in examinations. Thus very little or no effort has been made to prospect other areas of defectiveness in the academic work of the Nigerian students for a long time (Momoh, 2002).

Salami (2002) posited that the goal of many students while entering schools and colleges is academic success. However, this intent may be thwarted by defective study habits, techniques employed by students and their attitudes toward examinations. In other word, when a student is deficient in his study habits, techniques employed and attitudes toward examinations, academic success may not be attained, thus frustration occurs (Onyewadume, 1996). A close consideration of recent happenings show that societal vices like cultism, religious indiscipline, corruption, drug addiction, absenteeism and the level of crime in the society have also increased due to frustration encountered as a result of not being able to attain desired academic goals. The preventive measure to these ill experiences is to prepare students on how to succeed in their studies by developing and appreciating the habits of highly effective people (Covey, 2002). It is believed that the national examination bodies like JAMB, WAEC, NECO need to discover the forces driving secondary school students to 'special centres' where examination malpractices are organized and executed.

According to Adegoke (2010) the development of our intellectual capacity has derailed due to the fact that stakeholders are primarily focusing on the end result of education (certificate). Parents desire that their children climb the ladder of performance to the highest level as much as possible. This desire puts a lot of pressure on students, teachers, schools and the entire education system in general, malcing it to revolve around the academic achievement of students (Siahi & Maiyo, 2015). Many people seem not to consider the quality of students' certificate. What matters is the production of the piece of paper when needed; the intellectual resourcefulness had been fed with negative orientation so much that it is believed that the only avenue to success is to procure a certificate either through hook or crook.

The major element that is capable of positively influencing students' attitude toward examinations and subsequently educational development appears to be good study habits. There had been common belief among scholars, researchers, educational planners and administrators that a lot of students possess the requisite level of intelligence that could help

optimize their academic potentials but still fail in examination. Such failing students could be helped through academic counseling on how to take good lesson notes in class, how to study their textbooks, how to allocate their time and how to take examination among others, all of which should be built into the school guidance programme (Ige, 2004).

Statement of the Problem

The problem of the study arose from the background information that students who are being taught appear not to always plan and prepare adequately for their examinations. The Management of educational institutions also seems not to adequately provide academic counselling on how students can develop good study habits resulting in negative attitude towards examinations in our secondary schools today. The statistics from the 2018 annual senior school certificate examination (SSCE) conducted by the West African Examination Council (WAEC) showed a decline in pass rate (Punch, July, 2018). Unfortunately, it cannot be said that previous results are isolated. Many are deficient in ahnost all aspect of study skills and hence fail woefully during examinations. It is against this background that this study seeks to investigate the relationship between study habits and attitude of secondary school students toward examinations in Ondo State.

Purpose of the Study

The main purpose of this study is to determine if there is any significant relationship between study habits and the attitude of secondary school students toward examinations. It is the hope of this researcher that the findings of this study will be of great assistance to students and parents since it will help them to realize the importance of allowing their children and wards to develop good study habits that will make them to be more successful in school and have less stress associated with tests and quizzes. Developing a good study habit can help to minimize the cases of examination malpractices and the development of positive self esteem. The findings of this study would have some implications for career development. It is believed that it will be of immense use to

teachers, counsellors and parents and the government.

Research Questions

Evolving from the statement of the problem are the following research questions:
1. What are the study habits of secondary school students in Ondo State?
2. What is the attitude of secondary school students toward examinations in Ondo State?

Research Hypothesis

The research hypothesis below has been formulated for the study:
1. There is no significant relationship between study habits and attitude of secondary school students toward examinations in Ondo State.

Methodology
Research Design

The study is based on a correlational research design. The multistage sampling procedure was adopted in the study. At the first stage, the three senatorial districts of the state were considered since the study covers the whole state. At stage two, simple random sampling was used to select nine Local Governments across the three senatorial districts. At stage three, the researcher randomly selected nine secondary schools across the nine Local Governments. By implication, three from each selected Local Government. At stage four, simple random technique was used to select five hundred and forty (540) respondents across the selected secondary schools through dip-hat method.

Instrumentation

The instrument that was used for the study is a questionnaire titled "Study Habit and Attitudes of School Students toward Examinations Questionnaire" (SHASSSEQ) developed by the researcher. Section A deals with personal information of the respondents. Section B consist of twenty (20) items on study habits, while section C consist of twenty items on attitudes toward examinations, in which the respondents are required to provide answers on a 4points Likert-type rating scale. Section B of the

instrument was adapted from the study habit inventory developed by Bakare (1977). Bakare (1977) adopted a five points Likert rating scale with forty five items, while this instrument adopted a four points Likert-type rating scale different from that of Bakare (1977).

To estimate the reliability of the instrument, a test-retest reliability coefficient was obtained with an interval of four (4) weeks between the first and second administration. The reliability index obtained was 0.76 which was high enough for acceptability.

The validity of this questionnaire was obtained by giving the instrument to test experts in University of Ilorin and Ekiti State University and was regarded to have content validity.

Results

Research Question 1: What are the study habits of secondary school students towards examinations in Ondo State?

Table 1: Percentage Analysis of Respondents' Study Habits

Variables	Good Habits		Poor Habits	
	N	o/o	**N**	o/o
Study Habits	222	41.1	318	58.9

Table 1 shows that 58.9% of the respondents have poor study habits, while 41.1% have good study habits. It can therefore be stated that about 59% of the respondents have poor study habits

Research Question 2: What are the study habits of secondary school students in Ondo State?

Table 2: Percentage Analysis of Respondents' Attitudes toward Examinations

Variables	Positive Attitude		Negative Attitude	
	N	%	**N**	%
Attitudes toward Examinations	263	48.7	277	51.3

Table 2 indicates that 48.7% of the respondents have positive attitude towards examinations, while 51.3% have negative attitudes toward examinations. It can therefore be concluded that about 51% of the respondents have negative attitudes toward examinations.

Hypothesis 1: There is no significant relationship between study habits and attitude of secondary school students towards examinations in Ondo State.

Table 3: Correlational Coefficient of Respondents' Study Habits and Attitude toward Examinations

Variable	N	Mean	SD	df	Cal r-value	Critical r-value
Study Habits	540	26.7	5.36			
				538	0.335	0.195
Attitudes toward Examinations	540	27.61	5.98			

Note: = Correlation is Significant at 0.05 alpha level (p<0.05)

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Table 3: present data on the relationship between respondents study habits and their attitude toward examinations. The calculated r-value of 0.335 is greater than the critical r-value. With this correlation index, the hypothesis which states no significant relationship between study habits and attitudes of secondary school students on Ondo State toward examinations was rejected. This table indicates that the variables of study habits and attitudes toward examinations were significantly positively correlated.

Discussion of the Findings
The percentage analysis of the respondents on study habits and attitude toward examinations revealed that majority of the secondary school students in Ondo State do not have good study skills and positive attitude toward examinations. This is because their awareness of good study skills and right attitudes toward examinations is low and as such affects their performance in academic careers. This confirms the assertion by Siahi & Maiyo (2015) that there is positive and significant relationship between study habits and academic achievement.

The result on table 3 shows that there was a significant relationship between study habits and attitudes of secondary school students in Ondo State toward examinations. This establishes the fact that students who study very hard before examinations are expected to approach their examinations with little or no anxiety. Consequently, the urge to act irrationally will be greatly reduced. This finding negates Yahaya (2003) which affirmed that there was no significant relationship between study habits and attitudes of secondary school students toward examination malpractices in Kwara State. However, this research work focuses on secondary schools in Ondo State.

Conclusion and Recommendations
The study examined the study habits and attitudes of secondary school students in Ondo State towards examinations. Hence, the study concluded that there is a high, positive and significant relationship between students' study habits and attitudes toward examinations.

These findings have some implications for people who are intimately connected with teaching of students in the secondary schools. Career counsellors, teachers, parents, and school management have a very important role to play in helping the students develop good study habits. They could help them create the desired awareness that may lead to a positive change in attitude that is capable of imparting good study skills and acts of preparing adequately for examinations. This will help them develop positive attitude towards themselves, which of course will help them cope with the demands sitting for examinations which they have prepared for.

School Counsellors should campaign against examination malpractices and motivate others to replicate the same so that the message would be spread round that examination malpractice is evil and attract a sanction.

The effects of negative attitudes toward examinations cannot be quantified. There is therefore the need for stake holders to act urgently. This can be achieved through collective efforts, enlightenment and researches on various aspects of attitudes toward examinations.

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Entrepreneurship Education as a Tool for Effective Economic Empowerment in South East of Nigeria

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Abstract

This study investigated entrepreneurship education as a tool for effective economic empowerment in South East of Nigeria. Two research questions were raised and two hypotheses were posed and tested at 0.05 level of significance. Survey research design was employed. The population comprised 262 entrepreneurship education lecturers in universities in South East of Nigeria. There was no sampling since the 262 lecturers were manageable in number. The instrument for data collection was a structured questionnaire with 20 items. The instrument was validated by three experts and its reliability coefficient was 0.87. The data collected were analyzed using mean and standard deviation in answering the research questions and inferential statistics of I-test for testing the null hypotheses. Results from data analysis revealed that entrepreneurship education was considered effective for economic empowerment in South East of Nigeria. The data also revealed that gender had no significant influence in the lecturers'perception. The study concluded that in order to address the ugly trends of frequent business failure among South East of Nigeria entrepreneurs, including school graduates, entrepreneurship education is inevitable. Based on the findings, it was recommended, among others, that universities in the South East of Nigeria should make entrepreneurship education a core and integral component of their study cu"iculafor all students i"espective of the chosen area of study and entrepreneurship education teachers in the zone should be periodically retrained and encouraged in the area of research to up-date their entrepreneurial skills and competencies in teaching entrepreneurship education.

Introduction

Over the years, the subject of poverty occasioned by the absence of meaningful economic empowerment, its consequential, associated and/or attendant problems have gained serious attention by both the rich and poor countries of the world. The reason for this concern to all the nations of the earth is not far-fetched. With globalization, the world has become a global village hence the important of whatever happens in one country is simultaneously felt in other countries irrespective of the state of their economic, technological and political development (Utoware, 2013). Being a global challenge, a collaborative partnership, aimed at evolving and implementing sustainable poverty reduction strategies becomes inevitable for the benefit of all, especially developing countries, such as Nigeria where the incidence of poverty is both evident and devastating.

The National Economic Empowerment and Development Strategy (NEEDS) document posited that government recognises education as the vital transformational tool and a formidable instrument for socio-economic empowerment (National Planning Commission, 2004). The document further stated that the education sector has the responsibility for producing and supplying the personnel required to propel and sustain the NEEDS initiative. The goals of wealth creation,

employment generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system.

The major goals of NEEDS in tertiary education level were to improve the quality of education, use education as a tool for improving the quality of life through skill acquisition and job creation for poverty reduction. Reform targets of the NEEDS for achieving the goals were to ensure that at least 80 percent of Nigerian university lecturers should acquire pedagogical skills, establish an efficient institutional framework for monitoring learning and teaching and to ensure that at least 50 percent of the university graduates acquire sufficient technical skills, entrepreneurial skills and knowledge to be self-employed and wealth creation (National Planning Commission, 2004).

Entrepreneurship education with its accompanying skills as catalysts for attaining the goals of NEEDS and even before now, some measure of attention has been given to entrepreneurship education in Nigerian universities (Efi, 2014). As a result of this, entrepreneurship education is now taken as a course of study in the universities, having been approved by the relevant government regulatory agencies such as National Universities Commission (Ubogu, 2015). Entrepreneurship education is a carefully planned programme of instruction aimed at equipping students with entrepreneurial skills and competencies to enable them start and effectively manage their business enterprises for survival and success (Okoye, 2017). Entrepreneurship Education, being an integral part of the nation's educational system, is specifically aimed at imparting and inculcating entrepreneurial knowledge, attitude, skills and competences in the recipients, that is, both intellectual and physical skills essential for self-reliance and for meaningful contribution as well as usefulness to the society (Ordu, 2015).

Economic empowerment refers to programme aiming at directly raising peoples' income (Nwokike, 2016). It also increases the economic strength of an individual on how to earn money and spend the money judiciously. Economic empowerment of the students depends on the availability of resources and whether the students will have the skills to use the resources. Nwokike asserted that, when students are adequately empowered and fortified with entrepreneurial skills, it helps in the reduction of poverty, unemployment and social vices. Economic empowerment also encourages students to be job creators rather than job seekers on graduation.

Entrepreneurship education and economic empowerment have many things in common. According to Fafunwa (2008), Education is all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's needs as well as the needs of the society where that education (including entrepreneurship education) is based p17.

Entrepreneurship education which produces skills, also equips individuals to be informed and trained on how to discover their potentials and talents or to develop appropriate traits and skills that will help them to make their own decision and be their own boss (Wehnam & Thomas, 2014). In other words, educating the people on the need for making their own business decisions, acquiring some basic vocational skills and using them with the knowledge gained in school is the bedrock for economic empowerment with the multiplier effects that are urgently needed in South East of Nigeria.

The objectives of entrepreneurship education, according to Ezemoyih and Nwaiwu in Utoware (2018), have been listed to include, but not limited to the following:

i. To provide meaningful education for the youth which could make them self-reliant, self-dependent and subsequently encourage them to derive profit or return on investment;

ii. To produce graduates with the training and support, necessary to help them establish a career in small and medium scale businesses;

m. To provide graduates with training and skills that will make them meet the manpower needs of the society;

iv. To stimulate industrial and economic growth of the rural and less developed areas;

v.   To produce graduates with enough training that will make them creative and innovative in identifying new business opportunities;
vi. To provide graduates with enough training in risk management or make uncertainties possible and easy.

Thus, there is need to determine empirically the perception of lecturers in entrepreneurship education for effective economic empowerment in South East of Nigeria.

Statement of the Problem

One of the goals of NEEDS is poverty eradication prevalent in Nigeria occasioned by the absence of economic empowerment. Poverty is a multi-dimensional phenomenon caused by a variety of factors differing from country to country with no linear change of cause and effect. In an attempt to reduce poverty through economic empowerment, the National Economic Empowerment and Development Strategy (NEEDS) made provision for entrepreneurship education as a panacea (NPC, 2004). The National Policy on Education has also recognized the place of entrepreneurship education in this regard (Federal Republic of Nigeria, 2013). While entrepreneurship education has been considered a key factor for economic growth, empowerment and poverty eradication, where it is entrenched, it is often implemented with no discernible impact, resulting in large-scale unemployment and lack of usable skills necessary for self-employment. There are those who argue that the curriculum of entrepreneurship education in Nigeria only scratches the study on the surface; it has also been alleged that in most tertiary institutions in the country, what is regarded as entrepreneurship education is more or less a course in entrepreneurship and/or small business enterprise which is not entrepreneurship education as it were. Hence, the course is not taken with a view to imparting the required knowledge and skills essential for economic empowerment and poverty eradication.

However, there is need to understand how entrepreneurship education curriculum and teachers influence effective economic empowerment in South East of Nigeria.

Kennedy, Dreman, Renfrow and Watson (2003), noted that if programmes and policies are to be developed to enhance entrepreneurial behaviour and post-education incidence of entrepreneurship, then an understanding of the factors that influence and shape an individual's intentions to go into entrepreneurship is critical. Very little research has been done in South East Geo-Political zone of Nigeria to investigate the relationship between entrepreneurship education programme and effective economic empowerment despite the proliferation of entrepreneurship courses in educational institutions.

Therefore, this study is to investigate the impact of entrepreneurship education in influencing students' beliefs, attitudes and intentions towards entrepreneurship for effective economic empowerment in South East of Nigeria. The study is also aimed at contributing to the growing discussion on entrepreneurship education in tertiary institutions, particularly on entrepreneurial learning outcomes and how they are being achieved.

Purpose of the Study

The main purpose of the study was to investigate whether entrepreneurship education has any effect on the economic empowerment of the people in South East of Nigeria. Specifically, the study sought to:

i.   Determine the extent entrepreneurship education helps graduates to acquire entrepreneurial skills for effective economic empowerment.
ii. Determine the extent entrepreneurship education inculcate entrepreneurial skills among graduates for effective economic development.

