Repositioning Safety Practices and Generic Skills Required by Electrical Engineering Trade Students, in the North East, Nigeria.

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Abstract

The main purpose of the study was to determine the repositioning of safety practices and generic skills required by electrical engineering trade (electrical installation and maintenance works trade) students at technical colleges, Nigeria. Three research questions and three null hypotheses guided the study; a descriptive research design was adopted. The total population of the study was 18, which comprised 13 teachers and five workshop attendants. The entire population was used for the study; hence, no sampling technique was employed. The instrument used for data collection was a structured questionnaire developed by the researcher tagged: Repositioning Safety Practices and Generics Skills Questionnaires (RSPGSQ).The instrument was validated by three experts and a reliability coefficient of 0.89 was explained using Cronbach Alpha formula. Mean and Standard deviation were used to answer the three research questions, while t-test statistics was used to test the null hypotheses of the study at 0.05 level of significance. Findings of the study revealed that, Storing tools in a safe place and wearing hand glove to protect your hands from cutting are safety practices required by electrical engineering trade (EET) students for using hand tools in electrical installation workshop. Also, there is no significant difference between the mean responses of EET teachers and workshop attendants on the generic safety skills required by students in technical colleges for employment. Based on the findings of the study, it was recommended that, teachers in collaboration with school management of Technical Colleges, among others should ensure that students in EET are trained on the modern workshop safety practices for using hand tools, more importantly the correct use of personal protective Equipment for a job.

Keywords: Electrical Installation and maintenance works trade, Safety Practices, Generic Skills, Workshop, Electrical Engineering trade.

Introduction

Technical colleges are training centers for producing middle level manpower for a country's economic growth and development. Abdulrauf (2012) defined technical colleges as institutions where specific knowledge and practical skills required for specific trade, employment or professional craftsmen, technicians, or similar level in business and industry are imparted or taught. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2001) and National Board for Technical Education (NBTE, 2004) reported that the aim of technical colleges' curriculum is to give training and impart the necessary skills leading to the production of craftsmen, technicians and other personnel who will be enterprising and self-reliant.

Technical colleges enroll students who must not be less than 14 years of age and should have successfully completed three years of junior secondary education or its equivalent (UNESCO, 2001; NBTE, 2004). The students are admitted and trained for different occupational areas, Technical College students are introduce to different subjects and courses including electrical installation and maintenance trade. Federal Republic of Nigeria (2013) in her National Policy on Education, opined that the courses in the technical colleges shall be as wide as possible and to be known as Engineering Trades (ET), these trades includes electrical engineering trade (EET), Computer Craft Practice, Building Trades, Wood Trades, Hospitality Trades, Textile Trades, Printing Trade, Beauty

and Culture Trade, among others are also engineering trades.

Increase in accident rate in the electrical installation workshop during various operation calls for more advanced instruction on accident prevention that require increase emphasis on workshop safety. Timing and Alobi (2011) stated that emphasis should be placed on workshop safety practice because of sophisticated machine and equipment, which are becoming increasable complicated and digitalized. Hence, there is need for safety practices to be taught in technical colleges in order to inculcate safety skills.

In the view of Olaitan, Nwachukwu, Igbo, Onyeamaechi and Ekong (1999), safety is the art of taking precaution for the avoidance or reduction of accidents in order to protect people and property. Oranu, Nkowe and Ogwo (2002) further view safety as the ability to perform every simple task involved in a job without causing damage to tools, equipment or materials used in performing the task. Safety practice is the ability to perform a task with necessary precautionary measures exhibited for the purpose of preventing accidents. Practice means doing something repeatedly in order to improve performance.

Occupational safety is of paramount concern to employers, workers and students. Students and even parents are much more interested in the level of safety provided in a particular occupation. Graduates who possess required safety skills would always fair better in an occupation, especially technical occupations. The knowledge of safety practice skills by EET students in technical colleges is an essential prerequisite for effective use of tools and machines in the workshop. Skilled electrical worker is not just someone who can perform any electrical job correctly but a worker who can complete every job safely (Oranu, Nwoke & Ogwo, 2002). Safety has become a major determinant for effective and successful performance in a job.

Beyond successful performance in a job, a set of skills which are generic, to a cluster of occupation is required for effective participation in the knowledge based economy. Caleb & Udofa (2013), defines generic skills as key competencies that can be used across a large number of occupation.

Generic skills involve little or no interaction with machines, but help individuals maintain positive social relationship and contribute to the work environment. Key generic skills include communication and inter personal skills, problem solving skills using your initiative and being self-motivated, working under pressure and to deadlines, etc.

If generic skills are not properly imparted to the students, students may be forced to create their own safety strategies which may be dangerous to their health and person. In view of the above therefore, there was need to carry out a study to reposition the safety practices and generic skills required by EET students at technical colleges, in the North East.

Purpose of the Study

The main purpose of the study was to determine the repositioning of safety practices and generic skills required by electrical engineering trade students in technical colleges, Nigeria.

The specific purposes are as follows:

1. To determine the safety practices required by electrical engineering trade students in using hand tools in electrical engineering trade workshop in technical colleges
2. To ascertain the safety practices required by electrical engineering trade students in using machine tools in electrical engineering trade workshop in technical colleges
3. To determine the generic skills required by electrical engineering trade students in technical colleges for employment.

Research Questions

This study is guided by the following research questions:

1. What are the safety practices required by electrical engineering trade students in using hand tools in electrical engineering trade workshop in technical colleges?
2. What are the safety practices required by electrical engineering trade students in using machine tools in electrical engineering trade workshop in technical colleges?

3. What are the generic skills required by electrical engineering trade students in technical colleges for employment?

Hypotheses

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

HO_1: There is no significant difference between the mean responses of electrical engineering trade teachers and workshop attendants on the safety practices required by electrical engineering trade students for using hand tools in technical colleges

HO_2: There is no significant difference between the mean responses of electrical engineering trade teachers and workshop attendants on the safety practices required by electrical engineering trade students for using machine tools in technical colleges

HO_3: There is no significant difference between the mean response of electrical engineering trade teachers and workshop attendants on the generic safety skills required by students in technical colleges for employment

Methodology

The descriptive research design was adopted for this study. This study was designed to determine the repositioning of safety practices and generic skills required by electrical engineering trade students. This study was conducted in the North East of Nigeria.

The population of the study comprises the entire 18 Electrical engineering trade (EET) which is made up of 13 teachers and 5 workshop attendants in the technical colleges. There was no sampling technique since the entire population was manageable. The instrument for data collection was a structured questionnaire developed by the researcher titled "Repositioning Safety Practices and Generic Skills Questionnaire (RSPGSQ). The questionnaire was developed in accordance with the research questions. The instrument was structured using the 5 point Likert type scale: Highly Required (HR) = 5; Required (R) = 4; Moderately Required (MR) = 3; Not Required (NR) = 2 and Highly Not Required (HNR) = 1

The structured questionnaire was given to three experts for validation. Two from the Department of Electrical Technology Education of MAUTECH, Yola and one from Government Technical College, Yola for their comments and suggestions. To establish the reliability of the instrument, the instrument was trial-tested on five Electrical engineering trade teachers and three workshop attendants of federal science technical college Jos, Plateau State, which was not part of the study area. Cronbach's alpha was used to establish the internal consistency of the instrument. A reliability coefficient index of 0.89 was realized. The researcher administered the questionnaires to the three technical colleges on Teachers and workshop attendants with the help of three research assistants that were trained by the researchers. These technical colleges consist of Government Science and Technical College (GSTC) Yola, Adamawa State, GSTC Kumo, Gombe State and GSTC Jalingo, Taraba State. Technical colleges from Borno, Yobe, were not included because of the Boko haram insurgency in those States. The copies of the questionnaires used for the research were given to the teachers and workshop attendants of the technical colleges under study. Data collected was analyzed using Statistical Package for Social Sciences (SPSS). Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The decision rule for research question was, any item with a mean of 3.50 and above was considered required; while, any item with mean value below 3.50 was regarded, not required. If p-value is greater than the alpha-value, the null hypothesis was not rejected, and if otherwise, it was rejected.

Results

Research Question 1: What are the safety practices required by electrical engineering trade students for using hand tools in electrical engineering trade workshop in technical colleges?

Table 1: Mean and Standard Deviation of Teachers and Workshop Attendants on the Safety Practices Required for Using Hand Tools in EET workshop

S/N	Items	Respondents $n_w = 5, n_t = 13$						Remarks
		⁻?		⁻?		⁻?		
1.	Wearing hand glove to protect your hands from cutting	3.60	0.54	4.07	0.75	3.94	0.72	R
2.	Use safety guard and keep them properly.	3.60	0.54	3.69	0.63	3.66	0.59	R
3.	Ensuring that helmet or face shield are used during electrical installation	3.80	0.83	3.69	0.75	3.72	0.75	R
4.	Proper information on the use of tool	2.80	0.44	3.15	0.68	3.05	0.68	NR
5.	Dangers of forcing tools beyond their capacity	3.60	0.54	3.61	0.50	3.61	0.50	R
6.	Use of correct Personal Protective Equipment for a job.	3.80	0.83	3.69	0.48	3.72	0.57	R
7.	First Aid kits and fire extinguisher	2.80	0.83	3.07	0.86	3.00	0.84	NR
8.	Keeping close track of tools when working at heights.	3.80	0.83	4.00	0.57	3.94	0.63	R
9.	Dangers of carrying tools up ladders.	3.00	1.00	3.07	0.75	3.05	0.80	NR
10.	Dangers of carrying sharp tool s in the pockets by students.	3.60	0.54	3.92	0.86	3.83	0.78	R
11.	Using tools that are double insulated or have a three pronged cords	4.00	1.00	4.30	0.48	4.22	0.64	R
12.	Use electrical test equipment effectively	3.60	0.54	3.69	0.48	3.66	0.48	R
13.	Keeping floors dry and clean to avoid slipping when using dangerous tools	4.00	1.00	4.23	0.83	4.16	0.85	R
14.	Keeping cord from presenting a tripping hazard	3.60	1.14	3.92	1.03	3.83	1.04	R
15.	Storing tools in a safe place	3.80	1.09	4.38	0.96	4.22	1.00	R

Key: $\bar{x}_T$ = Mean of Teachers, $\bar{x}_w$ = Mean of Workshop Attendants, σ_T = Standard Deviation of Teachers, σ_w = Standard Deviation of Workshop Attendants

The data analysis presented on table 1, revealed that the respondents agreed with storing tools in a safe place and wearing hand glove to protect hands from cutting, as safety practices required by electrical engineering trade. Items 4, 7 and 9, were considered not required by the respondents as safety practices.

Research Question 2: What are the safety practices required by electrical engineering trade students in using machine tools in electrical engineering trade workshops in technical colleges?

Table 2: Mean and Standard Deviation of Teachers and Workshop Attendants on the Safety Practices   Required for Using Machine Tools EET workshop

S/N	Items	Respondents nw = 5, nt = 13						Remarks
		⁻?		⁻?		⁻?		
16.	Reading instructional guideline before operating a machine tool	4.20	0.83	4.00	0.81	4.05	0.80	R
17.	Putting on tightly fitted safety goggles or face shield during operation	3.60	0.54	4.00	0.00	3.88	0.32	R
18.	Hang machine tool on the brackets when not in use.	3.80	0.83	4.07	0.86	4.00	0.84	R
19.	Avoid operating machine tools in a container held combustible	4.40	0.54	4.00	0.00	4.11	0.32	R
20.	Ensuring no flammable materials are or near the working area when using machine tool.	3.80	1.09	4.30	0.63	4.16	0.78	R
21.	Operate machine tools with extreme care	4.20	0.44	4.30	0.48	4.27	0.46	R
22.	Putting on safety glasses to shield against bits of flying metals	3.80	0.44	3.84	0.37	3.83	0.38	R
23.	Putting of ear plugs to dampen machinery noise.	3.60	0.54	3.92	0.86	3.83	0.78	R
24.	Wear rubber boots and stand on a dry insulated platform when it is necessary to operate machine tool in a damp or wet area.	4.60	0.54	4.69	0.48	4.66	0.48	R
25.	Listen to sound and vibration of the power tool to know when the cutting tool is dull and need replacement	3.40	0.54	3.38	0.50	3.38	0.50	NR
26.	Ensuring the working area around machine tool is clear, safe and oil free	3.80	0.83	4.30	0.48	4.16	0.61	R
27.	Putting of rings or jewelries when operating machine tools	3.40	0.54	3.38	0.50	3.38	0.50	NR
28.	Ensure your workshop is clean and free from hazard.	4.20	1.09	4.69	0.48	4.55	0.70	R
29.	Placing working tools carelessly in the workshop	2.40	0.54	2.53	0.51	2.50	0.51	NR
30	Hanging safety reminders at different strategic positions in the workshops	3.60	0.54	4.00	0.00	3.88	0.32	R

Key: $\bar{x}_T$ = Mean of Teachers, $\bar{x}_w$ = Mean of Workshop Attendants, σ_T = Standard Deviation of Teachers, σ_w = Standard Deviation of Workshop Attendants

The data analysis presented on table 2, revealed that the respondents agreed with wearing rubber boots and standing on a dry insulated platform when it is necessary to operate machine tool in a damp or wet area and ensuring the workshop is clean and free from hazard, as safety practices required by electrical engineering trade, teachers and workshop attendants on safety practices required by students for using machine tools. The respondents did not considered item 25, 27 and 29 as safety practices required by EET students in using machine tools.

Research Question 3: What are the generic skills required by electrical engineering trade students in technical colleges for employment?

Table 3: Mean and Standard Deviation of Teachers and Workshop Attendants on the Generic Safety Skills Required by EET students for employment

S/N	Items	Respondents $n_w = 5$, $n_T = 13$						Remarks
		$\bar{x}$		$\bar{x}$		$\bar{x}$		
31.	Ability to dress properly in workshop out fit	3.60	0.54	4.00	0.00	3.88	0.32	R
32.	Exhibit caution and tact	3.80	0.83	4.15	0.37	4.05	0.53	R
33.	Ability to sense danger	3.40	1.67	3.00	1.63	3.11	1.60	NR
34.	Respond to emergency	4.00	1.00	4.23	0.43	4.16	0.61	R
35.	Ability to exhibit adaptability skill	4.00	1.00	4.38	0.50	4.27	0.66	R
36.	Ability to work with past-experience	3.40	1.14	3.23	1.09	3.27	1.07	NR
37.	Protect oneself from avoidable danger	4.20	1.78	3.76	1.92	3.88	1.84	R
38.	Ability to arrange work area as to avoid danger	4.40	0.54	4.38	0.50	4.38	0.50	R
39.	Ability to use warning symbols or signs where and when necessary	3.80	0.44	4.00	0.81	3.94	0.72	R
40.	Problem solving skills, for identifying hazards in workshop	3.60	0.89	4.07	0.64	3.94	0.72	R
41.	Hazard identification and risk control	3.80	0.83	4.30	0.48	4.16	0.61	R
42.	Monitoring of equipment and addressing any identified pending danger	4.40	0.54	4.00	0.00	4.11	0.32	R
43.	Maintaining a safe, clean and well organized working environment	3.80	0.83	3.61	0.65	3.66	0.68	R
44.	Ensuring that students clean their working area after every practical before leaving	3.80	0.44	3.69	0.48	3.72	0.46	R
45.	Fixing workplace securely before work commences	3.80	0.83	4.53	0.87	4.33	0.90	R
46.	Use of materials provided	3.40	0.54	3.30	0.48	3.33	0.48	NR
47.	Store materials for future use	4.20	1.09	4.38	0.96	4.33	0.97	R
48.	Communication skills	3.40	0.89	3.46	0.77	3.44	0.78	NR
49.	Team work skills	3.00	0.70	3.07	0.86	3.05	0.80	NR
50.	Planning and organizing skills	3.60	0.54	3.92	0.64	3.83	0.61	R
51.	Problem-solving skills	3.20	0.83	3.38	0.50	3.33	0.59	NR
52.	job task planning	3.80	0.83	3.69	0.48	3.72	0.57	R
53.	Commitment to the task at hand	3.60	0.54	3.92	0.27	3.83	0.38	R
54.	Listening and understanding	4.20	1.09	3.84	0.89	3.94	0.93	R
55.	Negotiating responsively	3.00	0.70	3.30	0.48	3.22	0.54	NR
56.	Working with people of different ages	3.80	0.83	4.00	0.81	3.94	0.80	R
57.	Knowing how to define a role as part of a team	3.60	0.89	3.69	0.48	3.66	0.59	R
58.	Adapting to new situations	3.60	0.89	3.53	0.77	3.55	0.78	R
59.	Translating ideas into action	4.00	1.00	4.07	0.86	4.05	0.87	R
60.	Being creative in the workshop	3.20	0.44	3.30	0.48	3.27	0.46	NR
61.	Time Management skill	3.20	0.83	3.38	0.96	3.33	0.90	NR

Key: $\bar{x}_T$ = Mean of Teachers, $\bar{x}_w$ = Mean of Workshop Attendants, σ_T = Standard Deviation of Teachers, σ_w = Standard Deviation of Workshop Attendants

The data analysis presented on table 3 answered research question 3. The analysis revealed that the respondents required the following; ability to arrange work area so as to avoid danger, fixing workplace securely before work commences and storing materials for future use, as generic safety skills required

by electrical engineering trade students in technical colleges. Items 33, 36, 46, 49, 51, 55. 66 and 61were considered by the respondents as not required.

Hypothesis 1: There is no significant difference between the mean responses of electrical engineering trade teachers and workshop attendants on the safety practices required by electrical engineering trade students for using hand tools in technical colleges.

Table 4: t–test statistical Analysis of Difference on the Safety Practices Required for Using Hand Tools

Respondents	$\bar{}$		N	df	α	t_{cal}	p	Remark
Workshop Attendants	3.56	0.15	5					
				16	0.05	1.38	0.18	Accepted
Teachers	3.76	0.31	13					

Key: df = Degree of Freedom

The result on table 4 reveals a t_{cal} of 1.38 with a p-value of 0.18. Since the p-value is greater than the alpha level of the test ($p>.05$), the null hypothesis tested is accepted. This means that there is no significant difference between the mean responses of electrical installation and maintenance works trade teachers and workshop attendants on the safety practices required by electrical installation and

maintenance works trade students using hand tools in electrical engineering trade in technical colleges

Hypothesis 2: There is no significant difference between the mean responses of electrical engineering trade teachers and workshop attendants on the safety practices required by electrical engineering trade students for using machine tools in technical colleges

Table 5: t–test statistical Analysis of Difference on the Safety Practices Required for Using Machine Tools

Respondents	$\bar{}$		N	df	α	t_{cal}	p	Remark
Workshop Attendants	3.78	0.08	5					
				16	0.05	3.19	0.00	Rejected
Teachers	3.96	0.11	13					

Key: df = Degree of Freedom

The result on table 5 reveals a t_{cal} of 3.19 with a p-value of 0.00. Since the p-value is less than the alpha level of the test ($p<.05$), the null hypothesis tested is rejected. This means that there is a significant difference between the mean responses of electrical engineering trade teachers and workshop attendants on the safety practices required by electrical installation and maintenance works trade

students using machine tools in the electrical engineering trade in technical colleges

Hypothesis 3: There is no significant difference between the mean response of electrical engineering trade teachers and workshop attendants on the generic safety skills required by students in technical colleges for employment

Table 6: t–test statistical Analysis of Difference between the Reponses of Teachers and Workshop Attendants on the Generic Safety Skills Required

Respondents	$\bar{x}$		N	Df	α	t_{cal}	*p*	Remark
Workshop Attendants	3.69	0.22	5					
				16	0.05	0.78	0.44	Not rejected
Teachers	3.79	0.24	13					

Key**:** df = Degree of Freedom

The result on table 6 reveals a t_{cal} of 0.78 with a *p*-value of 0.44. Since the *p*-value is greater than the alpha level of the test (*p* >.05), the null hypothesis tested is not rejected. This means that there is no significant difference between the mean responses of electrical engineering trade teachers and workshop attendants on the generic safety skills required by electrical engineering trade for employment.

Finding of the Study
From the answers provided by the results of the data analysis relating to the research questions and test of hypotheses, the following findings emerged:
1. Storing tools in a safe place and wearing hand glove to protect hands from cutting, are safety practices required by EET students for using hand tools in electrical engineering trade workshop.
2. Wearing rubber boots and standing on a dry insulated platform when it is necessary to operate machine tool in a damp or wet area and ensuring workshop area is clean and free from hazard, are safety practices required by EET students in using machine tools.
3. There is no significant difference between the mean responses of EET teachers and workshop attendants on the practices required by EET students using hand tools in EET workshop.
4. There is a significant difference between the mean responses of EET teachers and workshop attendants on the safety practices required by EET students for using machine tools in EET workshop.
5. There is no significant difference between the mean response of EET teachers and workshop attendants on the generic safety skills required by

students in technical colleges for employment

Discussion of findings
The study revealed that, the respondents required the following safety practices; wearing hand glove to protect hands from cuts, use of correct personal protective equipment for a job and not to carry sharp tools in the pockets by students. This will enable them to have a conducive environment for their practical's. This finding is in agreement with Yakubu (2004) who said, hand tools do not usually caused accidents if they are in good working order, used correctly, carried carefully and stored safely. In support of proper selection of tools and usage, Nwachukwu (2006), said that, available tools should be classified according to usage and equipment properly serviced before embarking on new jobs.

The study also revealed that, ensuring that the working area around machine tool should be clear, safe and oil free. Reading instructional guideline before operating a machine tool, putting on safety glasses to shield against bits of flying metals are the safety practices required by EET students in using machine tools in EET workshops. In agreement with this finding, Kadiri (2010) suggested that activities including workshop management and maintenance, organization and environmental safety and the use of personal protective equipment when carrying out any task in the workshop using personal protective equipment is highly necessary.

It was found out that, it is necessary to adhere to the rules and regulations by securing the whole places, fixing work place before commencement of any activities in the workshop as the generic safety skills required by EET for greater performance. This findings is in agreement with Caleb and Udofa (2013) look at generic skills, as key competencies that

can be used across a large number of occupations for employment.

The study revealed that, there is no significant difference between the mean responses of EET teachers and workshop attendants on the safety practices required by EET students in using machine tools in EET in technical colleges. This finding is in agreement with Yekinni (2016) who asserted that the workshop users and attendants did not differ in their opinion on the various skills associated with the usage of workshop hand tools and equipment as the skills acquired in one will definitely be transferred to the other.

It was also found out that, there is significant difference between the mean responses of EET teachers and workshop attendants on the safety practices required by EET students using machine tools in EET workshops. This finding is in contrast with Hassan and Babawuro (2013) who reported that the workshop attendants, students and teachers were unanimous in their opinion on the skill needs of the workshop user in terms of the machinery and equipment available. The findings also revealed that there is no significant difference between the mean response of electrical engineering trade teachers and workshop attendants on the generic safety skills required by students in technical colleges for employment.

Conclusion and recommendations

Based on the findings of this study, the study concluded that students of EET in technical colleges require safety practice and generic skills in using hand tools, machine tools, for practical skills acquisition for EET workshop. Based on the findings of this study, the following recommendations are made:

1. The teachers in collaboration with school management of Technical Colleges, Nigeria should ensure that students in EET are trained on the modern workshop safety practices and generic skills for using hand tools, more importantly, the correct use of personal protective equipment

2. The teachers in collaboration with school management of Technical Colleges, Nigeria should ensure that students of EET are trained on the modern workshop

safety practices and generic skills for using machine tools.

