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**THE IMPACT OF WORD PROCESSORS ON THE COMPUTER-ASSISTED WRITING
(CAW) ATTITUDES OF SAUDI EFL STUDENTS: A REPEATED MEASURES
EXPERIMENTAL DESIGN****Abdullahi Salisu Kademi, PhD.***Email: Kademi_a@jic.edu.sa*

Affiliation: Jubail English Language and Preparatory Year Institute,
Royal Commission for Jubail and Yanbu,
Jubail Industrial City 31961, Kingdom of Saudi Arabia
Phone: +966 509 352 437

Abstract

This study investigated the attitudes of Saudi English as a Foreign Language (EFL) students towards using Computer-assisted Writing (CAW) in an English composition class. Specifically, it examined the impact of Microsoft Word application on the writing attitudes of the participants. The study used embedded mixed methods research design in which the quantitative strand was predominant, while the qualitative strand was supplementary. In the quantitative strand, repeated-measures experimental research design was used to compare the pre- and post-treatment attitudes of the participants towards using CAW. Using a cluster sampling technique, 38 participants were selected for the quantitative phase and 32% of them were purposively selected for the qualitative interview, thus adopting a nested sampling strategy. It was hypothesized that, due to the impact of the MS Word intervention, the participants will have more favorable attitudes towards using CAW at the end of the treatment period than at the beginning. Data were analyzed using descriptive and inferential statistics. Post-test results showed that the participants had a statistically significantly more favorable attitudes towards using CAW at the end of the experiment ($t(37) = -2.665$, $p = .012$) than at the beginning. Qualitative findings also revealed that 83% of the interview respondents were in favor of using CAW. The study recommended introducing CAW programs in composition classes and training teachers on how to use such programs to help students improve their writing attitudes and develop their writing skills.

Keywords: *Attitudes towards CAW, Computer Assisted Language Learning (CALL), Computer-assisted Writing (CAW), English as Foreign Language (EFL) student, MS Word*

Introduction

This study uses repeated-measures experimental design (otherwise known as within-subjects design) to investigate the influence of MS Word application on the Computer-assisted Writing (CAW) attitudes of English as a Foreign Language (EFL) students. Specifically, it examines how using MS Word application in a composition class affects the immediate CAW attitudes of tertiary level EFL students at a technical institute in Saudi Arabia. The study is focused on CAW, which is a subfield of computer-assisted language learning (CALL).

BACKGROUND TO THE STUDY

Due to the pervasive nature of computer technology in contemporary life and its generally agreed benefits in facilitating daily tasks, EFL educators have explored the possibility of leveraging it for teaching all language skills, including writing. Research has found that one of the ways in

which EFL students' writing attitudes and skills can be enhanced is by using computers and their applications in composition classes (Al-Mansour & Al-Shorman, 2012; Azam, Kazem, & Afsaneh Khajehvand, 2015; Dehghani, Sedaghi, & Seyari, 2015; and Zaini & Mazdayasna, 2014).

The idea of using a computer and its programs to learn languages gave birth to CALL (Cunningham, 2000; Levy, 1997), which in turn gave birth to CAW, which is chiefly concerned with using computers in compositions classes. According to Lunsford (2006), CAW can be defined in three ways: as various hardware and software tools (such as word processors) that enhance writers' efficiency; as the technologies that allow people at a distance to collaborate on texts (such as various synchronous or asynchronous CMC programs); and as the idea that computer technologies have allowed the creation of new genres (such as personal Web pages) new contexts for writing (such as the worldwide audience available on the Internet) and new expectations about what it means to read and write (such as the ability to compose and interpret texts that may combine words, numbers, sounds, hyperlinks, visuals, etc.). This study aligns more closely with Lunsford's first definition, as it is concerned with investigating the effects of using a CAW program (precisely, MS Word) on the writing attitudes of tertiary level Saudi EFL students.

Research has found that learning a language involves not just intellectual ability, but psychological and social abilities as well. This means that affective variables, such as attitudes, orientations, motivations and anxiety significantly influence it (Abidin, Pour-Mohammadi, & Alzwari, 2012; Soleimani & Hanafi, 2013). As a matter of fact, Gardner and Lambert (1972) concluded that "the ability of the students to master a second language is not influenced by the mental competence or language skills, but also by the students' attitudes and perceptions towards the target language" (p. 121). Among these affective factors, attitude is considered one of the most predominant elements (Karahana, 2007). Hence, the need for the present study, which examines how using CAW affects students' writing attitudes.

Affective factors play important roles in foreign or second language learning situations. Students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards learning it, and vice versa. For example, Graham et al. (2011) submitted that a student "with a positive attitude towards writing may invest more effort when composing and choose to write when other options exist, whereas children with a negative attitude may choose to avoid writing whenever possible and invest little energy when they are required to write" (p. 532). Also, motivated learners, according to Pennington (1999), keep "pushing back the goalposts for achievement" (p. 281). Conversely, negative beliefs may lead to anxiety, low cognitive achievement and negative attitude (Victori & Lockhart, 1995). Researchers who have established the value of attitudes in language learning include Aladwan (2021), Fakeye (2010), Hort (2020), Subaihat (2020), and Soleimani and Hanafi (2013).

The underlying assumption is that using the MS Word application in composition classes will lead to the development of positive CAW attitudes. This is based on the finding that computers do influence students' attitudes and motivation in a positive way (Kademi, 2021; Nassoura, 2020, Rahimi & Yadollahi, 2012). MS Word has excellent features to help students improve their writing and productivity. These features include Thesaurus, Spelling and Grammar tools,

document translator, word counts, citations, and bibliography, etc. According to Wang (2005), word processing is a ‘great way to help students to engage in writing, prewriting, drafting, revising, editing, saving, printing, inserting tables and graphics, and publishing.’ In fact, in this information age, word processors are necessary for any language class (p. 40). Apart from MS Word, other applications have been used to develop students’ writing skills. They include mind-mapping software (Al-Jarf, 2009), blogs (Sysoyev et al., 2019), Mendeley (Effendi & Susanti, 2021), a many more.

Purpose of the Study

The main purpose of this study is to investigate the impact of MS Word on the attitudes of Saudi EFL students towards using CAW. To achieve this, repeated-measures experimental research design was used to find out whether there are statistically significant differences between pre- and post-treatment attitudes of the participants towards using CAW.

Significance of the Study

Investigating the attitudes and opinions of learners towards using CAW is important because, according to Bulut and AbuSeileek (2009), it is one of the best ways to evaluate a CALL program. Furthermore, Gillespie and Mckee (1999b) suggested that in order to judge the success of any CALL program, an investigation into students’ attitudes towards its effectiveness, techniques and methods needs to be carried out. Furthermore, research has shown that CAW improves writing skills and facilitates positive attitudes towards writing. Papert (1980) found that students have changed from “total rejection of writing to an intense involvement (accompanied by a rapid improvement in quality) within weeks of beginning to write with a computer” (p. 30).

The findings of this study will be invaluable to language curriculum designers, teachers, students and the researchers in field of CALL. In particular, they could help English language teachers understand the supportive roles CALL programs play in facilitating language learning and stimulating their awareness of the crucial benefits ESL/EFL students can gain by using computers. For (English) language learners, the findings could encourage them to use computer-based applications to improve their language attitudes and skills.

However, despite the important role of attitudes in language learning situations, Petric (2002) lamented that most of the existing studies on second or foreign language writing do not look at the issues from students’ perspectives. Consequently, this study comes in handy, as it investigates how using word processor affects students’ CAW attitudes.

Research Questions

This study seeks to answer the following two research questions. The first one is quantitative and the second one is qualitative.

RQ1: Does the use of MS Word application in a composition class affect the CAW attitudes of Saudi EFL students?

RQ2: Do the follow-up interview questions complement and expand the quantitative results?

Research hypothesis

H₁: Due to the impact of the MS Word intervention, the participants will have more favorable attitudes towards using CAW at the end of the treatment period than at the beginning.

Methodology

This section describes the design of the research, the sampling strategy, the instruments and methods of data collection, as well as the issues of validity and reliability of the research tools.

Research Design

This study used the embedded mixed methods research design. The variant used in this study is classified by Creswell and Clark (2011) as ‘embedded-experimental design’ and by Grimstad (2013) as the “mixed methods experimentalism” (p. 68). This two-phase design, in which an auxiliary qualitative strand is embedded in a predominant quantitative component, is visually represented in Figure 1.