Research Questions

The following research questions guided the study:

1.   To what extent has entrepreneurship education helped graduates to acquire entrepreneurial skills for effective economic empowerment?
ii. To what extent has entrepreneurship education inculcated entrepreneurial skills among graduates for effective economic development?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of male and female lecturers on the extent to which entrepreneurship education has helped graduates to acquire entrepreneurial skills for effective econormc empowerment.

11. There is no significant difference in the mean responses of male and female lecturers on the extent to which entrepreneurship education has inculcated entrepreneurial skills among graduates for effective economic development.

Methods

A survey research design was adopted for the study as the study sought the perception of lecturers on the extent to which entrepreneurship education has served as a tool for effective economic empowerment. The study was conducted in ten public universities that have Centre for Entrepreneurship Studies across South East of Nigeria. The population for the study consisted of 262 entrepreneurship education lecturers in the universities in South East of Nigeria, as they may have been influenced by the independent variable, one way or the other. The population was obtained from the Centre for Entrepreneurship Studies academic staff list of the respective institutions. All the entrepreneurship education lecturers were included in the sample for the study because of the size. The instrument used to collect data for the study was a structured questionnaire personally developed by the researcher. The instrument has 20-items in two clusters generated from the research questions. The instrument was subjected to face validation to determine its adequacy, appropriateness for the study and for its proper wordings. This was done by presenting it to three experts, one each in Business Education, Centre for Entrepreneurship Studies and Measurement and Evaluation in Delta State University, Abraka. Based on their comments and suggestions, the instrument was modified to suit the study.

To ascertain the reliability of the instrument for the study, it was trial tested in Delta State University, Abraka. Twelve copies of the instrument were administered to entrepreneurship education lecturers in the Centre for Entrepreneurship Studies. The result obtained after the trial testing was subjected to the test of internal consistency using Cronbach Alpha procedure to measure its reliability before it was used for the study. The test yielded a coefficient of 0.87, indicating that the instrument was quite reliable for the study.

The researcher personally administered the research instrument in company of five trained Research Assistants, one in each state. Responses to the research questionnaire items were weighted using a 4-point modified Likert-type scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). Mean and standard deviation were used to answer the research questions and any mean that is equal to 2.50 and above was regarded as Agree and means below this were regarded as Disagree. The t-test statistics was used to test the formulated hypotheses at 0.05 level of significance. The decision rule for testing the hypotheses was, where the t-calculated value (t-cal) is less than the t-table value (t-tab), the null hypothesis of no significance difference was accepted and where it is higher, the alternate hypothesis was rejected.

Results

Research Question One

To what extent has entrepreneurship education helped graduates to acquire entrepreneurial skills for effective economic empowerment?

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Table 1: Mean Responses of Respondents on the Extent to which Entrepreneurship Education Helped Graduates to Acquire Entrepreneurial Skills for Effective Economic Empowerment

SN	Items Statements	X	SD	Remarks
1.	Entrepreneurship education developed good support skills of the graduates which includes commenting, decision-making, interpersonal abilities, economic understanding and among others.	3.69	0.68	Agree
2.	Entrepreneurship education provide graduates with adequate training that will enable creativity and innovative relevance to skills acquisition which encourages self-employment and self-reliant	3.78	0.41	Agree
3.	Entrepreneurship education enable potential graduates create avenues for manage innovation, manage entrepreneurial process and develop their potentials as managers of creativity.	3.47	0.77	Agree
4.	Entrepreneurship education equips graduates with traits of creativity, innovation, independence and foresight of promoting local technology.	2.70	0.80	Agree
5.	Entrepreneurship education provide important outcomes of various stages of the graduate's life by impacting wide number of context at all levels of learning	3.52	0.92	Agree
6.	Entrepreneurship education has served as a practical acquisition of appropriate skills for the graduates to live in and contribute to economic development.	3.87	0.33	Agree
7.	Entrepreneurship education inculcates in graduate the mentality of hard-work to enable them run businesses profitably and successfully.	3.69	0.68	Agree
8	Entrepreneurship education through entrepreneurial activities build graduates confidence in the abilities to be entrepreneur in future.	3.47	0.82	Agree
9.	Entrepreneurship education provide the graduates with adequate training which enable them to be creative	3.39	0.76	Agree
10.	Entrepreneurship education served the graduates as a catalyst for skills acquisition for economic growth and development.	3.47	0.87	Agree

Key: X = Mean; SD = Standard Deviation

Table 1 showed that mean responses of respondents of the 10 items ranging from 2.70 to 3.87 are greater than the cut-off point of 2.50 on a 4-point rating scale. This indicated that the respondents agreed that all the identified 10 terns are ways through which entrepreneurship education help the graduates to acquire appropriate skills for effective economic empowerment.

Research Question Two: To what extent has entrepreneurship education inculcated entrepreneurial skills among graduates for effective economic development?

Table 2: Mean Responses of Respondents on the Extent to which Entrepreneurship Education has Inculcated Entrepreneurial Skills among Graduates for Effective Economic Development

SN	Item Statements	X	SD	Rmks
1.	To have foresight	3.43	0.94	Agree
2.	To be burn with the competitive desire to excel and win	3.66	0.90	Agree
3.	To set achievable goals of the businesses	3.43	0.71	Agree
4.	To be innovative and creative	3.53	0.90	Agree
5.	To risk and pursue business opportunities	3.21	0.83	Agree
6.	For rapid commitment and changes	3.78	0.97	Agree
7.	For multi-stages decision making	3.41	0.90	Agree
8.	To dissatisfied with the status quo and seek opportunities to improve almost any situation	3.26	0.94	Agree
9.	To use failure as a tool for learning	3.56	0.57	Agree
10.	To believe that they personally can make a difference	3.38	0.97	Agree

Table 2 revealed the mean responses of respondents on all the 10 items value ranging from 3.21 to 3.78; they are greater than the cut-off point of 2.50 on 4-point rating scale. This showed that the respondents agreed that all the 10 identified items are extent to which entrepreneurship education had inculcated entrepreneurial skills among graduates for effective economic development.

Test of Hypotheses
Hypothesis One
There is no significant difference in the mean responses of male and female lecturers on the extent to which entrepreneurship education has helped graduates to acquire entrepreneurial skills for effective economic empowerment.

Table 3: t-test Analysis on the Mean Responses of Male and Female Lecturers on the Extent to which Entrepreneurship Education has Helped Graduates to Acquire Entrepreneurial Skills for Effective Economic Empowerment

SN	Items Statements	XM	SDM	XF	SDF	t-cal	t-tab	Rmks
1.	Entrepreneurship education developed good support skills of the graduates which includes commenting, decision-making, interpersonal abilities, economic understanding and among others.	3.66	0.72	3.72	0.66	1.33	1.96	NS
2.	Entrepreneurship education provide graduates with adequate training that will enable creativity and innovative relevance to skills acquisition which encourages self-employment and self-reliant	3.77	0.41	3.78	0.40	0.58	1.96	NS
3.	Entrepreneurship education enable potential graduates create avenues for manage innovation, manage entrepreneurial process and develop their potentials as managers of creativity.	3.24	0.78	3.60	0.76	1.98	1.96	S•
4.	Entrepreneurship education equips graduates with traits of creativity, innovation, independence and foresight of promoting local technology.	2.70	0.82	2.30	0.79	0.10	1.96	NS
5.	Entrepreneurship education provide important outcomes of various stages of the graduate's life by impacting wide number of context at all levels of learning	3.53	0.88	3.51	0.95	0.21	1.96	NS
6.	Entrepreneurship education has served as a practical acquisition of appropriate skills for the graduates to live in and contribute to economic development.	3.85	0.35	3.88	0.31	1.54	1.96	NS
7.	Entrepreneurship education inculcates in graduate the mentality of hard-work to enable them run businesses profitably and successfully.	3.86	0.72	3.51	0.66	2.03	1.96	S•
8	Entrepreneurship education through entrepreneurial activities build graduates confidence in the abilities to be entrepreneur in future.	3.46	0.83	3.48	0.82	0.50	1.96	NS
9.	Entrepreneurship education provide the graduates with adequate training which enable them to be creative	3.41	0.73	3.37	0.78	0.62	1.96	NS
10.	Entrepreneurship education served the graduates as a catalyst for skills acquisition for economic growth and development.	3.45	0.89	3.50	0.86	0.90	1.96	NS

Key: *XM = Mean of Male; XF = Mean of Female; SDM = Starulard Deviation of Male; SDF = Starulard Deviation of Female; t-cal = I-calculated; t-tab = t-table value; S* = Significant; NS = Not Significant.*

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Table 3 showed that 8 out of the 10 items had t-calculated values ranging from 0.10 to 1.54 less than the t-table value of 1.96 at 0.05 level of significance and 260 degree of freedom. This indicated that there are no significant differences in the mean ratings of the responses of male and female respondents on the extent entrepreneurship education helps graduate to acquire entrepreneurial skills for effective economic empowerment. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses of male and female respondents is accepted on the 8 items. On the other hand, the t-calculated values of the remaining two items were 1.98 and 2.03 respectively are greater than the t-table value of 1.96 at 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of male and female respondents on the two items. Hence, the null hypothesis of no significant difference in the mean ratings of the responses of male and female respondents is rejected on the two items.

Hypothesis Two
There is no significant difference in the mean responses of male and female lecturers on the extent entrepreneurship education inculcate entrepreneurial skills among graduates for effective economic development.

Table 4: t-test Analysis of the Mean Responses of Male and Female Lecturers on the Extent Entrepreneurship Education Inculcate Entrepreneurial Skills among Graduates for Effective Economic Development

SN	Item Statements	XM	SDM	XF	SDF	t-cal	t-tab	Rmk
1.	Ability to have foresight	3.13	0.95	3.12	0.93	0.15	1.96	**NS**
2.	Ability to be bum with the competitive desire to excel and win	2.90	0.88	2.84	0.91	0.94	1.96	**NS**
3.	Ability to set achievable goals of the businesses	3.42	0.71	3.43	0.71	0.19	1.96	**NS**
4.	Ability to be innovative and creative	2.86	0.93	3.38	0.86	2.08	1.96	S*
5.	Ability to risk and pursue business opportunities	3.17	0.85	3.25	0.81	1.52	1.96	**NS**
6.	Ability for rapid commitment and changes	2.78	0.98	2.77	0.97	0.18	1.96	**NS**
7.	Ability for multi-stages decision making	3.23	0.88	3.20	0.81	0.33	1.96	**NS**
8.	Ability to dissatisfied with the status quo and seek opportunities to improve almost any situation	3.24	0.96	3.27	0.92	0.58	1.96	**NS**
9.	Ability to use failure as a tool for learning	3.54	0.58	3.57	0.57	0.87	1.96	**NS**
10	Ability to believe that they personally can make a difference	3.06	0.95	3.10	0.99	0.62	1.96	**NS**

Table 4 revealed that 9 out of the 10 items had their t-calculated values ranging from 0.15 to 1.52; they are less than the t-table value of 1.96 at 0.05 level of significance and 260 degree of freedom. This indicated that there are no significant differences in the mean responses of male and female lecturers on the extent entrepreneurship education inculcate entrepreneurial skills among graduates for effective economic development. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses of entrepreneurship education lecturers is accepted on the 9 items. The t-calculated value of item 4 was 2.08 is greater than the t-table value of 1.96 at 0.05 level of significance. This indicated that there was a significant difference in the mean ratings of the responses of entrepreneurship education lecturers on the item. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses of the two groups of respondents is therefore rejected on Item 4.

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Discussion

Research question one identified ways through which entrepreneurship education helps graduates to acquire appropriate skills for economic empowerment. It shows the positive contributions of entrepreneurship education towards economic empowerment. Graduates needs to be educated on entrepreneurial skills and empowered in order to go into self-employment to develop the economy. This agrees with the views of Owenvbiugie and Iyamu (2011) that is necessary to empowered graduates of entrepreneurial skills for employment and/or self-employment through entrepreneurship education. This also is in consonance with the study of (Kolvereid & Moen, 1997; Owusu-Ansah, 2004; Uduak & Aniefiok, 2011) that entrepreneurship education helps graduates to acquire increase understanding of entrepreneurship and equip them with skills relevant for job generation.

The findings of research question two established the extent to which entrepreneurship education had inculcated entrepreneurial skills among graduates for effective economic development. The study evidence shows that entrepreneurship education can inculcate in the graduates the inspiring awareness to business opportunity, provides exposure to entrepreneurship process. Build self-confidence; equip graduates with knowledge and skills and engender them of self-employment as an alternative to career option. This implies that entrepreneurship education is capable of inculcating graduates with necessary entrepreneurial skills that would help to be empowered for economic development. The fmdings of this study agreed with Kurger (2004) and lgomu, Elaigwu, Apochi, Igomu and Ajah (2018) whom found that the teaching of entrepreneurship education inculcate entrepreneurial skills and competencies among graduates that is significant to national economic development because they are the dynamic force that disturbs the economic equilibrium through innovation by creating an entrepreneurial process.

Conclusion

Most of the Nigerian school graduates who venture into private business due to lack of job fail due to poor and inadequate entrepreneurial skills to establish and manage a business. In order to address the ugly trend of frequent business failure among Nigerian entrepreneurs including school graduates, the study identified the relevance of entrepreneurship education as a tool to the impartation of appropriate entrepreneurial skills for effective economic empowerment in South East of Nigeria and ways through which entrepreneurship teachers can influence success in entrepreneurship education for economic empowerment in the zone.

Recommendations

Based on the fmdings from the study, the following recommendations were made:

1. Universities in South East of Nigeria should make entrepreneurship education a core and integral component of their study curricula for all students irrespective of the chosen area of study. The curriculum of entrepreneurship education should be made to be properly responsive to the societal needs and challenges.

2. Entrepreneurship education teachers in the zone should be periodically retrained and encouraged in the area of research to up-date their entrepreneurial skills and competencies in teaching entrepreneurship education.

3. Governments should improve the funding of entrepreneurship education in Nigerian higher institutions in order to significantly boost the impact of entrepreneurship in national economic development.

4. There should be adequate efforts by government and its relevant agencies to provide framework that will ensure timely and constant in-service training to update entrepreneurship education teachers.

5. Adequate human and material resources should be made available for effective teaching and learning of entrepreneurship education in Nigerian schools and entrepreneurship centres in the country.

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ABSTRACT

The study was embarked on to develop and assess a Computer Assisted Instructional Package for teaching General Studies (GNS). A combination of illustrations, explanatory text, and a sample of questions according to the University course guide were combined into a programme to teach GNS. The package was produced using easy test application software. ADDIE model was used as a model for the development of the CAI Package. Two research instruments were used to assess the package. These were the Educational Technologist Experts Assessment Form (ETEAF) and GNS Lecturers Assessment Form (GLAF). The assessments of the packages ranged from strongly agree, agree, disagree and strongly disagree. Findings revealed that the educational technology experts rated the package developed to be best for the accuracy of the text, organization, clarity of the objectives, good font size, and clarity. This study shows that the entire respondents rated the package well above average. The CAIP evaluation conducted with experts revealed a high level of satisfaction. The subject experts' in their own assessment concluded that the use of CAI package was effective and informative to learners in terms of disseminating and retaining information. Subject experts rated the package well for its conformity with University of florin curriculum and suitability of its language level to the audience. Some of the respondents opined that such packaged should be extended to other core courses. It was concluded that CAI package could be designed and developed to teach GNS 311 at the University of florin.

Keywords: General Studies (GNS), Computer Assisted Instructional Package, Educational Technology, Experts' Rating.

Introduction

The term Computer Assisted Instruction (CAI) refers to an instructional approach that is dated back to the early 1960s when Patrick Suppes and Richard Atkinson of Stanford University developed the first comprehensive programs of computer-assisted instruction in arithmetic and language arts for school children (Wilson, 1992). The Stanford program presented drill-and-practice and tutorial lessons, required students to respond during the lessons, and kept detailed records of student performance. In the late 1960s, Suppes helped establish the Computer Curriculum Corporation (CCC) to market this type of courseware, and later other instructional developers followed Suppes' lead and began marketing their own courseware. During the late 1980s and early 1990s, educational experts began referring to these instructional programs as integrated learning systems (Wilson, 1992).