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Effect of Flipped Classroom Strategy on Distance Learning Pre-service Teachers' Achievement in Educational Technology

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Abstract
The study investigated the effect of flipped classroom strategy on the achievement in Educational Technology among distance learning pre-service teachers of Federal College of Education (Technical), Akoka-Lagos, Nigeria. This study adopted pre-test, post-test, control group quasi-experimental design, involving a 2x2 factorial matrix which represents two levels of instructional modes (flipped classroom and conventional) at two levels of gender (male and female). Two hypotheses were formulated and tested at 0.05 level of significance. It examined the significant difference in the post-test achievement scores of the flipped classroom and the normal classroom instruction. The sample consisted of 91 distance learning pre-service teachers made up of 43 for experimental and 48 for conventional groups drawn from two distance learning study centres of Federal College of Education (Technical), Akoka-Lagos. Two instruments were used for this study, made up of one procedural and one measuring instruments. The procedural instrument was Educational Technology Flipped Classroom Instructional Package (ETFCIP), which was used to teach the experimental group. The measuring instrument, Educational Technology Achievement Test (ETAT), was administered as pre-test and post-test to the experimental and control groups. The instruments were validated by the experts and the reliability co-efficient of the ETAT was 0.72. The results obtained were analysed using standard deviation and t-test statistics of mean scores. Findings strongly indicated that Educational Technology content could be taught and learned better through proper integration of flipped classroom strategy in to teacher education programmes.

Keywords: Flipped Classroom, Distance Learning, Pre-service Teachers, Educational Technology, Gender

Introduction

Teacher education is aimed at producing highly motivated and efficient classroom teachers for all levels of the educational system. The National Council for Teacher Education (NTCE) (1998), has defined teacher education as a programme of education, research, and training of persons to teach from pre-primary to higher education level. To this end, teacher education is seen as a programme that is pertinent to the development of teacher adept and competence that would enable and inspire the teacher to meet the prerequisite of the profession and face the threats therein. To achieve this, pre-service teachers shall be professionally trained and equipped for the effective performance of their duties using newer technologies. In Nigeria, the Federal Ministry of Education (2013), advised that the model of teacher education should be based on a high range of flexible learning environment that uses a variety of media and technologies to provide quality education for a large number of distance learning pre-service teachers. The importance of teachers in the society cannot be overemphasized, because they are the producers of human resources in terms of qualities and skills. It is therefore imperative to ensure, that distance learning pre-service teachers are well instructed to

become effective professional teachers by the quality of education offered in higher education at both distance learning programmes and classroom-based education.

Distance Learning Programme (DLP) has been adopted by various higher institutions for the production of teachers. The DLP of the Federal College of Education (Technical), Akoka, Lagos is for the pre-service Nigeria Certificate in Education (NCE) teachers based on face-face teaching during the weekends for a specified number of weeks and learning takes place within the confines of a physical classroom. The main focus is on the teacher and textbooks as media of instruction and is teacher-centred. This approach does not ensure adequate coverage of course outlines and as such the distance learning pre-service teachers may not acquire the appropriate skills and knowledge required to graduate as effective classroom teachers. Educational Technology course (EDU 212 – Introduction to Educational Technology: theory and practice) is compulsory and very vital in the preparation of teachers because it covers the production, selection, utilization, and storage of instructional media. It also enables distance learning pre-service teachers to study how to apply modern teaching approaches and methods, lesson preparation and delivery, identification and use of community resources in teaching, formulation of the lesson plan, educational broadcast, Computer-based instruction, system approach to instruction, communication process and basic teaching skills among others. The course is overloaded and students performance not encouraging. There is, therefore, the need to seek for an effective instructional strategy to overcome these challenges. This leads to find out new approaches to develop and update teaching processes.

The advancement in technology had evolved new teaching methods and approaches to improving the quality of teaching and learning. The presence of multi-tasking devices such as smartphones, iPods, interactive boards, digital computers, interactive video, and internet facilities have changed classroom instruction from face to face to online form. (Grabe & Grabe 2007). Mcnutt (2013) noted that adolescent spends much amount of time interfacing with the new technologies daily and it is therefore imperative for teachers to employ such technologies and related approaches in teaching and learning. Overmyer (2013) corroborated that the advancement in technology has affected the mode of delivery and the instructional environment in teacher education. He suggested the use of flipped classroom as a mode of delivery in teacher education.

The flipped classroom strategy came into use in the mid-2000s, when it was popularized by Jon Bergman and Aaron Sam (Flipped learning Network, 2014). According to Huereca (2015), Flipped Classroom is an instructional approach in which learners view video lessons at home to learn and come to the classroom to discuss what they learned in detail, under the guidance of the teacher. This approach promotes rich discussion and collaboration amongst the students and the teachers. Gecer and Dag (2012), emphasized that flipped learning differs from traditional online learning because it involves online learning through a series of video lectures at home and supported by face-to-face classroom discussion interaction and individualized assistant. Sam, Bergmann, Daniel, Bennett, Marshall, Artstrom (2014) identified four pillars of flipped classroom using the acronym FLIP as depicted below

F: Flexible learning environment which allows for a variety of learning modes involving group work, independent study, and evaluation. It is flexible when and where will learn.

L: Learning culture which allows for active and meaning learning culture and deliberate shift from teacher-centred learning to learner-centred approach. Learners actively learn at home by viewing video and other learning materials and also actively involved in-time class discussing what they have learned. This leads to richer and active learning culture and opportunities.

I: Intent content allows the teacher to evaluate the content and concepts and the learners to explore the concepts on their own. This will maximize classroom time using active learning, peer instruction, problem-solving or mastery learning strategies

P: Professional educators will determine the instructional strategy to adopt and how to shift direct instruction from group to the individual learning plus how to maximize the face-face in-class time between teachers and the learners The Flipped Learning Network (2014) highlighted the principles of flipped classroom to include

- Providing opportunities for students to gain preliminary information before classroom activities.
- Linking in-class activities with out-of-class activities
- Clearly stated and well-organised learners' guidance.
- Usage of familiar technologies by the learners
- Providing sufficient time for the completion of the learning material.
- Providing immediate feedback during the class discussion.

The question with regards to this study is what is the effectiveness of the flipped classroom strategy on the achievement of distance learning pre-service teachers in the Educational Technology course?

Shorman (2015) indicated that the flipped classroom method focused on flipping or inverting the teaching and learning processes. That is, in a traditional teaching environment learning of new knowledge occurs in the classroom. Then, the student returns to his or her home and completes home assignments. However, implementing a flipped classroom method enables students to learn new information ahead of time at home through several technology tools and educational websites prepared and shared by teachers. For example, teachers prepare and share a video ranging from 5 – 10 minutes. Besides, he or she can use other technological tools to promote flipped classrooms such as multimedia, social media websites, educational games, YouTube for educational purposes, TED talk, Khan Academy, iTunes University or other educational websites

Asiksoy and Ozdamli (2016) demonstrated that the flipped classroom approach is a type of student-centred approach. That is, students could actively learn information about new lessons at any time at home by using smartphones or computing devices such as iPads. These technology tools enable students to playback educational videos several times to understand the new information. Also, it is possible to accelerate the educational videos to skip the parts that they are mastered in. In the implementation of flipped classroom strategy, the individual differences are said to be considered, boredom that often results in classroom disruption and student-teachers struggles will disappear and excitement and learning enjoyment will increase.

Another variable of interest is gender. In regards to gender, it is observed that flipped classroom strategy has had mixed outcomes on the benefits of flipping a class when analyzed by gender. Elayan and Hamaidi (2018) reported studies of Chen, Young, and Hsiao (2016) and González-Gómez, Guardiola, Rodríguez, and Alonso (2012) reported that females benefited more than males from the flipped learning environment, despite typically showing less interest and confidence in the subject matter. The findings revealed that females fared better with more communication, clear expectations, and active participation. The effects of flipping on other classroom activities varied between genders, depending on the activity being measured (Lax, Morris, & Kolber, 2016).

Statement of Problem

The distance learning programme of Nigeria Certificate in Education is aimed at preparing students to become professional teachers. The distance learning pre-service teachers are expected to cover the same course content as the regular pre-service teachers in the Colleges of Education. The problem is that it has been observed that distance learning pre-service teachers do not have sufficient time to cover course content, especially EDU 212: Introduction to Educational Technology (Theory and Practice). This not only negatively affects the mastery of the course content but also leads to low academic achievement in the course. The Educational Technology course outline is voluminous and the adopted delivery mode of chalk and talk employed for distance learning seems not to be effective. It has been established that teachers use different applications and

software for personal purposes, but using these technologies for educational purposes was very low (Aldohoon, 2008; Murad, 2014; Alghamdi, 2017). It has also been noticed that social network applications are used regularly as one of the most important communication ways in the daily life of students. However, little or nothing is known about studies that have reported the effect of flipped classroom strategy and interaction effect of gender on the achievement of distance learning pre-service teachers in Educational Technology. These problems gingered this study to seek if the flipped classroom strategy would enhance the better achievement of FCE (Technical), Akoka-Lagos distance learning pre-service teachers in Educational Technology.

Purpose of Study

The specific objectives of this study are to find out whether there is any difference in the educational technology achievement:

(i) in distance learning pre-service teachers taught Educational Technology with flipped classroom strategy and those taught with lecture method.

(ii) between male and female distance learning pre-service teachers taught Educational Technology with a flipped classroom strategy.

Hypotheses

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

H_{o1}. There is no significant difference in the mean achievement scores of distance learning pre-service teachers taught Educational Technology with flipped classroom strategy and those taught with lecture method.

H_{o2}. There is no significant difference in the mean achievement scores of male and female distance learning pre-service teachers taught Educational Technology with a flipped classroom strategy.

Method

This study adopted pre-test, post-test, control group quasi-experimental design, involving a 2 x2 factorial matrix. This represents two levels of instructional modes (flipped classroom and conventional) at two levels of gender (male and female).

The target population was all the 200 level distance learning pre-service teachers of Federal College of Education (Technical), Akoka, Lagos. The distance learning study centres at Ijaiye-Ojokoro and Akoka were selected for the study using a simple random sampling technique and also the willingness of the centres. The Akoka study centre was assigned as an experimental group while the Ijaiye-Ojokoro was assigned as a control group. Ninety-one (43 experimental and 48 conventional) 200 level distance learning pre-service teachers who registered for the course during the first semester of the 2018/2019 academic session were purposively sampled. The experimental group was made up of 16 male and 27 female distance learning pre-service teachers.

Two instruments were used for this study, made of procedural and measuring instruments. The procedural instrument was Educational Technology Flipped Classroom Instructional package (ETFCIP), which was used to teach the experimental group and measuring instrument, Educational Technology Achievement Test (ETAT), was administered as pre-test and post-test to the experimental and control groups. The ETFCIP is a video learning package that the experimental group accessed online at home and was package by researchers and media specialist. It was validated by two experts in Educational Technology and a computer programmer. ETFCIP content was based on the following major topics

i.   System Approach to Instruction
ii.   Instructional Multi-Media system.

The ETAT consisted of 20 multiple choice question items and was used for the pre-test and post-test of both the experimental and control groups. ETAT was scored using a marking scheme containing the answers. The highest possible total score was 40, that is, each item attracted a score of two (2) marks while the minimum score was zero (0). The items were initially 40 and subjected to face and content validation by two experts in Educational Technology and Measurement and Evaluation in the Department of Educational Foundations of National Open

University of Nigeria, Lagos. The result of the validation was used to select 20 items, which were used for the pilot test in the centre not selected for the study. The instrument was tested using Kuder Richardson (K-R 21) formula for reliability and the reliability coefficient yielded was 0.72, indicating a high reliability. The teaching lasted for four weeks with the control group being taught with the lecture method and the experimental group with the ETFCIP package.

Results

H_{o1}. There is no significant difference in the mean achievement scores of distance learning pre-service teachers taught Educational Technology with flipped classroom strategy and those taught with lecture method.

Table 1: t-test Comparisons of the Mean Scores of Distance Learning Pre-service Teachers Achievement in Educational Technology of Experimental and Control Groups

GROUP	N	MEAN SCORE	SD	DF	P	CAL. t-value	CRIT. t-value	REMARK
Flipped classroom	43	16.75	1.25	79	0.05	8.35	2.021	Rejected
conventional	48	13.05	1.54					

Table 1 revealed that the mean score of distance learning pre-service teachers exposed to the flipped classroom is 16.75, while those exposed to the conventional method mean score is 13.05. It means that those exposed to the flipped classroom had a higher mean score. The calculated t-value of 8.35 is higher than the critical t-value of 2.021, at 0.05 level. Therefore the null hypothesis that there is no significant effect of the flipped classroom on distance learning pre-service teachers' achievement in Educational Technology is thereby rejected.

H_{o2}. There is no significant difference in the mean achievement scores of male and female distance learning pre-service teachers taught Educational Technology with a flipped classroom strategy.

Table 2: t-test Comparisons of the Mean Scores of Male and Female Distance Learning Pre-service Teachers Achievement in Educational Technology of Experimental Group

GROUP	N	MEAN SCORE	SD	DF	P	CALCU t-Value	CRITIC t-Value	REMARK
Male	16	16.8	1.39	41	0.05	0.18	2.021	Accepted
Female	27	16.4	1.54					

Table 2 indicated that the mean score of male distance learning pre-service teachers exposed to the flipped classroom is 16.8, while female pre-service exposed to flipped classroom mean score is 16.4. This means that male distance learning pre-service teachers exposed to flipped classroom had a higher mean score than female pre-service teachers. But the difference is not significant enough as the calculated t-value of 0.18 is lower than the critical t-value of 2.021 at 0.05 level of significance. Therefore, there is no significant difference in the mean achievement scores of male and female distance learning pre-service teachers taught Educational Technology with a flipped classroom strategy.

Discussion of Results

The result of the t-test analysis of comparisons of the mean scores of distance learning pre-service teachers' achievement in Educational Technology of experimental and control

groups indicated a significant difference. The findings also revealed that the group of distance learning pre-service teachers' exposed to the two methods have an improvement in mean achievement scores, but it further indicated that the flipped classroom is more effective in enhancing achievement than the conventional method. It is possible to construe that the significant difference observed may be accounted for as a result of the power of visual and audio. The finding corroborated the findings of Adedapo, Salawu and Afolabi (2004) who reported that there was a significant difference in the students's cognitive achievement and interest in Economics which were mostly enhanced by the videotaped strategy, followed by novel nature of the video compact disc, audiotaped strategy and minimally by the conventional method. The findings are in agreement with the opinion of Overmyer (2013) and Adeshina (2017) that the flipped classroom improves students, achievement better than the conventional method. But Wheeler (2012) argued that flipped classroom encourages students' not to attend lectures physically. This can be said of the traditional online approaches because the flipped classroom ensure stimulating face to face discussion and interaction in the students.

The finding concerning the effect of gender on the achievement of distance learning pre-service teachers in Educational Technology when taught with a flipped classroom strategy was examined using the second hypothesis. The result showed that male distance learning pre-service teachers taught with flipped classroom performed better than the female counterpart in their post achievement mean scores, but the difference was found to be insignificant. This finding agreed with similar findings by Adeshina (2017), who found that there was no significant difference in the achievement of female and male students taught concepts in Basic Technology using a flipped classroom. The finding is in agreement with the findings of Gambari, Gbodi, and Olumba (2012) who reported no significant difference in the post-test scores of male and female students taught Phonetics using audio compact disc instruction and video compact disc instruction packages.

This was corroborated by Kaur's (2012) findings that, there was no significant difference between male and female students' achievement when they were taught mathematics online. However, the female learners were significantly unable to complete the course compared with their male counterparts. This is contrary to the opinion of Morris and Maisto (2015) that males have an advantage over females in science and technology-related areas. Bernstein, Penner, Clarke, and Roy (2006), however, argued that males and females are more similar in terms of cognitive ability and academic achievement than they differ. The focus should be on flipped classroom application rather than gender differences because flipped classroom enhances learner's achievement gender notwithstanding.

Conclusion
It is evident from this study that the flipped classroom enhances pre-service learners achievement in Educational Technology than the conventional method. Literature and researches depicted that it stimulates learning, improves learners' performance, enhances learners' attitudes, gives learners sufficient study time and it is learner-centred. Consequently, this innovational teaching-learning approach is essential for the preparation of distance learning programme distance learning pre-service teachers and other educational programmes.

Recommendations
The integration of flipped classroom is necessary for the distance learning pre-service teachers to enhance their knowledge and skills acquisition in instructional delivery. Consequently, the following recommendations are made based on the findings of this study.
1. The authorities of distance learning programmes for distance learning pre-service teachers should ensure that the flipped classroom method is used in the curriculum implementation. The approach would be more effective since the pre-service will use the weekdays to learn from the instructional video and then come to

the study centre at the weekends for discussion, and class activities.

2. Distance learning programme teachers should be trained on how to use the flipped classroom approach. The training should be practised on how to package and utilize the flipped classroom method

3. The necessary technologies and materials needed for the application of flipped classroom be adequately provided by the distance learning centres.

4. The DLP distance learning pre-service teachers should be given orientation on the flipped classroom process.

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Implementation of Entrepreneurship Education in Nigerian Tertiary Institutions

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Abstract
This paper examined the implementation of entrepreneurship education in Nigerian tertiary institutions. Entrepreneurship is the vehicle in which tertiary education rides. Most graduates of Nigeria's tertiary institutions suffer from the certificate frenzy, and prepare their minds for 'white collar' jobs which have become difficult to find, and while many of them remain jobless and underemployed. The aim of entrepreneurship education is to promote economic empowerment, wealth creation and poverty reduction. This was based on the hard reality that tertiary institutions should change their orientation as mills for job seekers rather than job creators. In pursuance of the full implementation of entrepreneurship education, most of tertiary institutions established a coordinating center for entrepreneurship education to support students' training and development. Therefore, conclusion of the study revealed that implementing Entrepreneurship programme in tertiary institutions will enhance creativity, innovation, self-reliance, youth empowerment and eradicate poverty among the youths in Nigeria. Sequel to the conclusion, it is recommended amongst others that government should fund entrepreneurship education in Nigerian tertiary institutions and provide loans for graduates of the programme so as to start up their businesses.

Keywords: *Implementation. Entrepreneur, Education, Tertiary Institution*

Introduction

The emergence of entrepreneurship education is an indication of its importance in youth empowerment, wealth creation and poverty reduction. The issue of poverty has become pandemic and eradication has been a top priority of many tertiary institutions. Tertiary education is the education given after secondary education either in universities, colleges of education, polytechnics, Monotechnics including those institutions offering correspondence courses (Federal Republic of Nigeria, 2004). One of the goals of such education is to "acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society". Adejimola and Olufunmilayo (2009 p.82) rightly observed that, graduates of Nigeria's tertiary institutions suffer from the *certificate frenzy*, and prepare their minds for 'white collar' jobs that have become increasingly hard to find, and while many of them remain jobless, underemployed, or *disguisedly* unemployed, a larger proportion of existing industries are owned by semi-literate entrepreneurs. Entrepreneurs are globally regarded as risk-bearer. It is a career profession that empowered youths the opportunity to be self-reliance. It goes beyond business creation. It is about increasing

student's ability to anticipate and respond to societal changes. Entrepreneur is someone who ventures, by taking risks, into a business involving planning, organizing and coordinating use of materials and money to make a profit by producing goods or rendering services (Singh and Sharma, 2011, p.25).

In Nigeria, the population of unemployed graduates has persistently increased at geometric progression while the white-collar available job is at arithmetic progression. Abubakar (2010, p.142) posited that the shift from general education to specifically entrepreneurship education becomes necessary in the present realities of the need to develop and empower particularly the youths in the society. There is seeming consensus on the importance of entrepreneurship in ameliorating some socio-economic problems especially poverty, unemployment, and all sort of social vices in the society. Entrepreneurship plays a vital role in economic development through creation of utilities and generation of employment within a short period (Onyemah, 2011, p.39). Therefore, Nigerian tertiary institutions came up with various entrepreneurship programs like Career development programme, Ready Set Work and Graduates Internship Scheme (GIS) for the youths. These programmed are geared toward entrepreneurship courses for the students. It is upon this premise that Entrepreneurship education was introduced by the Federal Government in 2006 to be taught as a compulsory course across the tiers of tertiary institutions in the country. This programme was perceived as a sure way of remedying the current unemployment challenge due to the Government inability to absorb all the graduates from the nation's tertiary institutions (Ediagbonya, 2013, p. 38).

What is Entrepreneur education?
The concept of entrepreneurship education has plethora of definitions depending on scholar's perspective. Entrepreneurship is an age-long practice traced back to 1732 when Irish economist called Richard Cantillon who described it as individuals that possess a willingness to carry out various forms of activities associated with financial risks and new venture creation. Entrepreneurs are

globally regarded as risk-bearer. Entrepreneurship as a career empowered youths the opportunity to be self-reliance and increase the achievement of professional goals. According to Drucker in Moses, Olokundun and Akibode (2016), entrepreneurship is an innovative act which involves employing available resources geared at generation of novel or creative capacity for wealth creation.

Entrepreneurship education was introduced in the United States in the 1940s. Over the years, the concept and content has been expended, adopted and integrated into the education curricula of other countries. Therefore, entrepreneurship education describes the scope of lecture, curricular or programme that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills geared at the pursuit of an entrepreneurial career (Ekpo and Edet, 2011). Introducing entrepreneurship as a discipline especially in tertiary institutions is problematic due to different mindsets, funding mechanisms and confusion between entrepreneurship training and creation of small business managers. A vast majority of academic departments do not offer entrepreneurship training; instead entrepreneurship is "packaged" as a component of other business programmes (Davies in Isaacs, Visser, Friedrich and Brijlal, 2007). Entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds (UNESCO, 2008). Entrepreneurship programme promotes creativities, innovation, skills acquisition, self-reliance, achievement orientation, risk-taking and personal initiative. Entrepreneurship education is an essential tool toward achieving economic growth and development. Entrepreneurship education involves training and development of programme that promotes creativities, innovation, skills acquisition, self- reliance, achievement orientation, risk-taking and personal initiative. Entrepreneurship education is the kind of education given to people with a view to developing Entrepreneurship qualities properly followed up with support services for smooth take off and successful running of

business (Idada, Okosun, Anolu, Atagana and Aiwansedo in Ediagbonya, 2013, p.36). In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that Entrepreneurship education seeks to provide student (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting (p.40). However, the introduction of entrepreneurship education by the federal government through the Nigerian University Commision (NUC) targeted at inculcating entrepreneurial skills in undergraduates towards increased considerations on a career in entrepreneurship by graduates of tertiary institutions (Moses, Olokundun and Akibode, 2016).

Objectives of Entrepreneurship Education

1. Entrepreneurship education is that it has the tendency of equipping and making students experts in the production of certain items such as barbing, soap making, farming and so on.
2. Entrepreneurship education helps the students to gain information that will help to boost teaching and learning.
3. Entrepreneurship education helps to builds the spirit of being entrepreneurs in the minds of the students.
4. Entrepreneurship education helps to discouraging laziness and idleness among our teeming population.
5. Entrepreneurship education can greatly help in addressing the level of poverty in the country.
6. Entrepreneurship education helps the students to gain information that will help to boost teaching and learning
7. To provide graduates with the training and support necessary to help them establish a career in small and medium size businesses;
8. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities (Oborah in Ediagbonya, 2013, p.42).

Implementations of Entrepreneurship Education in Nigerian Tertiary Institutions

It is indeed an era of global challenges. Entrepreneurship education is both an art and science. It is the ability teach student to separate 'knowing' from 'doing'. Entrepreneurship education is a science because it involving knowledge acquisition through classroom teaching and learning. Nigeria's educational system lays too much emphasis on the 'certificate' rather than on what the holder 'knows', 'can produce' and 'thinks'. While it is an art because involve skill acquisition through practical. Therefore, entrepreneurship education entails vocational skills include; tailoring & fashion designing, cookery and baking, electrical works, building and fitting, plumbing and welding, carpentry, aluminium and furniture works, livestock and crop cultivation. Ugiagbe in Owenvbiugie and Iyamu (2011) stressed that entrepreneurship is the process of bringing together creative and innovative ideas and coping with management and organizational skills in order to combine people, money and resources to meet an identified need, thereby creating wealth (p. 40). Entrepreneurship education can redress such anomalies, but Adejimola and Olufunmilayo (2009) warned that success is not in sight with the current curriculum and pupils/students examination systems, which lay more emphasis on knowledge acquisition for its own sake. For them (as it is for several other commentators), Nigeria's educational system lays too much emphasis on the 'certificate' rather than on what the holder 'knows', 'can produce' and 'thinks'.