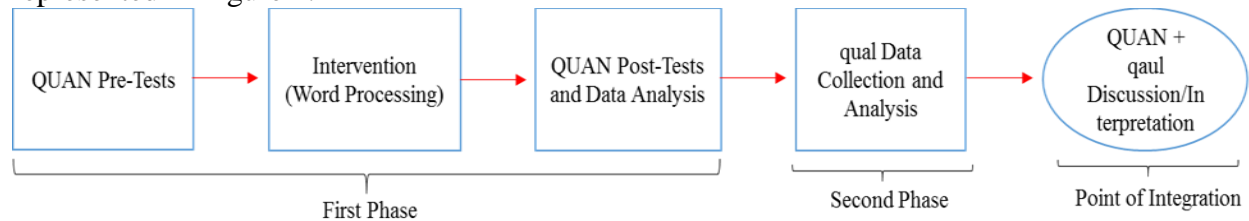


Figure 1. The embedded-experimental design. Adapted from Creswell and Clark (2011, p. 70).

To achieve data triangulation, two data sources, namely, self-reporting surveys and face-to-face interviews, were used to collect data. In the quantitative phase, a repeated-measures experiment, which allows a researcher to compare the performances of the same participants in different conditions (Brauer, 2018, p. 108), was the research design used. This design was chosen because it is more powerful than between-subjects designs (Brauer, 2018) and it has ‘greater statistical power’ than comparing different groups of participants (Crump, Navarro, & Suzuki, 2018). The surveys were administered twice (i.e., before and after the treatment) to compare the differences in participants’ CAW attitudes. According to Mackey and Gass (2005) and Ponto (2015), surveys are useful tools for eliciting affective variables like attitudes, beliefs, opinions, etc.

To show the strong relationship between the research questions, the objective of the study, the data collection tools, the methodological design as well as the data analysis techniques used in the study, Maxwell’s (2005) Matrix (Table 1) was used.

Table 1. *Relationship between Research Questions, Objectives, Data Collection Tools, and Data Analysis Technique*

Research Questions	What are the objectives for this?	What kind of data will answer this?	What type of Analysis will be used?
Does the use of MS Word application in composition classes affect the CAW attitudes of Saudi EFL learners?	To investigate if there is a statistically significant difference in the attitudes of the participants before and after the treatment.	Attitudes Towards Writing with the Computer Survey	Quantitative: Descriptive and Inferential Statistics
How do the follow-up interview findings complement and expand the quantitative results?	To elaborate and provide deeper insights into the survey findings using interviews.	Semi-Structured Interviews	Qualitative: Descriptive Statistics/Semi-structured Interviews Analysis

Note: Adapted from Dzekoe (2013)

Population and Sampling

This part presents information about the participants' demographic characteristics collected at the beginning of the study. The study was conducted at a technical institute in Saudi Arabia using tertiary level students of EFL. A total of 38 participants, used for the quantitative phase of the study, were selected through a cluster sampling technique. Out of that, 12 (almost 32%) of them were purposively selected for the auxiliary qualitative phase.

Demographic data revealed that 100% of the participants were between the ages of 18 and 22. In Prenskian (2001a) terms, this age group is classified as digital natives, since their mean dates of birth is 2001. Regarding their English language skills, 81% of them considered themselves as intermediate or upper intermediate and only 3% of them rated themselves as beginners.

Regarding their ownership and experience of the computer, 58% of them said they owned personal computers, while 42% said they didn't. Also 62% of them reported that they had been using computers for personal purposes for 1-10 years and 36% of them said they had been using it for learning since elementary school. Regarding ICT skills, 82% of them said they had neither taken a computer nor a word processing course, yet 70% considered themselves average in computer skills. Regarding the number of hours of using computers, nearly 74% reported that they used it for two hours or less daily, while only 3% said they used it for more than nine hours daily.

Instruments of the Study

Both quantitative and qualitative data collection instruments were used in this study. The main reasons for collecting both data types were to enhance the overall design of the study, to achieve methodological triangulation, and to "boost the validity and dependability of the data" (Zohrabi, 2013, p. 2).

The quantitative tool used was the Computer-Assisted Writing Attitude Survey. This instrument was administered to the participants to investigate their attitudes towards using CAW. The tool is a closed-ended questionnaire, which Yilmaz and Erkol (2015) adapted from Cunningham (2000). Several attempts to reach Cunningham (2000), who may have constructed the original survey, for a permission to modify and use it for the present study were unsuccessful. However, a permission was obtained from Yilmaz. The original survey, called 'Computer in Writing Classes,' was designed by Cunningham to investigate the attitudes of Japanese undergraduate

students towards EFL writing classes. It consisted of 37 statements to which participants had to agree or disagree with on a 4-point Likert scale (from 1 = Agree Strongly to 4 = Disagree Strongly). Being an attitude-eliciting tool, there were no right or wrong answers for the statements.

In the present study, only statements relevant to the objectives of this research were used. Next to each statement was a five-point Likert-scale representing the degree of agreement or disagreement with it. The scale ranged from 5 (Strongly Agree) to 1 (Strongly Disagree). Out of the 27 items that were retained after pilot testing, 24 statements were positively worded, while 3 items were reverse-coded. High response and return rate (95%) were recorded because the surveys were group administered.

The demographic information survey collected information about age, English language proficiency, years of English learning, ownership of personal computer, computer courses taken, years of using the computer for learning, daily hours of using the computer and a self-assessment of the computer experience. These variables were recommended, by Mackey and Gass (2005), to be reported even if they do not have a direct relation to the research questions.

The qualitative tool used was a researcher-designed semi-structured interview. It consisted of questions which asked the respondents to express their views and give reasons regarding using CAW, the advantages and disadvantages of using CAW, as well as their opinions on word processing in composition classes. Twelve (12) purposively sampled respondents were used for the interview. To avoid being incapacitated by a language barrier, all the interviews were conducted in Arabic.

Procedure of Data Collection and Analyses

In mixed methods research studies, data are collected both quantitatively and qualitatively. To collect the quantitative data in this study, all the participants filled out Computer-Assisted Writing Attitude Survey as a pre-test. After that, they underwent a 16-week long treatment in which they used MS Word application in their composition class. Precisely, students were taught how to use features such as Thesaurus, Spelling and Grammar tools, document translator, word counts, citations, and bibliography, and others MS Word features to improve their writing skills. At the end of the treatment, they took the same survey as a post-test. This process is represented in Figure 1. The qualitative data were collected via semi-structured interviews with 32% purposively sampled participants. The two data types were analyzed, presented separately and later merged at the discussion section by using direct quotations of the respondents to support or refute the quantitative statistical findings. This technique is called data merging.

Validity and Reliability, and Piloting of Research Instruments

According to Seliger and Shahomy (1989), reporting the reliability and validity of data collecting instruments is an important part of conducting a research study. For these reasons, all the tools used were subjected to validity checks before being piloted. Validation was done by presenting them to a panel of experts to establish their content and face validity. They were critiqued in relation to the research questions and objectives of the study. The trustworthiness of the qualitative tool was also established by validating them and repeating some interview questions using different wordings to ensure that the responses were valid and accurate representations of the participants' perceptions.

The Computer-Assisted Writing Attitude Survey was also piloted twice. The first pilot test was done using 10 respondents and the Cronbach's alpha reliability of .71 was obtained, which was just slightly above the priori criterion of $\alpha \geq 0.70$ (Elkin, 2012). The alpha still remained .76 even after increasing the participants to 30. However, when some items were removed, the alpha rose to .86, which was high. Yet, a higher alpha (.91) was obtained in the actual study. The number of items used for the actual study, therefore, became 27 and it took the participants approximately 15 minutes to complete the survey. The interview questions were also pilot-tested at two different times and modified prior to the main study.

Regarding the demographic information section of the survey, since this kind of information is standard and commonly used by researchers, reliability wasn't an issue of concern. Rahman (2015) argued that since demographic variables are measured in a single-item measurement, reliability cannot (and need not) be measured. All the same, it was validated by a panel of experts, as suggested by Tashakkori and Teddlie (1998).

Results/Findings

Being a mixed methods research study, both quantitative and qualitative data were collected and analyzed. The quantitative data were analyzed using descriptive and inferential statistics. The qualitative data were first quantized and then analyzed using descriptive statistics.