Computers have gained new ground as viable instructional tools, establishing itself as

valuable supplements to traditional learning tools such as lectures and textbooks. Computer-based learning has brought an added dimension to the classroom experience, benefiting students and educators alike (Steven & Richard, 2006). Job, Alabi, Danjuma, & Momohjimoh, (2019) concluded that the use of computer in instruction delivery stimulates a new atmosphere where teachers and students could utilize these technologies for effective instructional delivery which in turn enhance students' academic excellence.

Computer-based instructional materials offer great potential for education. Using readily available development software, sophisticated graphics and animations that can be used to create and present topics in ways that are not possible within the confines of the traditional textbook and lecture format. Computer based learning facilitates the understanding of new concepts that the learner finds harder to get closer to (Mogonea, 2018). Computer instructions have the capability to engage and stimulate students, both visually and through interaction and feedback.

Computer Assisted Instruction alone tends to be an effective instructional delivery system compared to video alone and interactive video. Computer-assisted instruction can be used to encourage overall improvement in motivating the interest of the learners. Yak:i & Babagana, (2016) argued that the result of computer-assisted instruction would be better use in teaching basic concepts. Yaki & Babagana, (2016) opined that computer instruction should be designed sequentially; the instructional objective will help to supplement the conventional method of teaching. Computer-assisted instruction help provides the opportunity for individuals to work through various programs repeatedly or to accelerate their learning until mastery of a particular concept is achieved.

Studies have revealed that students taught with computer assisted instruction perform better than their counterparts taught with traditional teaching method. For instance, Izzet & Ozkan, (2008) compared the effects of Computer Assisted Instructional (CAI) strategy and traditional method of teaching. Their findings revealed that the students taught with CAI perform better than those taught with traditional instruction. Similarly, other researchers found similar result in their findings (Satyaprakasha & Sudhanshu, 2014; Serin, 2011).

Yusuf & Afolabi, (2010), conducted a research on the effects of Computer-Assisted Instruction **(CAI)** on secondary school students' performance in biology. The findings of the study showed that the performance of students exposed to CAI either individually or cooperatively were better than their counterparts exposed to conventional classroom instruction. However, no significant difference existed in the performance of male and female students exposed to CAI in either individual or cooperative settings. This is also confirmed by Onasanya, Daramola, & Asuquo, (2006) who finds out that students receiving CAI based instructions enjoy their classes more and have better attitudes towards computer when compared to their counterparts who receive instructions via traditional method.

General Studies, as it is generally referred to in most institutions of higher learning. It is a course that is taken generally by all students because it prepares students for future endeavors. It is most times referred to as core course because it must be passed before any student can graduate. All the General Studies must be offered and passed by students to meet the graduation requirement of the University of Dorin. The General Studies account for ten (10) Credits and must be computed into the overall Credit requirements for the award of a degree. As the name implies, the general study is well general because it encompasses various man endeavors. The course is a tag with various names in other institutions but it is generally referred to as GNS in the University of llorin.

General Studies programme gives student basic preparation for many future careers. Graduates with GNS background can work in various professional fields, including education, law, government, health care, real estate, social service, and private industry. All General Studies students are expected to gain a broad general educational background and so are required to complete some course work selected from a variety of disciplines.

Statement of the Problem

Educators have described school achievement status as worrisome since 1987 and particularly in the core subjects (Dada, 1987; Edozie, 2001). Scholars and teachers have all along with advanced possible causes of low or under-achievement of students in school subjects. Subject teachers have concentrated on diagnosing textbooks used, teachers' teaching method and personality, difficult concepts, curriculum contents, instructional materials, among others as influencing students' performance.

Recent results of GNS exams shows that despite the huge amount of money the university is spending on production of textbooks, efforts of various GNS lecturers and even the parents, students' performances are still not encouraging. Students past results in GNS were consulted to confirmed this. It was however discovered that poor motivation, poor study habit, bad attitude to mobile learning, poor adjustment to emerging technologies, among others as possible causes of poor academic achievement in GNS exams.

Students failure rates in GNS and disparities in learning abilities of students necessitates a need to develop a complementary individualized instructional multimedia package that could assist undergraduates to concretize content knowledge. Hence the need to develop an interactive multimedia package in selected subjects in GNS for undergraduate students of University of llorin, Nigeria.

Purpose of the Study

Specifically, the study was embarked on to:

- develop a Computer Assisted Instructional Package to teach Structure of Science (A subtopic in GNS 311 in the University of florin).
- evaluate the quality of the developed CAIP by educational technology experts.
- evaluate the quality of the developed CAIP by GNS 311 lecturers

Research Questions

The study provided answers to the following research questions:

1. What are the stages involved in the development of CA.IP?
2. How do the educational technology experts rate the CA.IP?
3. How do the GNS lecturers rate the quality of the developed CAIP?
4.

Methodology

The study adopted descriptive type of research which was employed in the development and validation of the Computer Assisted Instructional Package (CAIP). The development and validation of CAIP followed the instructional system design (ISD) model widely referred to as ADDIE model. The development stage includes activities such as formulation of behavioral objectives, selection of contents (base on GNS 311 syllabus) and preparation of scripts.

CAIP was produced using easy test computer software with the help of a computer programmer at the production stage. The package undergone evaluation and editing at every stage for the purpose of validity. The final package was passed to the experts for final validation. The outcome of the consultations was used for the final editing of the CAIP. Educational technology experts and GNS 311 lecturers were consulted to determine the final appropriateness of the produced CA.IP at the final stage. Researchers' designed Computer Assisted Instructional Package (CAIP) evaluation form was used to evaluate the Computer Assisted Instruction Packaged.

The CAIP development process

The researchers divided the topics in GNS 311 contents into modules. The first module, which was structure of science was arranged into topics with flow chart. The researcher assigned behavioral objectives that covered all topics in all modules. The behavioral objectives guided the researchers in the choice and design of the content presentation.

Learning Management System (LMS): A LMS was created to manage students' learning and to track their progress. Students could choose to register if they wanted to keep their learning records. Students could also study without registering if they do not want to keep their learning records. The researcher created a module content chart to give an idea of how the content would be presented in each module. CAIP was structured and designed using multimedia (text, video, image,

anunation, and audio) to present each topic. Each module consists of an introduction to the

lesson, content presentation, reinforcement activity, sununary andtest.

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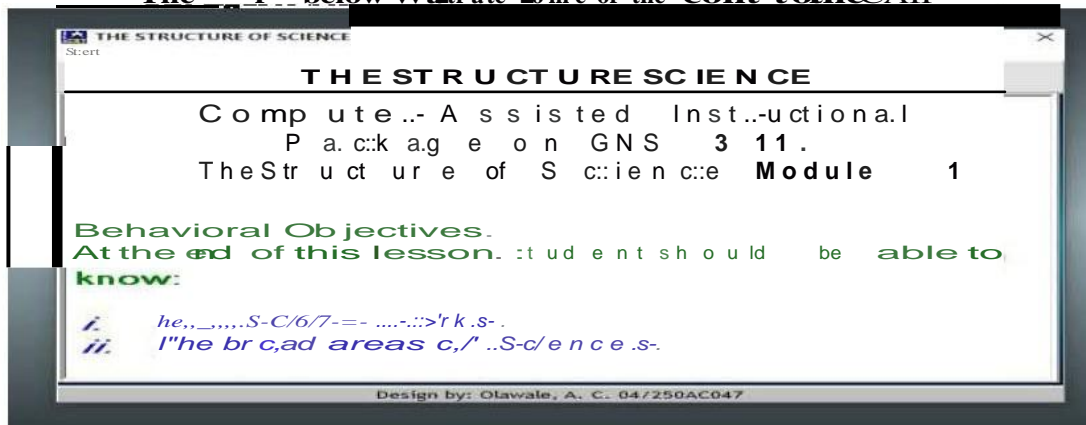

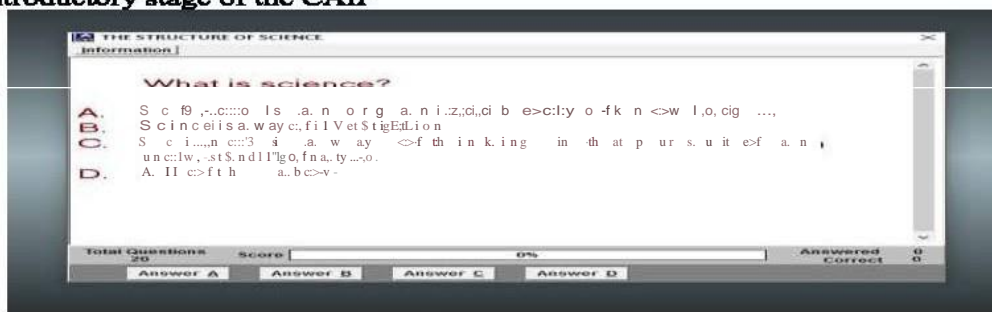
Figure. 1 Introductory stage of the CAIP
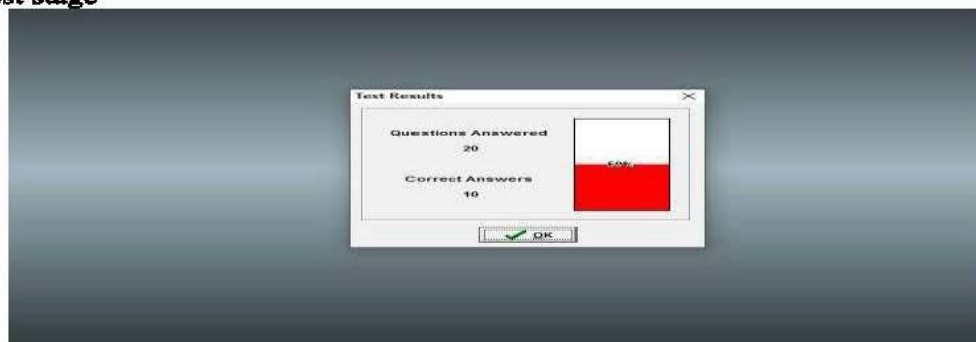

Figure 2. Test stage

Figure 3. **Feedback stage**

Research Instruments

The instruments used for this research was the Computer Assisted Instructional Package (CAIP) Educational Experts Evaluation Form {ETEAF) and GNS Lecturers Assessment form (GLAF). Textbook materials were carefully embedded in the CAIP, with the assistance of a professional computer programmer. The package was made to be interactive and cover the selected areas of interest.

Sample and Sampling Techniques

The population sample for the research work consists often Educational Technology experts and ten GNS lecturers in the University of florin making a total of twenty respondents.

The sample was purposely selected because the research work requires specific experts to view and assess the quality of the CAI package. According to Onasanya, Daramola, & Asuquo, (2006) purposive sampling procedure involves a situation where researcher purposely selects certain groups as samples because of their relevance to the investigation under consideration. The sample was therefore purposively selected because experts must be a lecturer of educational technology or at least a professional in the field of education technology. The intended audience or beneficiaries of the developed package are students of the University of florin.

Results

Research Question 1: What are the stages involved in the development ofCAIP?

Table 1 Stages Invo1ve.d ɪɪɪ CAIP Deve1opment.

Step	Stage	Processes
1	Analysis	During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and other relevant characteristics. The analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
2	Design	A systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface, and content are determined here.
3	Development	The actual creation (production) of the content and learning materials based on the Design phase.
4	Implementation	During implementation, the plan is put into action and a procedure for training the learner is developed. Materials are delivered or distributed to the lecturers and the concern students. After delivery, the effectiveness of the training materials was evaluated.
5	Evaluation	This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users and revisions were made where necessary.

Source: Olumorin, C. 0. (2010)

In the development of the courseware, the ADDIE model was adopted to guide the development of the CAIP process because of its peculiarities to the study. ADDIE model is instructional systems design {ISD) framework that many instructional designers and training developers use to develop courses. ADDIE model involves a process of check and balances from the beginning to the end. Though the evaluation comes at the end of the model,

formative evaluation was done at every level of the development because it affords the developer opportunity to amend at every stages of development.

Research Question 2: How do the educational technology experts rate the CAIP?

Results generated from responses of the educational technologist experts rating were analyzed using simple percentage and the result is presented in table two.

Table 2: Percentage responses of educational Expert Rating.

SIN	**Research Questions**	**SA(%)**	**A(%)**	**D(%)**	**SD(%)**	**Total**
I	Objectives are clear	50%	25%	0%	25%	100%
2	The Computer Assisted Instructional Package meets the objectives of GNS 311	50%	38%	0%	13%	100%
3	The Computer Assisted Instructional Package is relevance to the audience.	63%	38%	0%	0%	100%
4	The contents are suitable for 300 level class	13%	63%	13%	13%	100%
5	There is provision for viewer's meaningful participation.	0%	38%	25%	38%	100%
6	The Computer Assisted Instructional Package will likely arouse students' interest	38%	50%	0%	13%	100%
7	The CAIP is appropriate and it is in conformity with University's GNS Curriculum	50%	38%	0%	13%	100%
8	CAIP can be developed be and use to teach GNS 311 in University of Ilorin	63%	38%	0%	0%	100%
9	Language level is all right for the audience	50%	38%	0%	13%	100%
10	Captions and titles are bold and agree with the **text.**	50%	38%	13%	0%	100%

Key: SA-Strongly Agree, A-Agree, D-Disagree and SD-Strongly Disagree

Educational Technology Experts strongly agreed on most of the research questions raised. It was generally observed that the package was grossly at the advantageous side. Captions, boldness, and objectives of the package were well rated. The relevance of the CAIP to the intended audience was rated 63%. The responses from the above table showed that over 50% agreed that the contents are suitable to the intended audience and the package

conforms to university GNS curriculum.

Research Question 3: How do the GNS lecturers rate the quality of the developed CAIP?

Research question three sought to know the GNS Lecturers ratings of CAIP. Results generated from responses of GNS lecturers rating were analyzed using simple percentage as shown on the table 3.

Table 3: GNS Lectures ratings ofCAIP

SIN	Questions	SA(%)	A(%)	D(%)	SD(%)	Total
1	Objectives are clear	50%	25%	0%	25%	100%
2	The Computer Assisted Instructional Package meets the objectives of GNS 311	50%	38%	0%	13%	100%
3	The Computer Assisted Instructional Package is relevance to the audience.	63%	38%	0%	0%	100%
4	The contents are suitable for 300 level class	13%	63%	13%	13%	100%
5	There is provision for viewer's meaningful participation.	0%	38%	25%	38%	100%
6	The Computer Assisted Instructional Package will likely arouse students' interest	38%	50%	0%	13%	100%
7	The CAIP is appropriate and it is in conformity with University's GNS Curriculum	50%	38%	0%	13%	100%
8	CAIP can be developed be and use to teach GNS 311 in University of Ilorin	63%	38%	0%	0%	100%
9	Language level is all right for the audience	50%	38%	0%	13%	100%
10	Captions and titles are bold and agree with the text.	50%	38%	13%	0%	100%

Key: SA-Strongly Agree, A-Agree, D-Disagree and SD-Strongly Disagree

The responses in Table 3 indicate that the respondents' rating of the CAIP showed absolute agreement to all the research questions raised. 63% of the GNS lecturers strongly agreed that CAIP can be develop to teach GNS 311. 50% agreed that the developed CAIP is suitable to the intended students and it is in conformity with university curriculum. Results on the table 3 showed that CAIP was well rated above average with all criteria used which makes it suitable instructional media and appropriate for the intended audience.

Discussion

This results from the study shows that Computer-Assisted Instructional Package (CAIP) can be successfully designed and developed for teaching GNS 311 University of florin. It allows self-paced learning; learners can move as slowly or as quickly as they like through a programme. If they want to repeat some task or review some material again, they are allowed as many times as they want until perfection is achieved. Learners can skip over a topic or information that is already known, making the learning process more efficient. It allows self-directed learning, learners can decide what they want to learn and in what order.