In 2006, the government of Nigeria announced the introduction of Entrepreneurial Education (EEd) as entrepreneurship studies, to be integrated in the University curriculum as a compulsory course for students irrespective of area of specialization (Okojie, 2009, p. 4). Effectively, the implementation started in the 2007/2008 academic session. Adejimola and Olufunmilayo (2009) recall that the Presidential Committee on the Introduction and Implementation of Entrepreneurship Education in all tertiary institutions was set up and charged to promote entrepreneurship education by means of the following strategies: curriculum review; promotion of the development and sustenance of entrepreneurship centres and centres of excellence; promotion of science, technology and innovation by providing incentives for students and lecturers; sensitization, advocacy

and mobilization of support for entrepreneurship education; programme focus; and funding (p.58).

However, National University Commission directed all Nigerian universities to establish Entrepreneurship Development Centers latest by the end of 2007/2008 session Okojie (2009, p. 4). The directive also encouraged universities to establish enterprise resource centers, such as; well-equipped libraries, technology centers, cybercafé, among others, where entrepreneurship networking can be coordinated. Tertiary institutions are obligated to promote economic growth and development through researching, teaching, and transfer of technology. Many Nigerian students have traits of entrepreneurship, or are potential entrepreneurs. Tertiary institutions incorporate entrepreneurship training into regular academic programme. Entrepreneurship courses were introduced in tertiary institutions to produce graduates with special professional and entrepreneurial skills needed to champion economic growth through following programme like Agricultural/ agro-allied activities where there are foodstuffs, restaurants, fast food vending etc. In the area of solid minerals, there are quarrying, germ stone cutting/polishing and crushing engineering. In power and transport, there are power generations, Haulage business (cargo and passengers). In the area of information and telecom business, there are manufacturing and repairs of GSM accessories and the printing and selling of Recharge cards. In hospitality and tourism business, there are hotels, accommodation, resorts centers, film and home video production; in oil and gas business, there are construction and maintenance of pipelines, drilling, refining bye products. In the area of environmental and waste management business, there is refuse collection/disposal, recycling, and drainage/ sewage construction job. In the area of financial banking services, there is banking, insurance and stock trading. In engineering and fabrication work, there are machines and tools fabrications. There is also the building and construction, where there are plan and design services and material sourcing (Agbeze, 2012, p.10).

In pursuance of the full implementation of entrepreneurship education, most of universities established a coordinating center for entrepreneurship education to support students' training. Universities need to meet up this growing need to remain relevant and produce graduates that readily fit into the new economy. Therefore, incorporation of entrepreneurship training into tertiary education will promote self-employment and make Nigerian graduates' self-reliance. However, many public universities (Federal and State owned) complain of lack of matching capital grants, and difficulties associated with accessing grants from the Educational Trust Fund (ETF). A few private universities, like Babcock University, Covenant University, Adekunje Ajasin University, Salem University, and so on, have one form of entrepreneurship initiative or the other. Many complain of lack of funds, and question the propriety of government imposing the same directive on them when private universities do not benefit from ETF facilities or direct government grants like their public counterparts. Essaia (2012) posited that the gap in the number of admitted students in the science/technology disciplines and the programme in the humanities have remained wide, and the practical content of the science/technology programme have remained generally weak (p.56). For instance, tales of graduate of computer science who did not do practical work with personal computers while in school (who needs to attend extra lessons in private schools to learn basic computer skills), and agricultural engineers who cannot drive tractors, are commonplace. To support vocational education in tertiary institutions, government has encouraged the establishment of Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs), which are principally private institutions that offer complementary vocational/ technical/ technology and professional support to tertiary institutions. Each tertiary institution needs to create and maintain a functional centre for entrepreneurship development for the management, monitoring, and control of all component of Entrepreneurship Programme (CP).

The implementation of entrepreneurship course in university should be four year degree programme, that a minimum of 23 credit units should be allotted for ECP courses, as follows; 4 in the 100 level (2 per semester), 4 in the 200 level (2 per semester), 6 in the 300 level (3 per each semester), and 9 at the 400 level (3 per each semester, and 3 for final project work). Typically the compulsory credit load in a four year degree programme is 120 (at 15 credit units per semester). When 23 credit units are taken out for compulsory ECP courses, the student has 97 credits to spread between the Degree Programme Courses (DPCs) and the General Studies Courses (GSCs). ECP will make the students work on real projects, and learn to operate the projects as actual businesses, thereby speeding up 'knowing and doing'. The personal and basic business skills are structured into the 100 and 200 levels, while the ICT competencies and vocational skills components are for the 300 and 400 levels. Beginning from the 300 level, students are required to constitute themselves into groups that run 'fictitious' companies and their grades for the ECP courses will give higher weights to such practical aspects (Essai, 2012, p.55).

Way Forward
Nigeria as a nation has is experienced acute shortage of artisans because most students were not motivated to choose vocational, technical and entrepreneurship education programme in tertiary institutions. Tertiary institutions can key in with well-developed academic programme and outreaches, workshops, seminars and consultancy services. The findings of the study revealed that several factors pose problems to entrepreneurship education in Nigeria. The issue of poverty eradication has been a top priority of many governments and institutions. Entrepreneurship education can greatly help in addressing the level of poverty and create job opportunities for tertiary institutions graduate in Nigeria. In pursuance to the implementation of entrepreneurship education, government needs to set up committee that will regulate and monitor courses offered on the programme. This position is in line with Hart (2005) that well-designed and carefully

implemented policy initiatives may enhance entrepreneurship just as poorly thought-through and badly managed efforts may produce negative effects.

Conclusion
This study has conceptually explored the implementation of entrepreneurship education in Nigerian tertiary institutions. Thus, this study advocates that entrepreneurship education is still at embryonic stage in Nigeria and implementing Entrepreneurship programme in tertiary institutions will enhance creativity, innovation, self-reliance, youth empowerment and eradicate poverty among the youths in Nigeria. The study concludes that, entrepreneurship is the vehicle on which tertiary education rides. Therefore, conclusions have been drawn from the findings of the study that government should set up committee that will regulate, monitor, and benchmark the entrepreneurship programme of institutions.

Recommendation
Based on the findings and conclusion reached, the following recommendations are proposed:

1. Tertiary institutions should key in with well-developed academic programme and outreaches, workshops and seminars, and consultancy services on entrepreneurship education.
2. The Government should adequately fund and financing entrepreneurship education in tertiary institutions in order for the objectives and goals of the programme to be realized.
3. The Students should be encouraged to embrace Entrepreneurship education or training in order for them to become self-reliant and wealth creators.
4. The Government should make accessible loans available for graduates of the programme so as to start up their businesses.
5. There should be uniformity in the curriculum offerings in the various institutions that are saddled with the teaching and learning of entrepreneurship education.
6. There should be adequate provision of both human and material resources

needed to fully implement the programme.

7. At the global levels, there is need for agencies to support, regulate, monitor, and benchmark the entrepreneurship programme of institutions.

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ICT Skills Required of Trainee-Secretaries for Promotion of a Paperless Office in Kwara State

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Abstract
The study examined Information and Communication Technology (ICT) skills required of trainee-secretaries for promotion of a paperless office in Kwara State. One research question and three hypotheses guided the study. A survey research designed was adopted for the study. The population of this study comprised 365 respondents. Multi-stage sampling techniques were used for the study. A validated questionnaire with reliability coefficients of 0.72 was used for data collection. Mean and standard deviation was used to analyze research question while t-test for testing the hypotheses. The findings revealed that the level of ICT skills required of the trainee-secretaries for the promotion of paperless office is too high, there is a significant difference on ICT skills required by trainee-secretaries based on school type, there is a statistical difference between lecturers and students perception on the ICT skills required of trainee-secretaries, also there was no statistical difference between male and female perception on the ICT skills required of trainee- secretaries. It was recommended among others that institutions should provide adequate and competent lecturers with ICT skills to make the students acquainted and knowledgeable on how to promote a paperless office.

KEYWORDS: Information and Communication Technology Skills, Trainee-Secretaries, Paperless Office

Introduction

In the world today, technological explosion is felt greatly by individuals, business organization, government parastatals, institutions, and the economy of the country at large. Nigeria is not an exception despite the fact that technological development has affected virtually every area of the economy, individuals and the entire business environment within the nation. As a result this increased in the rate of research and also a significant development in individuals, business and economic growth both locally and globally cannot be jettisoned. Therefore, it is pertinent to note that there are numerous benefits that attributed in the rapidly changing market place if technology is applied as a necessity to business operation at a required percentage. Thus, the level of technology an organization chooses to employ will be a determinant factor to its competitive position in the market where it operates.

Technology have revolutionized the traditional role of secretaries in almost every spheres of the activities performed in their day to day organization such as, areas of typing, taking shorthand dictation, answering of telephone calls and processing of mails, virtual office just to mention but few. For some years back, the secretaries' functions are performed manually such that documents and records were maintained on papers, stored in files and drawers (Otta, 2015). As a result of modern office equipment, secretaries require to increases their skills for effectiveness and efficiency. Method of operation in today's office has experienced drastic change. The secretaries need to shift from traditional way of operation to modern method. Atakpa, (2010) opined that secretarial functions everywhere in the world have undergone a lot of technical changes. He explained further that because of these diversities office technologies require the secretaries to possess

new skills to enable them to be relevant in modern offices. Modern business organizations have come to appreciate the role and importance of the secretary as well as the need to providing the needed and necessary office machines and equipment for the efficacy of the secretarial functions (Akpomi & Ordu 2009). Professional secretaries with modern innovative office skills are highly indispensable in any establishment since secretarial duties are the pivot of office activities.

Yakubu and Ugwu (2015) advocated that the efficiency and effectiveness of the secretary in every business organization depends largely on the availability of office technologies as well as the skills of the secretary to handle these office technologies for promotion of a paperless office in an organization. Information and Communication Technology skills are essential tools for modern day secretaries to work with, for them to be relevant in this dispensation. Traditionally, the professional skills acquired by secretaries are now obsolete in view of the current technological office innovations. There is serious re-designation in secretarial profession. The new innovations in the modern day offices have altered the nature, method, work environment, equipment, and have challenged the skills of professional secretaries. There is technological skills gap between the traditional and the modern day secretaries.

According to Azih in Ottan (2015), a secretary is an assistant to an executive who has the mastery of office skills and ability to assume responsibility without direct supervision. The secretary displays initiative, exercise judgment and takes decisions within the scope of his or her authority. Notably, a secretary is known as a person who takes shorthand dictation from a senior member of staff and turns the notes into typed correspondence but today the work of secretary have gone beyond that level. As noted by Edwin in Aliata and Sam (2014), the roles of secretaries in contemporary times have changed tremendously from the traditional roles. The modern day secretaries must be abreast and be versatile with the

modern office technology such as the internet, word processing, database management, desktop publishing, micrographic, reprographic, office application skills, and office communication skills for effective operations in this era of paperless office. Therefore, proper utilization of appropriate ICT skills leads to the effectiveness and efficiency in information processing, storage and disseminating of information in local government. Skill as a concept is the ability to use human knowledge effectively in carrying out a given task by the secretary.

Information and Communication Technology is the application of computers and telecommunications gadget to store, retrieve, transmit, and manipulate data often in the context of business enterprises. Introduction of Information and Communication Technology (ICT) in paperless offices would make secretarial work more interesting and more productive. The potential of Information and Communication Technology to provide business enterprise in this world of work has been a topic of interest to both practitioners and academics over the five decade. This interest is reflected in the large number of studies that have examined the strategic value of information and communication technology and it impacts on firm's and institution's performance due to the skill of its secretary. Information and Communication Technology sounds strange to most people include those who are already directly and indirectly enjoying it benefits reason being that many are ignorant of the technological advancement in the world (Alter 2002). As noted by Nwaokwa and Okoli in Aliata and Sam (2014), the introduction of ICT has changed the roles of secretaries. They opined that ICT has influenced the performance of secretaries in delivery of information, accuracy and effectiveness at the work place. Nonye (2013) said that secretaries should be abreast of the use of modern office technology and recommended the need for periodic training programmes to be organized for secretaries to update their knowledge on modern office skills. As a result of this technological change the use of paper is

eliminated or greatly reduced in the office today

A paperless office is a concept in which usage of paper is greatly reduced or eliminated totally in an office environment. It is also means a change in how the technology industry, for information and management, is a new way of working in the company. In addition, not only environmentally friendly, but also increases the rate of productivity and efficiency of day to day activities. This also improves method of saving money, making work processes easier and more convenient as digital documents can be easily shared between users. Orantes-Jiménez, Zavala-Galindo, and Vázquez-Álvarez (2015) described paperless office as a new concept that is difficult to understand in a world that still uses paper as a support for multiple social, communications, advertising, financial, and educational uses. For centuries men have tried using different methods and tools to carry out their work, to make it more efficient and faster, thus for more than four decades we have spoken of the concept of the paperless office. The paperless office should be seen as an immediate project within organizations and constitutes a great interest for the application of new technologies in an organization, and good practices can contribute to sustainable development of the nation. This undoubtedly brings other considerations, paradigms and feature works which ultimately impact the labor in all areas of business.

Furthermore, there are many benefits attributed to a paperless office in this technological age Hattingh (2001) highlighted several advantages of paperless office as follows:

a) Environment friendly: The paperless office reduces the amount of paper produced and used, saving money for the organization as well as making a tangible contribution towards protecting the environment. Large storage rooms filled with files can be eliminated, provided legal obligations are adhered to;

b) Process efficiency: Method of converting to an electronic system provides the opportunity of analysing and identifying flaws in manual processes in order to implement improved electronic business processes and new business rules (Sharma 2000);

c) Process management: Electronic workflow has built-in control mechanisms like the triggering of activities, automated notifications and escalation as well as an audit trail to measure processing time and the quality of process output. The automated process allows tracking against predefined rules. The control over document updating and circulation ensures more accurate information, as employees will be using the most up-to-date version available;

d) Resource efficiency: Automated workflow sends the work to the employees and efficiency is achieved by assigning tasks according to, for example, workload. Electronic templates furthermore eliminate repetitive administrative tasks, improving productivity by allowing the employee to concentrate on the more intellectual tasks at hand;

e) Standardization: Consolidated electronic forms, working documents, templates and procedures ensure standardization;

f) Sharing and collaboration: A central database or repository of documents and information on the network, such as provided by intranets or extranets ensures the sharing of information from distributed locations, which encourages collaborative business processes and functional integration (process chains);

g) Market efficiency: This allows for quicker response times to customer inquiries. The automated procedures enable transparent communication with customers (uniform interface), the prediction of delivery times and adherence to deadlines. Better service delivery improves customer's perceptions of the organization and provides a competitive advantage;

h) Information delivery: Electronic documents can be stored and delivered in various forms and formats, and delivered as a package to the user when and how required and

i) Unlocking information: Information sources previously 'locked' away and unknown might become available to the end-user in electronic format. Examples are fragile documents or those of which only a single copy exists. Provided the information professional has applied his/her expertise in identifying and organizing (indexing) documents or records, better retrieval results will be obtained.

Paperless systems are implemented within organizations for the purpose of improving the effectiveness and general efficiency of day to day activities. Fisher and Kenny (2000) suggested that organizations and institutions infuse Information and Communication Technology into their operations so as to enhance a paperless office and facilitates business growth and success. Laudon and Laudon (2001) opined that Information and Communication Technology are embedded in organization as a result of standard operating procedures, workflows, politics, organizational culture and structure. The current automated offices have made the work of secretaries more relevant and functional in their office occupation but must possess technological professional skills in the areas of manipulative technology, communication and professional skills. Amoor (2010), Okoro and Ojianyaegbu (2012) contended that the manipulative skills expected of secretaries in the modern automated offices are visible in the areas of internet connectivity, digital photocopier, electronic paper trimmer, computer operation, information management, scanner and paper shredders. Proper acquisition of these modern manipulative skills should make professional secretaries highly relevant and more efficient in their office occupation.

In the world of work, employers are obviously expecting secretaries to acquaint themselves with these manipulative skills. In the modern offices, secretaries should learn to make effective use of communication facilities. Ejeka (2019), Olayanju (2015) and Edwin in Yakubu and Ugwu (2015) explained that the following communication technologies such as telex, electronic mail (e-mail), fax, telephone, intercom are used in modern offices to send messages. Secretaries should be fully aware of demands of these modern communication facilities and try to avail themselves opportunities to get acquainted with them. These modern facilities are very simple, easy and fast in sending messages. In organization where automated machines are used by the secretary office records greater efficiency, higher productivity, faster and better quality work at low costs. By using automated equipment there is a standardized procedure to produce communication quickly, accurately and inexpensively. Therefore, in an office where automated machines and equipment are used, tasks are generally organized according to work specialization (Ejeka, 2019). Secretaries are to acquire these technological skills so as to be technologically acquainted with innovations in the modern offices. The study therefore sought to find out the Information and Communication Technology (ICT) skills required of trainee-secretaries for promotion of a paperless office of in Kwara State

Statement of the Problem
The advents of modern technologies have rendered the works of secretaries' redundant. For this reasons, most organization have laid off the post of secretaries, forgotten that secretaries work is much more than typing and taken shorthand dictation. The modern day secretaries need to possess technological skills that will enable them to be more relevant and functional in their office endeavors. Atakpa (2013) opined that innovations in office information technologies demand new skills, professional and intellectual concept among secretaries. In view of this, secretaries should acquaint themselves with new knowledge, and skills for effective performance in the modern day offices.

As a result of these rapid changes in technology that has affected almost every areas of business enterprise, the modern day

offices, and secretaries are not functional, acquainted with a paperless office and are no longer efficient in the discharge of their professional duties. Thus, this work tries to clarify Information and Communication Technology skills required of trainee-secretaries for promotion of paperless office in the wider context. It is on that premise, that the study tends to find out (ICT) skills required of trainee-secretaries for promotion of a paperless office of in Kwara State.

Purpose of the Study

The main purpose of this study is to investigate on Information and Communication Technology (ICT) skills required of trainee-secretaries for promotion of a paperless office in Kwara State. Specifically, the study sought to:-

1. Investigate the level of ICT skills required of trainee-secretaries for the promotion of a paperless office as perceived by lecturers;
2. Examine difference in the perception of lecturers and students on ICT skills required of secretaries-trainees based on school type;
3. Establish difference between lecturers and students perception on the ICT skills required of secretaries-trainee;
4. Identify the difference in perception of lecturers and students on ICT skills required of secretaries-trainee based on gender.

Research Question

One research question was raised to guide the study:

1. What is the level of ICT skills required of the trainee-secretaries for the promotion of paperless office?

Research Hypotheses

The following hypotheses were test at 0.05 level of significance

1. There is no significant difference in the perception of lecturers and students on ICT skills required of secretaries-trainees based on school type.
2. There is no significant difference between lecturers and students on the ICT skills required of secretaries-trainee.
3. There is no significant difference in

perception of lecturers and students on ICT skills required of secretaries-trainee based on gender.

Methodology

The research design adopted for this study was descriptive survey. The population of this study comprised 365 respondents. Multi-stage sampling techniques were used for the study. At the stage 1, simple random sampling technique was used to select 7 lecturers (both permanent and temporary) and 315 students of the Office Technology and Management (OTM) Department of the Kwara State Polytechnic and also 10 lecturers and 33 students of the Department of Office Technology Management (OTM) of Kwara State College of Education, Oro, Kwara State. At the stage 2, stratified random sampling technique was used to stratify the lecturers and students based on gender. At the stage 3, proportional sampling technique was adopted using Krejcie and Morgan (1970) sample size determination table to select the sample size of 365 which represented 186. But, 140 copies of the instruments were retrieved for data analysis and this made of one hundred and forty (140) respondents that participated in the study comprising lecturers and students. The final year trainee-secretaries and lecturers are chosen because they are directly involved in processing, storage, retrieval and presentation of information for the promotion of a paperless office in the day to day activities office areas. An instrument was used for the study and entitled "Information and Communication Technology (ICT) Skills Required of Trainee-secretaries Questionnaire (ICTSRTQ) on a four-point rating scale of Strongly Agree (SD), Agree (A), Strongly Disagree (SD), Disagree (D), with corresponding weights of 4, 3, 2, and 1 respectively. Face and content validity was ascertained for the study by given it to four experts in related study. The reliability coefficient was established using Cronbach Alpha Reliability Coefficient. The instrument yielded a reliability index of 0.74 and 0.75 for each of the clusters. The copies of ICTSRTQ were administered to the lecturers and students of Kwara State Polytechnic, and Kwara State

College of Education, Oro, Kwara State. The research question raised for the study was answered using descriptive statistics of mean and standard deviation while the formulated research hypotheses were tested using inferential statistics of t-test at 0.05 level of significance. The t-test was used in order to determine the significant difference between two different means or variables.

Results

Research Question 1: What is the level of ICT skills required of the trainee-secretaries for the promotion of paperless office?

Table 1

Level of ICT skills required of the trainee-secretaries for the promotion of paperless office

Levels	N
Low	0
Moderate	6
High	134
Average Mean	140

Decision Rule: Low = 0-13, Moderate = 14-26, High = 27-40

Table 1 revealed that high level of ICT skills is required of the trainee-secretaries to promote a paperless office based on the respondents from the sampled institutions in Kwara State. This means high level of ICT skills is required of secretary trainees to achieve a paperless office in the 21st century.

Hypotheses Testing

Ho1: There is no significant difference in the perception of lecturers and students on ICT skills required of secretaries-trainees based on school type.

Table 2

Differences on ICT Skills Required of Secretaries-trainees Based on School Type

Respondents	N	Mean	SD	SEM	t	Df	p	Decision
College of Education	26	2.85	.20	2.24	1.39	138	167	Accepted
Polytechnics	114	2.79	.21	2.53				

Significant @ ρ > 0.05

Table 2 indicated that there was not statistical significant difference between responses of College of Education and Polytechnics on ICT skills required of secretaries-trainees $\tilde{x}$ = (2.85; 2.79), t (1.39) = .167ρ <.05. Since the p-value was greater than .05 thresholds, the hypothesis was therefore accepted. It is evident from the perception of lecturers and students of the two institutions offering related courses that there is variation in the ICT skills required of secretaries-trainees.

HO2: There is no significant difference between lecturers and students' perception on the ICT skills required of secretaries-trainee.

Table 3

Difference between Lecturers and Students on perception of ICT Skills Required of Secretaries-trainee

Respondents	N	Mean	SD	SEM	t	Df	P	Decision
Lecturers	8	2.71	.09	.03	2.54	138	.025	Rejected
Students	132	2.81	.20	.01				

Significant@ ρ, < 0.05

Table 3 indicated that there was not statistical significant difference between the lecturers' and students' perception on the ICT skills required of secretaries-trainee. $\tilde{x}$ = (2.71;2.81), t (2.54) = .025 ρ >.05. Since the p-value was less than.05 thresholds, the hypothesis was therefore accepted. It is implies that the lecturers and students varies in their perception ICT skills required of secretaries-trainee.

HO₃: There is no significant difference in perception of lecturer and students on ICT skills required of secretaries-trainee based on gender.

Table 4
Difference on perception of ICT Skills Required of Secretaries-trainee based on Gender

Respondents	N	Mean	SD	SEM	t	Df	P	Decision
Male	60	2.78	.09	.03	1.52	138	.131	Accepted
Female	80	2.83	.20	.02				

Significant @ ρ > .05

Table 4 indicated that there was not statistical significant difference between the Males and female perception on the ICT skills required of secretaries-trainee. $\tilde{x}$ = (2.78;2.83), t (1.52) = .131 ρ >.05. Since the p-value was less than.05 thresholds, the hypothesis was therefore accepted. It is implies that the male and female are not different in their perception on ICT skills required of secretaries-trainee.