Quantitative Results

To answer RQ1, which is the quantitative research question, a hypothesis, that due to the impact of the MS Word treatment, the participants will have more favorable attitudes towards using CAW at the end of the treatment period than at the beginning, was formed. Data from the Computer-Assisted Writing Attitude Survey were subjected to descriptive and inferential statistics to answer this research question.

To test this hypothesis, a paired samples *t*-test was performed. However, before conducting the test, assumption of normality was examined and met, as both skew and kurtosis were within normal limits. Other assumptions of the paired samples *t*-test were also tested and met.

Table 2. Paired Samples Test on Pre- and Post-treatment Attitudes towards CAW

Group	Source of Variance	Mean	SD	t	df	Sig. (2-tailed)
Participants	Pre_Treat. CAW.	70.16	18.768	-2.665	37	.012
	Post_Treat.CAW.	82.36	13.523			

The result of the paired samples *t*-test revealed that the participants' post-treatment attitudes towards using CAW was statistically significantly higher than that of the pre-treatment, $t(37) = -2.665$, $p = .012$, as can be seen in Table 2. In simple terms, this means that the participants had significantly more favorable attitudes using CAW at the end of the experiment, indicating that the treatment has positively affected their attitudes. Therefore, the alternative hypothesis was accepted.

Descriptive statistics showed that the post-treatment mean ($M = 82.36$, $SD = 13.523$, $n = 38$) was numerically higher than that of the pre-treatment ($M = 70.16$, $SD = 18.768$, $n = 38$). The

difference was 12.2 points in favor of the post-treatment. From the standard deviations, it could be understood that there was a higher variability in the pre-treatment scores than in the post-treatment. Based on this finding, it could be said that there was a statistical evidence to show that the treatment has improved the participants' attitudes towards using CAW.

Qualitative Results

The aim of the qualitative question is to examine how the follow-up interview findings corroborated the initial quantitative results. To answer this question, the interview data were transcribed verbatim, translated to English, validated by a team of experts, and categorized into themes. The data were then transformed through "the process of quantizing" or quantification so that they could be processed statistically (Dornyei, 2007, p. 269). Quantification is used in research studies to increase reliability and decrease bias (Yildirim & Simsek, 2011).

The yes/no parts of the interview questions were tabulated and analyzed using descriptive statistics. The reasons given by the participants were also categorized into themes and analyzed using descriptive qualitative analysis. Four themes associated with the participants' computer-assisted writing attitudes were also identified. They were '*preference for using CAW or paper-based writing (PBW)*,' '*liking or disliking MS Word*,' '*benefits of computers in EFL composition classes*' and '*benefits of word processing in EFL composition classes*.'

The first interview question asked the respondents if they liked using CAW programs (like the MS Word) for their writing activities in English classes. The findings of this question are presented in Table 3.

Table 3. *Frequency Distribution for liking/disliking CAW*

Response	Frequency	Percentage
Yes	10	83.3
No	2	16.6
Total	12	100

In Table 3, it could be seen that ten (83%) participants liked using CAW for their writing activities, while two (nearly 17%) reported that they didn't like to use it. The participants gave several reasons for liking or disliking CAW programs like MS Word. For instance, nine (75%) said they liked it because it was the most frequently used writing tool; it was user-friendly; and it improved their typing skills. Moreover, it was easy and flexible. On the other hand, three (25%) said they didn't like it because they believed computers were boring and difficult tools to use for writing. This suggests that CAW was popular among the participants, as a very high percentage of them liked to use it for their writing activities.

The second interview question asked the respondents if they thought computers could help students improve their English writing skills. The findings of this question are presented in Table 4.

Table 4. *Frequency Distribution for using CAW to improve writing skills*

Response	Frequency	Percentage
Yes	7	58.3
No	5	41.7
Total	12	100

Table 4 shows that seven (58%) respondents answered affirmatively that computers could help them improve their writing skills, while five (42%) believed otherwise. The participants gave reasons for their responses. For example, eight (68%) of them said computers could help students identify and correct their mistakes/errors and improve their overall writing skills. Conversely, four (33%) stated that paper-based writing (PBW) was better than CAW because it could help students to improve their spelling and handwriting. This shows that more than half of them believed that computers could help them improve their EFL writing skills.

In addition, ten (83%) of the respondents submitted that MS Word could help them identify and correct spelling and grammatical errors/mistakes. They said that grammar and spell-check features of the MS Word helped students to correct their surface level mistakes, thus giving them a chance to focus on other more important aspects of the writing activity. On the other hand, two (nearly 17%) of them had different opinions. From this, it could be inferred that most of the respondents regarded computers as useful writing and editing tools.

Similarly, nine (75%) of the respondents believed that MS Word enabled them to write faster and longer essays. They reported that they could use it to edit, proofread, insert and delete texts without having to re-type a whole document. They also explained that PBW was tedious and the more they wrote, the more mistakes they were likely to make. On the other hand, three (25%) had negative opinions regarding the ability of MS Word to make them write faster or longer essays. They said that to be able to use MS Word efficiently, one needed to have excellent typing/keyboarding skills, which is another hard skill to acquire.

Overall, the qualitative data revealed that 83% of the respondents expressed positive attitudes towards using CAW in composition classes and they gave many reasons for their opinions.

Discussion of Findings

This study investigated the attitudes of Saudi EFL students towards using CAW in an English composition class. Specifically, it examined the impact of using MS Word application on the writing attitudes of the participants. To answer the quantitative question of the study, a hypothesis was formed and a paired samples *t*-test was conducted. The result of the paired samples *t*-test revealed that there was a statistically significant difference between the pre- and post-treatment attitudes of the participants towards using CAW, $t(37) = -2.665$, $p = .012$. The difference was in favor of the post-treatment. This meant that there was a statistical evidence to show that using MS Word has positively influenced participants' attitudes towards using CAW.

The finding of this hypothesis is consistent with that of other researchers, such as Afshari, Ghavifekr, Siraj, and Jing (2013), Aifan (2015), Awad and Alkaraki (2013), Rahimi and Yadollahi (2012), Sabti and Chaichan (2014) as well as Zabadi and Al-Alawi (2016). Most of these researchers have reported that, generally, students who have been recently exposed to CAW have demonstrated positive attitudes towards it. Similarly, Kademi (2021) investigated the impact of using the word processor application on the writing achievement of Saudi EFL students. His findings revealed that the experimental group participants, who used the word processor in their writing classes, had a statistically significantly higher achievement in a writing

performance test, $t(67) = 6.21$, $p < .001$ than the control group, which didn't use the word processor.

In another study which investigated the attitudes of 112 King Saudi University students toward the integration of CALL into a university syllabus, Bulut and AbuSeileek (2007) found that, in general, the attitudes of students towards CALL was quite positive. They stated that "students who have been recently exposed to CALL in their language learning experience have a general positive attitude toward their new experience" (p. 10). Moreover, Cunningham (2000) found that learners who used the computer for their writing tasks "expressed a preference for computer-based writing. These positive attitudes toward writing on the computer should contribute to improving their writing abilities by increasing their willingness to write and revise, and to write and share their writing with others" (para. 17).

Qualitative data from the semi-structured interviews corroborated this finding, as frequency counts showed that 83% of the respondents said they liked using CAW in their composition classes. Only about 17% of them indicated negative attitudes towards using it. Several reasons were given by the former for holding positive attitudes towards using CAW. For instance, Participant 3 liked CAW because "*it is a faster and easier way for students to write.*" Similarly, according to Participant 7, using MS Word for writing "*gives me some new thoughts and enables me to think outside the box. Also, I can know how many words I wrote.*" Moreover, Participant 5 said "*I like CBW because it is preferred by the labor market and it is easier, faster and better. In addition, computers are the most frequently used writing tools at present.*"

By explaining and corroborating the results that emerged from the surveys, the interview data has triangulated and added credibility to the findings of the study as well as provided deeper insights into the enormous benefits of using the computer technology in EFL composition classes.

However, caution is often needed when interpreting findings/results from repeated-measures experimental studies because one of the drawbacks of this research design, according to Crump, Navarro, and Suzuki (2018), is that it usually has lower internal validity because "there might be alternative explanations for the observed differences between the experimental conditions" (p. 2). What this implies is that, some factors, other than using MS Word, may have also contributed towards the positive attitudes of the participants at the end of the treatment.