The package as examined by GNS 311 lecturers revealed that it was rated high and the objective of the package was relevant and suitable for teaching GNS 311 and the content of the package lead to the acquisition of the knowledge sought for. The result of the technical quality was rated as simple and clear which would enable the learner to understand with ease for assimilation to be made permanent. Students can learn from the package even in the absence of a lecturer and it was established based on this that the package is interactive, suitable for distance learning and also encourages students self-paced learning.

The result of the analysis showed that Educational Technology Experts rated the package well above average by all criteria used for rating. The package was found to be user friendly, highly instructional oriented and students receiving instruction are likely to

perform better than their counterparts and even have positive attitude towards computer. The package was noted to be relevance to the target audience and allow meaningful participation as well. Captions and text were established to be all right and language level was also rated good for the intended audience.

It was therefore concluded that computer-assisted instructional package could be developed to teach GNS 311 and could also be adopted for other courses. The package was also found to be user-friendly, highly instructional oriented and students receiving instruction via CAIP are likely to perform better their counterparts.

Conclusion *and* Recommendation

The main scope of this paper was to develop a computer instructional package that can be used to teach GNS 311 in the University of Dorin. It is believed that technology learning packages as an instructional resource will help in reducing failure rate in general courses such as GNS 311 and also help to bridge the gap between the anxiety for computer mediated exams and traditional pencil and paper method exam. This is in line with Onasanya, Daramola, & Asuquo, (2006), who finds out that students receiving CAI based instructions enjoy their classes more and have better attitudes towards the computer.

It is recommended that lecturers should be trained and encouraged to employ technological resources such as CAIP in their classroom practices. It is believed that CAIP could be used to deployed instructions in other core courses. Its implementation and ease of use would require little or no training for lecturers.

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Emotional Intelligence as Predictor of Career Decision Making Self-Efficacy in Ondo West Local Government of Ondo State

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Abstract

The study investigated emotional intelligence as predictor of secondary school students' career decision making self-efficacy in Ondo West Local Government Area of Ondo State. The study was a descriptive research of the survey type. The population was all secondary school students in Ondo West Local Government Area of Ondo State. A sample of 200 secondary school student were selected using simple random sampling technique. The research instrument was a questionnaire which was validated by the research. 2 hypotheses were postulated and tested at 0.05 level of significance. Result s of the analysis revealed that there was a significant relationship between emotional intelligence and career decision making self-efficacy. Based on the findings, it was recommended that it is necessary for secondary school students to be exposed to emotional intelligence training by their teachers and school counsellors so that they can have strong foundations in emotional intelligence so as to guide them in taking career decisions.

Keywords: Emotional Intelligence, Career Decision Making and Self-Efficacy.

Introduction

The ability of adolescents to make right career choices while in school has been noted to be very important because it could affect their success in future. Adolescents make decisions throughout their personal, educational and professional development. The inability to make right career decisions may pose problems to them after graduating from secondary schools. They might likely feel frustrated and confused.

In understanding the role of emotion career related actions, researchers have introduced emotional intelligence as a critical variable to career success (Brown, George and Smith 2003). In choosing a career flexible creative thinking and attention is needed with a stable emotion. An awareness of one's emotional state helps an individual plan his or her actions think creatively direct his or her focus and be motivated to get the best of any situation.

Emotional intelligence is the understanding of one's feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living. This shows the importance of emotions in decision making. Caruso (2008) observes "emotions direct our attention and motivate is engage in certain behaviour". Emotions according to him do not interfere with good decision-making, they are in fact necessary and critical for all effective decisions.

Emmeling and Cherniss (2003) viewed career choice as a culmination of a series of decisions regarding people's values, tasks and activities of interest, level of aspirations, work roles and what information to seek and how to seek it are important part of the decision making process which are likely to be

influenced by the emotions make up. According to Caruso and Wolfe (2001) emotional intelligence reflect an individual's ability to deal successfully with other people as well as own feelings. Researchers like Fernet (2003) is of the view that career decision making self-efficacy is the degree to which an individual is certain about his or her abilities to perform a tasks related to a successful career decision-making like collecting career information, goal selection, planning career decision-making, self-efficacy is an individual's expectation regarding his or her ability to perform the specific tasks and behaviour that are important. Sirohi, (2013) found that senior secondary school students **(SSS)** chose subject of study which have little relationship with their vocational goals , as a result of this; many of them get a traumatic shock when they find that they have not prepare themselves for the career which they wanted to enter. Often the mistake is realized too late in life.

According to Taylor and Betz, (1983) career decision-making self-efficacy is an individual's expectations regarding his or her ability to perform the specific tasks and behaviours that are important to effective career decision-making. Guay, Serecal, Gauthier and Fernet (2003) is of the view that career decision-making self-efficacy is the degree to which an individual is certain about his or her abilities to perform a task related to a successful career decision-making like collecting career information, goal selection, planning for the future and problem solving. To support this Hirschi, Niles and Alcos (2010) stated that individuals who are high in self-efficacy would be more optimistic about their careers and would be constantly seeking information about various forms of career self-efficacy play a significant role in the development of vocational interest, choice, and behaviour (Lent, Brown, Talleyrand, Mcpartland, Davis and Chorpa, 2002). While high career decision-making self-efficacy would allow an individual to willingly engage in such behaviour as self- as self-assessment, career job exploration and choosing a career based on this exploration, low career decision making self-efficacy would lead a person to avoid these career behaviors (Moore, 2003).

In understanding the role of emotion in career-related actions, researchers have introduced emotional intelligence as a critical variable to career success (Brown, George-Curran and Smith 2003). Emotions experienced in the career decision-making process may influence the career options being considered, tolerance for risky career decisions, amount to the type of career exploration activities individuals will engage in the choice process, how much effort to invest in the process and how the information related to career choice is processed. (Emmerling and Chermiss 2003). In choosing a career flexible creative thinking and attention is needed with a stable emotion. An awareness of one's emotional state helps an individual plan his or her actions, think creatively redirect his or her focus and be motivated to get the best of any situation. Caruso and Wolfe (2001) argue and Cherniss 92003) and Young (2010) emphasized that emotions play an important role in career decision-making processes, but often this influence is not fully understood and recognized. They consequently stress the key that emotional intelligence plays in the process of career exploration and career decision-making.

Emotional intelligence is the understanding of one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living. This shows the importance of emotion in decision-making. According to Caruso and Wolfe (2001) emotional intelligence reflects an individual's ability to deal successfully with other people as well as own feelings. Researchers in the past have also reported that emotions played significant roles in career development. Brown, Hu, Castelli-Gair and Hombria (2003) found emotional intelligence to be positively related to constructs like career commitment and decision-making process.

Many factors influencing career maturity and career decision-making self-efficacy had been examined by researchers but few of these studies examined the influence of psychological variable such as emotional intelligence as predictors of secondary school students career decision making self-making self-efficacy in Nigeria.

Statement of the Problem

There is a growing concern about how students engage in career decision-making and rate at which adolescents in Nigeria encounter great difficulty in career decision-making. Career decision can make or mar the future of an adolescent. If seems that inappropriate career decision has often led to unsatisfactory career life. Most secondary school students choose subjects when they graduate from the secondary school. When they graduate from the secondary school and enter the university they discovered that they have not prepared themselves for the career they wanted to study. This mistake is realized too late in life. Adolescents do not take time in preparing and planning for career decisions which has often led to poor vocational or career outcomes as observed among Nigerian secondary school students.

Selecting courses for high school begins during adolescence but barriers like lack of confidence, parental influence, peer influence and influence of family members may prevent them taking appropriate career decision. Whenever this happens, they find it difficult to excel in that vocation or career. It is against this background that this study will investigate emotional intelligence as predictors of career decision making self-efficacy in Akoko South West Local Government Area of Ondo State.

Research Hypotheses
1. There is no significant relationship between emotional intelligence and career decision making self-efficacy
2. Emotional intelligence will not significantly predict career decision making self-efficacy

Methodology

The study adopted descriptive research design of the survey type. This research design enabled the researcher to collect data on the independent variable emotional intelligence and dependent variables career decision-making self-efficacy. The study is for the purpose of classification, interpretation and generalization

The target population for this study comprised all Senior Secondary School three (SSS3) students in Ondo West Local Government Area of Ondo State. Senior Secondary School three (SSS 3) students were considered more appropriate in the process of making career decisions as they were about to graduates from the secondary school to the university where they would choose their course of study that would launch them to their future career.

The Sample for the study consists of two hundred (200) students from the senior secondary schools in Ondo West Local Government Area of Ondo State,the students were selected using simple random sampling techniques.

The instruments were made up of two sections, A and B. Section A consists of the social demographic characteristic of the participants. These include name of school, Sex, Age and Class of Student. This helped the researcher to gather personal data about the respondents. Section B contains items on emotional intelligence and career decision-making self-efficacy.

Emotional intelligence scale was used to measure the emotional intelligence levels of the respondents. It was developed by Wong and Law (2002) and adapted by the researcher. It is a popular self-report measure of emotional intelligence. The Career Decision-Making Self-Efficacy Short Form Scale (CDSE-SF) was used to measure the respondents' degree of belief that he or she can successfully complete tasks necessary for making career decisions. The scale was developed by Betz, Klein and Taylor (1996) and adapted by the researcher.The face and content validities of the instruments wereensured using test-retest method,for emotional intelligence ,a reliability of 0.78 was calculated while career decision making self-efficacy has a reliability of 0.85.These were significant at 0.05 level of significance. The research instruments were administered by the researcher in the classrooms. Data generated were analysed using inferential statistics such as multiple regression and t-test.

Results and Discussion

Hypothesis 1: There is no significant relationship between emotional intelligence and career decision making self-efficacy

Table 1: PPMC showing the significant relationship between emotional intelligence and career decision making self efficacy

Variables	N	df	r-Cal	r-Cri	p
1. Emotional Intelligence 2.CDMSE	200	198	694**	0.139	<0.05

From the table above, there is a significant relationship between emotional intelligence and career decision making self-efficacy (r (200) = 0.694: p<0.05). Therefore, hypothesis 1 is rejected. This implies that emotional intelligence of secondary school students increases their level of career decision making self-efficacy among secondary school students.

Hypothesis 2: emotional intelligence will not significantly predict career decision making self-efficacy

Table 2a: Model Summary

Model	R	RSquare	AdjustedR Square	Std. Error of the Estimate
1	.694a	.481	.479	5.82522

The R Square value of .481 indicated 48.1% is the variance that is accounted for in the model which is high. The independent variable accounted for 48.1% variance in the independent variable, that is the regression model is modestly fit.

Table 2b: Regression analysis showing the influence of Emotional intelligence on career decision making self efficacy

Variables	Sum of Squares	Df	Mean Square	F-Cal	F-Cri	p	Decision
Regression 1. Residual Total	6233.229 6718.771 12952.000	1 198 199	6233.229 33.933	183.691	3.84	<0.05	Sig.

From the table 2b, it was showed that intelligence significantly predicts career decision making self-efficacy (F (1, 199) - =183.691; p<0.05). Therefore, hypothesis 2 is rejected. This implies that emotional intelligence is a determining factor in predicting career decision making self-efficacy.

Discussion

The result in hypothesis one revealed that there is a significant relationship between emotional intelligence and career decision making self-efficacy. This implies that emotional intelligence of secondary of secondary school students increases their level of career decision making self-efficacy among secondary school students. The result contradicts the findings role of Di Fabio, and Saklofske (2014) who highlighted the potentially important role of self-reported EI in career decisions. The result contradicts the finding of Akpochafo (2011) who revealed that emotional intelligence and self-efficacy were not correlates of career commitment.

The result in hypothesis two revealed that emotional intelligence significantly predicts career decision making self-efficacy. This implies that emotional intelligence is a determining factor in predicting career decision making self-efficacy. The result corroborates the findings of Di-Fabio, Palazzeschi and Bar-on (2012). Di Fabio, Palazzeschi and Bar-on's (2012) result showed that emotional intelligence compared significantly influenced career decision-making self-efficacy. This showed that emotional intelligence predicted

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career decision-making self-efficacy of secondary school students. The increased in emotional intelligence of secondary school students might be due to the fact that majority of the secondary school students had been exposed to career counselling which influence their career decision-making self-efficacy.

Conclusion

Based on the findings of this study, it was concluded that; students from Ondo West Local Government Area of Ondo State have high level of emotional intelligence. The result indicated that emotional intelligence had a predictive influence on career decision-making self-efficacy of secondary school students. These results suggested that enhancing secondary school student's emotional intelligence can forester better career decision-making process among secondary school students.

Recommendations

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

1. it is necessary for secondary school students to be exposed to emotional intelligence training by their teachers and also counselors so that they can have strong foundations in emotional intelligence so as to guide them in taking career decisions.
2. Counsellors in secondary school should focus more on building the self-efficacy of students. The federal government of Nigeria should step up towards training and posting guidance counselors to all secondary schools to provide services to students to enhance their career decision-making abilities.
3. There is need to introduces a new perspective for career development research by establishing a mediation-based emotion-career framework which provides deeper insights for career counsellors to assist students in career decision processes.
4. The Federal Government of Nigeria should step up effort towards the training and postings of guidance Counsellors to all secondary schools to provide services to the students on career decision to provide self-efficacy.

5. Counsellors should guide students in planning for career decision-making as this will help students to take mature decisions regarding their career so that they can have understanding of working world.

Counselling implication of the finding and recommendation

Emotional intelligence has been found to influence the career decision-making process. It is therefore necessary to introduce a new perspective for career development by establishing an emotional based career framework which enables career counsellors to assist students in their emotional problems and help them to have a strong foundation in emotional intelligence.

The knowledge concerning emotional intelligence that are related to students' career decision-making ability allow counsellors to individualize the intervention programs according to the young people's needs. As far as career decision-making process are concerned, the counsellors need to address and help the individuals to resolve more central personality issues, such as pessimism, anxiety and identity formation before they start dealing with career decision-making difficulties. There is also need to help students in building strong emotional intelligence since emotions have been found to influence the decision making process.

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Roles of Social Accounting Theory Towards Socio-Economic Responsibilities of Business Enterprises

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Abstract
The roles of social accounting theory in promoting the responsiveness of business enterprises towards socio-economic responsibilities cannot be overemphasized. Both the government and business enterprises in Nigeria are conscious of the social and environmental effects of economic activities on the society. Thus, the need for a framework to justify the corporate social responsibility which business enterprises are to perform as part of their contributions to societal welfare at large. In this context, this paper focuses on the roles of social accounting theory in three major ways: one, as an approach for the identification of relevant socio-economic responsibilities of business; two, for the determination of those to whom a business enterprises are accountable and responsible for social performance; and three, the benefits of applying social accounting theory for social, economic and environmental sustainability. It recommends a minimum of five percentage (5%) net profits after tax should be set aside by business enterprises as a corporate social responsibility policy, and a win-win relationship between community members and business enterprises for continuous and timely performance of socio-economic responsibilities among others.

Keywords: Social Accounting Theory, Socio-Economic Responsibilities, Business Enterprises

Introduction

Globally, accounting is the language of business for identifying, classifying, recording, interpreting and communicating economic activities of business enterprises to the users of financial information for informed decisions making. Thus, accounting theory is a material framework for accounting concepts, conventions and principles in various fields of accounting practices, and for the preparation and disclosure of financial information to promote its worldwide acceptance (International Financial Reporting Standards, IFRS 2007). One of the accounting theories that provide justification for preparing and reporting financial information concerning corporate social responsibility of business enterprises to make business enterprises and government more responsive to societal welfare is 'Social Accounting Theory'.

With the awareness that industrial activities have some negative effects on the environment, it is important to measure and report the social effects (social costs and benefits) arising from the business activities to make corporations socially accountable and responsible (Carroll, 2016). The belief that business enterprises have social responsibility towards the society is not new. Social accounting theory was considered important when formal literature on corporate social responsibility and accountability emerged in the 1950s (Carroll, 2008). Prior to this period, social responsibility was as a mere act of humanitarianism without emphasis on social accountability. Social Audit Network (SAN, 2000) attributed the first use of the term 'social audit' to George Goyder. Ugur and Hilmi (2007) suggested Anderson Alice should be named as the father of social accounting theory based on his argument on social cost and benefits, while others traced it to Howard Bowen who first published book on *'Social Responsibilities of the Businessman'*.