Discussion of Findings

The findings from research question one proved that the level of ICT skills required of the trainee-secretaries for the promotion of paperless office is too high, that is ICT skills is required of trainee-secretaries to achieve a paperless office. The study is in line with the view of Agbo (2006) who said that the world is changing rapidly as a result of technological development. He went further that the impact of technological improvement in the office demands that the development of a successful secretarial career today depends upon the secretary in training to acquire Information and Communication Technology (ICT) based skills and expertise as well as skills required for each category of staff technological changes in our environment coupled with competition within a particular organization or in the society are the reasons why organizations engage in training and development of their secretarial staff. In agreement with the view of Eze (2000) who depicted that any office staff of today that is lacking in Information and Communication Technology would find the work boring and uninteresting.

The findings also revealed that there was a significant difference on ICT skills required by trainee-secretaries based on school type. This also implies that there is a variation in the ICT skills required of secretaries-trainees based on the type of institution. This study is akin to as observed by Ezenwafor (2012) who noted that secretarial education, which is an option in business education, is concerned with producing graduates who can quickly access data or information, process, disseminate, store and retrieve for future use as demanded by their employers or supervisors. The secretary's role in ICT is indispensable because the employer in the organization often depend on her to get requisite information promptly for effective managerial decision. Azih and Igboke (2014) asserted that the programme changed the nomenclature of secretarial studies to be Office Technology and Management programme. Consequently N.C.C.E. equally introduced some ICT courses into the business education programme for Colleges of Education. Also, it is expected that at the end of each programme, the recipients will be proficient in secretarial that can either help them to pick gainful employment and to be self reliance.

The study also found that there is a statistical difference between lecturers and students' perception on the ICT skills required of trainee- secretaries. That is the population

of lecturers to students is very low and therefore the perception of lecturers and students vary on the ICT skills required of secretaries-trainees. Notwithstanding the population of lecturer to students does not affect the acquisition of ICT skills required by secretary trainee for the promotion of the desired paperless office but the attitude that is involved in the teaching and learning process. Bongotons (2010) reported that availability and adequacy of ICT resources for both human and material recourses implies they are easily, readily, publicly, and generally found and enough in quantity and quality for use. Obviously, the availability and adequacy of these ICT resources is a necessary precondition for its use in the teaching process. This implies that resource availability and adequacy enhances the acquisition of knowledge and technical skills required in one or more areas of office technology and management.

The result of hypothesis three tested also revealed that there was no statistical difference between male and female perception on the ICT skills required of trainee-secretaries that male and female counterpart having the same perception on the ICT skills required of secretaries-trainees to promote the paperless office. Several investigations, especially Whitley (2007), Onwvegbuzie (2001) have reported that gender has no significant effect on any of the dimension of required ICT skill acquisition.

Conclusion

In synopsis, ICT skills have influenced the content and quality of the secretaries operations in the promoting of the paperless office. From all indications, ICT skills present great potential for trainee-secretaries in the process reengineering of the activities in the office. A paperless office can strengthen document security and confidentiality, create an easy way of accessing data, automated data retention and digital backups, less expensive and facilitate transactions in an organization. It is imperative for institutional management to intensify investment in ICT equipment to facilitate speed, accuracy, convenience, and effectiveness' for any organization to record success.

Recommendations

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

1.   The institutions should provide adequate and efficient lecturers with ICT skills to encourage the students in the acquisition of the competency and skills required to promote a modern office.

2.   Also, there should be adequate provision of fund for the procurement of needed facilities and equipment that will aid speedy skill acquisition by the trainee-secretaries for the promotion of the paperless office.

3.   Workshops, seminars, and comprehensive training and re-training programmes on ICT resource utilization for the promotion of a paperless office should be organized by institutions for Office Technology and Management Lecturers at the Polytechnic and the Colleges of Education to enable them gain current knowledge of the resources and also positive attitude to enhance the teaching and learning process.

4.   Students should be encouraged to own their personal computers and orientation programmes should be regularly organized by the institution on the need for the acquisition of computer knowledge and skills for the promotion of a paperless office and also create awareness on gender equality in the secretarial discipline.

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Impact of Social Media on Teenagers academic performance and Adult Control in Nigeria

By

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Abstract

The advent of social media has made the world today a global village. It is accessible to all categories of people, young or old, rich or poor. The difference is just in financial status and exposure which determines the type of gadget one uses or what he uses it for. Teenagers share information through various social media platforms with smart phones and other devices. Materials on social media are often informative and educative though, it also has its impacts on teenagers' performance when inappropriately used. It is the duty of the adults in the family or around the teenagers to control their activities on social media in order to avoid negative impact on them. Descriptive survey research design was adopted for the study. The study focused on the SS3 students in Oyo town whose total population is 1550, teachers are 500 while parents are 250. 0.3% of the student population were selected which is 50, 10% was also selected from teachers which is also 50 while 20% of the parents' population was selected to give 50. So the sample size for the study is 150. Structured questionnaire was used to elicit information from respondents to ascertain the impact of social media on students' academic performance. The instrument was validated by experts in educational research and statistics at the Faculty of Education of the National Open University of Nigeria. 15 copies of the questionnaire were sent to Afijio to be administered by research assistants who were required to distribute to SS3 students, teachers and parents. The test-retest reliability of 0.05 was calculated. Standard deviation and simple mean were used to analyse the research questions. The study was conducted in Oyo East Local Government Area of Oyo State with particular reference to SS3 students. It is observed from this study that teenagers who are mostly secondary school students are addicted to their smart phones which diverts their attention from academics resulting in poor performance in examinations. The study concluded that there is over dependency on social media resulting in unnecessary exposure of teenagers. It is recommended that stake holders in the education sector should develop policies that will provide required framework for students to understand the use of social media in the manner that will not have negative effect on their studies.

Key words: Impact, Social Media, Teenagers, Adult and Control

Background

The improvement in Information and Communication Technology (ICT) is globally celebrated and it keeps improving daily. It affects various aspects of life in terms of connectivity, communication, banking, payment of bills, shopping, to mention a few. Apena (2018) asserted that the whole populace embrace technology, youths in particular adopt and make great use of it. The use of social media is of immense benefit to an individual but it is not without some shortcomings to its users who are mostly teenagers in secondary schools. Social media platforms includes Facebook, Twitter, Instagram, Snapchat, LinkedIn, Eskimi, Myspace, Netlog, Google, 2go, Badoo and Pinterest. Social media has become very popular due to its power of connecting people regardless of distance. The popularity according to Stollak, Vandenberg, Burkland and Weiss (2011) made people to begin to ask whether the performance of students are being affected by how much time they spend on

various sites of social media. Facebook Statistics (2020) affirmed that the most successful and the largest social networking site is the Facebook. Out of the population of 206,139,589, Facebook subscribers alone are 27, 120,000. Social Media Stats Nigeria (April, 2020) reported various percentages of the total population that use different social media network as Facebook 48.98%, Twitter 30.4%, Instagram 11.43%, Pinterest 8.53%, Youtube 2.25% and LinkedIn 0.2%.

Ahmed and Qazi (2011) opined that social media has been an effective mode of communication to many people in different locations which brings about personal, professional and social benefits not only to its users but the society at large. Nevertheless, the rising links and networks online are setting back the real values of life especially for students accepting some adverse effect from using the sites which call for adults' (parent and teacher) control of users (teenagers). Parental control which is designed to be a security feature to help filter the web, blocking unproductive access to inappropriate website has not been successfully utilized. Secondary school students are individualistic, digital citizens who derive more pleasure from their mobile phones. The usage of Facebook as opined by Haynes (2018) has raised the level of anxiety among students such that they are apprehensive of not being in possession of their phones for few minutes. They seem to spend more time with their phones than their academics, this is why Ogedegbe, Emmanuel & Musa (2012) wondered how they might have been meeting up with the pressure to perform well academically.

Teenagers are obsessed with social media, their focus is on unprofitable and immoral materials they are exposed to (Deveraux, 2020). Hurst (2016) on the other hand argued that extra-curricular and academic activities are not enough to compensate students that have been socially isolated.

Social media users according to Mekonnen (2014) are often limited to poor academic performance. Englander, Terregrossa & Wang (2010) corroborated this by saying that social media among other factors is responsible for students' poor academic performance, this fact far out-weighs the advantages of phenomenon.

Fredrick & Run (2018) asserted that users of social media dedicate less time to their academics compared to those who do not use it, an act that results in poor performance. Social media teaches the present generation fast typing and multi-tasking like talking to someone on the phone and still sending email to another though, it is still one major setback that is distracting most of them.

Adults tend to checkmate teenage behavior, they do some things to curb the behavior and interaction in digital space. Pew Research Centre (2019) revealed that 61% of parents said they checked which website their wards visit, 60% of them also reported checking their wards social media profile. Only few parents monitor these activities technologically, likewise, fewer parents reported using control to resist their wards' use of cellphone to track their location.

Statement of the Problem
Facebook statistics (2020) stated that not less than 27 million Nigerians are its active users. Teenagers seem to pay more attention to social media activities rather than academics, which according to Ahmed and Qasi (2011) is likely to have adverse effect on their performance. Most students write their English Language Examination in Pidgin or short form used in sending instant messages. They abandon important searches and assignments for online interaction and rapport.

Other factors like availability of qualified teachers, environment, and adequate study hours and so on may be responsible for students' poor academic performance, social media seems the major factor particularly about students who attend school from home. They become so advanced that they find it easy to bypass any control put in place. It is against this background that this study sought to examine the impact of social media on teenagers' academic performance and adults' control on them.

Purpose of the Study
The purpose of this study is to examine the impact of social media on teenagers' academic performance and adult control. The study sought to:

- Assess the involvement of teenagers in social media,
- Determine what impact has social media on the teenagers' academic performance,
- Examine the impact of adults' control on teenagers' use of social media

Research Questions

The following research questions were raised.

1. How are teenagers' involved in social media?
2. What impact has social media on teenagers' academic performance?
3. What is the impact of adult control on teenagers' use of social media?

Methodology

Descriptive survey research design was adopted for the study. The population of the study consisted of teenagers (who are also secondary school students), teachers and adults (who may be parents, guardians, uncle or aunties). The study focused on the SS3 students in Oyo town whose total population is 1550, teachers are 500 while parents are 250. 0.3% of the student population were selected which is 50, 10% was also selected from teachers which is also 50 while 20% of the parents' population was selected to give 50. So the sample size for the study is 150. Self-developed structured questionnaire, Impact of Social Media on Teenagers' Academic Performance and Adults' Control (ISMTAPAC) was used to elicit information from respondents to ascertain the impact of social media on students' academic performance. The instrument was validated by experts in educational research and statistics at the Faculty of Education of the National Open University of Nigeria. 15 copies of the questionnaire were sent to Afijio to be administered by research assistants who were required to distribute to SS3 students, teachers and parents. The test-retest reliability of 0.05 was calculated. Standard deviation and simple mean were used to analyse the research questions.

Results

Research Question 1: How are teenagers' involvement in social media?

Table 1: Teenagers' involvement in social media (Teenagers' Perception)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	I put every information about me on Instagram	0 (0.0)	16 (32.0)	16 (32.0)	18 (36.0)	2.16	1.131
2.	I send tweets to my friends when I am in the classroom	1 (2.0)	36 (72.0)	6 (12.0)	7(14.0)	3.36	1.174
3.	I often update my status on Facebook	1 (2.0)	30 (60.0)	12 (24.0)	7 (14.0)	3.08	1.209

Table 1 reveals teenagers' responses on their level of involvement in social media. More than half of them agreed to items 2 and 3.The mean of each of the two items are above the benchmark of 2.5. Majority of them disagree to the first item that says 'Facebook posts from my friends distract me' so the mean of that item is less than 2.5.

Table 2: Teenagers' involvement in social media (Teachers' Perception)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	Students are always chatting with friends while in class	16 (32.0)	25 (50.0)	9 (18.0)	0 (0.0)	4.02	0.937
2.	Social Media distracts teenagers from studying	24 (48.0)	17 (34.0)	9 (18.0)	0 (0.0)	4.12	1.100
3.	Teenagers make use of the internet to improve their academic performance	4 (8.0)	9 (18.0)	24 (48.0)	13 (26.0)	2.46	1.281

Table 2 shows teachers' responses on teenagers' involvement in social media. A good number of the teachers agreed to items 2 and 3. Few other ones agreed to item three. This means that the teachers agree that students are always chatting in the class while

the lessons were going on. They also agreed to the fact that social media distracts teenagers from studying. On the contrary, most of them disagreed to the fact that teenagers make use of the internet to improve their academic performance.

Table 3: Teenagers' involvement in social media (Adults' Perception)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	Facebook distracts the teenager from studying	13 (26.0)	16 (32.0)	15 (30.0)	0 (0.0)	4.02	0.937
2.	Games and other things on the internet distract teenagers from studying	24 (48.0)	17 (34.0)	9 (18.0)	0 (0.0)	4.12	1.100
3.	Teenagers make use of the internet to improve their academic performance	4 (8.0)	9 (18.0)	24 (48.0)	13 (26.0)	2.46	1.281

Table 3 shows the response of adults around the teenagers on their involvement in the use of social media. Many of them agreed to items 1 and 2 but disagreed mostly to items 3. It implies that Facebook as well as games and other things on the internet distract teenagers

from studying distracts teenagers from studying while according to the responses internet does not improve their studies probably because they do not make positive use of it.

Research Question Two: What impact has social media on teenagers' academic performance?
- **Table 4: Impact of social media on teenagers' academic performance (Teenagers' perspective)**

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	I get more materials for my academic on the internet	15 (30.0)	28 (56.0)	1 (2.0)	0 (0.0)	4.14	0.700
2.	Google search engine assists me in studying for my examination	0 (0.0)	9 (18.0)	41 (82.0)	0 (0.0)	1.36	0.598
3.	Updates from friends on social media distract me while studying for my examination	7 (14.0)	2 (4.0)	29 (58.0)	13 (26.0)	1.98	0.742

Table 4 shows that respondents agreed to item 1 that says teenagers get more materials for their academic on the internet. On the contrary it revealed that the respondents did not agree that google search engine assists them in studying for their examinations. It also revealed that they do not agree that updates from friends on social media distracts them while studying for their examinations.

Table 5: Impact of social media on teenagers' academic performance (Teachers' perspective)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	Students perform excellently in their examinations as a result of access to internet	5 (10.0)	15 (30.0)	18 (36.0)	12 (24.0)	2.48	1.297
2.	Students are distracted by social media and perform poorly in their examinations	20 (40.0)	24 (48.0)	6 (12.0)	0 (0.0)	4.18	0.896
3.	Students hardly study for their examinations because of social media	20 (40.0)	24 (48.0)	6 (12.0)	0 (0.0)	4.16	0.934

Table 5 shows that teachers disagree to the item that says students perform excellently in their examinations as a result of access to internet but they agreed to items 2 and 3 that

students are distracted by social media and perform poorly in their examinations and that students hardly study for their examinations because of social media.

Table 6: Impact of social media on teenagers' academic performance (Adults' perspective)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	The use of the internet helped the teenager in studying for examination	1 (2.0)	31 (62.0)	16 (32.0)	2 (4.0)	3.02	0.979
2.	Social media is a distraction for the teenager in preparing for examination	9 (18.0)	19 (38.0)	17 (34.0)	5 (10.0)	3.16	1.346
3.	The teenager performs poorly in school because of social media	8 (16.0)	20 (40.0)	16 (32.0)	6 (12.0)	3.12	1.350

In table 6, the result revealed that the adults around the teenagers agreed to the three items presented to them. The first item is that the use of internet helped the teenager in studying for examination, the second one is that the social

media is a distraction for the teenager in preparing for examination while the third item is that the teenager performs poorly in school because of social media.

Research Question 3: What is the impact of adult control on teenagers' use of social media?
Table 7: Impact of adults' control on teenagers' use of social media (Teenagers' perception)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	I am allowed to use my cell phone only on weekends to concentrate on my academics	9 (18.0)	6 (12.0)	24 (48.0)	11 (22.0)	2.44	1.431
2.	Parental control on my phone limits my activities	9 (18.0)	3 (6.0)	20 (40.0)	18 (36.0)	2.28	1.457
3.	I am free to use my phone anytime	17 (34.0)	19 (38.0)	6 (12.0)	8 (16.0)	3.62	1.469

The result in table 7 revealed that majority of the teenagers disagreed to phone usage on weekends only. They also disagreed to limitation of activities on their phones due to

the parental control application installed. However, most of them agreed to having access to their phones anytime they want.

Table 8: Impact of adults' control on teenagers' use of social media (Teachers' perception)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	Teenagers have access to social media despite parental control	20 (40.0)	25 (50.0)	5 (10.0)	9 (18.0)	4.14	0.926
2.	Some parents encourage their teenagers to use social media	26 (46.0)	18 (36.0)	6 (12.0)	0 (0.0)	4.28	0.970
3.	Some teenagers focus on their studies because they do not have smart phones	5 (10.0)	29 (58.0)	9 (18.0)	7 (14.0)	2.90	1.147

The result in table 8 shows that most of the teachers perceived that teenagers have access to social media. Majority of them agreed as well that some parents encourage their

teenagers to go on social media. Quite a number of the teachers also agreed that some teenagers focus on their studies because they do not have smart phones.

Table 9: Impact of adults' control on teenagers' use of social media (Adults' perception)

S/N	Items	SA	A	D	SD	Mean	Std Dev.
1.	Teenagers' access to phone allows maximum concentration to studies	1 (2.0)	25 (50.0)	20 (40.0)	4 (8.0)	2.48	1.076
2.	Teenagers have a way of decoding parental control	6 (12.0)	26 (52.0)	16 (32.0)	2 (4.0)	3.26	1.157
3.	The teenager I have does not have smart phone	4 (8.0)	3 (6.0)	29 (58.0)	14 (28.0)	1.96	0.880

Table 9 above shows the responses of adults on the impact of their control on teenagers' use of social media. Majority of them disagree to teenagers' access to phone allowing maximum concentration to studies. On the contrary, most of them agreed that teenagers have a way of decoding parental control. Most of the again disagreed to teenagers not having phones, they are all attached to smart phones.

Discussion of Findings

The result of the study revealed that teenagers activity on social media even when classes are going on. 60% of the respondents strongly agreed that they update their status on social media daily. Majority of the parents also strongly agreed that Facebook distract their children and that these teenagers chat with their friends.

The result of the first research question that says 'How are teenagers involved in social media? showed that teenagers agreed that they are grossly engaged in social media. They use Facebook, Twitter, Instagram and others on daily basis. This is in agreement with Olubiyi (2012) who observed that the issue with social media is the excessive attachment of teenagers to it. He pointed out that most students are always busy chatting while lecture is on and quality time that ought to be spent on academic research and other productive networking is lost.

The study found out under research question two that social media distracts teenagers from studying for their examinations which ultimately affects their results. Most of them agreed that they got material for their academics from the internet and google search assisted them in in studying for examinations. They strongly agreed that updates from friends distracts them from concentrating to their studies. On the other hand, teachers disagreed

to students' excellent performance as a result of access to internet. Most parents also agreed that social media is a distraction to their children, although few of them agreed that internet helped their children to study for examinations.

The advantage of social media agreed to by the parents is in line with Arnold and Paulus (2011) and Ajjan and Hartstone (2012). The studies explained the positive sides of the social media like increased students' interaction with others and their teacher, increased students' satisfaction with the courses and increased students' learning and writing ability. Badri et al (2017) also affirmed that social media avails youths the opportunity to participate in communities which assist them to learn and practice skills in their chosen knowledge area. Owusu-Acheaw and Larson (2015) corroborated this by pointing out that students produce overwhelming pages of write-up through various social media platforms like blogs, emails and other social media environments.

The result of the third research question which is on parental control revealed that parental control has no effect on teenagers' activities on social media. The response of the teenagers showed that most parents allow their wards to use smart phones anytime. Most of them disagreed to parental control application on their phones limiting the usage of their phones or access to particular sites. Teachers agreed that students have access to social media despite parental control, but students who do not have phones are more focused. This finding is in line with Aldiyar (2019) who asserted that while teenagers were deeply engrossed in social media, only a few parents were involved themselves. Most parents are not aware of the inherent danger in the excessive use of social media, dangers like

depression and cyber-bullying which may hinder excellent academic performance. Today, most parents are faced with the challenge of effective monitoring of teenagers' behavior, interaction and time spent on social media.

Conclusion

The result of the study showed that teenagers are seriously attached to their activities on social media so much that they use their smart phones for it anytime and anywhere. Teenagers chat in the classroom when lectures are going on thereby wasting their time, they care less about time management and activity priority. Social media is supposed to be used to advantage and not the other way round. The result revealed that social media can be advantageous and productive if properly utilized by individual. It is understood that exuberance can make teenagers to want to explore and socialize, they also have the right to love as human beings but they need to strike a balance between activities.

Recommendations

The study recommended based on the findings that:

1. The essence and lawful use of the social media should be included in the school syllabus and should be taught at all levels because the result showed that teenagers use social media for maintaining contacts and learn negative virtues rather than educational purpose

2. Schools should expose students to other aspect of social media where students can meet with their mates around the globe to learn, get information and collaborate.

3. There should be rule and regulation that will guide the use of social media both at home and in school and there should also be commensurate punishment for its misuse.

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SCHOOL LEADERSHIP BEYOND THE RHETORICS: PRINCIPAL AS TRANSFORMATIONAL LEADER (A WAY FORWARD)

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Abstract

School leadership is dynamic and ever-evolving. It is imperative therefore, that schools as organisations are manned by leaders with visions who can be adaptable and also maintaining the school missions. The leadership style employed by school administrators is complex and plays an integral role in developing the culture in a school (Fullan, 2001). This leadership style requires dedication from the principal and plays an integral role in developing a great school culture (Balyer, 2012). The 21st century principal must have special abilities to balance the management of the school with building relationships of trust and caring through an inspirational, and people first approach in all dealings. Transformational leadership will enable the school resources both human and material to be effectively managed. Can the principal show his/her skill of coaching and mentoring the teachers and staffs to inspire them to develop new techniques of handling psychological instinct of students? These were the difficult tasks that a school principal faced earlier. These challenges can only be solved by school principals through the instrumentality of Transformational Leadership as an approach. It is believed therefore that the current way of looking at school Leadership is through transformational lens.

Keywords: Principal, Leadership, School Leadership, Transformational Leadership

Introduction

Of all resources in any organisation, including school, manpower plays an important role in the organisation's ability to grow and continuously evolve. The success of school is dependent upon the collection of individuals, including the school leaders and followers, and the amount of effort both the leaders and followers put into it. Therefore, school leadership is often regarded as the most important factor in the success and failure of school as an organisation (Orunbon, 2020).

Moreover, leadership is the influencing process of leaders and followers to achieve organisational objectives through change (Lussier & Achua, 2013) and built around some common interest, whereby the behaviour of the followers is directed by the leader (Colquitt, Lepine & Wesson, 2011; Shastri, Mishra & Sinha, 2010). This means leadership occurs when a person motivates, persuades and influences followers to work towards achieving an organisation's goals and objectives.

A principal's leadership depends on the formal position in the school's organogram structure, which is called formal leadership, whereby principal is given the authority and power in the state of affairs in the organisation as head of the school and has power on all the aspects of the school's management. A principal is an individual who accepts the authoritative expectations of teachers, non-teaching staff and students to responsibly guide their activities and enhance the performance of a school (Abari, Lawal,

Akinyemi & Orunbon, 2018). Aghenta (2006) viewed the school principal as a leader who provides direction and expert advice on development of teaching and learning in school. The principal has a duty to lead, guide, conduct, direct and motivate both the teaching and non-teaching staff toward achievement of the school goals and objectives.