Conclusion and Recommendations

This repeated-measures experimental study investigated the attitudes of Saudi EFL students towards using CAW in an English composition class. The study's research hypothesis speculated that due to the impact of MS Word treatment, the participants will have more favorable attitudes towards using CAW at the end of the experiment (post-treatment) than at the beginning (pre-treatment). The result of the paired samples t -test showed that the attitudes of the participants towards using CAW did statistically significantly improve after undergoing a 16-week MS Word treatment. Similarly, results of the qualitative interview showed that 83% of the respondents expressed positive attitudes towards using CAW, thus corroborating the quantitative findings.

This finding lends credence to the argument that using computer technology in a composition class positively affects students' attitudes and potentially their skills. Also, this finding is interesting because it reveals that to effectively teach 21st century learners (who are

predominantly ‘digital natives,’ according to Prensky, 2001), it is very crucial to incorporate some forms of technology.

The study, therefore, recommends that integration of computer technology, especially in language learning classes, be given a priority because of its huge potential benefits. It also recommends that pedagogues should properly nurture and develop the attitudes and motivations of their students because of the enormous roles these affective variables play in facilitating learning.

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LIFELONG LEARNING AS AN APPROACH FOR ADDRESSING NATIONAL CHALLENGES IN NIGERIA

By

Abdullahi Umar Alhasan

Department of Adult Education and Extension Services
Faculty of Education and Extension Services
Usmanu Danfodiyo University, Sokoto, Nigeria
aualhasanfuntua@gmail.com
Tel. +2348032774940, +2348024296743

&

Shafaatu Sani Hanga

Saadatu Rimi College of Education, Kumbotso, Kano
shafaatuhanga@gmail.com
+2348063964618

Abstract

Creating a learning society is the answer to Nigeria's contemporary challenges. Quality education is believed to be the solution to all problems and catalyst to all developments. Learning as nonstop activity at all conditions equips individuals, communities, and states to confront whatever problems facing them and adjust to current global situations and demands. Access and quality education at all levels remains an issue in national discourse. The discourse often makes emphasis on education (institutional) not learning (individual). Lifelong learning came into being in 70s as proposed solutions to socioeconomic challenges. It is a vehicle to transformation and actualization of knowledge based economy. If barriers to learning are removed from all, access to quality education widened through provision and delivery of learning opportunities to all, within and outside schools, from pre schooling to post retirement at all conditions, national challenges will be obviously addressed. This paper therefore viewed lifelong learning as a tool for tackling challenges of contemporary Nigeria. It conceptualized lifelong learning, discusses its philosophy and scope. Current Nigerian Challenges in education, manpower, security among others were identified. The paper also demonstrates how lifelong learning approach can be applied in addressing the identified challenges. Promoting the Idea of lifelong learning and its acceptance as an approach require an articulation of its relevance in dealing with socio economic challenges and curriculum innovation were suggested among others for embracing and application of lifelong learning by Nigerian state.

Key Words: *Lifelong Learning, National Challenges, Education*

Introduction

Covid-19 Pandemic and its consequences have worsened Nigeria's economic challenge like many countries. Insurgency in north east, banditry and kidnapping in north west and north central have been security threats in present day Nigeria. All sectors, most especially education were crippled as a result of insecurity. Major Nigerian Challenges in the last three decades remain the same. Insecurity has become dominant in the last decade. Life and properties were lost and millions were displaced. Failure of leadership in Nigeria has been identified by Achebe as cited in Ijewereme and Dunmade (2014:25) as a great problem as there is nothing wrong with

Nigerian character, land or its climate. The problem squarely is on leadership according to him. Other challenges identified since then by Achebe are the challenge of tribalism, false image of us, poor patriotism, social injustice, indiscipline and corruption. He attributed the spread of corruption to the government of the day. According to him, Nigerians are corrupt because the system under which they live makes corruption easy and profitable, the nation will be corruption free when it is made hard and not convenient.

Challenges no matter how big, problems no matter how serious, situation no matter how bad can be transformed through education. It plays the role of positive change in all societies; it enhances development, progress and brings peace and stability. Transformations and all round developments are only achievable through education. Each nation is responsible for designing the kind of education that will address all its problems and issues. Attraction of foreign investments is realized through education globally. Healthy competitive international development is assured through education contents. All past, present and future issues can be countered through education programmes (Oni, 2017). Regrettably, Nigerian education sector cannot be detached from challenges. Educational institutions and the entire system are part of the country, when the country is sick the sector will obviously be sick.

Education is the bedrock, foundation, root, and catalyst to all developments on the podia, in halls, conference centres, on the pulpits in all types of gatherings including religious; people echoed the position of education in transforming society. However, those attributes are yet to recognize entire potentials of education as accelerator to all development as UNESCO (2014) asserted.

Government official makes policy pronouncements every now and then on improving the situation of the country but all suffers series offset back. From Universal Primary Education of 70s to Universal Basic Education of 1999, the policies suffer from poor budgetary allocation, access and quality. The number of out of school children and drop outs are alarming. Nigeria currently has the highest rate of 10.5 million children out of school. Similarly, graduating students who are unemployable in labour markets is another problem facing the sector. Right to education for all was accorded since 1948 in universal human rights declaration and its domestication by Nigerian state. In realization of these, education must assume its holistic features as Oni (2013) argued. Oni, further describes knowledge as flexible and lifelong which instigates every generation at different dispensation to ask probing questions towards making realistic and achievable reforms in education.

In an attempt to enumerate some of Nigerian challenges, conceptualized LLL, discuss its scope and characteristics and demonstrate how the identified challenges can be tackled through LLL. This paper proposes lifelong learning (LLL) approach for Nigerian education as a solution in response to these contemporary Nigerian challenges. The philosophy of LLL when embraced, access to education will be widened, quality will be assured and eventually transformation will be realized. LLL seeks to view education in its entirety all stages of education from pre- primary to tertiary education are unified under the concept. Institutions of higher learning, high schools, training and all learning centres despite their importance are regarded as single agency in lifelong learning. They no longer enjoy the monopoly of educating citizens and cannot exist in isolation from other numerous informative agencies within societies (Ezima, 2009:49).

The Concept of Lifelong Learning

There exists no accord among experts on exact meaning of lifelong learning and education the concept remains contested and vague it is likened with Chameleon and was described as slippery term in which adaptation is based on its context and purpose. The varied understanding of “Learning” also ignited disagreements on significance and roles supposed to be played by lifelong learning. The scope of LLL was limited by some interpretations to only formal learning while others viewed informal learning in its entirety (ILO, 2019)

International Labour Organisation (2019:7) reported the following three definitions on lifelong learning provided by UNESCO (1984), ILO (2006) and European Commission (2006) respectively: “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons” “all learning activities undertaken throughout life for the development of competencies and qualifications”

“all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counseling and guidance services”

The philosophy and scope of LLL as Uzoegwu and Illoanusi outlined reported by Nwizu (2018) are:

1. Lifelong learning is based on the philosophy that is never too soon or too late for learning
2. Lifelong learning is the development of a mindset that one can and should be open to new ideas, decisions, skills, or behaviours. It provides learning opportunities for people of all ages in different contexts such as workplace, at home and through leisure activities which are not formal like school and higher education
3. It is a form of pedagogy achieved through distance learning or e- learning, continuing education or correspondence courses.
4. Lifelong education includes postgraduate programmes, people who want to improve their qualifications, update their skills or retain for a new line of work. It accelerates scientific and technological progress. It is a furtherance of knowledge and skills acquired in primary, secondary and university education. Knowledge possessed through these formal schools may not be sufficient for a professional career that will last many years.