Today, active involvement of business enterprises in corporate social responsibility such as provision of hospital clinics, recreational facilities, philanthropy or donations to educational institutions and

various community projects are parts of the roles of social accounting (Carroll, 2016). This is because firms are institutionalizing corporate social responsibility as a policy for strategic management governance. Social accounting theory provides a broad understanding of why corporations behave in socially responsible ways and basis for disclosure of social information in order to ensure accountability (Mbobo & Ntiedo, 2016). Since it is entrenched in the principles of social responsibility, this paper therefore is significant to make business enterprises more proactive in discharging socio-economic responsibilities and other initiatives for societal welfare.

A theory is a consistent body of concepts and propositions from which a comprehensive set of principles can be deduced logically for practice. According to Gray, Owen and Adams (2010), the theory of corporate social responsibility accounting is a framework for assessing and reporting business enterprise activities that have social effects. *Armstrong and Kesten (2012) stated that social accounting* theory is a proposition that business enterprises influence their environment sometimes negatively, and should therefore make adequate provision for these effects. It emphasizes financial information for the pursuit of social and environmental objectives which hold that business enterprises have socio-economic responsibilities to discharge for the benefits of the entire society.

Generally, social accounting (also known as social and environmental accounting or corporate social responsibility accounting) is a broad concept with many definitions. Mbobo and Ntiedo (2016) defined social accounting as an application of principles, practices and skills of accounting with regard to measurement and disclosure of social programmes. According to Grazier and Charles (2017), it is the measurement of internal and external impacts of an entity including activities intended to benefit the entire society rather than just for the owners of business alone. Also, Sam.mi (2018) explained that social accounting is a means of reporting the social and economic effects of an institution on the society. In this paper, social accounting is the process of identifying and

reporting the effects of corporate activities with respect to the socio-economic responsibilities of firms. Thus, it aims at enhancing the performance of social obligations by business enterprises to the society at large.

As an aspect of accounting practice, it focuses on reporting financial information that enhances corporate social responsibility of business entity in addition to the owners' economic profit. According to the America Society for Quality (2018), there is no argument against profit maximization of shareholders but what constitutes profit should not be at the detriment of the socio-economic welfare of the society. *Nicole* (2018) reported that investors, customers, government and non-governmental agencies are eager to know how corporate enterprises respond to social responsibilities, and their perceptions will directly or indirectly affect the business public image. This is because being socially responsible is now a strategy for any business enterprise to project its public image in today's economy, and corporate management needs social accounting information to ensure that business is responsive to social challenges while maximizing profit.

Fundamentals of Social Accounting Theory
Social accounting theory can be described as a proposition that business enterprises should be accountable and responsive to the entire society. It covers all aspects of corporate social responsibility of business and socio-economic approaches that can be used to justify inclusive delivery of social, economic and environmental benefits. According to Mathew (2007), it provides a guide for the development of coherent objectives and fundamentals that prescribe the process of measuring, evaluating and reporting social accounting information as follows:
1. Social Accounting Theory of Net Income Contribution
2. Social Accounting Theory of Human Resource Contribution
3. Social Accounting Theory of Public Contribution
4. Social Accounting Theory of Environmental Contribution

5. Social Accounting Theory of Product or Service Contribution

Social Accounting Theory of Net Income Contribution: Social accounting theory recognizes income from profit as an important factor to business survival, and the quest for corporate social responsibilitydoes not relegate the importance of income objective. According to *Armstrong and Kesten (2012), an* enterprise must earn enough to survival first but this should be legitimate social profits to avoid excessive profit maximization because undesirable profit often leads to exploitation and business failure in the long-run. Thus, a desirable net income or profit objective without consumers' exploitation is a rational test of measuring socio-economic contributions of business enterprises.

Social Accounting Theory of Human Resource Contribution: Social accounting theory recognizes human resource as the most important asset for planning, organizing, directing, coordinating, communicating, implementing or achieving business goals. According to *Korschun, Bhattacharya and Swain(2014),* employees are not to be regarded as machines but should be well treated and motivated for better output. This is because *poor* human resource management could have adverse effects on other business resources and incapacitate discharge of social responsibilities. It is the responsibility of an enterprise to ensure regular training, job enrichment, better remuneration and promotion towards increasing human resource contributions.

Social Accounting Theory of Public Contribution: This considers the contributions of organization presence to the socio-economic opportunities of individuals outside the enterprise. Social accounting theory assumes that corporate existence of business entities should enhance provision of employment opportunities as well as expansion of local business services and social amenities for the general benefit of individuals in the community.

Social Accounting Theory of Environmental Contribution: This relates to the measurement of the negative effect of industrial pollution and noises, and how enterprises can sustain ecological balance. Social accounting theory assumes that corporate social responsibility of business is to abate adverse effects of their industrial pollution on land, water and air, and adoption more efficient techniques of production to make environment safe (Crowther, 2000). Also, it implies that business enterprises should impact their environment positively in terms of infrastructures and technologies to enhance socio-economic growth.

Social Accounting Theory of Product and Service Contribution: This relates to the quality of an organization products or services to satisfy the needs of the society. According to *Korschun et al. (2014), it* is the responsibility of an enterprise to ensure that products are of high quality, standard, durable and safe for consumers. It also includes rendering services to satisfy consumers, honest advertising information and respect for consumer rights.

Also, Gray et al. (2010) explained fundamental framework of social accounting theory in three levels: the objectives of social accounting, the fundamental concepts of social accounting and the qualitative characteristics of social accounting.

Objectives of Social Accounting: Three main objectives of social accounting include measurement objective, reporting objective and other objectives. The measurement objective of corporate social accounting is to identify and measure the periodic net social contribution of a firm arising from both internal and external environment of business. The reporting objective of corporate social accounting is to determine whether a firm's accounting practice is consistent with the widely shared social priorities and legitimate obligations expected of the business. Other objectives of social accounting relate to the contributions of a firm to all its social constituents in an optional manner.

Fundamental Concepts of Social Accounting:
The fundamental concepts in preparing social accounting information include social transaction, social overhead, social income, social constituents, social equity and social assets.

- ***Social Transaction:*** It represents economic activities of a firm that have direct effects on the social constituents of business.
- ***Social Overhead:*** It represents the social cost of resources consumed by a firm as a result of social transaction.
- ***Social Income:*** It refers to the social contributions (socio-economic benefits) of a firm for a particular period of time. It is the excess of aggregate social returns over aggregate social overheads cost.
- ***Social Constituents:*** They are distinct social groups or different category of individuals within a particular society with whom a firm is presumed to have a social contract.
- ***Social Equity:*** It is a claim that each social constituent has fair or proportional access to a firm's social benefits.
- ***Social Assets:*** They constitute a firm's capital goods and business resources used to perform social transactions.

Qualitative Characteristics of Social Accounting:
Corporate social report needs to meet certain criterion to fulfill user's requirements. These characteristics are reporting standards that enhance the credibility and usefulness of social accounting reports. Mbobo and Ntiedo (2016) identified the following qualitative characteristics for selecting and evaluating financial information as applicable to the users of social accounting:

- ***Decision Usefulness:*** It is expedient for management decisions making on social, environmental and economic responsibilities of business enterprises.
- ***Benefit over Costs:*** It should be able to report the effects social transactions, social costs and benefits to the stakeholders and the society at large for decision making.
- ***Relevance:*** It should contain vital financial information that can make a difference in

decision making and enhance performance of corporate social responsibility.

- ***Reliability:*** The information should be free of errors and bias. It should consistently measure what it purports to represent such that users can depend upon the information for decision making to avoid being misled.
- ***Neutrality:*** Social accounting information should not be prepared or reported to favour any group of stakeholders against another, and hence the need to make it bias free.
- ***Timeliness:*** The financial information should be available in time so that it would not lose its importance. Delay in providing information may defeat the user's purpose for it.
- ***Understandability:*** The social statements and reports should be such that users can easily understand and apply them for informed decisions making.
- ***Verifiability:*** The procedures used for recording, measuring and reporting should be supported with evidences that can be easily authenticated.
- ***Representational faithfulness:*** It should show true picture of actual effect of social transactions such that there is correspondence between the amount and descriptions, and the economic activities that those figures and descriptions represent.
- ***Comparability:*** Social accounting information must be such that it can be compared with other sets of related economic phenomenon.
- ***Consistency:*** The accounting method and procedures should not be changed within a financial period to avoid double standard measurement. Any change in policy or procedure, the reason must be known, morally justified and reported.
- ***Completeness:*** It should disclose full information that matter for decision making which implies that no important information should be hidden.

Socio-Economic Responsibilities of Business Enterprises
Socio-economic responsibilities are simply obligations enterprises perform as part of their social, economic and environmental

contributions to the society. They can also be described as win-win programmes for the benefit of the entire society and sustainability of business. According to Wieland and Handfield (2013), the traditional view that profit is for the shareholders only without extending part of it for societal benefits can no longer be sustained because meeting the social needs of communities are now integral part of corporate policy to enhance business reputation. Jeremy (2010) explained that business resources come from the society, and should therefore extend its obligations to the rest of the society for mutual benefits. Corporate enterprises are expected to perform the following socio-economic responsibilities:

1. Responsibility towards consumers
2. Responsibility towards employees
3. Responsibility towards shareholders
4. Responsibility towards society
5. Responsibility towards local community
6. Responsibility towards environmental conservation
7. Responsibility towards ethical practices and competitions
8. Responsibility towards philanthropy and social programmes
9. Responsibility towards research and development

Responsibility towards Consumers: Consumers are the end users in the chain of production, and without them production is not complete. Business enterprises have responsibility to satisfy consumer needs and ensure they get value for money spent on goods and services. *Korschun et al. (2014)* stated that it is the responsibility of business enterprises to ensure that quality products and services are available to satisfy the taste of different category of consumers at affordable price, and prompt response to customers complaints when needs arise. Also, Dey (2007) emphasized that management should not indulge in unfair trade practices like exploitation, profiteering, hoarding to create artificial scarcity, inferior goods, misleading the consumers with false or exaggerated advertisements. This is because consumers are the largest social group directly

affected in the production chain, and their interest should not be compromised.

Responsibility towards Employees: Human resource constitutes the ultimate basis for wealth of nations because capital and natural resources are the passive factors of production. Human being are the active agents who manage capital and other business resources, build social interactions and responsibilities in any organization *(Armstrong and Kesten, 2012)*. Business enterprises needs to improve cordial relations with its employees, ensure their safety and job security, regular training to improve the quality of workers and give them promotions as and when due to motivate them.

Responsibility towards Shareholders and Management: It is a prime responsibility of business to provide shareholders with a fair return on their investment. Management needs to provide report of trading activities and other social responsibilities to help the shareholders take informed decisions. This implies disclosure of social accounting information is needed by investors to enable them know what the enterprise is doing for the community and the need to support socio-economic responsibilities (Jeremy, 2010).

Responsibility towards Society: No business organization can survive in isolation. It is expected that business enterprises should respond to the needs and interest of the society in order to operate peacefully with the host communities. Integrating social goals increases companies' social responsiveness to achieve sustainable economic development (James, 2012).

Responsibility towards Immediate Local Community: In addition to the society at large, business enterprises have the responsibility towards the immediate community also. They must ensure that the presence of industries in a local community do not cause industrial hazards, and be responsible to ameliorate any negative effect (Sheehy, 2015). Other social responsibilities include providing social amenities to the host communities, employing local workers and supporting local economic growth.

Responsibility towards Environmental Conservation: According to Crowther (2000),

environmental pollution is increasing with the growth of industrialization as industries produce considerable carbon mono-oxide and harmful components are emitted by plant used in industrial goods. Also, Kimberlee (2018) stated that management needs to develop effective means of minimizing environmental pollution and ecological imbalances via recycling, waste management, water management, renewable energy and greener supply chains.

Responsibility towards Ethical Practices and Competitwns: Sometimes, there may be cutthroat and unethical competition between the traders to malign their competitors out of market. According to the International Organization for Standardization (2010), suppression of competitors through malicious and illegal means is not going to lead to sustainable economic development. Firms are expected to engage in fair trade practices and avoid unscrupulous practices that can damage their public reputation.

Responsibility towards Philanthropy Programmes: This includes raising money for charities, providing volunteers, sponsoring local events, donating products or materials for societal progress. Kimberlee (2018) explained that special seasonal gifts, bonanzas, promos, voluntary financial commitment to community development or projects imply a lot about a company's contribution towards social goals. Incorporating comprehensive philanthropic programmes could also help employees to become more committed through better social welfare schemes.

Responsibility towards Research and Development: Business has responsibility to improve their products and service through research and development. Wieland and Handfield (2013) explained that adequate provision for research and development helps firms to develop new products as well as improving the existing products, processes and techniques; and in the long-run, it enhances socially responsible supply chain, business growth and better quality of goods and services for the society.

Benefits of Applying Social Accounting Theory

The benefits of corporate social responsibility cannot be overemphasized. According to Geethamani (2017), it is very germane for the achievement of social, economic and environmental sustainability. Gray et al. (2010) identified social accountability and management control impacts. Social accountability facilitates the pursuit of society's objectives while the management control facilitates the achievement of an organization's own objectives. The following are benefits of applying social accounting theory to both the society and business enterprises:

1. It emphasizes relationship between firm and society which helps business enterprises to be conscious of the effects of their industrial activities on the society.
2. Social accounting theory facilitates measurement of social and environmental costs of economic activities as well as social benefits.
3. It helps to balance corporate goal for profit maximization with corporate responsibility to keep organizations activities ethical.
4. It promotes socially and environmentally responsible corporate policies for the benefits of shareholders and entire society.
5. It emphasizes legitimacy of socio-economic responsibilities towards all the stakeholders outside business environment that can promote business image in the public for sustainable market opportunities.
6. Social accounting theory promotes stakeholders' rights to information by emphasizing disclosure of financial information for social accountability.
7. It encourages implementation of social programmes as obligation for societal welfare.
8. Focusing on the benefits of environmental, social and economic sustainability, companies are encouraged to put part of profit into giveback programmes that have positive impacts on the society at large.
9. It makes business enterprises to undertake win-win socially responsible initiatives

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which attract positive media attention when taking part in community activities.

10. Investors are more likely to back a reputable business enterprise that is socially and environmentally responsible.

11. Reduce regulatory burden since good relationship with local communities and authorities often make business easier.

12. Being socially responsible helps business enterprises to attract and retain productive employees who are socially responsive.

Conclusion

Social accounting is a measuring and reporting approach to make business enterprises socially accountable and responsible. It is also a means of communicating social and environmental effects of a company's economic activities to the society at large. Business enterprises draw inputs from the society, and are expected to promote the welfare of the society via corporate social responsibility. The underlying theory that justifies measurement and disclosure of corporate social responsibility of business is known as 'Social Accounting Theory'. The theory emphasizes legitimacy of socio-economic responsibilities. In practice, it serves as a basis for socially and environmentally responsible corporate policies for the benefits of shareholders and entire society, as well as win-win social welfare initiatives.

Recommendations

1. Government should enforce corporate social responsibility policy to ensure a minimum five percentage net profit after tax is set aside by different categories of business enterprises. This would make them more socially accountable and responsive to the societal welfare.

2. Business enterprises should adopt production technologies that would reduce environmental hazards and pollution in the society.

3. Business enterprises should continuously initiate meaningful social amenities, projects and other philanthropic programmes that justify their existence in various communities.

4. Community members should ensure win-win relationship with the business enterprises in their locality for continuous and timely performance of socio-economic responsibilities.

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Open and Distance Learning, Open Educational Resources and Massive Open Online Courses as Panaceas to Disenfranchisement and the Needy of Education in Nigeria

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Abstract

It is evident from the National Policy on Education that the Federal Government of Nigeria is committed to providing quality education to her citizen without boundary. Data from agencies such as the National Universities Commission (NUC) and Joint Admissions and Matriculation Board (JAMB) shows that a disturbingly high percentage of students seeking placement in the over 174 universities available in Nigeria, are disenfranchised not because they lack the requisite qualifications but due to the carrying capacities of the available institutions. It is also known that a large number of the populace made up of adults, the gainfully employed/unemployed and youths of school age but out of school, do also seek education which is not readily available for them to key into. Incidentally, there are methods of providing meaningful, quality education to the desirous which are currently trending universally. They are the Open and Distance Learning (ODL) Method as well as the usage of Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs) initiatives. This article thus throws some light on these weapons of mass education which if properly deployed/utilised, can bring succour to the disenfranchised and needing of education. The article concludes by enjoining the government to establish more ODL institutions and encourage participation in distance learning by more dual mode institutions. Also, stakeholders in the education sector, the disenfranchised and needy spectrum of education in the society, are enjoined to embrace and take advantage of these avenues for achieving their goals.