According to Hoy and Smith (2007) the single most important factor in school effectiveness is the principal. This submission shows the need for leaders to recognize their leadership style and have an understanding of how vastly important it is to the overall effectiveness and improvement of their school. The leadership styles that are predominantly enacted by school leaders play an integral role in the functioning of all aspects of a school. Cezmi Savas and Toprak (2014) stated that leadership is known as an effort that directs organisational activities to achieve a common goal. With the ever-changing educational landscape, principals must incorporate a wide range of leadership skills and styles in order to direct their school organisation towards common goals and a well-directed vision so as to achieve the predetermined goal of the school.

The solid foundation of school organisation begins with proper leadership expressly revolve around transformational leadership. It is interesting to note that recently transformational leadership has increasingly become the most effective and efficient practice of the school organisation. This is because transformational leadership was related to increased teacher job satisfaction, greater aspect of principal effectiveness, and increased voluntary efforts on the part of teachers to do more on the academic engagements of the school for the school improvement. This conclusion was in line with Avolio's (1999) finding that transformational leadership generally generates greater follower effectiveness and satisfaction than any other styles of leadership.

Transformational Leadership
Transformational leadership is the shaping, altering, and elevating of the motives, values, and goals of followers through a teaching/learning relationship that exists between leaders and followers. Through transformational leadership, persons holding separate interest unite in the pursuit of 'higher' goals, the realisation of which is tested by the achievement of significant change that represents the collective or pooled interests of leaders and followers (Burns, 1978).

Transformational leadership has been found to have positive effects on school and organisational conditions. Northouse (2013) defined transformational leadership as the ability to get people to want to change, improve, and be led. Though this is the simplest of definitions, it encompasses the idea that this style of leadership helps to assess individual motives, satisfy organisational members' needs, and value them. Burns (1978) described transformational leadership as a way to satisfy followers' needs and to support followers in moving toward a higher level of work performance; this type of leadership also promotes organisational involvement through a work environment where respect is displayed and participation is encouraged. The current emphasis on school change means that successful educational leaders need to develop a deeper understanding of working within a school environment (Whitaker, 2003a). This knowledge is essential because effective leaders are considered critical to the quality of teachers' work and student learning.

Transformational leaders, according to Leithwood, show strong leadership through their commitment to achieving the organisation's aim by encouraging the involvement of teachers, developing intellectual and stimulating teacher motivation to commit beyond the norm. Transformational leadership practices are also able to create a school culture that is creative, especially in the way of thinking to solve a problem despite the challenges faced.

Characteristics of transformational leadership
Burns (1978) viewed transformational leadership as consisting four characteristics. These are idealized influence, inspirational motivation, intellectual stimulation and individualised influence.

Transformational leaders accomplish this by employing the four behavioural components synonymous with transformational leadership practices. These components, often referred to the Four I's by Leithwood (1994), are as follows: (a) individual consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence.

Individual consideration. By acting as a coach or mentor, transformational leaders pay special attention to each follower's needs for achievement and growth. Individualised consideration occurs when new learning opportunities are created in conjunction with a supportive climate. In their demonstration of individual consideration, the transformational leader is an effective listener, and recognizes and is accepting of employee's individual differences.

Two-way communication is encouraged, and interactions with followers are personalized. An individually considerate leader will delegate tasks as a means of developing followers. Delegated tasks are monitored to determine whether the followers need additional direction or support and to assess progress; however, the followers do not feel they are being checked on or monitored (Bass & Riggo, 2006).

Intellectual stimulation. Transformational leaders encourage innovation and creativity by questioning assumptions, reframing problems, and approaching old situations in new ways. In addition, leaders who practice a transformational leadership style solicit new ideas and creative solutions to problems from followers, who are included in the process of addressing problems and finding solutions. When individual members make mistakes, the transformational leader does not publicly criticize them nor are their ideas criticized because they differ from the leaders' ideas (Bass & Riggo, 2006).

Inspirational motivation. Transformational leaders demonstrate behaviours that inspire those around them by providing meaning and challenge to their followers' work. They also arouse team spirit, enthusiasm and optimism. Transformational leaders involve their followers by clearly communicating stated expectations they followers to meet and also demonstrate commitment to goals and a shared

vision. These leaders articulate a compelling vision of the future (Bass & Riggo, 2006).

Idealized influence. Transformational leaders demonstrate behaviours that allow them to serve as role models for their followers. In addition to admiring, respecting, and trusting them, followers tend to identify with the leaders and want to emulate them. Followers view their leaders as having extraordinary capabilities, persistence, and determination. In addition, leaders who exhibit idealised influence are willing to take risks and are consistent. They can be counted on to do the right thing as they demonstrate high standards of ethical and moral conduct (Bass & Riggo, 2006).

Kouzes and Posner (2007) define transformational leadership in similar fashion to Bass (2008), but subtle differences exist. They suggest all transformational leaders engage in five types of behaviour. First, leaders "Model the Way" by publicly defining their values and by living them with integrity. Second, transformational leaders "Inspire a Shared Vision" by knowing their followers' hopes, dreams, and values. Third, transformational leaders "Challenge the Process" by recognising and supporting innovation. Transformational leaders also "Enable Others to Act" by distributing power to members of the team and encouraging open communication. Gladwell (2008) describes this behaviour as reducing the power distance between follower and leader. Finally, Kouzes and Posner state transformational leaders "Encourage the Heart" by knowing, appreciating, and celebrating their stakeholders.

Leithwood's model is conceptualised into three clusters, namely: setting directions, developing people and redesigning the organization (Leithwood & Jantzi, 2005). The three clusters were further delineated into eight dimensions which are associated with specific leadership practices. The setting directions cluster comprise of: (i) building a widely-shared vision, (ii) fostering the acceptance of group goals, and (iii) creating high performance expectations. The second cluster is developing people and this consists of: (iv) providing individualised support, (v) providing intellectual stimulation, and (vi)

modelling behaviour. Next is the redesigning the organisation that focuses on (vii) strengthening school culture, and (viii) building collaborative structures.

Researchers have suggested that school Principals should have an understanding of the "real issues" to facilitate the smooth operation of school and they are to be transformed to 'stand up' and do 'what is right' in the future. (Greenfield & Ribbins, 1993). Issues like opening of schools, appointments of principals who can ensure that schools are responsive to the direction of training right human resources required in the school system. Is the appointed or selected school leader capable to create right organisational climate and culture where schools staffs and teachers are empowered to do their job specifications properly and contribute to the growth of the school organisation? Can the school principal develop a sense of urgency to motivate others, bring teachers and staffs together to make transformation, produce and articulate a vision, eradicate barriers, and execute short and long-term adjustments to policies, procedures and services? In the context of rising cost of schooling, can the school leader be innovative to reduce operating costs, improve educational quality, and increase student and parental satisfaction? Can the principal handle crises in time of emergency? Can the principal as a school leader work in collaborative way to handle the teamwork effectively by taking consensus through team participation? (Pokharel, 2014). Can the principal show his/her skill of coaching and mentoring the teachers and staffs to inspire them to develop new techniques of handling psychological instinct of students? These were the difficult tasks that a school principal faced earlier. It is worthy to note therefore that do schools principals have gained experienced and be exposed to understand the situations, know the nuances of the challenges, and have enough courage to take actions so that better results can be achieved? These challenges can only be solved by school principals through the instrumentality of Transformational Leadership as an approach.

Transformational Leadership Development Models in School

Researchers have indicated that varieties of methods have been developed over the decades to develop Transformational principals. The models ranges from developing syllabus and imparting the training to most well devised real action oriented models like, 360-degree feedback, executive coaching, mentoring, networks, action learning and job assignment.

All this transformational leadership development models in schools are open to school leaders to align with those that are more relevant to them in discharging their duties diligently.

360-Degree Feedback

360 degree feedback is a tool, designed by the schools to rate performance of principal. Filipczak, Hequet, Lee, Picard & Stamps (1996) states that these days 90% of the top business firms listed in fortune 1000 uses this form. The possible benefits of 360s for school principal are many. First, they can create participative work environments. That is, the use of the 360 allows subordinates to give feedback to principal and thus to have a say about their work environment.

Increasingly, this system has proliferated and is being used for diverse purposes by principal (e.g., executive coaching, talent management, performance evaluation, succession planning, and leadership development.

Executive Coaching

Over the last twenty years coaching has had a meteoric rise in popularity in schools. It appears that this has been driven by the growing recognition that learning and development are more effective when based on real time challenges at work and involve the whole person, rather than sub-sets of skills. Another driver has been the need to develop transformational principal who are far more skilled in relationships and engagement than has ever been necessary in the past. Hooper and Potter (1997) emphasized to release human potential of creativity and ability by winning the people's mind. The schools must have number of trained and experienced coaches within its workforce who coach future principal on a normal basis.

Coaching is accessible to all staffs as part of the learning and development suite of development tools. Coaching can help to develop leading, managing, and supervising ability, change initiatives, building relationship, managing conflict, setting up plans, etc.

Mentoring

Mentors are generally defined as individuals with advanced experience and knowledge who are committed to providing upward mobility and career support to their protégés (Kram, 1985). Studies show 70 – 90% of workplace learning occurs through mentoring and informal on-the-job training (Pfeffer & Sutton, 2000; Tannenbaum, 1997 as cited in Munro, 2009), and at least one third of organisations with a minimum of 500 employees have launched formal mentoring (Kim,2007; Nemanick, 2000, as cited in Munro, 2009). Also they have put forward their opinions about mentoring stating that mentoring accelerates career progression, acclimatizes new recruits to organizational culture and values; and is recognized as an unrivalled approach for transferring organisational wisdom, skills, and abilities from seasoned practitioners to new recruits. Mentoring lessens the agony of trial and error (Whitely, Dougherty, & Dreher, 1991), reduces job ambiguity, enhances job performance, and decreases absenteeism and employee turnover (Lankau & Sandura, 2002). Mentoring has been introduced to groom high-potential principals, to fulfil their developmental needs (Hegstad & Wentling, 2004; McCauley & Douglas, 2004).

Networks

Opportunities while working to relate with different stakeholders is an experience for the executives. Relations with the people of different fields and sharing ideas through different activities organised formally or informally can lead success. Currently there are tools that help to development of networks required for the managers and principals of schools. Every organisation has a number of stakeholders, so balance networking with them is worthwhile and this can be taught to the managers and principals. Such networking tools are designed to give every employee the opportunity for a constructive discussion with their manager about their role and performance.

These provide a link between the individual, team and council objectives, and ensure employees know what is expected of them.

Job Assignments

Studies have proved that challenging job assignments generally have positive effects on job performance and career development. Challenging experiences motivate people to think about a situation in an alternative way; they force people to step out of their comfort zone of the daily routine (McCall, Lombardo, & Morrison, 1988). Every organisation has intense interest towards capable citizens to maintain constancy, provide stability, and keep higher level of competition. Authors have suggested giving challenging job assignments to the employees who are experienced and stationed for promotional opportunities. In addition, by the time staffs enter mid-career, cognitive demands become more difficult to administer, which creates negative influences on their ability to deal with cognitively demanding challenging assignments (Fried, Grant, Levi, Hadani, & Slowik, 2007). Principal as a transformational leader must be highly effective and posses the following traits (Abari, *et al*, 2018).

1. The Communicator: A genuine and open human being with the capacity to listen, emphasize, interact and connect with individual students, parents and teachers in productive, helping and healing ways, as well as the ability to teach, present and motivate people in larger group settings.

2. The Educator: A self-directed instructional leader with strong intellect and personal depth of knowledge regarding research-based curriculum, instruction and learning, who motivates and facilitates the intellectual growth and development of self, students, teachers and parents.

3. The Envisioner: An individual who is motivated by a sense of calling and purpose, focused on a vision of what schools can be, and guided by a mission that has the best interests of all students at its core.

4. The Facilitator: A leader with outstanding human relations skills that include the abilities to build individual relationships with parents,

teachers and students; to build collaborative teams with staff members and parents; and a school wide community of leaders.

5. The Change Master: A flexible, futuristic and realistic leader, able to motivate as well as manage change in an organized, positive and enduring fashion.

6. The Culture Builder: An individual who communicates (talks) and models (walks) a strong and viable, based on achievement, character, personal responsibility and accountability.

7. The Activator: An individual with gumption (for example, drive, motivation, enthusiasm, energy, spunk and humour) enough to share with staff, parents and students.

8. The Producer: A result-oriented individual with a strong sense of accountability to taxpayers, parents, students and teachers who translates high expectations into intellectual development and academic achievements for all students.

9. The Character Builder: A role model whose values, words and deeds are marked by trustworthiness, integrity, authenticity, respect, generosity and humility.

10. The Contributor: A transformer, encourager and enabler whose utmost priority is making a contribution to the success of others.

Transformational School Leadership the Way to Go

In the last few decades transformational leadership style in the school context became the cynosure of researchers with special interest in leadership. Various studies by researchers have been focused on the act of examining the relationship between transformational leadership and numerous variables and the researches revealed that transformational leadership has positive impact on: satisfaction (Griffith, 2004; Leithwood & Jantzi, 2008; Bolger, 2001) motivation (Griffith, 2004; Kruger, Witziers & Sleegers, 2007), commitment (Geijsel, et. al., 2003; Yu, et. al., 2002; Leithwood & Jantzi, 2002) professional growth (Kruger, et. al., 2007), organisational conditions (Leithwood & Jantzi, 2000), school learning culture(Barnett, McCorminck & Conners,

2001;Kruger, et. al., 2007; Silins, Mulford & Zarins, 2002) school culture (Sahin, 2004;Barnett & McCormick, 2004), school climate (Blatt, 2002), bullying (Cemaloğlu,2007), improved organisational health (Korkmaz, 2007; Leithwood & Jantzi, 2008), bureaucratic school structure (Buluc, 2009), student achievement (Griffith, 2004; Leithwood & Jantzi, 2008; Marzano,Waters & McNulty, 2005;Chin, 2007; Politis, 2001).

Transformational leadership practices, considered as a composite construct, had significant direct and indirect effect on progress with school-restructuring initiatives and teacher-perceived student outcomes. Six dimensions to transformational school leadership are: 1) identifying and articulating a vision, 2) fostering the acceptance of group goals, 3) providing individualized support, 4) intellectual stimulation, 5) providing an appropriate model, and 6) high performance expectations (Leithwood & Jantzi, 2005).

Many authors have found that transformational leadership consistently predicted the willingness of teachers to devote extra effort and change their teaching practices or attitudes. The most consistent findings associate transformational leadership with organisational learning, organisational effectiveness and organisational culture. Also, by studying the transformational leadership in the educational context, Leithwood *et al* (2004) draw attention to the necessity to change the school and classroom conditions in order to improve learning. Transformational leaders of the school, whether it comes to teachers or school principals, focus on the restructuring of schools/classrooms and improving conditions in the school.

Kruger, Witziers, and Sleegers (2007) state the effects of transformational leadership clearly showed that transformational leadership has a positive impact on teacher motivation, professional growth, and on a variety of organisational conditions, including school culture, contributing to educational change in schools. Marzano, Waters and McNultry (2005) found that principals employing transformational leadership behaviours have a substantial and direct effect on student achievement. They state that the correlation between the

behaviour of the principal in the school and the average academic achievement of student in the school to be .25. They also emphasize that a boost in a principal's transformational leadership skill by one standard deviation will result in student achievement increasing by ten percentile points on standardized tests.

The findings of Leithwood and Jantzi (2005) from their research on transformational leadership and organisational conditions suggest that when transformational leadership increases by one standard deviation, teacher commitment to the organisation's mission was expected to increase by more than eight tenths of a standard deviation. The results from the Leithwood and Jantzi study also found that when transformational leadership is increased by one standard deviation, one could expect to find a large increase in teachers contributing to the school as a professional learning community and a large increase in commitment to stakeholder partnerships. Sergiovani (2007) argue that transformational leadership in schools works because it fits better the way in which schools are organised and work because of its ability to tap higher levels of human potential.

Conclusion

It can be concluded that the issue of transformational leadership in the school system, is the issue of great importance. Researches have shown that school transformational leadership is imperative to school effectiveness and school improvement; it will augment teachers' classroom performance, improves productivity of the school teachers, as well as enhances students' academic performance.

Overall, transformational principal leadership style is an important factor that relates to the teacher acceptance, improved performance and raise teachers and non teaching staff job satisfaction at school. Put differently, transformational leadership style of school principals improves teachers' job satisfaction, brings about positive school climate, enhances school engagements in terms of problem solving and decision making in issues pertaining to the school, develops positive directions at all levels, school organisational commitment will be enhanced as well as professional growth of the school teachers.

The transformational principals are required to make sure that there is adequate collaboration between the teachers, by assigning tasks to be achieved for them and enhancing cordial social relationships among the teachers which is team work. It is imperative that the attitudes of the transformational leaders in schools are meant to inspire the teachers to put in their efforts to improve, and possess the qualities of commitment, creativity, diligence, conscientiousness and ability to cope with unusual challenges.

In the final analysis, the transformational school leaders generate greater involvement in the teachers. This involvement results in higher productivity, efficiency and satisfaction leading to school and managerial performance, effectiveness and improvement.

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Paternity fraud among Nigerian Couples: Implication for Counselling

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Abstract
Marriage could be linked to a union of two co-pilots, passionate co-workers and forgiving partners. Marriage could also be described as an adventure of love, hardwork, communication and trustworthiness on the part of both spouses. Most marriages in Nigeria are being tormented as a result of paternity fraud. The children, families and society at large suffer the outgrowth of paternity fraud. This study investigated paternity fraud among Nigerian couples and its implication for counselling. The roles of marital counselling in managing the issue of paternity fraud cannot be overlooked among couples. The researcher reviewed paternity fraud and influence of religion on paternity fraud among married couples. This study reviewed collaborative practice as an alternative way for professional counsellors to peacefully settle paternity fraud between husband and wife. Even, the priority and social relationship between husband and wife is an invaluable advantage in professionally handling paternity fraud. Based on the review, it was recommended among others that counsellor should practice within the ethical limits of counselling profession.

Keywords: Professional counsellors, paternity fraud, marital stability and Nigeria

Introduction

Counselling is a relationship of help, being professionally carried out to assist individual(s) overcome his/her worries. Counselling tends to be an issue relating to the total well-being of human endeavour across the globe. Aspects relating to reproductive health seems handled with levity by homo sapiens. Very many marital problems may be traced to sexual activities in lots of marriages. The issue of determining the real father of a child may be of total significance in marriages, hence paternity determination is a contemporary issue. Ma, Zhu, Guan and Cherng (2006) described paternity determination as a process of testing whether a man is the real biological father of a child. Jolly (2000) reported that paternity testing could be done through ABO blood typing, protein and enzymes analysis or using human leukocyte antigen (HLA). But DNA testing using polymerase chain reaction (PCR) has been described as the most effective and accurate means of paternity determination method.

According to Latha (2014) man's genetic heritage has been described as a priceless heritage, a child could inherit from his parents. Patider, Agrawal, Parveen and Khare (2015) cited the work of Henry et al. (1993) that every individual possesses a unique genetic blueprint or genome that separates him from any other human being without having the same resemblance. This genetic blueprint is scientifically referred to as deoxyribonucleic acid (DNA) which helps professional counsellors in having accurate information about the paternity or fatherhood of a child after profiling medically.

Ng, Koh, Choo, Ng and Fu (2004) affirmed that though blood could be a DNA sample, but saliva is a source of genomic DNA which could be collected in a painless manner, without pinching the patient with any sharp object. The process of paternity determination might be so dicey, that needs to be handled with professional expertise. If not

properly handled, it can lead to marital conflicts, that may claim the life of a partner or that of both. Depression and suicidal attempt seems to be an identity to be mentioned in a failed paternity test. Marital stability in every home tends to have positive effects on their children and the society at large. Akinduyo and Ojewola (2016) reported failure in this regard makes marriages dogged with series of worries negatively affecting the progress and peace of any society.

In the instance of the father, doubting his being the biological father of a child. There is no need for a hocus-pocus to marital stability. Marital suspicion may set in, which places the marriage on the path of collapse. The father may be depressed, nagging, negligent and unlovely in the family. Miceli and Steele (2008) emphasized that age-long question such as "Who is your father?" had fueled so many crisis in marriages. The roles of internet and /or media have not been so beneficial in paternity determination compare to marital counselling. Children with paternity fraud may be tagged bastards by peers and embarrassed on social media. Conversely, a professional counsellor seems stick to confidentiality as a core ethic and provides necessary assistance that will be so instrumental to the stability of the relationship.

Liptak (2004) carried out a research on 328 criminal cases within fifteen years, with genetic counselling through DNA testing contributing to 145 cases of exonerations. Paternity fraud seems to be a very serious concern in Nigeria. Many children are been taken care of unknowingly by another father. Ogundipe, Arebi and Usman (2019) found that three out of ten Nigerian men are not biological fathers of their children. The researchers reported several cases where strangers turned up to claim, they were the biological father of many children in Nigeria. They were so confident to challenge the father nurturing a child, to opt for DNA paternity test. The spate of secret love with another man's wife is on increase in Nigeria. The need for marital counselling cannot be over-emphasized as many families buried secret (paternity fraud), are been unraveled by DNA paternity test. According to Ogundipe, Arebi and Usman (2019), just one DNA test could

change the existing intimate love between husband and wife to marital conflict, if DNA test reveals paternity fraud. Some children experiencing paternity scandal may need marital/family counselling to avoid depression, suicide and taking laws into their hands.

Paternity fraud can be so damaging to fathers who have been nursing, nurturing and believing they are biologically tied to their children, not knowing they share no DNA with the children. On discovering this fraud, emotional complications are chiefly experienced by the victims (Washington, 2019). The wife may experience difficult time when proven guilty by the husband, by venting his anger on her

Agbonkhese (2019) reported that despite the rich culture and rigorous involvement of Nigeria women in religious activities more than their counterparts across the globe. Nigerian women were reported to be sexually unfaithful as the second highest with 30% of paternity fraud in the world. Other countries such as Jamaica (34%), Canada (2.8%), United Kingdom (1.6%) and France (1.64%) wrongly pinned children on men who are not biological fathers of the children.

In Nigeria, children who are victims of paternity fraud tend to experience emotional trauma on realizing they were being wrongly pinned to a non-biological father. They are usually stigmatized with various nicknames such as "foreigners" bustards" among many bad names attached to them in relation to culture of a particular society. There may be need for family counselling as few children might opt for suicide as a reliable option, if necessary steps are not properly taken to help the depressed children.

So many children in Nigeria have been reared by non-biological fathers. But when men get wind of not been the real fathers of the children they raised or brought up, this leads to psychological trauma that they could ever ideate in their marriage. This fake paternity has obliterate so many blissful marriages, with injurious effects on the society at large (Muanya and Ezea, 2018). Conversely, some Nigerians are against paternity determination in marriages, because

if any misattribution is discovered after the DNA test, homes and children will definitely be traumatized. Women were argued not to be too promiscuous in marriages, but factors such as rape, loneliness and husband infertility may push women into extramarital affairs. For example, a married woman being a victim of rape, may be too shy to report because of stigmatization. Also, when a man is infertile and not known to him, the wife might engage in extramarital affair as a cover up to the man's infertility (Mauyan and Ezea, 2018)

As observed by the researcher, DNA paternity test may be beneficial to certain extent, but has detrimental backwash of crisis in marriages. It appears that some men may result to abusive relationship, physical assault, domestic violence and believably to suicide on discovering that, they are not the real biological fathers of the children. Udobang (2018) affirmed that close to a third of Nigerian women have suffered physical violence as a result of paternity fraud from their husbands. It was further reported that no matter the pain, anguish and domestic violence experienced by women. They are expected to endure because of the sacrilege of their wedding vows. Africa renewal (2019) argued that 20% of Nigerian women within the age range of 25-29 years have suffered from physical violence since the age of 15years. The study revealed that 16% of women had experience physical assault within 12 months preceding the survey. 25% of married women living with their husband in Nigeria have experienced violence. While 44% of divorced women in Nigeria has been exposed to physical violence.