Efforts for Promotion of Lifelong Learning

Biney & Okai- Mensah (2017) reports that, Basil Yeaxlee and Eduard Lindeman were two England authors who initiated the concept of LLL in 1920th. They perceived education as an ongoing process solely affecting adults’ populace and not limited to four walls of schools. They also introduced the concept of life as education and giving value to individual’s experiences like in formal education setting. For nearly five decades (1930s to 1970s) the concept of LLL is linked to adult and workers education movement. The post-World War II and decolonization African and Asian Nations, pressures were put on newly formed governments to expand education and launch literacy campaigns. It was in response to those needs that UNESCO developed the concept of lifelong learning to promote social change. Popular Fourie report was titled “learning to be” was released in 1972 which detailed the vision of “education permanente” (permanent) covering learning throughout lifespan in homes, communities, schools and work

places. Thereafter, other reports were released in 1973, titled “Recurrent Education: A strategy for Lifelong Learning” , and in 1996 with the title “Lifelong Learning for All” The OECD AND UNESCO in 1996 shifted focus of lifelong learning to include four pillars, namely; learning to live together, learning to be, learning to know how and learning to do. European Union like other international bodies joined the discourse on LLL thereby incorporating economic and social outcomes as goals of lifelong learning. Emergence of another popular report by Delors in the same year (1996) titled “Learning: the treasures within” has made an important milestone on the concept of lifelong learning

Purpose of LLL is responding to stretching impact of globalization and the global society. Fundamental demands were posed to on all educational areas by globalization. Poor and wealth countries strives to implement lifelong learning as United Nation development agenda to face the urgent and uncertain changes brought by global society especially economic changes (Douglas. 2001). LLL prepares grounds for economic competitiveness, tackling unemployment and its implication and development.

Features of LLL as outlined by Ezima (2009) are coverage of practically the entire life span, viewing education in its entirety and unifying all stages and forms of education, inclusion of formal, informal and nonformal forms of learning, horizontal integration of home, local, national and international communities, mass media, cultural, and religious agencies, between subjects of study, and between aspects of development(like Moral, intellectual and physical) vertical integration between stages and levels of learning and roles assumed by individual in different life stages. LLL is universal character which promotes democratization of education, creates alternative arrangement of structures for acquisition of knowledge and skills, and makes emphasis on self directed learning, individualization of learning and flexibility and diversity of learning contents.

Tindemans & Dekocker(2020) deduced from scholars four Ideal types of LLL, each of which places special system of schooling, learning and working. They went further to states that, each of the under listed type can promote a different learning society:

1. Emancipatory or Social Justice (learning for all)
2. Cultural Model(lifelong learning for self fulfillment)
3. Open industrial –society model (LLL for all those want and are capable of participating)
4. Human Capital Model which is solely for employment

Nigeria’s Challenges and Education Development

Education was identified as the panacea to all Nigerian Challenges. Unfortunately, the sector itself is facing numerous challenges. This implies that, if current Nigerian education system is to address challenges facing the country, some reforms must be made. It can be safely asserted that, the major cause of current Nigerian challenges is the consequences of troubles within education sector. Crises in education affects the whole country and vice versa. Current Nigerian security challenge has seriously affects education and economy. Ugwu & Mbalisi (2016) have delineates Nigerian challenges which they termed as social issues/problems from sociological perspectives are Illiteracy, poverty, crime, ethnicity problems, marginalization, corruption, militancy, kidnapping, terrorism, low economic growth performance, environmental issues, population growth, urbanization, industrialization and consumerism. Worth mentioning here is the fact that,

all human problems are attributable to Illiteracy and Poverty. The persistent Nigeria's insecurity cannot be detached from this.

Peaceful countries easily attract investors and domestic investors operate freely without any fear. Security is the mainstay in achieving and sustaining all meaningful developments. For more than a decade now, Nigeria has witnessed many security threats in forms of kidnapping, abduction, armed robbery and insurgency. Activities of Boko Haram escalated security concerns of Nigeria. Insecurity is never peculiar to Nigeria. All nations have their own security challenges. The difference lies, on how the issue is being confronted by authorities (Omede and Omede, 2015). Education at all levels is seriously affected by insecurity. It has worsened the challenges of enrollment (access) and quality. Schools are destroyed; teachers and students killed or kidnapped, schools are closed by the authorities. Since 2014, when the first abduction of Chibok girls was carried out by the insurgents, schools abduction become a practice and spread from North East to North West and North Central.

UNESCO (2016) as cited in Alhasan (2021) reported that, in 2016 1, 200 schools were destroyed. 319020 school children were denied access to safe learning while 952, 029 were displaced by Boko Haram insurgency in the North East. In the North West zone, beside displacement of people from their settlements, students at Primary, Post Primary and Tertiary levels were displaced and hindered from classes by the bandits. In six months, from December, 2020 to April 2021 more than 700 students were abducted. The development had resulted to the closure of 618 schools by 7 Northern states, 4 from north west (Sokoto, Zamfara, Kano, Katsina and Niger) and 1 each from north central(Niger) and north east(Yobe).The situation was compounded by complete one year lockdown caused by COVID-19 pandemic which altered the school calendar and forced many students to drop out from schools.

Closely related to the challenge of insecurity is graduate employability which can be safely linked to curriculum contents they were taught during school days. More than 320 Monotechnics, Polytechnics, Colleges of education and Universities produce more than 300,000 graduates but employability of such graduate remain a big challenge due to non possession of required expertise needed by employers of labour of 21st century (Sodipo, 2014)). The employment skills are often obtained out of schools. The skills needed by employers according to International Labour Organisation as cited in Alhasan and Gumbi (2019) are:

- 1- Basic Skills: These are literacy and numeracy skills that equips one with necessary knowledge for employment to cater for daily basic needs and serves as a requirement for continuing vocational education.
- 2- Vocational or Technical Skills: It involves possession of technical knowhow skills needed to perform specific duties.
- 3- Core work skills: It dwells on learning and adaptation, ability to communicate effectively and think creatively.
- 4- Professional/Personal Skills: This deals with personal honesty, integrity honesty etc.

Aspect of Lifelong Learning in National Policy on Education and Nigerian Constitution

Before responding to the question, let's articulate the components of lifelong learning as perceived by Nigerian state is linked with Goal 4 of current Sustainable Development Goals of the United Nations where a pronouncement was made on the relevance of lifelong learning

where it states that, “ Lifelong Learning ensure inclusive and equitable quality education and promote lifelong learning opportunities’. This according to Alhasan (2021) related to the Section 4, 5 and 6 of Nigerian National Policy on Education (2013), stating the goals of Mass and Nomadic Education, Tertiary Education and Open and Distance Learning Education respectively:

- “Provide remedial and lifelong education for youths and adults who did not complete secondary education”
- “Provide high quality career counseling and lifelong learning programmes that prepares students with the knowledge and skills for self-reliance and the world of work”
- “Encourage lifelong learning opportunities”

For mass education, the intention is to wipe out illiteracy and derive home all development associated with literate societies. It’s aimed at reaching majority of illiterates adults with literacy skills which will help them to live a meaningful life thereby confronting the challenges of, ignorance, health, unemployment and other challenges. At tertiary level, lifelong culture will be instilled in graduating students so that they will continue to update their knowledge and face the emerging national challenges of poverty, insecurity and unemployment throughout life. Distance education is aimed at widening access to education. It involves reaching out to workers and developing them professionally. The expectations after completing ODL programme includes but not limited to promotions, acquisition of new knowledge and skills that will lessen the hardship at work and improves one’s income that addresses the challenge of poverty and incompetency at work place.

Chapter 2 of 1999 Nigeria’s constitution explained fundamental policy and objectives of lifelong learning. Section 18 of the constitution states educational objectives to be achieved no matter the condition. The objectives outlined therein are; government shall strive to eradicate illiteracy through provision of free, compulsory, and universal primary education, free education, free university education and free adult literacy programme. The National Policy on Education also talked about equal access of education to all citizens within and outside schools. The philosophy of Nigerian education as contained in the document is rooted in lifelong learning (Olaniyi, 2014).

It can be deduced from the above discussion that, Nigeria promotes lifelong learning through the following:

Promotion of Lifelong Learning through National Policy on Education

1-Basic Education: Provision of basic education according to Aderinoye (2018) is rested on the Tripod of National Commission for Mass Literacy Adult and Non formal Education (NMEC), National Commission for Nomadic Education (NCNE) and Universal Basic Education Commission (UBEC).

2- Open Distance Learning: It increases access to education globally. Universities with greater number of students in all countries operate open distance learning (ODL). In Nigeria, National Open University of Nigeria (NOUN) National Teachers Institute, Kaduna and many other universities and polytechnics reach out to workers who cannot attend conventional institutions

3- Tertiary Education: is the post basic education given in Universities, Colleges of education, Monotecnics, Polytechnics and specialized institutions. The goals of tertiary education in Nigeria outlined by National Policy on Education (2013):

- a. Contribute to national development through high level manpower training

- b. Provide accessible and affordable quality learning opportunities in formal and in formal education in response to the needs and interests of all Nigerians
- c. Provide high quality career counseling and lifelong learning programmes that prepares students with the knowledge and skills for self reliance and the world of work
- d. Reduce skills shortages through production of skilled manpower relevant to the need of labour market
- e. Promote and encourage scholarship, entrepreneurship and community service
- f. Forge and cement national unity
- g. Promote national and international understanding and interaction.