Keywords: Open and Distance Learning, Open Educational Resources, Massive Open Online Courses, Mass Education.

Introduction

It is no longer news that in Nigeria, out of the teeming number of enthusiastic youths who seek placement in the over 174 public, state and private universities, only a paltry 25 - 30% can get admitted. Recently, the executive secretary of the National Universities Commission was quoted affmning this at a one-day public hearing organised by the Senate Committee on Tertiary Institutions and Tertiary Education Trust Fund (TETFund), on the regulatory conflict between Joint Admission Matriculations Board (JAMB) and universities in offering admission in Nigeria. The National Universities Commission (NUC), has said only 30 per cent of the 1.7 million candidates who wrote the Unified Tertiary Matriculation Examination (UTME), will be admitted in the year 2019/20 owing to limited spaces in the universities (Premium Times).

In the same vein, Aluko (2019) citing the Joint Admission and Matriculation Board (JAMB) had informed that only 443,624 among 1.6 million got varsity admission in the year 2018. Tiris is quite disturbing as quite a number of youths are unfortunately cheated out, not on account of been found academically deficient but due to the carrying capacities of the available institutions. Outside this, it is known that a teeming population of adults and youths of school age, are either gainfully employed or out of school and yearn for quality education so as to hone their skills or further improve on their present qualification. Opportunities to do so are not readily available since they may not be able to combine work and schooling simultaneously,

thus the need for a method which could be able to cater for these categories of people.

It is evident that provision of education for all desiring citizen of the nation is on the front burner of the Federal Government of Nigeria as enshrined in Section 4 (67a, b and c) of the National Policy on Education (2013) which states that the goal of the government includes the "provision of qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system" (NPE, 2013). Also Section 6 (115)of the National Policy on Education (2013) unveils the government's desire to employ methods such as Open and Distance Learning (ODL) method to reach the unreached. In tandem with this, Ikpe (2019), is of the view that a system that can ameliorate these problems and provide education for the masses which is the vogue all over the world and can provide access to all Nigerians who yearn for education in a manner convenient to their circumstances is the Open and Distance Learning method as well as the initiatives of Open Educational Resources {OER) which allows for easy access to reading materials for the purpose of knowledge acquisitions and the Massive Open Online Courses (MOOCs) which enables acquisitions of certification in various areas of knowledge.

In Nigeria, there are a number of universities and institutes floating programmes and providing educational instructions using the distance learning method. They include the National Open University of Nigeria {NOUN), the Distance Learning Institutes at the Ahmadu Bello University, Zaria, the Universities of Lagos, University of Ibadan, Obafemi Awolowo University, Ile-Ife and the National Teachers Institute, Kaduna. Aside the National Open University of Nigeria {NOUN) which is the only single mode university in Nigeria, others are dual mode institutions wherein both face-to-face conventional schooling system and the distance learning mode are run side by side. The single mode Open and Distance Learning university is fully dedicated to providing education to the public by the Open and Distance Learning {ODL) method. The university also enable learning via the use of Open Educational Resources (OERs) and the Massive Open Online Courses (MOOCs) system.

The intention of this paper is to explicitly discuss what are Open and Distance Learning (ODL), Open Educational Resources (OERs) and the Massive Open Online Courses (MOOCs) are and establish how they will help bring succour to the unduly disenfranchised seekers and needy of further education in Nigeria for the purpose of opening an avenue for the achievement of the status in the National Policy on Education.

Open and Distance Learning (ODL)

There are many definitions for Open and Distance Learning (ODL), Ojo (1986) defined ODL as "any form of study undertaken through the use of any of the indirect media of imparting knowledge". The media, he said included printed matter, narrowcast, broadcast and self-instructional materials. Sherry (1996) defined it with the following citations; "the separation of the teacher and learner in space and/ or time" and "the non-contiguous communication between students and teacher, mediated by print or some form of technology".

However, the definition by Jegede (2003) described "distance learning as the provision of education by a mode other than the conventional face to face method, whose goals are similar to, and just as noble and practical as those of on-campus full time face to face education" ans also that Open Learning "refers to the flexibility of and access to instruction by the distance mode in other to ensure that broad availability of educational opportunities reach as many segments of the population as possible". Earlier, Tooth (2000) described the term distance education as that "generally given to a form of education and training delivery in which students are remote from the institution and rarely if ever, attend formal teaching sessions". Tutorials, he said may be scheduled by phone and compulsory seminars are held especially for courses involving practical. These arrays of defmitions signify that ODL is a mode of providing education, other than the conventional face to face mode, embracing developments in ICT to provide a flexible, qualitative, cost effective education for a larger number of the populace in their place and at their time.

Characteristics of Open and Distance Learning (ODL)

It is a mode of learning that is characterised by physical separation between learners and teachers and the instruction is delivered through a variety of media, print and other ICT devices (video, telephone, radio, television and audio cassettes, etc.). ODL is a cost effective system of instruction, independent of time, location, pace and space which can be used for a variety of learning situations either for primary, secondary, tertiary, vocational and non-formal education. Summarily, Jegede (2003) remarked that ODL is characterised by being a flexible self-paced, classroom independent and teacher independent learning environment.

Method of Delivery

Adeoye and Ikpe (2005) are of the view that the best way to reach a learner is to use the technology the learner already has or that which can be made readily available to him/her. In view of this, the most basic method of delivery employed by most providers of education via the ODL method is by the use of printed materials. These printed materials are specifically and carefully developed course materials by tested experts in the various fields of study that has to do with offered programmes. Unlike the conventional textbook, these materials are specially designed to suit the peculiar circumstances of the distant learner and invariably replace the lecturer as it is in a face to face system. These specially written course materials are usually referred to as Self Learning Materials (SLMs). Other methods of delivery that could be deployed include; the use of audiotapes, videotapes and CD-ROMS which are to compliment the print materials. Also, special and well scheduled radio and television programmes could play major roles in the delivery of instruction by this method.

The 21st century as ascribed, is indeed the age of digitalisation hence providers of instruction by the Open and Distance Learning method takes full advantage of ICTs to provide learners with access to internet via the use of VSATs, and microwave radios in various localities. This way, providers of educational experiences will always be able to reach the unreachable and make

education accessible to the generality of the desiring public. The National Open University of Nigeria (NOUN) therefore as an arrow head of distance learning in West Africa sub-region for instance is taking the advantage of emerging technologies to provide real time online facilitation of courses for its programmes. The Open and distance learning mode of conveying knowledge can therefore be seen as a very suitable tool for the actualisation of the federal government's desire to provide knowledge for all, in and outside the formal school system. The mode will absorb the disenfranchised spectrum of would be students, accommodate the gainfully employed as well as the out of school youths of schooling age who are willing to upgrade themselves.

Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs)

As observed by Ik:pe (2019), lots of advances have been made in the use of technology to mediate in the field of teaching and learning universally. This is in view of the fact that eLearning strategy of providing instructions in various fields of learning has gained currency amongst institutions the world in recent times. A more recent initiatives trending in the dissemination of knowledge is the use of Open Educational Resources (OERs) avenue and Massive Open Online Courses (MOOCs) which are rather new to the Nigerian educational firmament to spread knowledge and the acquisitions of short term training certificates. It is instructive here to discuss what Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs) initiatives are and how they can remove the problems of non-availability of space to accommodate the eminently qualified students and the working class or out of school youths needing to acquire education or those that needs to improve on their current educational status.

Open Educational Resources (OERs)

One of the most promising developments in education and training today is the concept and growing reality of Open Educational Resources (OERs), (AVU, 2006). The term Open Educational Resources (OERs) was adopted at

UNESCO's 2002 forum on the Impact of Open Courseware (OCW) for higher education in developing countries. Since then, several organisations, both educational and otherwise, have ventured into the rather novel domain as one of the means of helping out those offering education and trainings world over. These include such institutions and organisations like; Massachusetts Institute of Technology (MIT), Japan's Open Courseware Alliance, China's Open Resource Education (CORE) through to the African Virtual University (AVU) Open Courseware (OCW) pilot schemes in Kenya and Ethiopia, (AVU, 2006) and more recently the National Open University of Nigeria (NOUN) and a very few other institutions in Nigeria.

There are abound a number of definitions for Open Educational Resources (OERs), but one tenable one is that by Caine (2015). He defined it as any type of learning materials (especially eLearning Resources and tools) that are released under an open intellectual property license or in public domain, allowing free of cost and legal reuse, revision, remixing and redistribution. Examples of OERs as mentioned by Caine (2015) are course materials, tests, assignments, textbooks, multimedia applications, etc. Atkins, Brown & Hammond, (2007) see Open Educational Resources (OERs) as teaching, learning and research materials in any medium that reside in the public domain and have been released under an open licence that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions. To Atkins et-al (2007), Open Educational Resources (OERs) can include full course materials, modules, student guides, teaching notes, textbooks, research articles, videos, assessment tools and instruments, interactive materials such as simulations, role plays, databases, software, apps (including mobile apps) and any other educationally useful materials.

Benefits of Open Educational Resources

There are a number of benefits derivable from the usage of Open Educational Resources (OERs) as identified by Caine (2015). He remarked that the benefits of Open Educational Resources are multi-faceted and categorised them in the following perspectives; the governmental, institutional, educational and learner's perspectives. It behoves that aside promoting the focus of this paper, it has other benefits which are easily derivable for the purpose of global world.

Governmental Perspective:

Open Educational Resources (OERs) can be said to amongst other benefits, advance knowledge by unlocking information for the benefit of all, since as all materials are freely available for use and reuse, it is an obvious avenue for sharing of knowledge amongst users. The usage of Open Educational Resources is one instrument per excellence in achieving one of the governments cherished developmental goals of promoting lifelong learning for its citizens. Since learning resources are always there and accessible for usage, they can always be accessed by the user whenever he/she desires to use them without hindrance. It also leverages the tax payers' money by sharing and reuse of information between institutions; The government is the major funder of education in Nigeria and most countries of the world, the major source of revenue is mostly via some form of taxation on the public, private organisations and establishments, examples of this are the Educational Trust Fund (ETF) and Tertiary Education Trust Fund (TETFund) in Nigeria, which fund is channelled towards the running of institutions in the country. Since Open Educational Resources (OERs) is about free usage, open access, sharing of educational materials, the government will not have to put too much resources into each and every institution as they can collaborate with each other to share educational resources.

Institutional Perspective:

Open Educational Resources (OERs) widens participation in higher education by expanding access to non-traditional learners since users of the resources do not necessarily have to be in the confmes of the four walls of a conventional school system or be in the same location. Usage is as such open and free to who so ever desires and it is also flexible - you can decide to use resources at your own space, pace and time.

Another benefit ascribable to the usage of Open Educational Resources (OERs) is that they can help towards bridging the gap between formal, informal and non-formal learners because it does not discriminate between users. It does not matter really, if a user is either in school, a gainfully employed worker or out of school, once you can access any of the material, you can freely make use of such. Sharing of knowledge is a known tradition in the world of academics, this is a tradition that is encouraged and get implemented through the usage of OERs. OERs as educational materials from various authors can be freely accessed by others for knowledge acquisition purpose while inputs can freely be made in the materials for improvement.

Converting educational materials to OERs can greatly enhance the public image of institutions as they are visible to all and sundry and the quality of the learning materials can actually speak for them. OERs provides resource for students and faculty that supports learning and collaboration which is an essential ingredient in teaching and learning. It also can be a source of attraction for alumni as lifelong learners.

Educational Perspective:

Open Educational Resources can be sources of personal gain through increased reputation to academics who convert their materials to such. So also, gaining publicity or reaching the market more quickly may result in an economic advantage for them. Converting and deploying materials as OERs can also foster connections with colleagues in academic institutions around the world thereby leaving a legacy after leaving academia.

Learners Perspective

Caine (2015) stated that the learner stands to benefit from using OERs since an independent learner who has access to the internet can access material from some of the best universities in the world. OERs promotes informal learning, where a credential is not needed. It is also worthy to note that prospective students may assess an institution by looking at their materials made available by other institutions.

Massive Open Online Courses (MOOCs)

According to (NOUN/OER, UNESCO and EU, 2015), Massive Open Online Courses (MOOCs) are short courses aimed at unlimited participation and open access through the web as well as making higher education readily accessible to the people. With MOOCs, a learner can complete a course without physically attending face to face lectures, seminars or using the library. The learner can complete a course by resorting to the usage of academic materials posted online.

A salient characteristics of Massive Open Online Courses (MOOCs) is that there are no entry requirements and there are no geographical nor any form of restriction to categories of participants. In view of this, courses in MOOCs are accessible to everybody online. Other unique features of MOOCs include the fact that they are led by well-respected erudite scholars who are usually assisted by a number of teaching assistants. Courses in MOOCs most often, are run two or three times a year. These courses may require 1-2 hours of study weekly and may last as long as 5 weeks. Furthermore, the courses are self-directed, implying that the participant needs to follow the course materials diligently while completing the readings and assessment protocols. Participants are expected to draw support from a large community of co-learners by using online chat houses. They are expected to meet high academic standards as they are subjected to rigorous internal quality assurance processes (NOUN/OER, UNESCO and EU, 2015).

While positing a definition for Massive Open Online Courses (MOOCs), Agbu, Mulder, de-Vries, Tenebe & Caine (2016) stated that MOOCs are simply viewed as new technology in education, which allows large-scale multiple interactions simultaneously among peers and mentors and thus can best be described as an online event where interaction takes precedence over instruction and learning rather than teaching. On the same note, OpenupED (2015) had defined MOOCs as "courses designed for large numbers of participants, that can be accessed by anyone anywhere as long as they have an internet connection, they are also open to everyone without entry qualifications, and they do offer full/complete course experience

online at no cost to participants in some but not all institutions.

According to Caine (2015), MOOC formats may differ from one platform to another depending on the host, but irrespective of the platform deployed, they will essentially have; a login prompt, course registration page, video lectures, discussion forums, quizzes, peer grading exercises, examinations and readings which would guide the user through the content. Usually, participants are encouraged to form various study groups and online networks. Caine (2015) further informed that most courses provide a syllabus with a schedule and detailed explanations about the content. He further emphasised that MOOC has become a toast of many 'high calibre' ivory towers as many big-league universities are floating them and consequently attracting thousands of students to their institutions.

Benefits of Massive Open Online Courses (MOOCs)

A number of benefits can be ascribed to the usage of MOOCs, they largely have similarity with those identified for OERs, some of these include but not limited to the followings; MOOCs has the capability of advancing knowledge by making information freely available to all and sundry. The method also serves to bridge the gap between formal, informal and non-formal learners, as well as the promotion of lifelong learning. Yet another benefit of the Massive Open Online Courses (MOOCs) is that it can broadening the scope of participation in higher education by expanding access to non- formal learners. Participating in MOOCs provides independent learners with internet connectivity, the privilege of accessing materials and participating in learning activities of some of the best universities in the world.

OERs and MOOCs in the Teaching and Learning of Courses

OER and MOOCs are new to most stakeholders in the Nigerian education system and can be used advantageously for the purpose of teaching and learning of various courses and programs particularly in the higher education sector. From the characteristic nature of these teaching and learning tools, if well deployed, they can definitely open up education to the citizens of the nation. Academics can re-develop their course materials, textbooks, assignments and multimedia applications etc. into OERs and MOOCs, these can be deployed online so they are readily, freely available for use, reuse and sharing. As for the learner, once armed with an internet connectivity, he/she can access materials converted to OERs from some of the best universities in the world. The learner can also participate in numerous MOOCs developed and launched all over the globe. Indeed, OERs and MOOCs are very much novel ways of disseminating education and training and are gaining global recognition currently. In order to remain abreast with other stakeholders in the education sector, it is recommended that Nigerian academics pick up the gauntlet and embrace these modes of imparting knowledge to learners.