Religion tends to be a congenial avenue to settling fake paternity's issue. As professional counsellors or pastoral counsellors, genetic issues are handled with obeisance to the core ethics of counselling profession. The overall aim is to render necessary assistance that will not forcefully criticize the couple and stultificate the relationship. Christianity appears to frown against fake paternity in any marital relationship, but if genuine reconciliation is sought, both husband and wife might continue

the relationship after mutual forgiveness between them. According to Mathew 19:9 (ESV):

"And I say to you; whoever divorces his wife, except for sexual immorality, and marries another, commits adultery"

In pastoral counselling, no matter the depth of any offence, counsellors seem leverage on peace pact, as seen in 1peter 4:8:
*"Above all keep loving one another earnestly, since love covers a multitude of sin"*

Islam tends to recommend stoning as a capital punishment for paternity fraud in marriage, but if stoning could not be done due to certain reasons, the marriage contract should not be nullified (Ali, 1998). It was argued that a woman caught in the web of paternity fraud stains the honour of the husband. If the man eventually decides to marry the woman, the man should abstain from having sex with her, until she menstruates once. Because Allah restrains His believers to desist from watering what another man has sown with his water (Dawud, 1998). It was further argued by Lamrabret (2016) that Islam recommends one hundred lashes of canes as stated in Quran 24:2 to any woman guilty of paternity fraud as against storing practice.

The role of counselling in the issue of paternity determination remains apposite in its entirety. Counselling may help balance the benefits and incommodities in paternity determination. For example, mass media coverage of paternity fraud is a source of misfortunes to stable homes. Running inciting documentaries, featuring wrong family programmes and inciting men with unrealistic figures of paternity fraud in a particular society, might signal wrong information to "once a bubbling" relationship. Mass media may be unfair campaigning for compulsory paternity testing, which should be a convincing mutual decision between husband and wife (Men's confraternity, 2007; Canada children's right council, 20017)

## Diagrammatic illustrations of Paternity Determination

Fig. 1: Perfect match of paternity
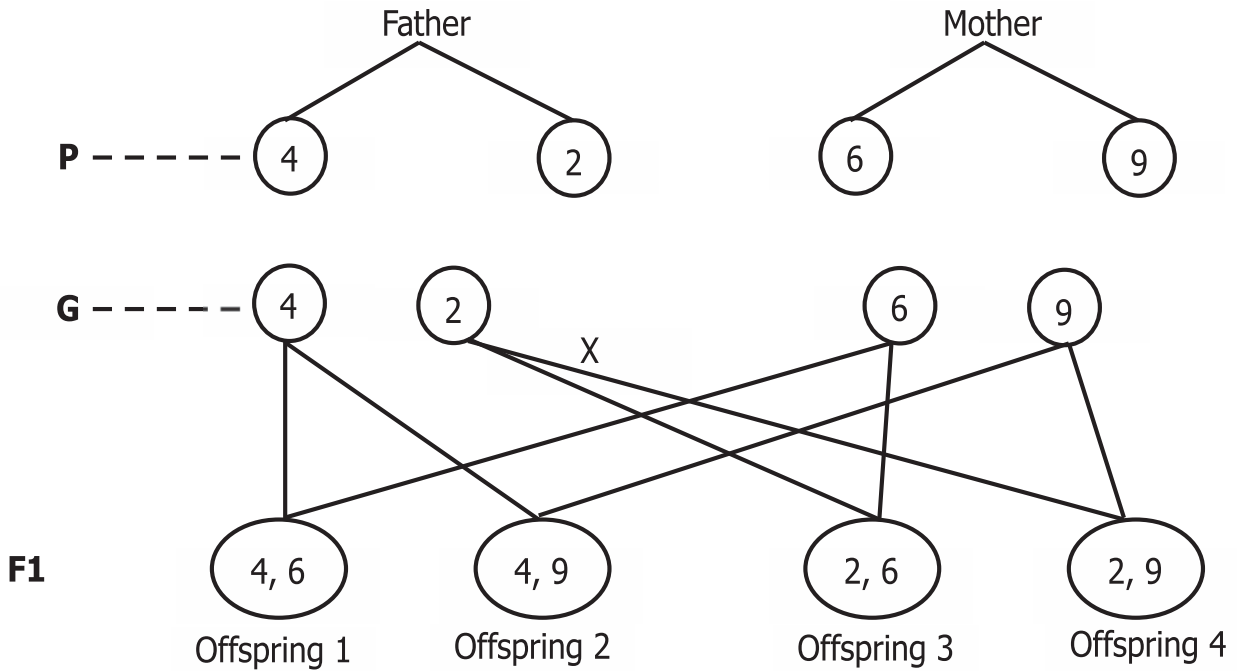
From the above illustration, the four offsprings perfectly match their parents. It could be deduced from the above diagram that the above father is the biological father of all the four children given birth to him, by his legally married wife.

Fig. 2: Diagrammatic illustration showing an offspring not biologically related to the father
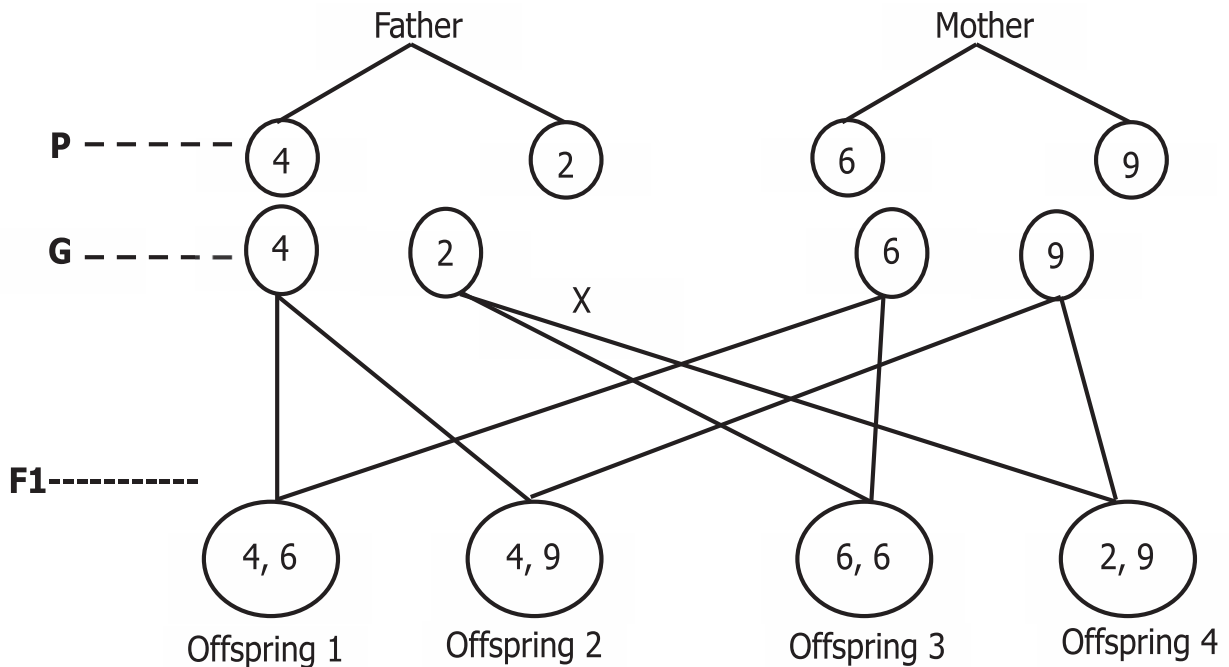
From the above illustration, offsprings 1, 2 and 4 perfectly match their parents. It could be deduced from the above diagram that only three offsprings are biologically related to their father. While offspring 3 does not belong to the father.
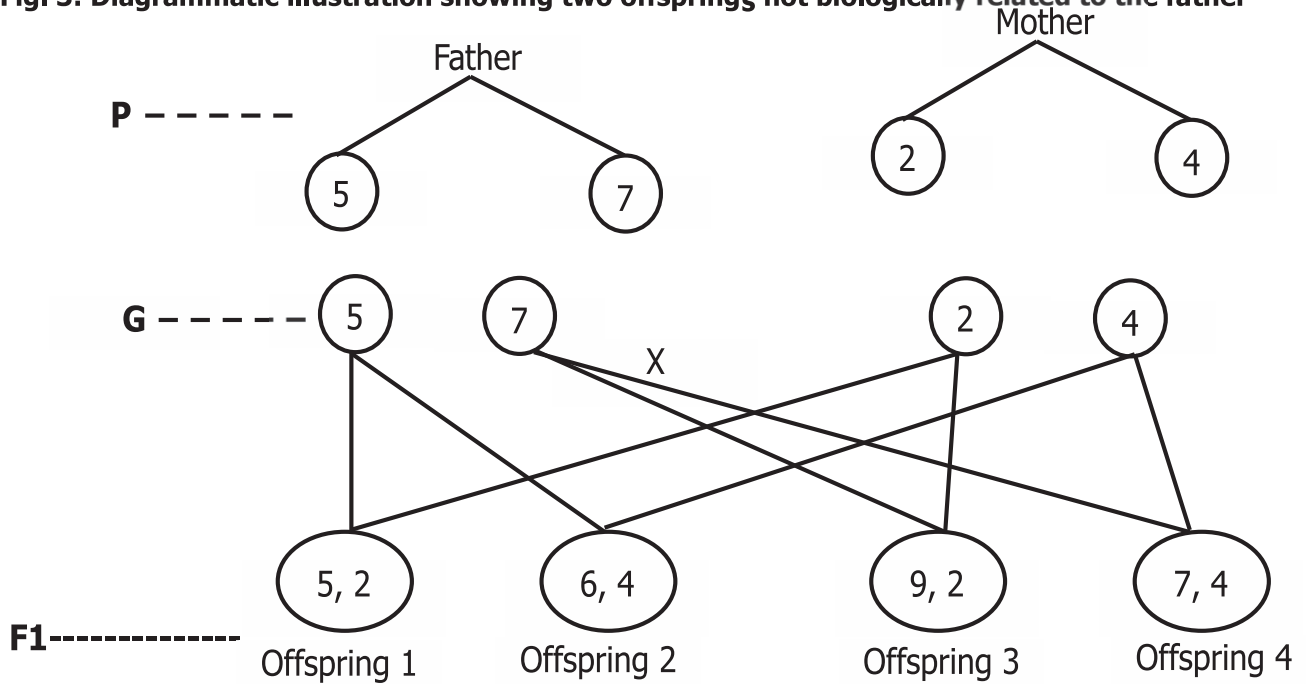
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Fig. 3: Diagrammatic illustration showing two offsprings not biologically related to the father

From the above illustration, offsprings 1 and 4 perfectly match their parents. It could be deduced from the above diagram that only two offsprings are biologically related to their father. While offsprings 2 and 3 are not biologically related to the father.
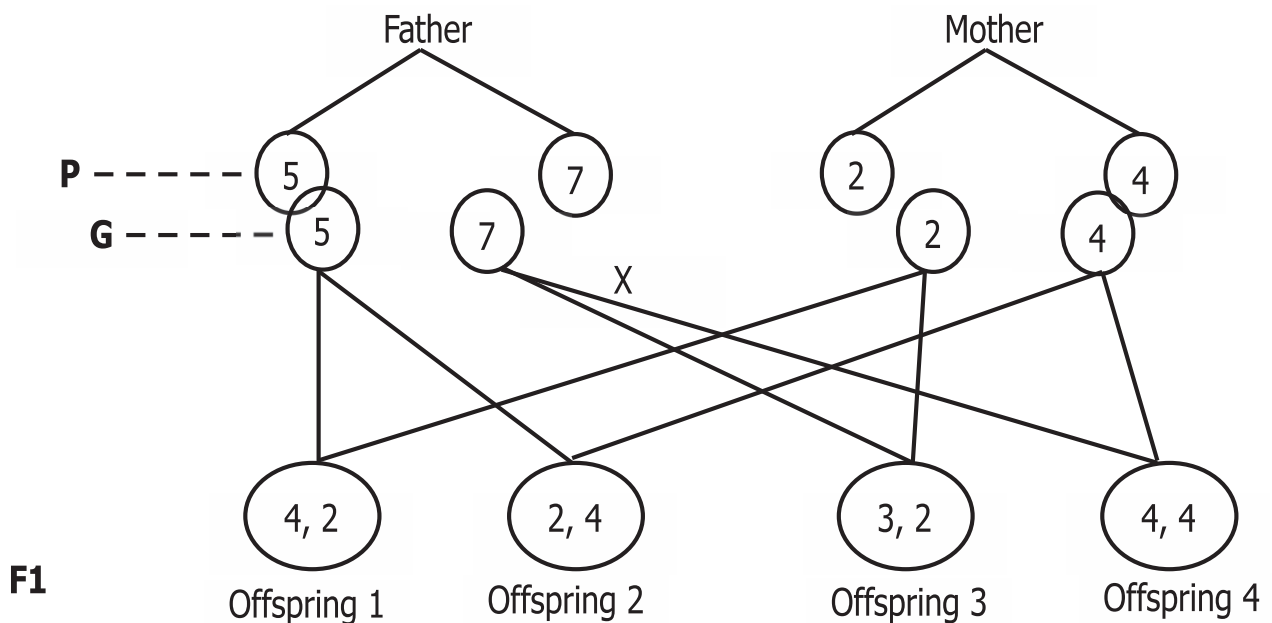
Fig 4: Diagrammatic illustration showing all offsprings not biologically related to the father

From the above illustration, all the offsprings the mother. are not biologically related to the father as claimed by

Fig. 5: Diagrammatic illustration showing three offsprings not biologically related to the father
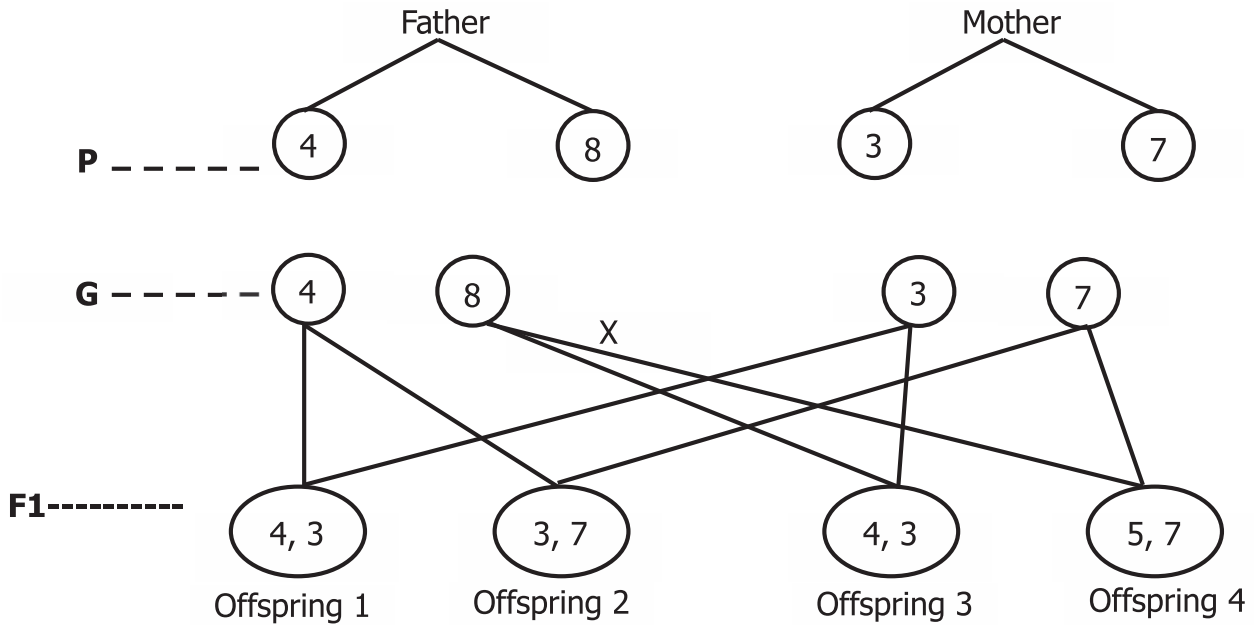

Figure 5 shows that only offspring number 1 is biologically related to the father. While offsprings 2,3 and 4 are not biologically related to the father.

From figures 1 - 5: The first family out the five families is the only family with perfect paternity match. While families 1-4 may need the help of a professional counsellor to really assist the couples from the crisis that will emanate from paternity fraud.

Paternity fraud may be an effortful task to professional counsellors or genetic counsellors. So many brain teasing questions race through the minds of counsellors and they must be personally answered in his/her mind in a letter-perfect from. Questions to be answered include but not limited to: who will I reveal the issue of the paternity fraud to? The wife alone? The husband alone? Both husband and wife? In-laws? What will happen after disclosing the information? Any possibility of assault or violence? What will happen to the child or children in question? Who should I involve? Is it right to make referral? Among many others, all these questions must be answered within an infinitesimal period of time.

According to Ek (2007) paternity fraud to any professional counsellor is a quandary and bewilderment, which must be solved and pave way for informed decision making. A wrong decision by the counsellor may have double trouble for the woman, which the counsellor may not have necessary strength to handle the outcome. He further argued that professional counsellor will always have an unanswered question on what to do, in the case of paternity fraud. EK (2007) suggested compromise or fifty-fifty position by a genetic counsellor when handling unbosoming issues rimming on paternity fraud.

Paternity fraud appears to strain a blissful marital relationship. Most men may not be able to bear the emotional and psychological trauma attached to discovery of paternity fraud. This may be as a result of wasted time, money, resources, dishonesty and cunningly shrewd love during the period of the relationship. Kwok and Kenny (2015) found that initiating court actions or violence may not be the best option, in settling issues bordering on paternity fraud. The researchers proposed collaborative practice as the most advantageous process of settling paternity fraud dispute. Collaborative practice involves amicable settlement between husband and wife without exposing their private lives to the public and judicial system. Collaborative practice is a mutual agreement to resolving paternity fraud dispute by taking the emotional needs, social relationship, interests, child support repayments, future contact arrangements and many other factors into careful weighing that will be requital for the relationship.

Conclusion

There is no doubt that paternity fraud is prevalent across the world without exception to Nigeria. So many truths relating to paternity determination are enshrouded by women in marital relationship. This hide-and-seek game brings to light and smoke out problems in the existing love between husband and wife. Moreso, factors such as rape, lack of love, poverty, infidelity, distance, promiscuity and loneliness plunge women into extramarital affairs, which may later result into paternity fraud or misattributed paternity. Religion has positive influence in handling paternity fraud among couples. Most women that are more religiously inclined are rarely involved in paternity fraud. Culture of a particular environment, determines how permissible they are to paternity fraud.

Recommendations and Implications for Counselling

Professional counsellors, though not enough at all levels in handling issue of paternity fraud, are still very paramount is saving marriages from the brim of collapse. Professional counsellors should be technologically upgraded as a matter of duty for their practice. This will greatly assist them in the discharge of their functions. Also every professional counsellor should be conversant with the culture of the location of their practice. This familiarization will make them to be properly guided when handling paternity fraud issue. Professional counsellors should engage more in sensitizing couples against inciting media or social media inflammatory statements, that could cause suspicion in marriages. True love and total trust should be further advocated for among married couples. Couples should be more religiously inclined, as this will make their marriages to be more blissful. Furthermore, strong communication channel should be opened between husband and wife, this will always prevent marital crisis. Moreso, Professional counsellors should do everything within their ethical limits to prevent divorce, physical violence and assault that may result from paternity fraud.

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Assessing Primary School Teachers' Difficulties in Teaching in Oyo State, Nigeria

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Abstract

This study assessed some of the difficulties primary school teachers are facing in their daily teaching profession in Oyo state, Nigeria. The study employed the ex-post facto research design, in which a sample of 110 teachers was selected from two local governments (Aki nyele and Lagelu). The study adapted the Basic Education Teachers' Needs-Assessment Instrument (BETANASI) of the UBEC/SUBEC teachers' professional development of the federal/state governments (2019); the researcher pilot tested the instrument with forty five teachers and obtained a Cronbach Alpha reliability coefficient of 0.77 and was therefore considered relia ble; as it was internally consistent. Descriptive (mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation) were used in analyzing the study data at 0.05 level of significance. Results revealed that primary school teachers have difficulty in the use instructional materials, evaluating pupils' learning outcomes and access to information and communication technology. Teachers' major challenges and area of needs for a training intervention are in the teaching of mathematics and access to and use of information and communication technology. It was therefore recommended that teachers should be professionally trained in mathematics and on the use of information and communication technology; with government supplying schools with functional computers and ICT accessories.

KEY WORDS: Teachers, Teachers Difficulties, Teaching, Intervention, Primary Schools.

Introduction

The essence of a teacher in education cannot be overemphasized, as they are the power house and agent of change in the sector. The teacher is to translate the curriculum and education policies into fruition, ensuring that the goals of education as prescribed by the various stakeholders in the sector are achieved. Education is the main path to achieving economic, scientific and technological advancement; a fundamental solution to curbing social unrest and vices, combating unemployment and ensuring social equity among the citizenry. Teachers have been seen as the major change agent for all round growth and development of societies and a means through which learners can attain their life dreams and vision (Nwogu and Esobhawan, 2014; Nwose, 2009). Na"Omi, (2013) reiterated that quality teachers will produce quality school leavers, who in turn become quality manpower in all spheres of life; supporting, sustaining and triggering societal development. In all, a teacher should be trained and professionally prepared to discharge the full tenets of his profession, having in mind ways he or she could motivate, guide, assess and enhance the learning outcomes of learners (Onyejekwe, 2006). It is against this backdrop that various governments, especially those from underdeveloped and developing nations, are putting everything in place at strengthening the many facets of education, with special attention to primary education.

Primary education is the footing towards formal education. In the case of Nigeria, it is the bedrock for pupils to pursue secondary education and it is the critical component of the educational system; requiring specialized attention as it is the foundation for secondary education. It prepares learners mind towards tougher academic pursuits and ensuring their readiness and preparedness in reading, writing, skill acquisition and the necessary attitudes needed for them to optimally function and adjust easily into the society at large. On the import of primary education, Obanya (2000) affirmed that it is the kind of learning required to build firm roots for numeracy and literacy, to instil basic life skills and more outstandingly, to consolidate in learners the skills of learning how to learn. This level of education is a

remedy for solving various problems such as illiteracy, ignorance, religious violence and other social vices; to mention but a few. These reasons propelled the federal government of Nigeria to declare primary education free and compulsory, knowing fully well the value inherent in it.

In Nigeria, primary school teachers operate under harsh and pathetic conditions including but not limited to: overcrowded and dilapidated classrooms, inadequate or lack of instructional materials, poor salary scheme, delay in salary payments, slow promotion, pupils' lack of learning materials, lack or inadequate on-the-job training and development. Despite these challenges faced by teachers, they should be endowed with skills of identifying pedagogical or administrative difficulties and proffering solution to them in time (Chimombo, 2005). In the views of Pollard, Anderson, Maddock, Swaffield, Warin and Warwick (2008), teaching do require professional proficiency as the profession is demanding and complex.

According to Oldsjo (2010), pedagogical competence is primarily a question of practice "in the classroom" whereby a skillful teacher – through knowledge, methods, actions and ability to communicate – gets teaching situation to function and creates conditions for learning. He opined that the teacher's ability lies primarily in a scientifically based subject competence and the practical teaching skills that the teacher has acquired and continued to develop. Similarly, Olsson, Mårtensson and Roxå (2010) also confirmed that teachers' pedagogical competence is teachers' in-depth knowledge and understanding of the subject taught. Ofoegbu (2003) attributed the poor performance of learners in external examinations to teaching defects and that poor teaching results from ill-prepared pre-service training and leads to situations which are unpleasant and scary.