For lifelong learning to become a reality and capable of addressing current and emerging challenges in Nigeria the following suggestions provided by Tindemans & Dekocker (2020) should be adapted:

- a- Making everyone eager to learn
- b- Making Learning accessible to all
- c- Matching educational demands with supply
- d- Creating a situation where learning becomes working and working becomes learning

Similarly, to actualize lifelong learning there should be increase in funding. For more than a decade Nigeria has not budgeted more than 10% of its budget to education. In the same period, Ghana has not budgeted less 20% for education sector. Curriculum innovation should be conducted to integrate solutions to current national challenges. Emphasis should be given to out of school, drop out and other disadvantaged groups like nomads. Perhaps they are undeserved with educational opportunities and or not performing the mandates of NCNE might be a contributory factor to banditry.

Relevance of Lifelong Learning in Addressing National Challenges

It is evident from aforementioned that, LLL is nonstop learning needed for all emerging challenges in pre and post schooling era. It requires acquisition of skills and knowledge to confront the challenges of poverty, insecurity, unemployment, and crises within education sector all identified challenges is central to lifelong learning. Exhibiting high level of professionalism in tackling the challenges of insecurity, graduate unemployment and other challenges is the focus of LLL. It is very relevant at all situations considering the facts that it transcends formal schooling. It is about learning to do the right things as the need arises. (Need driven). Education for all at all conditions if adequately provided many problems like banditry, poverty and unemployment will be lessened. Economic situation of the country is one of the motives of banditry and insurgency. These and other related challenges can obviously be addressed through adequate provision of lifelong learning vocational skills

Suggestions

Based on the issues raised in this piece, the following are suggested:

- 1- The concept of Lifelong learning should be publicise among all education stakeholders and steps be taken to mobilize Nigerians and change their mindsets on learning everywhere at all conditions
- 2- Emphasis and reliance on paper qualification should minimize. The experiences and skills acquired should count when making assessments.

- 3- The curriculum bodies in Nigeria should redesign the its contents to address the current national challenges and do away with the “overloaded curriculum”
- 4- There should be recognition, acceptance and mainstreaming of learning acquired out schools
- 5- There should be an increase in funding for all forms of education
- 6- To increase the access, Nongovernmental organisations and willing individuals should be involved in provision and delivery of literacy skills to illiterates Nigerians. Each one Teach One or Fund the teaching of one should be reintroduced

Conclusion

All challenges facing humankind can be tackled through quality education but the education sector is also in crises. To address the challenges, education should be repackaged. This can be achieved through lifelong learning which connotes learning from cradle to grave, from pre schooling to post retirement. It prepares people for transition and coping with ever increasing needs emerging from globalization and technologies. The provisions of National Policy of Education if fully applied the funding when it reached the global benchmark. Challenges will surely be minimized in Nigeria.

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CAUSES AND EFFECTS OF DRUG ABUSE AMONG YOUTHS IN GOMBE LOCAL GOVERNMENT AREA, GOMBE STATE**By****Abdulrahman Saleh Ibrahim**

Ummah College of Health Sciences and Technology, Gombe.

abdulrahmansaleh95@yahoo.com, 07034610189**&****Professor O. O. Oyerinde**

Department of Human Kinetics and Health Education, Faculty of Education,

Bayero University, Kano

Abstract

The purpose of this study was to investigate the causes and effects of Drug Abuse among Youths in Gombe Local Government. A simple random sampling technique was used to select the sample for the study. A questionnaire was designed to find the information about the causes and effects of Drug Abuse and the statistical method used was simple percentage (%) and frequency distribution table. Finding from the study revealed that all drugs have the general characteristics of causing different physical problems to the drug abusers and the effects lie on the drug dosage. Data analysis confirmed that the causes for drug abuse have its origin from different deviant behaviors of youths. Additionally, the study indicated that peer group contributed greatly in involving youth in the use of drugs by having access to these drugs from chemists and hawkers. The study recommended that parents should be vigilant and watchful on their children to discourage the use of drugs and also that the government should introduce in the school curriculum drug education as a subject.

Keywords: Drugs, Drug abuse, Youth, Gombe State.

Introduction

Pharmacologists described drugs in various ways but the generally acceptable opinion is that drugs are chemical substances that affect the psychological, physical or behavioral functioning of living organisms. Balogun (2006) also stated that drug can be considered to be any substance, other than foods, that by its chemical or physical nature alters the anatomical or physiological function in the living organism. Apart from the medical uses and benefits in form of medical aids, sedatives, energetic and tranquilizers, the world has witnessed an upsurge in the non-medical uses and abuses (Balogun, 2006). Research and history showed that Indian hemp (marijuana) was brought to this country by soldiers returning from the Second World War. Since then people have continued to abuse all sorts of drugs. Nigerians now know cocaine, heroine, morphine, codeine and varieties of hard and dangerous drugs (Buddy, 2011).

Drug abuse is found to be the major cause of most violent crimes in Nigeria and around the world such as kidnapping, armed robbery, rape, broken home, prostitution, cultural values and lots of other abhorrent behaviours. Additionally, the current national challenges of *Boko Haram*, kidnapping and banditry are also associated with drug abuse among youths. Furthermore, alcohol related problems include liver cirrhosis, hypertension, tuberculosis, neurological disorder, mental retardation for the fetus in the womb, delayed motor development (Mba, 2008).

Okoroiji (2000) opined that substance abuse could be traceable to the parental influence, peer group influence, desire to experiment, advertisement, to remove boredom, to enjoy sex, to keep awake and get high. However, people who involve in drug, do so for various reasons, viz: some become involved because of family problems, unemployment, need to relieve tension from economic depression and frustration, to improve productivity, to maintain their addiction, to stay alert, to hurt themselves and someone else. Others use drug for psychological and social reasons; some youth feel isolated from their families and societies which have destroyed values, hypocritical and materialistic. Drugs, therefore, provide an escape from a fast growing and fast moving world where they appear to be unable to cope with financial, family, social problems and pressures of everyday living.

Moreover, drug abuse has a number of socio-economic consequences. They are threats to national security and drain on the economy, error of judgment associated with drug abuse has caused a number of road accidents, rape, murder and armed robbery. The dangers and repercussions of drug abuse through newspapers' reports, radio and televisions, programmes of cases of drug abuse and dangers of self-medication. But the practice has continued unabated which has to be reduced. All these have not proved fruitful or useful as far as the rate of abuse is concerned in this country. In view of this, research has to be conducted on what might be the possible causes of drug abuse among youths in Gombe. The effects of drug abuse affect the decision making process of individuals, that's the creative thinking and the development of necessary life and social skills. Some adverse effects of drug abuse are increased body temperature, insomnia, prolonged loss of appetite, greater risk of hepatitis and HIV/AIDS infection, different forms of cancer, ulcers and brain damage (Perkinson, 2002).

The study has the following objectives:

1. To find out the causes of drug abuse among youths in Gombe.
2. To find out the effects that these drugs have on the social status of youths in Gombe L.G.A.

The study also raised the following research questions:

1. What are the causes of drug abuse among youths in Gombe?
2. What are the effects of these drugs on the social status of youths in Gombe L.G.A.?

The purpose of this study is to find out the causes and effects of drug abuse among youths in Gombe L.G.A. It is hoped that the finding from the study will assist the general public in determining the factors predisposing youths to drug abuse.

Methodology

The researcher employed a descriptive survey design. Gombe local Government area was the area of study specifically with an area of 52km² and a population of 268,000 people living in the area (National Population Commission, 2006). A combination of clustered and simple random sampling technique was used to draw the sample for the study. Firstly, the study area was divided into clusters based on the wards that constituted Gombe Local Government. The clusters are Bolari, Herwagana, Jekadafari, Kumbiya/Kumbiya, Pantami and Tudunwada. A simple random sampling using pick-and-obey was employed to select three out of these clusters viz: Jeka da fari, Kumbiya/Kumbiya and Tudun wada. Given that the sample size was one hundred

and ten (110), a simple random sampling technique using first-meet-first-serve was used to draw forty (40) respondents in Jekadafari ward, thirty five (35) in Kumbiya/Kumbiya ward and thirty five (35) in Tudun wada ward.