These medium (OERs and MOOCS) undoubtedly are unique as they are an avenue for bridging the gap between formal, informal and non-formal learners. In Nigeria for instance, an institution that is at the fore front of providing education for the disenfranchised and the needy as observed by Ikpe (2018) is the National Open University of Nigeria, the institution has converted over 150 of its course materials as OERs and has also launched a second MOOCs on Media and Information Literacy. The first MOOCs was on the History and Philosophy of Science.

Ikpe (2018) remarkably pointed out that in developing Open Educational Resources (OERs) the essential steps is to firstly convert study materials, textbooks, multimedia applications etc to OER format and then open license them. When this is done, such materials can be deployed online and will become freely available for all to use and reuse. As for MOOCs, course materials, multimedia applications are similarly developed using some specific guidelines. When done, they are similarly deployed online for learner's participation. The technological details of how the conversion of OERs and development of MOOCs are done have their peculiarities that must be followed for them to be useful forthe intended purposes.

Conclusion

Quite a worrisome number of adults, the employed/unemployed as well as youths of school age but out of school are abound in Nigeria. Very many are disenfranchised chiefly due to the unavailability of space to accommodate all in need of education. The Open Educational Resources (OERs) and Massive Open Online Courses (MOOCs) methods of acquiring knowledge have been however identified as methods which can serve as palliatives and very capable of filling the gap. The government, stakeholders in the education sector, the disenfranchised and needy spectrum of education in the society, should be encouraged to embrace and take advantage of the availability of these avenues for achieving their educational achievement and goals.

Like eLearning and other technologically mediated platforms, OERs and MOOCs are new to instructors and learners in Nigeria. Some benefits derivable from these modes of imparting knowledge have been highlighted and their suitability for attaining some goals of education in Nigeria recognised. OERs and MOOCs will as stated make acquisition of knowledge in particular and education in general freely available for the benefit of all, broaden the horizon of participants in the education enterprise to include even non-traditional learners as enunciated in the National Policy on Education, (2013). Lifelong learning will be promoted and the spirit of collaborative learning and sharing amongst learners will be uplifted. OERs and MOOCs can attract new students and enhance the resource base for both the students and institutions. Participation in the OER/MOOC enterprise can transform the world of the academic into a global village (lkpe, 2018).

To ensure success government, institutions and other stakeholders should collaborate towards the provision of working broadband internet service, reliable power source(s), computers and all other facilities that will make teaching and learning via these modes a success. Government should encourage the establishment of ODL institutions and allow for increase in the number of higher education institutions offering dual modes with a caveat for state of the art facilities by both ODL and the dual institutions. They can as such enrol the acclaimed disenfranchised populace in one programme or the other, so that either through the patronage of the Open and Distance Learning (ODL) mode, the usage of Open Educational Resources (OERs) or embracing the Massive Open Online Courses (MOOCs) method, students can attain their desired goals.

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Physical Facilities Management and Students' Academic Performance in Public Secondary Schools in Ikorodu Local Government Area in Lagos State

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Abstract

The study investigated the influence of physical facilities and their management on students' academic performance in public secondary schools in Ikorodu Local Government Area in Lagos State. Descriptive research design was adopted for the study. A self-designed questionnaire tagged Physical Facilities Inventory Questionnaire (PFIQ) was used to obtain data. The population comprised of all public secondary school teachers in Ikorodu Local Government Area in Lagos. Simple random sampling technique was used to select the 200 respondents. Four research questions were raised and one research hypothesis was generated for the study. Frequency and mean scores were used to analyze the general questions while Pearson Moment Correlation Coefficient was the inferential statistic used to test the hypothesis at 0.05 level of significant. A 23- item questionnaire in section A-C and 20- item questionnaire in section D were used to elicit information from the respondents. The outcome of the study revealed that physical facilities were available and adequate. The study also indicated that physical facilities were in good state and with adequate measures for maintenance while a relationship was established between physical facilities and academic performance of students. It was recommended that government as proprietors of public secondary schools must ensure adequate provision of physical facilities for the secondary schools to cope with increase in enrolment. In addition it was recommended that school management improve on their maintenance culture to reduce depreciation while robust supervisory mechanisms both internal and external must be put in place. The use of reward system for schools with best maintenance culture was also suggested

Keywords: Physical facilities, management, academic performance, maintenance culture

Introduction

Globally education is perceived as the cornerstone for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004 p4). Okeke (2007) points out that through education, individuals acquire knowledge, skill and attitude that are necessary for effective living. This is the reason why in all modem nations, investment in education of the youth is considered most vital. Secondary school education is between primary and tertiary education. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level.

According to Onsomu, Muitaka, Ngwane and Kosimbei (2006), secondary education is an important sub-sector of education in the preparation of human capital for development and provision of life opportunities as it provides a link between basic education and the world of work on one hand and further training on the other. A major factor that necessitates the acquisition of secondary education in Nigeria is that the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative and numeracy skills expected from him or her at the end of the training(Chinelo,2011; Ige, 2011; Yusuf,2009; Osho and Osho 2000

Despite the significance of secondary education in Nigeria, there has been a consistent record of remarkable failure of students in public examination in Nigeria. Akubuiro and Joshua (2004) reported that

there was persistent mass failure of students in the senior school certificate examination (SSCE) conducted by the West African Examination Council (WAEC). According to Okpala (2010) candidates who obtained credit passes in five subjects and above including English language and Mathematics between 2005 and 2009 are as follows: 8.53% in year 2005, 13.32% in 2006, 27.74% in 2007, 10.53% in 2008 andl.80% in 2009.The break-down of 2009 results in West African Senior School Certificate Examination (W ASSCE) and National Examination Council (NECO) indicated a mass failure across the 36 states of the federation. WAEC (2010) reported that only 24.95 percent of the candidates who sat for the examinations, made five credits, including English Language and Mathematics, representing 337,071 of the 1,278,843 candidates whose results were released by the examination body. The steady decline in the educational performance of students in secondary schools in Nigeria is evident from cross sectional studies, and this steady decline has been traced to the growing concern about inadequate prov1s10n, maintenance and management of the school facilities (Godfrey and Chuks, 2010).

Quality education cannot be achieved without educational resources which play an important role in the achievement of educational goals and objectives. According to Adeogun and Osifi.la (2008), educational resources can be categorized into four groups, human, material, physical and financial resources. Educational resources according to Usman (2007) are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teacher's work and accelerate learning on the part of the students.

According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms equipment and a host of other physical facilities. Physical facilities play pivotal role in actualization of educational goals and objectives by satisfying the physical and emotional needs of staff and students in a learning institution (Squelch, 2001). Physical facilities according to Yusuf (2008) include machinery, land, buildings, equipment, furniture, vehicle and accessories such as playground and lawns. According to Khan and Iqbal (2012) adequate and quality physical facilities are basic ingredients for quality education and to achieve the intended goal of the school program.

Demand for school physical facilities is on the increase in Nigerian secondary schools. This is partly due to the Federal Government's effort, through educational policies such as Universal Basic Education, to bring all categories of citizens into school and to ensure their retention till graduation. Also the Government is highly committed to the actualization of objectives of developmental programmes such as "National Economic Empowerment and Development Strategy" (NEEDS), the Seven-Point Agenda, and the Millennium Development Goals. The commitment, as demonstrated in the implementation of educational policies, implies a further increase in number of schools and consequently in facilities required. For example, the Nigerian secondary schools, which were 10,608 in the year 2005 (Teachers' Registration Council of Nigeria, June 2006, p.22), increased to 13,462 in the year 2007 (Teachers' Registration Council of Nigeria, October 2007, p.22). This is an indication that population of students, teachers and other personnel, is also on increase in the schools. In this situation, greater demands would be mounted on the available facilities. Nwadiani (2001) observed that the facilities are not only over utilized, they are also poorly maintained.

The status of physical facilities in our public secondary schools today is of great concern to educators. Adebayo (2009) aptly captured the level of decline in Nigeria educational system by stating that "a casual visit to any public secondary school in Nigeria would reveal the extent to which these educational institutions have decayed. Physical facilities are in a terrible shape, schools are littered with battered structures, worn-out equipment (where they are available), broken desk, broken louvers, and fallen ceiling. Most Nigerian public schools have been in existence for a relatively long period with the same limited classrooms, libraries and laboratories and so on. Such

schools have witnessed little or no renovation overtime, while virtually nothing is done to expand the size of facilities in such schools. Akpa, Udoh and Fagbamiye (2005), observed that in most rural and some urban schools, some buildings are dilapidated, desks and benches are inadequate. Students therefore engage in sharing chairs, standing up, or sitting on windows or broken desks, a situation that generally stalls the teaching-learning process, disrupts the student's mental activity, and militates against the intellectual development of the students (Akomolafe, 2013).

The Secondary Education in Nigeria (SEIN) Report (2003) has it that in Lagos State most of the public schools are short of seats for students, the school building/classroom are highly dilapidated and learners study under stuffy and rowdy atmosphere. Some of the buildings are de-roofed, no office space, leaking roofs, cracked walls, broken down: vehicles, typewriters, walls and doors. The teacher on his part has no writing materials, staffroom, tables, chairs and sometimes one-legged chalk board. This situation is not only peculiar to Lagos alone. Researchers such as Ok:pala (2006), Ndukwe (2002) and Okebukola (2000) highlighted the gloomy state of the Nigerian schools. According to Okpala (2006), many school children in Nigeria learn under the shades of trees while many other sit on the floor in their classroom while learning. Okebukola (2000) provided a statistical analysis of situations in Nigerian schools as follows: 12% of students sit on the floor, 47% were in overcrowded classrooms, 3% of the schools had no chalkboard, and 38% of the classrooms had no ceiling.

Facilities management is an integral part of the overall management of the school. Fenker (2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the facilities. Owuamanam (2005) noted that the inadequacy of physical facilities and lack of maintenance for available facilities were major

problems facing Nigeria educational system. This situation is linked to lack of adequate funds and budgetary allocation by government to schools. Isaach & Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, over grown compounds may suggest that education within the buildings follow the same pattern. Facilities tend to depreciate, wear and tear as soon as they are put into use. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and capacity. According to Adeboyeje (2002), maintenance enhances performance and durability; prevents wastage, corrects breakdown and shutdown services. Uko (2001); Ngoka (2003); Eze (2006).

The International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioral and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes. Some educators define facilities management as "a strategically integrated approach to maintaining, improving and adapting the buildings and supporting services of an organization in order to create environment that strongly supports the primary objectives of that organization"(Barret,2003).

Quality education, according to Okeke (2001) connotes quality of service and quality management. In wider perspective, it relates to purpose (relevance), potentiality (significance), productivity (efficiency),

standards (the products), defined goals (to be achieved), culture of academic excellence and effectiveness. Quality of education assumes that existence of adequate physical facilities is much urgently needed. It also assumes that such quality physical facility should not be compromised by any means for the institution. The quality of facility of the internal and external environment is closely related to the quality of education. Investment in the development of physical facilities in the institution goes a long way in improving quality education. Basic facilities like building, electricity, laboratories, drinking water are necessities for education. Without these basic facilities quality education is very difficult and almost impossible. For quality education, these physical facilities are compulsory and mandatory. Inadequate physical facilities are one of the major challenges and hurdles in the way of quality education. (UNESCO, 2000)

According to Khan and Iqbal (2012), adequate and quality facilities are basic ingredient for quality education and to achieve the intended goals of the school program. They also strengthen the idea by emphasizing that learning is a complex activity that requires students and teachers, motivation, adequate facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment for child's development. Adeboyeje (2000) reported that schools with well-coordinated plant planning and quality control, maintenance practices recorded better students' result performance. However, poor supply, poor maintenance and management will yield poor quality of teaching and learning in all schools. Importantly physical facilities are indispensable for the achievement of educational goals and objectives stipulated. Shortage of necessary physical facilities might deter achievability of educational success because to generate a sought-after change in the learner, good teaching must take place and to bring about good teaching, teachers should be able to put across their messages in the simplest, most realistic and practical way to the learner. Therefore, suitable facilities are of the essence for implementing good quality education and proper discipline. Except

adequate and good quality facilities and outstanding human resources are available, the quality of the programme will be abridged and learning will be prevented. Ministry of Education and Technology, MOEST (2005) emphasize the importance of ensuring that there are adequate and appropriate physical facilities for teaching and learning so that educational programmes could be implemented effectively.

Buckley, Schneider and Shang (2004), states that school facilities enable the teacher to accomplish his /her task as well and help the learner to learn and achieve effectively. Additionally they emphasized that the availability and proper use of facilities can affect the interest of the teacher to teach effectively in turn that positively affect student's academic achievement. In his review entitled School Facility Condition and Student Academic Achievement, Earthman {2002} found teacher reports of "stressful and unpleasant working condition" and student reports of poor concentration due to overcrowding. Teachers in overcrowded classrooms also reported that "they spend more time maintaining order and keeping the noise level down".

To improve the quality of education, the availability of physical facilities and proper management should be given great attention. Michael (2002) observed a successful management of physical facility is a necessary and essential investment that would increase quality of schools and educational performance outcome. An academically successful school must radiate a sense of well-being of its facilities which in turn generate information for positive result.

A major problem facing schools today is that facilities are not properly managed and maintained. The physical appearance of most schools proves and speaks volumes. Isaach & Musibau (2010) asserted that poorly maintained buildings, untidy walls, leaking roofs, over grown compounds may suggest that education within the buildings follow the same pattern. Facilities tend to depreciate, wear and tear as soon as they are put into use. Hence, there is need for maintenance through repairs and servicing of the components and sustaining their working conditions and

capacity. According to Adeboyeje (2002), maintenance enhances performance and durability; prevents wastage, corrects breakdown and shutdown services. Here, the principal's responsibility is to regularly check and recheck the available facilities and take necessary measures to prevent mal-functioning or non-functioning of a particular facility

The school management team headed by the principal must develop, support and equip staff with knowledge and skills to respond positively to the ever changing phenomenon of education to meet contemporary societal challenges. **He is** charged with the responsibility of ensuring that school buildings and other facilities are properly managed and maintained to ensure effective teaching and learning in the school. The principal is to regularly check and recheck the available facilities and take necessary measures to prevent mal-functioning of a particular facility.

The Lagos Eko Project is an initiative of the Lagos State Government in collaboration with the World Banlc. The $90million project is part of the government's efforts at improving the overall quality of education in the State and its main objective is to improve learning outcomes and educational performance of students in the 637 junior and senior public secondary schools in Lagos State (Abari, Oshun & Oyetola, 2013). The School Development Grant (SDG) comprises the largest component of the project and it is the main tool to achieve developmental objectives (Lagos Eko Project, 2011). The Secondary School Development Grant is an annual fund provided to all public secondary schools to augment schools' operating costs and non-salary expenditures-infrastructure expenditure will be capped at 30% of the resources, (Abari, Oshun & Oyetola, 2013).

The foregoing underscores an attempt by the Lagos State Government to improve on the provision of physical facilities in the public secondary. This is appreciation of the influence of physical facilities on academic performance of secondary school students in the State. Even when the physical facilities are adequate, it is important for the management

of the various secondary schools to deploy robust physical facilities management mechanisms. With adequate maintenance culture these physical facilities will not only be readily available but their rates of depreciation will reduce. It is in the light of this that it is of interest that a study on physical facilities and its impact on secondary school students' academic performance are carried out.

Statement of the Problem

It has been observed that teachers have become the major yardstick for determining students' academic performance. Therefore emphasis has always been on teachers' motivation through improved remuneration without emphasis on their work environment. Although the Lagos State Government has been trying to improve on work environment of teachers through the Lagos Eko Project, such initiative could be frustrated if it is not complimented with efficient physical facilities management in these public secondary schools. Experience has also revealed that correlation exists between physical facilities and students' academic performance. That is, **lack** of adequate physical facilities could translate to poor academic performance. It would be of interest to conduct a study on the assessment of physical facilities and their management and ascertain whether a relationship exists between academic performances of public secondary school students and physical facilities in lkorodu Local Government Area.