Pedagogy is the practice of teaching and the provision of learning situations for exploration, play and instructive learning (Siraj-Blatchford, Sylva, Muttock, Gilden, and Bell, 2002). Pedagogical knowledge is knowledge for teaching. It involves knowledge of how to teach contents as a condition for teacher effectiveness (Hill, Rowan, and Ball,

2005). It turns teachers into facilitators, coaches, models, evaluators, managers, and advocates. Francisca and Samsudin (2018) revealed that implementing the needed pedagogical skills of this century in education is the key for developing various sectors in an economy. Little wonder why Olorukooba (2007), reported that teachers who possess the essential subject content knowledge engage in class activities that facilitate free classroom discussions.

Mastery of subject matter by the teacher is an essential skill that a teacher requires for effectiveness in the learning-teaching process. Teachers' understanding of subject matter entails his/her ability in grasping the main points of the subject he/she is to teach the learners and douse all misconceptions of knowledge. Mastery of subject matter do enable teachers impart the exact skills of critical thinking, collaboration, communication, and creativity among pupils. Teachers need to be grounded in the knowledge of subject matter in order to make content delivery comprehensible for learners (Krauss, Brunner, Kunter, Baumert, Blum, Neubrand, and Jordan, 2008; Friedrichsen, Abell., Pareja, Brown, Lankford, and Volkmann 2009). Teachers' educational and teaching experiences are his source of knowledge (Friedrichsen et al., 2009). Omariba (2003) also established that experienced teachers by years of teaching and age, have a mastery of subject content. Teachers are also expected to exhibit competence and confidence in handling learners in the classroom. According to Douglas (2009), lack of teaching strategies by teachers and difficulties in classroom management by teachers are among the reasons for student learning weakness and difficulties. More so, teacher's knowledge of teaching, qualifications and subject matter can largely determine his/her effectiveness in the teaching profession.

Teachers' years of teaching experience according to Odumbe, Simatwa and Ayodo (2015) is one of the factors that enhances learners' performance. Similarly, Ong'ele (2007) established that teachers with more teaching experience performed better in actual classroom teaching than those with less teaching experience. Moreover, experienced

teachers have a mastery of subject areas and its scope and are well versed in examination techniques (Omariba, 2003). The Council for Education Policy, Research and Improvement (2003), affirmed that the most important factor affecting the quality of education is the individual teacher in the classroom. This therefore implies that if an individual teacher lacks subject contents, experience and qualification, these will certainly affect their effective delivery in class.

Teachers' gender, qualification, and experience in education are key variables in the effectiveness of teaching a given subject for sustainability (Smith, Rayfield, and McKim, 2015; Solomonson, Korte, Thieman, Retallick, and Keating, 2018). Nonetheless, Smith et al. (2015), pointed out a significant level of difference in teachers' performance across gender, stating that the male teachers do better than their female counterparts. Teacher qualification and years of experience do influence teaching. More qualified teachers tend to perform far better than the least qualified, and these qualified teachers with many years of experience, at least from five years and above are even far better than novice teachers (Solomonson et al., 2018); while Musau and Abere (2015); Hanushek and Rivkin (2012) reported the contrary.

Teachers' access to ICT could foster their teaching capabilities. ICT is an array of tools that can be used by teachers and pupils in the teaching and learning processes. It is aimed at modernizing teaching and learning and equipping the teacher and pupils with skills that will make them effective and efficient. Unfortunately though, teaching and learning by computer/ICT especially at the primary level of education has not been given the necessary attention and boost in the developing countries like Nigeria.

Interventions are programmes designed by government or other education stakeholders at providing solution to the emerging problems in the teaching-learning processes. These interventions could include training and professional development for teachers; provisions for teaching and learning aids for teachers/students; providing and equipping laboratories for science and non-science practical teaching and learning; provision of information and communication technology along with internet facilities to enhance teaching-learning processes in primary schools.

Statement of the Problem

Teachers in primary schools are compelled into teaching all the subjects in the primary school curriculum irrespective of their qualifications, interest and subject specialization. This, in more ways than one, could be a major challenge affecting primary school teachers' effectiveness and efficiency in classroom teaching and learning transactions. Despite the volume of studies on teachers' related variables, the difficulties/challenges teachers especially at the primary level encounter; have not attracted the attention it deserved. Thus, this study is carried out to examine the difficulties facing Nigerian primary school teachers in terms of lesson preparation, classroom management, mastery of subject matter, use of instructional materials, pedagogy, evaluation of learning outcomes and access to and utilization of information and communication technology.

Objectives of the Study

This study sought to determine the challenges primary school teachers in Nigeria are encountering in their classroom teaching processes. It will also ascertain the level of relationship among the teachers' variables as considered in the study: gender, qualification, area of specialization, years of teaching experience, lesson preparation, mastery of subject matter, pedagogy, classroom management, use of instructional materials, evaluation of learning outcomes and access to information and communication technology. More so, the study will ascertain primary school teachers' subject difficulty areas and needs as well as where they would want a training intervention.

Research Questions

1. What are the difficulties being faced by primary school teachers in their classroom teaching processes in Nigeria?
2. What is the relationship among teachers' gender, qualification, area of specialization, years of teaching experience, lesson preparation, mastery of subject matter, pedagogy, classroom management, use of instructional

materials, evaluation of learning outcomes and access to information and communication technology?

3. What are the subject areas of difficulty/needs for training intervention of primary school teachers?

Significance of the Study
The study will provide baseline information on the challenges been faced by teachers at the primary level of education; thereby stimulating measures from all education stakeholders to arrest the challenges. Policy makers and curriculum planners would be kept abreast of the various difficulties teachers face in their classrooms in order to propound better policies that will ameliorate them in line with current best practices. The study will also provide vivid direction to education stakeholders on subject areas where teachers training should pinpoint.

Methodology
This study is an ex-post facto design; the variables used were not manipulated since they have already occurred.

Population, Sample and Sampling Technique
The target population for the study was all practicing primary school teachers in Oyo state, Nigeria. A simple random sampling technique was used to select one hundred and ten primary school teachers, who participated in the UBEC/SUBEB 2019 teacher development and training programme from two local governments (Akinyele and Lagelu).

Instrument and Instrumentation
The instrument used for this study is the Basic Education Teachers' Needs-Assessment Instrument (BETANASI). It was adapted and used by the researcher for data collection. The instrument comprised sections A, B and C. Section A consisted of teachers' bio data, while section B is about the difficulties teachers face in classroom processes. The items were placed on a dichotomous scale of Yes and No; in all, there were 52 items in sub-sections measuring lesson preparation, mastery of subject matter, pedagogy, classroom management, use of instructional materials, evaluation of learning outcomes and access to information and communication technology. Section C contains a structured interview schedule for the teachers to state the subjects they find difficult to teach (in terms of topics) and needs areas where they will want stakeholders' intervention (in terms of training). The researchers' pilot tested the instrument with forty five teachers and gave a Cronbach Alpha reliability coefficient of 0.77 and was therefore considered reliable; as it was internally consistent. The researchers assigned ten programme facilitators (research assistants) to each of the local government training centers to help with data collection while the researchers went round to the designated local government areas to monitor and ensure proper completion of the instruments. Descriptive (Mean and standard deviation) and inferential statistics (Pearson Product Moment Correlation) were used in analyzing the data for the study.

Results
Research Question 1: What are the difficulties being faced by primary school teachers in their classroom teaching processes in Nigeria?

Table 1: Teachers Difficulties in Classroom Teaching Processes

S/No	ITEMS	YES (%)	NO (%)	Mean	Std. Dev
1.	Lesson preparation and Delivery	42.5 (38.64)	67.5 (61.36)	1.61	0.49
2.	Mastery of subject Matter	47.9 (43.53)	62.1 (56.47)	1.56	0.50
3.	Pedagogy	53.0 (48.19)	57.0 (51.81)	1.51	0.50
4.	Classroom Management	49.3 (44.73)	50.8 (55.27)	1.55	0.50
5.	Instructional Materials	59.8 (46.36)	40.2 (53.64)	1.50	0.49
6.	Evaluation of learning Outcomes	57.6 (52.36)	42.4 (47.64)	1.48	0.50
7.	Access to Information and Communication Technology	83.3 (75.8)	16.7 (24.3)	1.28	0.43

Note: Mean Values Above 1.50 = Not Difficult; Mean Values less than 1.5 = Difficult.

Table 1 showcases primary school teachers' difficulties in the classroom teaching processes. As evident from the table, the primary school teachers do not have difficulties in lesson preparation and delivery, mastery of subject matter, pedagogy and classroom management. However, these teacher have difficulties in the use of instructional materials, evaluation of pupils' learning outcomes and access to information and communication technology. Thus, primary school teachers in Oyo state are having difficulty in using instructional materials, evaluating pupils' learning outcomes and in accessing information and communication technology.

Research Question 2: What is the relationship among teachers' gender, qualification, area of specialization, years of teaching experience, lesson preparation, mastery of subject matter, pedagogy, classroom management, use of instructional materials, evaluation of learning outcomes and access to information and communication technology?

Table 2: Relationship among the Study Variables

Correlations		HQ	AS	G	YTE	LPD	MSM	PGY	CLM	UIM	ELO	ICT
HQ	Pearson Correlation	1										
	Sig. (2-tailed)											
	Pearson Correlation	.067	1									
	Sig. (2-tailed)	.490										
	Pearson Correlation	-.130	.014	1								
	Sig. (2-tailed)	.177	.887									
YTE	Pearson Correlation	.041	-.041	-.041	1							
	Sig. (2-tailed)	.669	.671	.672								
LPD	Pearson Correlation	.093	-.054	-.116	-.042	1						
	Sig. (2-tailed)	.339	.582	.236	.669							
MSM	Pearson Correlation	.081	-.017	-.121	-.181	.856*	1					
	Sig. (2-tailed)	.411	.865	.218	.063	.000						
PGY	Pearson Correlation	.129	-.004	-.128	-.023	.740*	.862*	1				
	Sig. (2-tailed)	.181	.968	.186	.813	.000	.000					
CLM	Pearson Correlation	.125	-.009	-.160	-.041	.720*	.833*	.903*	1			
	Sig. (2-tailed)	.198	.924	.100	.678	.000	.000	.000				
IM	Pearson Correlation	-.019	.090	-.114	-.013	.645*	.725*	.778*	.808*	1		
	Sig. (2-tailed)	.847	.352	.237	.892	.000	.000	.000	.000			
ELO	Pearson Correlation	.047	.070	-.131	-.058	.669*	.764*	.784*	.852*	.818*	1	
	Sig. (2-tailed)	.631	.468	.174	.550	.000	.000	.000	.000	.000		
AICT	Pearson Correlation	.022	-.280*	.142	.011	-.186	-.260*	-.356*	-.294*	-.250*	-.289*	1
	Sig. (2-tailed)	.818	.003	.140	.909	.056	.007	.000	.002	.009	.002	

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

Note: HQ = Highest Qualification, AS = Area of Specialization, G = Gender, YTE = Years of Teaching Experience, LPD = Lesson preparation and delivery, MSM = Master of subject matter, PGY = Pedagogy, CLM = Classroom Management, UIM = Instructional Material, ELO = Evaluation of Learning Outcomes, AICT = Access to Information and Communication Technology.

Table 2 shows the relationship existing among the variables: teachers' gender, qualification, area of specialization, years of teaching experience, lesson preparation, mastery of subject matter, pedagogy, classroom management, use of instructional materials, evaluation of learning outcomes and access to information and communication technology. The table reveals that there exist a positive and statistically significant correlation between: classroom management and lesson preparation and delivery (r = 0.833); lesson preparation and delivery and mastery of subject matter (r = 0.856); mastery of subject matter and classroom management (r = 0.833); lesson preparation and delivery and pedagogy (r = 0.740); mastery of subject matter and pedagogy (r = 0.862); pedagogy and classroom management (r = 0.903); instructional materials use and lesson preparation and delivery (r = 0.645); instructional material use and mastery of

subject matter (r = 0.725); instructional materials use and pedagogy (r = 0.788); instructional material use and classroom management (r = 0.808); evaluation of learning outcomes and lesson preparation and delivery (r = 0.669); evaluation of learning outcomes and mastery of subject matter (r = 0.764); evaluation of learning outcomes and pedagogy (r = 0.784); evaluation of learning outcomes (r = 0.852) and evaluation of learning outcomes and instructional materials use (r = 0.818).

Conversely, Teachers' access to information and communication technology (ICT) has a negative and statistically significant correlation with area of specialization (r = -0. 280), lesson preparation and delivery (r = -0.186), mastery of subject

matter (r = -0.260), pedagogy (r = -0.354), classroom management (r = -0.294), instructional material use (r = -0.250) and evaluation of learning outcomes (r = -0.186).

Hence, a positive and significant correlation exists among lesson preparation and delivery, mastery of subject matter, pedagogy, classroom management, use of instructional materials and evaluation of learning outcomes. Contrarily, access to information and communication technology was negatively and significantly correlated with teachers' area of specialization, lesson preparation and delivery, mastery of subject matter, pedagogy, classroom management, instructional material use and evaluation of learning outcomes.

Research Question 3: What are the subject areas of difficulty/needs of primary school teachers?

Table 3: Teachers Subject Areas of Difficulties/Needs

Teachers Subject Areas of Difficulties/Needs	Frequency	Percent
English	10	9.1
Mathematics	88	80.0
Science	7	6.4
Civic Education	1	.9
Computer	2	1.8
PHE	2	1.8
Total	110	100.0

Table 3 depicts teachers' subject areas of difficulties/needs and where they require an intervention. Of the total respondents (110), 10 teachers had difficulties in teaching the English language and they stated the areas/topics where they would want training intervention (use of punctuation marks, oral pronunciation, intonation, Grammar, reading, letter writing and comprehension); 88 teachers had difficulties in teaching mathematics, this was the subject where most of the teachers had challenges especially in the following areas (word problems, measurements, Pythagoras theorem, algebra, roman numerals, area of shapes, basic operation, factorization, cubes and cuboid, fractions, multiplication, inequalities, HCF/LCM, estimation and quantitative reasoning); 7 teachers had

difficulties in teaching science, especially in the following topics (earth rotation and revolution, temperature, weight and capacity, acid and base, average speed, post planting, machines, pressure, diseases and pest, agricultural extension, teeth, growth and development, modelling and drawing); only 1 teacher had difficulty in civic education (ethnicity in marriage); 2 teachers had difficulties in computer (scanning, use of Microsoft word, software and computer application, hard and software, use of internet) and physical and health education (hockey and games).

Hence, primary school teachers' major challenge and area of need for a training intervention is in the teaching of mathematics for topics such as word problems,

measurements, Pythagoras theorem, algebra, roman numerals, area of shapes, basic operation, factorization, cubes and cuboid, fractions, multiplication, inequalities, HCF/LCM, estimation.

Discussion

The first finding of the study discloses that primary school teachers in Oyo state are having difficulty in using instructional materials, evaluating pupils' learning outcomes and in accessing information and communication technology. The finding supports those of Obanya (2004) which revealed that teachers' utilization of instructional materials in classroom teaching is very poor. This in more ways than one, affects teachers' effectiveness, efficiency and productivity; and thereby hampering learners learning outcomes to a large extent. The finding contradicted the findings of Mohammad (2011); Melnick and Meister (2008) who revealed that classroom management challenges is one of the major problems teachers are facing in their classroom.

The second finding revealed a positive and significant correlation exists among lesson preparation and delivery, mastery of subject matter, pedagogy, classroom management, use of instructional materials and evaluation of learning outcomes. Further, information and communication technology was negatively and significantly correlated with teachers' area of specialization, lesson preparation and delivery, mastery of subject matter, pedagogy, classroom management, instructional material use and evaluation of learning outcomes. This finding agrees with those of Astua and Abdullahi (2015), Komba and Nkumbi (2008) that information and communication technology (ICT) application in teaching ranked the lowest and teachers expressed competency needs training intervention in the area and Taban and Che Kum (2012) which indicated that the major barriers for teachers were lack of genuine software, inadequate computer in the classroom etc. The third finding showed that primary school teachers' major challenge and area of need for a training intervention is in the teaching mathematics topics.

Conclusion

The study therefore concludes that interventions geared at ameliorating teaching competences and tackling teachers' difficulties in teaching be put in place since teachers have expressed concerns in the use of instructional materials, evaluating pupils' learning outcomes and in accessing information and communication technology. Also, teachers have great challenge in ICT applications and mathematics teaching; and crave for more training and development/intervention programmes to boost them in better in these areas of needs.

Recommendations

The following recommendations are made based on the findings of the study:

1. Stakeholders, especially the government should provide relevant succor for teachers in their difficult areas of need and teaching.
2. Teachers should be professionally trained in mathematics and on the use of information and communication technology.
3. To ensure teachers boost in ICT knowledge, governments should continuously supply computers and the needed ICT accessories to primary schools.

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Principals' Instructional Supervisory Strategies and Teachers' Effectiveness in Private and Public Secondary Schools in Ondo State.

By

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Abstract
The study investigated principals' instructional supervisory strategies and effectiveness in public and private secondary schools in Akoko North East Local Government Area of Ondo State. The descriptive research design of the survey type was employed. The study population consist of 16 public secondary schools and eight approved private secondary schools. The sample of the study was 160 teachers and 16 principals selected using simple random and purposive sampling techniques. Two research questions were raised to guide the study. A self-designed questionnaire titled "Principals' Instructional Supervisory Strategies and Effectiveness Questionnaire (PISSEQ)" validated by experts in Test and Measurement was used to elicit information from the respondents. Percentage and mean were used to answer the research questions. The findings of this study revealed that: the level of principals' instructional supervision in terms of classroom visitation and demonstration technique is higher in private schools than public schools and the level of teachers' effectiveness in terms of instructional task performance and classroom management is higher in public schools than private schools.. Based on the findings, it is hereby recommended that government through the Ministry of Education should organize training programmes for principals in public schools to enhance their effective instructional supervision. Also, government, through the appropriate educational agencies should increase their oversight functions on private schools to enhance teachers' effectiveness.

Background to the Study

Leadership position in schools is considered extremely important to the realization of the goals enunciated for the school system. Principals are saddled with numerous responsibilities in the administration of secondary school and it is an administrative position considered to be the highest in hierarchy of authority in secondary school which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is also entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers.

In support of this, Birkett (2004) stated that the school principals are the manager whose responsibility is to provide variety of supervisory techniques for teachers to see the need for change, plan for change and practice new behaviours for effective teaching and learning. Instructional supervision on the other hand is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. It requires planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school.

Instructional supervision is important for the realization of an effective education system. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Thompson (2020) reports that principals' supervising instructional programme centers on the control and synchronization of curriculum and instruction.

This entails coordinating the curriculum, controlling and assessing teachers' instruction. Instructional supervision implies interaction between a superordinate and subordinate. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behaviour of the supervisor in his relationship with teacher is assumed to be one of the significant factors on the teacher efficiency or performance

There are several instructional supervisory techniques. Blasé, Blasé and Philips (2010) listed the variety of supervision techniques to include: classroom visitation/ observation, inter/intra school visitation , team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Baffour-Awuah (2007) who outlined supervision techniques to include: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similarly, Blase et al (2010) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed.

Workshop as an instructional supervisory technique is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Charles, Chris,and Kosgei, (2012) pointed

that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement.

Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction. During demonstration, principals clearly explain the subject matter using vivid examples. Mecgley (2015) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas.

Teachers' instructional task performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. It is concerned with overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts toward the attainment of educational goals and objectives. Indicators of teacher's task performance are evaluated in his or her ability to make deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of his or her subject matters, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of students and compliance to teachers professional code of conduct, among others.

According to Umoren (2015), the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment. Morse (2012) relates that classroom management involves curtailing learner's disruptive behaviors such as fighting and noise making, close

observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. Classroom management is perhaps, one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classrooms are managed.

One of the major causes of poor academic performance among students can be ineffective instructional supervisory practices. Head teachers need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Therefore, effective supervision by principal is therefore necessary in order to enhance the quality of instruction in school which consequently leads to improved performance of students.

The perceived poor instructional competence and effectiveness of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Nigeria. This situation coupled with the increasing rate of poor classroom management on the part of the teachers appears to suggest that instructional supervisors have failed in inculcating in teachers the desired skills and attitudes for efficient functioning in the classroom. Supervision of instruction is considered to be the major plank of any strategy to improve the quality and standard of instructional task performance and classroom management. It is on this basis, the study examined principals' supervisory strategies (classroom visitation, workshop and demonstration technique) and teachers' effectiveness (instructional task performance and classroom management).

Review of Related Literature

One of the important aspects of educational management is instructional supervision which is defined by Oyewole (2014) as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system. It is mainly concerned with the quality of students' learning in the classroom, and it is seen as a collaborative efforts between principal and teachers which involves a set of activities structured with the aim of improving the teaching and learning process.

Instructional leadership focuses on the core mission of the school – effective teaching and learning - by creating a healthy school climate (Modebelu, 2008). Beardwell & Claydon (2007) maintain that it is the supervisor who is responsible for quality; hence if principals play their role effectively, there would be no quality debates. The principal is the one who shapes a vision of academic success and manage people to improve the school.

Osakwe (2010) submitted that the most recent concept of instructional supervision which draws its data from first hand observation of the actual teaching events and involves face to face hand interactions between the supervisors (head-teachers) and the teacher the analysis of teaching behaviours and activities which are undertaken to help teachers maintain and improve their effectiveness in classroom, characterize instructional supervision. Charles, Chris and Kosgei (2012) affirmed that head teachers need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Effective instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools. Ma and Marion (2019)

reported that instructional leadership in terms of developing a positive learning climate directly and positively affects teachers' efficacy.

Mbipom (2006) opined that demonstration was useful in improving teachers' competency when it involved innovation such as the use of new equipment or a new textbook or module and a new orthography. Such a demonstration offer viewer skills required in carrying out their role's responsibilities. Iroegbu and Etudor-Eyo (2016) study showed a significant difference in teachers' effectiveness based on classroom observation. That is, schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision

Research Questions
The following research questions guided this study:
1. What is the level of instructional supervision (classroom visitation and demonstration technique) by principals as perceived by teachers in public and private secondary schools?
2. What is the level of teachers' effectiveness (instructional task performance and classroom management) as perceived by principals in public and private secondary schools?

Methodology
The research design used for this study is descriptive research design of survey type. This method was adopted to carry out the research study as it requires the researcher to use information collected from the respondents to generalize on the population. The population of the study comprised all principals and teachers in private and public secondary schools in Akoko North East Local

Government Area of Ondo State. The sample for the study consisted of 80 teachers and 16 principals each from both private and public secondary schools making a total number of 160 teachers and 16 principals. Simple random sampling technique was used to select 160 teachers while the 16 principals were purposively selected from sixteen (16) randomly selected private and public secondary schools in Akoko North East. A self-designed questionnaire titled "Principals' Instructional Supervisory Strategies and Teachers' Effectiveness Questionnaire (PISSTEQ)" was prepared by the researcher to elicit information from secondary school principals and teachers. The questionnaire contained two sections. Section A dealt with personal data such as name of school and type of school. Section B consists of items formulated in line with the variables contained in the research questions and hypotheses. After drafting the questionnaire, the items in the questionnaire were subjected to various checks by experts to ascertain its validities. To ensure reliability of the study the researcher applied the test-retest method. The results from both tests were correlated to determine their reliability using Pearson's Product Moment Correlations. The reliability test yielded 0.72 coefficient. Copies of the questionnaire were administered on the principals and teachers in the respective schools. Data gathered were coded and were analyzed with the use of descriptive statistics of frequency count, mean and simple percentage.

Data Presentation and Results
Analysis of Research Questions
Research Question One: What is the level of principals' instructional supervision (classroom visitation, demonstration technique) as perceived by teachers in public and private secondary schools?