For effective collection of relevant information, the researcher formulated a questionnaire of eleven (11) questions consisting up of two sections. The first section was the introduction to the research work while the second section contained the information regarding the problem of the study. In this research work simple percentages and frequency distribution were the methods used in data analysis.

Results

This study was conducted to find out the causes of drug abuse in Gombe. The information and data extracted were collated, presented and analyzed in the following tables using simple percentage.

TABLE 1: Bio- Data

		Number of respondents	Percentage
Age range	18-20 years	43	39
	21-25 years	29	26
	26-30 years	18	17
	31+ years	20	18
Total		110	100%
Sex	Male	90	82
	Female	20	18
Total		110	100%

Table one showed that the age range and sex of the respondents with ranges of 18-20 made 39%, 21-25 made 26%, 26-30 made 17% and 31+ constituted 18%. While majority of the respondents were male which is represented by 82% and 20 were female constituted only 18%.

TABLE 2: What are the causes of drug abuse among youths in Gombe L.G.A?

Reasons	Number of respondents	Percentage
Broken home	8	7
Frustration	20	18
Peer group/Friends	61	56
Search for identity	6	5
Ignorance	15	14
Total	110	100%

Table 2 showed that, the number of respondents with broken home constituted 7%, those who are frustrated were 18%, those who are influenced by peer group made 56% while those in

search for identity constituted 5% and those who are ignorant made 14%. Therefore, from all indications, the table showed that peer group influence contributed more greatly in engaging youth in drug abuse.

Table 3 showed that, the number of respondents that said it causes brain damage were 48%, those that said it causes madness are 22%. While, those that said individual become irresponsible were 16%, those who said it leads to death made 14%. Therefore, from the table above, it shows that respondents are of the opinion that drug abuse causes brain damage

TABLE 3: What are the effects of these drugs on the social status of youths in Gombe L.G.A?

Answer	Number of respondents	Percentage
It causes brain damage	53	48
It causes madness	24	22
It leads to death	18	14
Individual becomes irresponsible	15	16
Total	110	100%

Discussion of Findings

The study investigated causes and the effects of drugs abuse in Gombe local government area of Gombe State. The finding of this research showed that youths within the age range of 18-20years are more susceptible to the use of drugs as a result of peer group experimentation and ignorance. It is also revealed that respondents were aware that drug abuse causes some effects such as brain damage and even death.

Conclusion

From the information and results collected and analyzed, it was concluded that the youths engaged in drug abuse.

Peer group contributed greatly in indulging youths in the use of drugs and there is no doubt that, male abused and depended more on drugs than their female counterpart.

The respondents are found to believe that drug abuse leads to brain damage and even death.

Recommendations

Based on the result and analysis of this research work, it is recommended that:

- Parents should be vigilant and watchful on their children to discourage them from peer group and the use of hard drugs like marijuana, valium, cigarette, codeine and tutolin.
- Government should introduce in the school curriculum the drug education as a subject.
- Government should embark on drug abuse campaign.

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PHYSICAL EDUCATION AND SPORTS PROGRAMMES AT PRIMARY AND SECONDARY SCHOOLS IN NIGERIA: CONSIDERATION TO ENSURE SUSTAINABLE DELIVERY

By

Dr. Abubakar Abdulkmalik Aniki

Human Kinetics and Health Education

Bayero University Kano

email:aniki2028@gmail.com

Tel:+2348036539222

Abstract

This paper examines state of physical education and sports programmes in Nigerian schools and what needs to be done in order to have effective and sustainable physical education and sports programmes. The writer expounds on National challenges, physical education and child development, physical education, sports programmes and sustainability in the midst of National challenges, aspect of National challenges such as, facilities and equipment, funding, personnel, quality control, policy implementation and information technology were equally discussed. The writer recommends among others that, government and proprietors of schools should intensify efforts at creating favorable conditions necessary for effective curriculum delivery for sustainable implementation of physical education and sports programmes at primary and secondary schools in the midst of National challenges for overall National development. Adequate supply and attention should be given to physical education like other school subjects and it should be effectively presented in such a way that it will help each child develop to his or her full potential without hindrances.

Key words: *Physical education and Sports, National challenges and Sustainable delivery.*

Introduction

Education in Nigeria and indeed in any other country of the world remains the one and only vehicle capable of transforming a nation from under developed to developed, from consumer to producer, self-sustained and from savage to civilized nation and also a tool that could be employed to develop, not only an individual but also the totality of citizenry. Physical education and sports is an integral part of general education, that entails the critical need for physical education and fitness development in children at both primary and secondary levels because Physical Education makes important contribution at various aspects of a child's development which is the main purpose of Education. According to Kohl (2013), Araujo, Barela, Celestina & Barela (2012), physical education makes an important contribution to total development. Physical education and sporting activities have been known to be an integral component of the educational programmes of most, if not all nations of the world. It is a recognized fact that, all over the world, primary school is the foundation of formal teaching and learning of any skill or knowledge necessary for the development of the child. Therefore, this level of education should provide a fertile and sound base for diversified experience which should serve as a spring board for growth and development of the beneficiaries (Ekeh, 2001).

Sports command global attention because of its noticeable influence on world peace, economy and the development of social relationship. It is against this background that most nations of the world invest heavily on it even at primary and secondary levels. Sports as a social factor has over time assumed an influential status. However, the demise of physical education throughout the world has been the subject of much research and was addressed at the World Summit on Physical Education in 1999 (Hardman, 1996, 1998a, 1998b). The final document of the summit served as an official working document for the 3rd international conference of ministers and senior officials responsible for sports and physical activity (MINEPS 111) organized by the United Nations Educational Scientific and Cultural organization (UNESCO) in 1999. Coghlan (1986), noted, that, although, physical education as a subject, is included in educational curricula, it is often given a low priority in terms of financial and human resources. According to Coghlan (1986), to compound matters, specialized physical education teachers are generally in short supply at secondary level and at primary level; the teaching of physical education in training courses for intending teachers is virtually non-existent. For example, Guardia (1995), noted that in Latin America there are very few trained physical education teachers. Some Latin American, countries do not have teacher training courses at University level. In most cases, developing countries struggle to provide physical education and sporting opportunities. In Brazil there is a distinct lack of facilities for even basic physical education while in Nigeria there is lack of facilities and equipment to teach physical education which is compounded by a dearth of qualified physical education teachers (Hardman, 1996). In 2015, UNESCO affirmed that the offering of physical education is declining all over the world, which increases the concern regarding public health and reinforces the importance of governments taking political measures to guarantee that physical education is taught in schools curriculums. The world health organization cited by UNESCO (2015), stated that, level of physical inactivity are rising and contributed to increase in the risk of diseases. The organization explains that, for many people, the opportunities to do sport and exercise are not easily available, which makes it even more important to value physical education in school. Hardman (2008), opined that, rapid advancement in technology has led many children to engage in physically sedentary activities such as surfing the internet and playing computer games, rather than more active physical activities. Consequently, there is an increase in cases of obesity and heart disease and a general lack of fitness among young people. Andrew (2018), Explained that, inspite of the proof of the benefits of physical education programmes and the fact that the 2003 UNESCO chapter enshrined physical education as a fundamental human right, physical education is on a decline worldwide.

The subordination of physical education to other academic subjects and the difference between official government policy and school practice appear to be another problem in many countries especially, the developing countries. In Malaysia, physical education is allocated 7-10 percent of curriculum time, but as it is incorporated into health education, it actually receives less than 4 percent of the time available. According to Mar (2013), sports tend to exert more influence on people's behavior than religion or politics. Despite this influence and importance of physical education and sports, adequate attention is not given to the subject just like other school subjects. Some schools do not even have it on their time table while some do not have playing ground due to encroachment by the people of the community who ought to assist in the protection and promotion of the school and its facilities. In Nigeria today, primary schools physical education programmes do not seem to be promoted in the manner that it might contribute to the child's cognitive, affective and psychomotor development as well as development of the child into a

responsible citizen with good health and acceptance behavior in the society. A superficial look at Nigerian school would reveal the near absence of the offering of physical education which has resulted in low enrollment in external examination, particularly in senior secondary schools. Teaching and organization of physical education and sports competition at primary school level today is extremely regrettable.