Research Questions

In order to guide this study, the following research questions were raised:

1. What is the extent of availability of physical facilities in public secondary schools in Lagos State?
2. What is the level of adequacy of physical facilities in these public secondary schools?
3. What is the state of physical facilities in public secondary schools in Lagos state?
4. How effective are the measures put in place for maintenance of physical facilities?

Research Hypotheses

Based on the research question, one hypothesis was raised for the study.

Ho1: There is no significant relationship between physical facilities management and students' academic performance.

Methodology

A descriptive research design was used for the study. The population comprised all secondary school teachers in Ikorodu Local Government Area in Lagos State. Simple random sampling technique was used to select 200 respondents. A self-designed instrument titled Physical Facilities Inventory Questionnaire (PFIQ) was used for data collection. PFIQ has four sections {A-D). Section A consisted of 23 items designed to elicit responses on the availability of physical facilities. Section B had 23 items to determine the adequacy of the physical facilities while Section C consisted of 23 items to determine availability of physical facilities while section D consist of 6 items to elicit response on physical facilities maintenance measures in these secondary schools. For section A, the questionnaire was developed on a two (2) points rating scale of "Available" (2) and Not "Available" (1). Section B, the questionnaire was developed on a two (2) point rating scale of "Adequate" (2) and the "Not Adequate" (1). In section C, the questionnaire was developed on a two (2) point rating scale of "Repairable"(2) and Disrepair (1). In section D, the questionnaire was developed on a three (3) points rating scale of "Always" (3), "Seldom" (2) and "Never" (1). WAEC results were used to determine the students' academic performance with rating scale of 2points. Those with five credits and above including English and mathematics were scored 2 while others were rated as 1. The reliability of PFIQ was ascertained through test retest method. This was done by administering the instrument on ten teachers outside the study area using Cronbach Alpha reliability coefficient method coefficients were obtained 0.93, 0.09, 0.09 and 0.85 for sections A, B,C and D respectively. The reliability estimate obtained for the entire instrument was 0.09.

Frequency and mean scores were used to analyze the five research questions. To take a decision, any mean score below 1.5 was the benchmark for acceptance, while correlation coefficient was used to test the only hypothesis for the study at 0.05 level of significance.

Research Questions

Research Question 1: What is the extent of availability of physical facilities in public secondary schools?

In analyzing the general questions, scores on availability of physical facilities in public secondary schools were used. The average scores of physical facilities available in the schools were computed and used to analyze the responses. These were presented in table 1.

Table 1:The Extent of Availability of Physical Facilities in Public Second.a.rv Schools

Item, Name of School															
United High School Ik.orodu	1.85	1.70	1.60	1.70	1.90	1.65	1.40	1.40	1.80	1.75	1.30	1.50	1.60	1.60	1.63
Majidun Snr. Gramm Sch.	1.90	1.75	1.70	1.70	1.95	1.70	1.50	1.45	1.90	1.80	I.SO	1.60	1.70	1.70	1.70
LSCS Model College, ll!bo11:bo	1.95	1.80	1.80	1.85	1.95	180	1.60	1.60	1.90	1.90	1.60	1.60	1.60	1.70	1.76
Ayangbururen Sm HiehSch.	1.90	1.80	1.70	1.90	2.00	1.60	1.45	1.50	1.95	1.90	1.60	1.60	1.80	1.70	1.74
Oriwu Snr. Model Colle11:e ll!bo11:bo	1.85	1.75	1.70	2.00	2.00	1.80	1.60	1.70	2.00	2.00	1.40	1.60	1.90	1.80	1.79
Y ewa Sm.High Sch Ik.orodu	1.80	1.75	1.70	1.80	1.90	1.50	1.50	1.60	1.80	1.80	1.50	1.7	1.80	1.80	1.71
Ikorodu Snr. Gramm Sch.	1.90	1.80	1.65	1.75	1.95	1.60	1.40	1.50	2.00	1.85	1.50	1.85	1.85	1.80	175
Reri Snr. Sec. School Oreta	1.90	1.85	1.70	2.00	2.00	1.70	1.60	1.60	1.95	1.90	1.60	1.80	1.90	1.50	1.89
Elepc Comm Snr. Hillh Sch	1.80	1.70	1.60	1.90	1.90	1.40	1.40	1.50	1.85	1.80	1.50	1.70	1.80	1.80	1.70
ZwnnrtulSnr.Gram School	2.00	1.80	1.70	2.00	2.00	1.80	1.80	1.60	2.00	2.00	1.50	1.70	2.00	1.80	1.82

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Table 1 shows responses the availability of physical facilities in these schools. Table 1 reveals that Zumratu.l Senior Grammar School has the highest score on availability of physical facilities with a grand mean of 1.82 followed by Reri Senior School and Oriwu Senior Model College with Grand mean of 1.79 and 1.79 respectively. United Senior High School has the lowest score on availability of physical facilities with grand mean of 1.62. This shows that in general physical facilities were available in all the ten schools as none of these schools has mean score of less than 1.5.

Question 2: Are the physical facilities adequate in these public secondary schools? In analyzing the general question, scores on adequacy of physical facilities in public secondary schools were used. The average scores of adequate number of physical facilities in the schools were computed and used to analyze the responses. These were presented in table 2.

Table 2: Mean Responses on Adequacy of Physical Facilities

Items / Name of School															
United High School Ikorodu	1.80	1.65	1.55	1.65	1.85	1.60	1.35	1.35	1.75	1.70	1.25	1.45	1.55	*1.55*	1.60
Majidun Snr. Gramm Sch.	1.85	1.70	1.65	1.65	1.90	1.65	1.45	1.40	1.85	1.75	1.45	1.55	1.65	1.65	1.65
LSCS Model Colleire, Igbogbo	1.90	1.75	1.75	1.80	1.90	1.75	1.55	1.55	1.85	1.85	1.55	1.55	1.55	1.65	1.71
Ayangbururen Sm Hiszh Sch.	1.55	1.75	1.65	1.85	1.95	1.60	1.40	1.45	1.90	1.85	1.55	1.55	1.75	1.65	1.69
Oriwu Snr. Model Colle2e I2bo2bo	1.80	1.70	1.76	1.95	1.95	1.55	1.75	1.65	1.95	1.95	1.35	1.55	1.85	1.75	1.74
Yewa Sm.High Schlkorodu	1.75	1.7	1.65	1.75	1.85	1.45	1.45	1.55	1.75	1.75	1.45	1.65	1.75	1.75	1.71
Ikorodu Snr. Gramm Sch.	1.85	1.6	1.60	1.70	1.90	1.55	1.35	1.45	1.95	1.85	1.45	1.65	1.75	1.80	1.66
ReriSm. Sec SchoolOreta	1.85	1.65	1.65	1.75	1.95	1.65	1.55	1.55	1.90	1.90	1.55	1.75	1.85	1.45	1.74
Elepe Comm Snr. Hil!h.Sch	1.75	1.55	1.55	1.85	1.85	1.35	1.35	1.45	1.55	1.80	1.45	1.65	1.75	1.75	1.65
Zumratul Snr. Gram School	1.95	1.75	1.65	1.95	1.95	1.75	1.55	1.55	1.95	1.95	1.45	1.65	1.95	1.75	1.77

Table 2 shows the level of adequacy of physical facilities across all the school. Zumratul Senior. Grammar School has the highest level of adequacy with a grand mean of 1.77 followed by Oriwu Senior Model College and Reri Senior School with grand mean of 1.743 and 1. 74 respectively. United High School Ikorodu has the lowest mean of 1.60. In general the physical facilities in these schools are adequate as none of these schools has a mean score that is less that the benchmark of 1.50.

Question 3: What is the state of physical facilities in public secondary schools in Lagos state? In analyzing the general question, score on the state of physical facilities in the schools were used. The average scores of the state of physical facilities in the public schools were computed and used to analyze the responses. These were presented in table 3.

Table 3: Mean Response on the state of Physical Facilities in these Schools

Items / Name of School	i rl	·i j	I $ j	a	1 .0	I r'l	i E	j 3	16 0 l j 1	i	J	i g	ll r.l	I el	H ::E]
United High School Ik.orodu	1.65	1.5	1.4	1.50	1.70	1.45	1.2	1.2	1.60	1.55	1.1	1.30	1.40	1.40	1.43
Majidun Snr. Gramm Sch.	1.70	1.55	1.50	1.50	1.75	1.50	1.30	1.25	1.70	1.60	1.30	1.40	1.50	1.50	1.50
LSCSModel Colle2e, l2bo2bo	1.75	1.60	1.60	1.65	1.75	1.60	1.40	1.40	1.70	1.70	1.4	1.4	1.4	1.5	1.56
Ayangbururen Snr Him Sch.	1.70	1.60	1.50	1.70	1.80	1.40	1.25	1.30	1.75	1.70	1.40	1.4	1.6	1.5	1.54
Oriwu Snr. Model Colle2e l2bo2bo	1.65	1.55	1.50	1.80	1.80	1.60	1.40	1.50	1.80	1.80	1.20	1.40	1.70	1.60	1.59
Yewa Sm.High Sch Ik.orodu	1.60	1.55	1.50	1.60	1.70	1.30	1.30	1.40	1.60	1.70	1.30	1.50	1.6	1.6	1.51
Ik.orodu Snr. Gramm Sch.	1.70	1.60	1.45	1.55	1.75	1.40	1.20	1.30	1.80	1.70	1.30	1.65	1.65	1.60	1.55
Reri Snr. SeC School Oreta	1.70	1.65	1.50	1.80	1.80	1.50	1.40	1.40	1.75	1.75	1.40	1.60	1.70	1.30	1.59
Elepe Comm Snr. Hillh Sch	1.60	1.50	1.4	1.70	1.70	1.20	1.20	1.70	1.70	1.65	1.30	1.50	1.60	1.60	1.50
Zumratul Snr. Gram School	1.80	1.6	1.50	1.80	1.80	1.60	1.40	1.40	1.80	1.80	1.70	1.50	1.80	1.60	1.62

Table 3 Zumratul Senior Grammar School has the highest number of physical facilities in good condition with a grand mean of 1.62 while United Senior High School has the lowest number of physical facilities in good condition with a grand mean of 1.43 This shows that all the schools have their physical facilities in good condition except United Senior High School with a mean score of 1,42 which is below the benchmark of 1.5.

Question 4: How effective are the measures put in place for maintenance of physical facilities in these schools?

In analyzing the general question, score on measures put in place for maintenance of physical facilities were used. The average scores of the measures put in place for physical facilities maintenance were computed and used to analyze the responses. These were presented in table 4.

Table 4: Measures put in place for the maintenance of Physical Facilities

Name of School / Measures put in place for maintenance phyical facilities In this ool	i & "o r/2 I 1 :5	g J I	fa j :g ::E u12	g I Ji ! f	&ii u I j :El .0 gi	g J g I]	fj j j 1	j 8]	5 rl2 1 I u !"	5 '5] J
Cracks onbuildiogs, leakages on ceiling and roof faultsin electric function are detected and renaired	2.25	2.35	2.40	2.35	2.50	2.25	2.35	2.40	2.15	2.60
Broken chairs and tables quicidy renaired	2.15	2.35	2.35	2.25	2.60	2.35	2.35	2.55	2.25	2.65
Broken louvers, damaged doors & windows are immediately renaired	2.35	2.45	2.40	2.35	2.40	2.30	2.25	2.40	2.05	2.60
School generator, buses and duplicating machine are reirularly serviced.	2.25	2.25	2.35	2.15	2.60	2.20	2.40	2.35	2.15	2.65
Periodic preventive aod emergency maintenance an: hurried carried out	2.15	2.35	2.40	2.25	2.45	2.15	2.60	2.60	2.15	2.60
Keeping of records of school facilities **and** facilities maintenance cost are carried out by the school	2.40	2.40	2.60	2.45	2.35	2.25	2.35	2.40	2.05	2.70
Grand mean	2.26	2.36	2.42	2.30	2.48	2.25	2.38	2.45	2.13	2.63

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Table 4 reveals that Zumratul Senior Grammar School is the best in the maintenance of physical facilities as it has the highest grand mean of 2.63 while Elepe Community Senior High School is the worst in the maintenance of physical facilities with a grand mean of 2.13. Since the grand means across all schools are greater than 1.50, this result shows that adequate measures are put in place for the maintenance of physical facilities in these schools.

Hypothesis Testing
Hypothesis 1: There is no significant relationship between availability of physical facilities and academic performance of students.

Table 5

Model	SS	Dt	MS	F
Regression	1.13	1	1.013	5.628
Residual	1.444	8	0.180	
Total	2.457	9		

The t-cal value of 5.628 is greater than t-tab value of 5.32 at $ex: = 0.05$. Hence, the Null hypothesis is rejected. Therefore there is no significant relationship between availability of physical facilities and academic performance of student.

Discussion
The result of the study is discussed based on the general questions and hypotheses as follows:
 The study revealed that the level of availability of physical facilities in public secondary schools in Ikorodu Local Government area in Lagos state is reasonably high. This finding is supported by Ajayi (2000), which emphasized on the need for availability of physical facilities in the school system in other to boost teachers' job performance. This is considered healthy for quality of academic program in the public secondary schools. The implication is that the schools have basic physical facilities that are needed for a successful academic program. This study contradicts (SEIN) report (2003) that in Lagos state most of the public schools are short of seats for students, the school building/classroom are highly dilapidated and learners study under stuffy and rowdy atmosphere.

This study indicated that the level of adequacy of physical facilities in the schools is reasonably high. This is considered healthy for public secondary schools as it could possibly translate to high quality of academic programs when viewed against the role of adequate physical facilities in the teaching and learning process. The finding supports Khan and Iqbal (2012), that adequate and quality physical facility are basic ingredient for quality education and to achieve the intended goals of the school program. Adewunmi (2000), corroborated Chandan's view, also revealed that the availability of adequate number of physical facilities had significant influence on student's academic performance. This study contradicts Ndukwe (2002) that many schools had no adequate physical facilities as well as games and recreational facilities.

This study reveals that all the schools have their physical facilities in good condition except for one of the schools. This situation is commendable and healthy for the public schools as it will reduce the level of inadequacy of physical facilities in the school, thereby enhancing the achievement of educational goals in the school. This finding aligns with Morgan (2000) that the condition, adequacy and effective management of physical facilities had a stronger effect on the academic performance of students.

This study reveals the level of effectiveness of measures put in place for the maintenance of physical facilities in the schools. The result shows that proper measures are put in place for the maintenance of physical facilities. This is commendable as this will prevent total breakdown of facilities, wastages which in return can hinder the attainment of the goals of education. This finding supports in Adeboyeje (2002), that maintenance enhance performance and durability, prevents wastage, corrects breakdown and shutdown services. Asiabaka

(2008) also emphasis the significance of physical facilities management as playing a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of staff and students.

Hypothesis 1 revealed that a significant relationship existed between availability of physical facilities and students' academic performance. This fmding is supported by Morgan (2000) that the condition, adequacy and effective management of physical facilities had a stronger effect on the academic performance of students. It corroborates Adeogun (2000) who discovered a very strong positive relationship between physical facilities and academic performance. It aligns with Adewunmi (2000), who posited that the availability of adequate number of physical facilities had significant influence on student's academic performance. This implies that school with more available physical facilities performed better because of the availability of the necessary physical facilities.

Conclusion

Within the limits of the fmdings of this study, one can conclude that adequate provision of physical facilities could influence the academic performance of educational institutions. However, there are other intervening variables that are equally exhibit significant influence on students' academic performance. Thus, physical facilities must be complimented with other performance induced inputs to enhance students' academic performance.

Recommendations

Based on the findings of this study the following recommendations are made:

1. The government as proprietors of public secondary schools must ensure adequate prov1s1on of physical facilities due to their positive influence on students' academic performance.
2. Provision of physical facilities must be commensurate with increase in enrolment figure.
3. Effective maintenance culture must be imbibed by the management of public schools.
4. Robust internal and external supervisory measures must be put in place to ensure the quality of physical facilities.
5. Monetary inducement must be given to management of public secondary schools with good maintenance culture.

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