Table 1
Level of Principals' Instructional Supervision (Classroom Visitation)

S/N	ITEMS Principals;	PUBLIC									PRIVATE								
		Always		Sometimes		Rarely		Never		X	Always		Sometimes		Rarely		Never		X
		F	%	F	%	F	%	F	%		F	%	F	%	F	%	F	%	
1	Assists teachers to improve their instructional techniques	29	36.3	36	45.0	13	16.3	2	2.5	3.15	62	77.5	17	21.3	1	1.3	-	-	3.75
2	Provides constant and adequate feedback to the teachers	38	47.5	33	41.3	8	10.0	1	1.3	3.25	56	70.0	24	30.0	-	-	-	-	3.70
3	Assess teachers overall performance	37	46.3	32	40.0	8	10.0	3	3.8	3.29	52	65.0	27	33.3	1	1.3	-	-	3.64
4	Practices consultative and supportive services to improve teachers' performance	21	26.3	41	51.3	17	21.3	1	1.3	3.13	54	67.5	25	31.3	1	1.3	-	-	3.66
5	Coordinates teachers' work during teaching	26	32.5	42	52.6	12	15.0	-	-	3.18	48	60.0	25	31.3	6	7.5	1	1.3	3.50
6	Asses the quality of the teachers' teaching skills	32	40.0	37	46.3	10	12.5	1	1.3	3.25	63	78.8	17	24.3	-	-	-	-	3.79
7	Encourages teachers during classroom visitation	30	37.5	37	46.3	11	13.8	2	2.5	3.19	48	60.0	31	38.8	1	1.3	-	-	3.59
8	Observes and evaluates what and how teachers have performed	31	38.8	39	48.8	9	11.3	1	1.3	3.25	61	76.3	19	23.8	-	-	-	-	3.76
	Grand Mean									**3.21**									**3.67**

As shown on Table 1 the grand mean of 3.21 from public school indicates that the level of principals' instructional supervision in classroom visitation is moderate, while the grand mean of 3.67 from private school implies that the level of principals' instructional supervision in classroom visitation is high.

Table 2
Level of Principals' Instructional Supervision (Demonstration Technique)

S/N	ITEMS Principals;	PUBLIC									PRIVATE								
		Always		Sometimes		Rarely		Never		X	Always		Sometimes		Rarely		Never		X
		F	%	F	%	F	%	F	%		F	%	F	%	F	%	F	%	
1	Demonstrates the correct way to teach the students	22	27.5	34	43.5	18	22.5	6	7.5	2.90	43	53.8	35	45.0	1	1.3	-	-	3.53
2	Illustrate educational materials, procedures or strategies to the teachers in order to improve instruction	12	15.0	48	60.0	15	18.8	5	6.3	2.84	50	62.5	29	36.3	1	1.3	-	-	3.61
3	Clearly explains the subject matter to the teacher using vivid examples	15	18.8	37	46.3	23	28.8	5	6.3	2.78	38	47.5	39	48.8	2	2.5	1	1.3	3.43
4	Demonstrates to the teachers the skills required to carry out their responsibilities	25	31.3	34	42.5	18	22.5	3	3.8	3.01	44	55.0	32	40.0	3	3.8	-	-	3.54
	Grand Mean									**2.88**									**3.53**

As shown on Table 2, the grand mean of 2.88 from public school indicates that the level of principals' instructional supervision in demonstration technique is moderate, while the grand mean of 3.53 from private school implies that the level of principals' instructional supervision in demonstration is high.

Research Question Two: What is the level of teachers' effectiveness (instructional task performance and classroom management) as perceived by principals in public and private secondary schools?

Table 3
Level of Teachers' Effectiveness (Instructional Task Performance)

S/N	ITEMS	PUBLIC									PRIVATE							
		Always		Sometimes		Rarely		Never			Always		Sometimes		Rarely		Never	
	Teachers:	F	% X	F	%	F	%	F	%	X	F	%	F	%	F	%	F	X
1	Deliver the curriculum efficiently, so as to achieve the set goals and standards in schools	8	100	-	-	-	-	-	-	4.0	7	87.5	1	12.5	-	-	-	3.88
2	Present lesson in a well-organized manner	8	100	-	-	-	-	-	-	4.0	7	87.5	1	12.5	-	-	-	3.88
3	Is committed to pedagogical delivery teaching profession	6	75.0	2	25.0	-	-	-	-	3.75	3	37.5	5	62.5	-	-	-	3.38
4	Participate in the school curricular activities	7	87.5	1	12.5	-	-	-	-	3.88	6	75.0	2	25.0	-	-	-	3.75
5	Regular and punctual in school	7	87.5	1	12.5	-	-	-	-	3.88	6	75.0	2	25.0	-	-	-	3.75
6	Compliance to teachers professional code of conduct	7	87.5	1	12.5	-	-	-	-	3.88	7	87.5	1	12.5	-	-	-	3.88
7	Maintain good interpersonal relationship with subordinate and Superiors	8	100	-	-	-	-	-	-	4.0	5	62.5	3	37.5	-	-	-	3.63
	Grand Mean									**3.91**								**3.74**

As shown on table 3, the grand mean of 3.91 from public school indicates that the level of teachers' effectiveness in instructional task performance is high, while the grand mean of 3.74 from private school implies that the level of teachers' effectiveness in instructional task performance is also high. However, public school has higher mean.

Level of Teachers' Effectiveness (Classroom Management)

S/N	ITEMS	PUBLIC									PRIVATE							
		Always		Sometimes		Rarely		Never			Always		Sometimes		Rarely		Never	
	Teachers:	F	%	F	%	F	%	F	%	X	F	%	F	%	F	%	F	% X
1	Have classroom control and discipline	8	100	-	-	-	-	-	-	4.0	5	62.5	3	37.5	-	-	-	3.63
2	Use clear classroom discipline plan	6	75	2	25.0	-	-	-	-	3.75	6	75.0	2	25.0	-	-	-	3.75
3	Ensure that instructional and curriculum goals are being followed	6	75.0	2	25.0	-	-	-	-	3.75	7	87.5	1	12.5	-	-	-	3.88
4	Implement innovative teaching methods	5	62.5	3	37.5	-	-	-	-	3.63	6	75.0	2	25.0	-	-	-	3.75
5	Create positive learning environment	8	100	-	-	-	-	-	-	4.0	6	75.0	2	25.0	-	-	-	3.75
6	Minimize behavioural disruption among students	8	100	-	-	-	-	-	-	4.0	7	87.5	1	12.5	-	-	-	3.88
7	Has good interpersonal rapport between all parties	8	100	-	-	-	-	-	-	4.0	5	62.5	3	37.5	-	-	-	3.63
	Grand Mean									**3.88**								**3.75**

As shown on table 4, the grand mean of 3.88 from public school indicates that the level of teachers' effectiveness in classroom management is high, while the grand mean of 3.75 from private school implies that the level of teachers' effectiveness in classroom management is also high

Discussion of Findings
Research question one sought to examine the level of principals' instructional supervision in classroom visitation and demonstration technique in public and private secondary schools. It was clearly revealed in Table 1. It is shown that the level of principals' instructional supervision in classroom

visitation is moderate in public schools with the grand mean of 3.21 while the grand mean of 3.67 from private school implies that the level of principals' instructional supervision in classroom visitation is high in private schools. Table 2 indicates that the level of principals' instructional supervision in demonstration technique is moderate in public schools with the grand mean of 3.21 while the grand mean of 3.67 from private school implies that the level of principals' instructional supervision in demonstration technique is high in private schools.

From the foregoing, it is reasonable to conclude that the level of principals' instructional supervision is higher in private schools than public schools. This is in consonance with Thompson (2020) who reported that principals' instructional centers on the control and synchronization of curriculum and instruction. This entails coordinating the curriculum, controlling and assessing teachers' instruction. The finding could be due to the lackadaisical attitude of some public secondary schools principals to their supervisory roles.

Research question two sought to investigate the level of teachers' effectiveness in instructional task performance and classroom management in public and private secondary schools. It was clearly revealed in Table 3 that the level of teachers' effectiveness in instructional task performance is high in public schools with the grand mean of 3.91 and the grand mean of 3.74 from private school implies that the level of teachers' effectiveness supervision in instructional task performance is also high in private schools. Table 4 shows that the level of teachers' effectiveness in classroom management is moderate in public schools with the grand mean of 3.88 and the grand mean of 3.75 from private school implies that the level of teachers' effectiveness in classroom management is also high in private schools.

It can be concluded that the level of teachers' effectiveness in public schools is higher than private schools. This corroborates the findings of Barber and Mourshed (2007) who reported that "the quality of an education system cannot exceed the quality of its teachers", therefore "the only way to improve outcomes is to improve instruction. It is also in line with the findings of Blasé, Blasé & Philips, (2010) who posited that the effectiveness of school is largely dependent on the quality of input, such as teachers' qualifications. The finding can be attributed to the fact that some of the teachers in private schools are not as qualified as teachers in public schools. They are not privileged to receive the kind of professional training received by the public school teachers, even some of them may not have studied in education line which will affect their competence in pedagogical delivery.

Conclusion

Based on the findings, it was concluded that principals' supervisory strategies in terms of classroom visitation and demonstration technique is moderate in public schools, while it is high in private secondary schools. Teachers' effectiveness in terms of their instructional task performance and classroom management is higher in public secondary schools than private secondary schools. The effectiveness of teachers would be enhanced when they are adequately supervised by principals using various supervisory techniques.

Recommendations

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

1. Government through the Ministry of Education should organize training programmes for principals in public schools to enhance their effective instructional supervision in the areas of classroom visitation and demonstration technique.
2. Government, through the appropriate educational agencies should increase their oversight functions on private schools to enhance teachers' effectiveness.

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Psychological Wellbeing, Emotional Intelligence and Attitudinal Disposition to Governance and Achievement Striving-Behaviour of Local Government Political Functionaries in Ogun State, Nigeria: Implication for Good Sustainable Development.

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Abstract

It is widely acknowledged that the political office holder in Nigeria are brain behind any success or failure of the governance. This is because the structures and processes that underpin an effective good governance and sustainable development in Nigeria are driven and powered by a particular mindset or ideology of the government. To examine the cause(s) of the attitudinal deficiencies in the current practice of democracy in Nigeria, and to explore the extent to which psychological wellbeing and emotional intelligence could mediate the relationship between attitudinal disposition to good governance and achievement striving behaviour of political functionaries in Ogun State, Nigeria.
Four hypotheses were developed by the researcher which is tested at .05 level of significant. The descriptive research design of the ex- post facto type was adopted for this study. The population of this study comprises of local government political functionaries in Ogun State Nigeria. The study sample consisted of two hundred (200) respondents from the three senatorial district in ogun State, which covers twenty Local Government Area in Ogun States Nigeria, the respondents were selected using, stratified and simple random sampling techniques. Four standardized instrument such as Achievement striving scale of International Personality Item Pool (IPIP), developed by Goldberg, Johnson, Eber, Ashton, Cloninger, & Gough (2006). , Psychological well-being scales developed by Ryffs, (1989), Emotional Intelligence Scale developed by Schutte et al. (1998). And Attitudinal Disposition Questionnaire (ADQ) developed by the researchers were used to elicit relevant information from the respondents. The data collected were analyzed using multiple regression analysis (MRA) and the result was tested significance at 0.05 level. The findings of the result of the hypotheses tested revealed that there is significant effect of attitudinal disposition to good governance on achievement striving behavior through psychological wellbeing and emotional intelligence. Based on the findings, it was recommended that the Local Government political functionaries who wish to lead other people should be disciplined and display unquestionable loyalty to their civic responsibilities, and that the electoral process right from the party level must be addressed to ensure true democracy. Potential political functionaries should be strictly screened by all the relevant agencies to ensure that only people of high reputation contest elections.

Key word: psychological wellbeing, emotional intelligence, attitudinal disposition, achievement striving, and sustainable development.

Introduction

It is widely acknowledged that the success of any man depend to a large extent on character and attitudinal disposition to life issues. Likewise for any political functionaries to be successful in achieving good governance and sustainable development lies on the enlightenment, activeness and commitment to civic and political matters, and there must be active and informed involvement of the political functionaries at all levels of governance. This possibly explains why Aristotle argues that man is a political animal, which implies that a man will always interact with other men—man is a social being. The purpose of the interaction is to foster the life of happiness for him which is impossible if pursued nihilistically. For his goal of happiness to be achieved, without destroying the capacity of others' existence, rules and regulations (laws) are to be formulated and enforced to ensure that man's quest is done within the ambit of morality and legality. However, beyond getting some set of people to sit in the ivory tower of power, there is need ensure that, they are commitment to civic and political matters in other to enhance their favourable contribution to man's quest for happiness. This is because if these sets of people have dysfunctional behaviour or personality disorder, their policies and programmes will likely diminish good governance and sustainable development.

In Nigeria, sustaining the gains of development through consistent democratic good governance practices remains a challenge that stare the nation on the face. Ever since Nigeria became an independent country in 1960, her aim towards achieving sustainable development has not garnered momentum despite her enormous natural resources. The country has not been particularly successful in using its resources for the general good and sustainable development. Nigeria is a nation born in hope and optimism of assumption that as a country, she will lead the pack of other countries of Africa considering the available human and material resources which from the beginning were in large abundance but has been living in anxiety for most of its years due to the fact that few leaders in the past and very many currently (even some at the present) are not achieving or delivering the goodies of democracy to the people due to poor attitude to governance. Nigerian ailment and the affliction through political class running the system seems to have developed indignant resistance for too long. In the light of these, it is valid to support the argument that the main problem with the Nigerian democratic system is the failure of the governance. All other factors of disunity, instability, ethnic violence, religious intolerance and under-development are nurtured and given momentum by failure of political functionaries at meeting the yearnings and aspiration of those that voted them into power

The Local Government is the third tier of government in the federal system of government in Nigeria context, it is also the government that is nearest to the people in the country. Ogun State inclusive. This tier of Government is Saddled with responsibility of providing some services to the local community from time to time as the arm of government that is at the grass-root level.

Appadorai (2004) posited that democracy demands from the common man a certain level of ability and character, rational conduct and active participation in the government. Nigerians have seen a number of ineffective governments with various leaders betraying the trust of the people and people have no say over how they are governed and or how accountable their government is to them. As observed, those voted for as representatives of people becomes more engaged in patronage and self-serving activities; they are neither responsible to their oaths of office nor responsive to the yearnings of people. Thus the absence of responsible people in the political process incapacitated them from holding the political leaders accountable for their decisions and action – hence people are subjected to arbitrary rule. In these conditions, good governance becomes a rare commodity; the result has been diminished economic development, reduced social cohesion, a heightened level of

corruption and high state of insecurity Hamza (2012). It has become common thing to read in the Nigeria daily newspapers, news magazines and in radio about politico-bureaucratic elites kleptomaniac tendency. The legislative arm that is supposed to be people's representatives and instrument of check for bad governance has paradoxically become an institution of corrupt practices – engaged in self-serving, marketing self business instead of making laws. Further, instead of addressing national interests and people welfare, they are bogged with their personal allowances and interests. The lawmakers abuse their powers by enriching themselves at the expense of the nation. Despite the proposed 20 per cent cut in salaries and emoluments of the Nigerian public officials, the lawmakers have voted for themselves allowance running up to a billion of naira. This is just one of the several variants each lawmakers enjoys, and simply symbolise epitome of corruption. This, thus prepares the nation for perpetual underdevelopment (Tell Magazine (No. 34, 2009), With all this immoral and uncultured striving behaviour there is need for positive change in other to enhance good governance and sustainable development in our nation.

Thus the current development crisis in Nigeria can be attributed to a history of poor governance characterized by corruption and social injustice. The question then is, can good governace and sustainable development be achieved? Yes, if the political functionaries can have some form of characteristic such as achievement striving behaviour which represent a set of social behaviors that serve as a strong desire for political functionaries to want to achieve and complete a sizeable task or goals within a time frame

Peshkin, (1991) remark that achievement-related behaviors represent a particular set of social behaviors that activates an individual to strive for success. It is the extent to which individuals take their work seriously, active, and work hard (Bluen, Barling & Burns, 1990). Studies have shown that it is associated with positive organizational outcomes such as job satisfaction (Bluen et al; 1990), escalating commitment to a course of action for individuals who perceive a high responsibility (Schaubroeck & Williams, 2003) and job

performance (Helmreich, Spence, & Pred, 2000; Northam, 2004). Wright (2008) opines that achievement striving is traditionally associated with career success. Individuals high in achievement striving is likely to be hard working, involved in their jobs and ambitious (Lee & Gillen, 2009). These are all characteristics that are particularly suited for political functionaries in other to achieve good governance and sustainable development.

Good governance and sustainable development rests on the assumptions that the political functionaries possess and demonstrate some civic capacities. These civic capacities involve three qualities: intelligence, self-control and conscience. The political functionaries must be able to understand the interest of the community, to subordinate his own will to the general will and must feel his responsibility to the community and be prepared to serve the people by striving to meet up with the expected target. To participate and do so well in democratic activities, the political functionaries must possess a good grasp of democratic values which will aid, guide and direct their conducts in the discharge of their civic responsibilities.

Ojo (2014) advanced that "the lack of development of democratic attitude (values) is one major obstacle that has mar democratic consolidation in Nigeria. NOA (2006) avers that, ''the disposition that form democratic ethos are not inherited or passed down through the genetic mode, it is required that each generation of society learn civic facts, explore democratic ideas and values, and connect such concepts to the responsibility of citizenship. Such attitudinal disposition must be fostered and internalized by word through proper orientation, study and by power of example.''
It is in this regard we can sustain good governance and sustainable development. In relation to this, Psychological well-being and emotional intelligence of political functionaries have been considered by some researchers as key element to foster good governance and sustainable development. This study also will consider this variables as mediating variable so as to known there effect on the relationship between independent variable and criterion.

Psychological well-being is often operationalised as a mood, affect, trait, or

experience which may last few moments or a few days. In comparison with mood, psychological well-being consists of changeable components which could dynamically influence the actual mental state (Hasmenn et al., 2000; Martin & Newell, 2005). Practically speaking, psychological wellbeing serves as an umbrella term for many constructs that assess psychological functioning (Girum, 2012). Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. Psychological well-being is, however, compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life (Huppert, 2009). Ryff's (1989) defined well-being as the optimal psychological functioning and experience. Shek (1992) defines psychological well-being as that 'state of a mentally healthy person who possesses a number of positive mental health qualities such as active adjustment to the environment and unity of personality" Dzuka and Dalbert (2000) defined psychological well-being as the overall satisfaction and happiness or the subjective report of one's mental state of being healthy, satisfied or prosperous and broadly to reflect quality of life and mood states.

As a keen observer of people I often pondered why some people with amazing talent, intellectual ability and opportunity seemed to lack the will or motivation to use it, while others who struggled with either intellectual ability or opportunity ended up achieving more. I gradually became aware that the answer to this conundrum might lie in the concept of emotional intelligence which appeared to be just as important as intellectual factors in determining success. Emotional intelligence encompasses emotional awareness in relation to self and others, that emotional intelligence is important in predicting successful life outcomes, and that it has the potential to be learned and developed with proper training (Ciarrochi, Chan, & Caputi, 2002; Goleman, 2011). Goleman (2011) defined emotional intelligence as the ability to identify, control one's emotions, use feeling to generate self motivation, empathized with others and build a good relationship with others. Emotional

intelligence is relatively new and growing area of behavioral investigation, having matured recently with the aid of previous studies related to this concept. A wide range of research findings from the field of psychology (Goleman, 2011) training programs (Mabekoje & Ogunyemi, 2003; Ogunyemi 2005) and social skills (Pasha & Golshekoh, 2008) all provide evidences for people ability to improve their emotional and social competencies with sustained efforts through systematic programmes of training. Thus, the broad objective of the study was to determine the mediating role of psychological wellbeing and emotional intelligence in attitudinal disposition to good governance and achievement striving behaviour of political office holder in South West, Nigeria.

Hypotheses:
The following null hypotheses were raised and tested at 0.05 error margin.
Ho;1 There is no significant direct effect of attitudinal disposition to good governance on achievement striving behaviour independent of psychological wellbeing and emotional intelligence
Ho;2 There is no significant indirect effect of attitudinal disposition to good governance on achievement striving behaviour through psychological wellbeing and emotional intelligence
Ho;3 There is no significant indirect effect of attitudinal disposition to good governance on achievement striving behaviour through psychological wellbeing.
Ho;4 There is no significant indirect effect of attitudinal disposition to good governance on achievement striving behaviour through emotional intelligence

Method
Design and Participants
The study employed the use of expost-facto research design. This is because the independent variables being investigated have already occurred and the researchers were only interested in knowing the influence of the mediating variables (psychological wellbeing and emotional intelligence) on the independent variable and on the criterion measure

(attitudinal disposition to good governance and achievement striving behaviour respectively) without necessarily manipulating any of the variables.

Data were culled from Local Government political functionaries ranging from counselor to local government chairman from three senatorial districts in Ogun state, (Ogun East, Ogun Central and Ogun West) with Ogun East as the biggest in terms of number of local governments (9 local governments), followed by Ogun central senatorial district (6 local governments) and Ogun West senatorial district (5 local governments). A total of two hundred questionnaire were distributed. Stratified and simple random sampling techniques were used to select two hundred (200) political functionaries both current and past political functionaries. One hundred, sixty and forty respondents were respectively selected from each of the three senatorial districts in Ogun State. The sample comprised of 100 Councillors (male = 82, female = 18), 18 chairman (male = 16, female = 2), 25 vice-chairman (male = 22, female = 3), and 57 supervisors (all male). However, out of the two hundred (200) questionnaires distributed, 155 (77.5%) were returned, out of which only 152 (98%) were properly filled by the respondents, and as such, used for analysis. Their ages ranged between 23 and 57 years.

Instrumentation
Achievement Striving Scale
Achievement striving scale of International Personality Item Pool (IPIP), developed by Goldberg, Johnson, Eber, Ashton, Cloninger, & Gough (2006). The Ten (10) item scale is a common instrument in the field of personality psychology. It was used to test achievement striving construct of political functionaries. The scale has been validated by the authors, while its internal consistency coefficient is 0.78. Achievement Striving Scale was based on 4 point likert scale with 1 demonstrating "strongly disagree" and 4 demonstrating "strongly agree.

Emotional Intelligence Scale
The Scale was developed by Schutte *et al.* (1998). The scale was based on the model of emotional intelligence developed by Salovey and Meyer (1997). It was designed to measure an individual's emotional intelligence through 33 self – referencing statements. As suggested

in Salovey and Mayer's theory of emotional intelligence (1990), the instrument has three categories:
(a) The appraisal and expression of emotion assessed by 13 items;
(b) The regulation of emotion assessed by 10 items; and
(c) The utilization of emotion assessed by 10 items.

Participants read each statement and decide whether they 'strongly disagree', 'disagree', are 'undecided', 'agree', or 'strongly agree' with the statement. The participants are to rate the extent they agree or disagree with each statement on a 5 point Likert Scale ranging from Strong Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1.

Schutte et al. (1998) reported a Cronbach alpha (∞) of 0.90 for the internal consistency for adults with mean age of 29.3 (S.D. = 10.2) and ∞ = 0.78 for test-retest reliability after a two-week interval on the scale for a smaller group drawn from the sample. Schutte et al. (1998) reported predicted validity of r(63) = 0.32 for first year GPA of college students, for discriminant validity they reported r(41) = - 0.06 for the correlation between the scale and SAT scores, and r(22) = -0.28 to 0.54 for subscales of NEO Personality Inventory of scores of college students.

Schutte et al (1998), reported a good internal consistency reliability (α = 0.90) and good test-retest reliability (r 0.6828 = 0.78) for the scale. Furthermore, the instrument demonstrated good predictive and discriminant validity. However, for the researcher to be sure of its current validity, he went ahead to administer the instrument to a set of people that will not form a part of the samples for the study. 20 people were used for this purpose within the space of four weeks after which the Pearson Product Correlation Co-efficient was used for its computation which ultimately yielded a co-efficient of 0.68.

Psychological well-being
Ryffs, (1989) Psychological well-being scales was used. The scale consists of 6 distinct dimensions; autonomy, environmental mastery, positive relations with others, purpose in life, self-acceptance, and personal growth. The scale has 18 items with 3 items