Physical Education, Sports and Sustainability in Nigeria

Physical education and Sporting activities in Nigerian schools are organized and administered in the school system under the auspices of the school and supervised by experts in the field (Ojeme, 2002). In Nigeria, physical education and sports activities are undertaken in primary and secondary schools and they are aimed at building individuals with sound mind in a healthy, sound body. It's specifically designed to meet the physical, emotional, social, physiological and intellectual need of the students. This is in consonant with the assertion of Amuchie (2013), who opined that institutional sports is aimed at meeting health needs and the promotion of optimum development of students. Bucher & Krotee (2002), stated that physical education is an integral part of total education process, a field of endeavor that has its aim as, the development of physically, emotionally and socially fit citizens through the medium of physical activities that have been carefully selected with the view of realizing these outcome. This definition points to the fact that physical education not only contributes to the development of physical and emotional fitness but also social fitness, the development of motor skills, strength and endurance, promote the knowledge and understanding of how the body works and contribute socially through the development of good behavior and interpersonal relationship.

The primary school is generally seen as the foundation of formal teaching that aimed at wholesome development of the child. Therefore, activities of learning at this level should be adequately diversified to ensure proper growth and development of the child. Taggert (2013), suggested that, what is required for them at this level is a programme of activities capable of stimulating their interest and attention. National Teacher Institution (2002), emphasized that primary school physical education curriculum content must not be considered merely as a means of training the body but must be taught of as an integral part of the total educational curriculum with similar goal and unique contributions. Physical education in the primary school covers a wide range of studies which do not limit the child only to various games and athletic activities but also involves theoretical knowledge acquisition that covers areas of studies as follows: class instruction activities and related knowledge, physical fitness activities, intramural sports programmes and interschool sports programme. National Teachers Institute (2002), however, classified physical education curriculum contents for the primary school as follows; fundamental movement which offers the pupils experiences in the skills of fundamental human movement, such as walking, running, hopping, jumping, landing, leaping, skipping, galloping and sliding, rhythmic activities, that include, locomotors movement, change position, non-locomotors movement, simple relays, gymnastics, simple games, athletics and sports skills, physical fitness exercise.

At the secondary school level, physical education and sports is presently organized under three major phases, namely; instructional, intramural and extramural programmes. The instructional programme is an avenue for implementation of the compulsory teaching of physical education at the junior secondary schools. What is however, obtained in most schools is not quit encouraging.

The instructional programme is to be followed by intramural programme. Ojeme (2010), described the intramural programme as an all year round programme of activities with the intention of mass participation and broad based activities, but, what is common in our schools is the annual inter- house competitions which tend to defeat the policy of intramural programme that should systematically provide opportunity for everyone to take-part in. The participants are expected to be provided with adequate facilities and equipment but that has also not been the case. Instead, organization is for selected few participants. 1` |

According to Longman Advance learner's Dictionary (2009), to sustain is to provide enough of what one needs in order to live or exist. Sustainable is that which can continue for a long time without losing its value and not causing damage to the environment. Hence, it is the development which meets the needs of the past without compromising the ability of the future generations to meet their needs. In the light of this, the requirement for physical education in Nigeria has not been properly met. This is because enough of critical areas such as facilities and equipment, personnel, funding. Organization of programmes and policy implementation for effective delivery of physical education programmes has not been provided by the stakeholders or educational providers. This should, as a matter of urgency, be addressed.

Physical Education, Sports and Child Development

Physical education and sports serve as an instrument for sustainable child development because it's an aspect of education which aims at using physical activities and related knowledge for all round development of the learner. Engagements of learners in physical education activities develop him physically, emotionally, socially, intellectually and morally. Graham, Halt-Hale & Parker (2001), summarized the contributions of physical education to the development of students/pupils in the following ways:

- a. Engagement in physical education activities contributes to optimum physical development including physical fitness (i.e development of such characteristics as strength, endurance, agility, speed, power, accuracy etc) which results in the ability to sustain adaptive effort to recover and to resist fatigue. Many people believe that this area is the only aspect in which physical education contribute to human development. Physical skill is one of the objectives of general education which is concerned with physical development. This quality is seen in the individual as he/she engages in sports.
- b. As part of general education, physical education contributes to knowledge in many ways. It provides learning experiences in movement activities which relate to pupils' culture. In physical education, the teacher teaches the pupils how to take part in their culture and traditional physical activities. Pupils learn about important persons in their community who take part in sports at higher levels. They learn about sports facilities and equipment. They learn about the human body and how it functions during exercise and about safety and prevention of sports injuries. They also study the effects of movement activities on the human body and the factors which promote movement abilities of sports men and women (Cognitive domain).
- c. Physical education helps the pupils to develop appreciation of their bodies and their beauty. When a child performs a forward roll or the hand spring, he appreciates the beauty of his body and how he uses it. When he learns to carry his body erect while walking or how he sit with the trunk writing, he learns to appreciate and admire the beauty of his body. Physical education encourages group effort. Consequently, the individual learns to work in group co-

operatively, maintaining group spirit. In physical education, pupils are taught to obey the rules of their games, respect officials and their leaders who are given some functions. This is a process of training in good behavior. When a player charges his opponent in an ungentlemanly manner, he is encouraged to apologize to the opponent. Players are encouraged to be polite to their opponents as well as their team mates. It is believed that habits acquired in such situations can influence whatever the child does outside the play field. These are some of the ways in which physical education contributes to good character formation that contributes to child development (Affective domain).

National Challenges and Sustainable Physical Education and Sports in Nigeria

The world over, is abound with challenges that span through all facet of life, ranging from economy, politics, security and education, of which physical education belongs. The world as of today is generally faced with professionalization of physical education, mass participation in sports and adequate funding, while the challenges faced by physical education and sports in Nigeria are facilities and equipment, funding, adequate and qualified personnel, Information and Communication Technology (ICT), policy implementation, effective supervision and quality control.

Facilities and Equipment:-The teaching of physical education and sports programme are mainly concerned with movement and one important factor in the conduct of a successful physical and sports programme is the provision of adequate facilities, equipment and supplies (Suleiman, 2004, & Adedeji, 2000). Lack of these provisions will greatly handicap the most proficient teacher of physical education and sports (Suleiman, 2004). Adedeji (2000), opined that sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athlete's interest to participate in physical education and sports, is very paramount to Physical education and sports in schools. Physical education and sports programmes and their organization are capital intensive and to develop properly at all levels of school, the authorities concerned must make adequate provision for standard facilities and equipment. According to Peter (2001) and Ojeme (2010), unless there are adequate and standard facilities in school, organization of school sports would be difficult and this may result to the defeat of the loft objective of the programme. It is disheartening to note that many primary and secondary schools in Nigeria have no playing fields for any physical education activity, while some that have do not maintain them or are taken over by encroachment. Hardly does one see standard courts for sports like volleyball, lawn tennis or badminton in many schools in Nigeria. In terms of equipment, most elementary school have no single football, other pieces of apparatus like been bag, rings, ropes that could be used for different types of physical activities. Improvising that would have been of substitute, is not visible either.

Funding:- The need for the financing of education programmes is on the increase every year and physical education and sports programmes are no exception. Although, the Nigerian education industry enjoys some financial supports yet, taking the enormity of the business in to consideration, the funding is inadequate. Maiyashi (2003), explained that the government has not performed to expectation in term of funding education in Nigeria, stressing that the Federal Government has not allocated up to 17% of its annual budget to education in any given year as against the 26 percent UNESCO minimum standard. Supporting the arguments, Parsuramen (2003), argued that education must get proper funding in Africa but, the Nigeria government

seems comfortable with the level of its financial commitment to education, probably because of its other responsibilities and the lean resources at its disposal. Whatever the case may be, there is need for the government to endeavour to meet the 26% UNESCO standard. The schools are not given any grant for physical education. If ever, any money is given, it is very minimal. With this type of situation, the problems continue to grow and affect the development of physical education as a subject. Sport, which is the outgrowth of physical education, will definitely continue to be affected negatively with limited financial resources to schools. To provide a sound and wholesome programme for physical education and sports, adequate funding is critical and a primary factor. Hence, physical education and sports programmes' finance should be taken seriously and be included in the school institution budget.

Personnel:- Peter (2001), described personnel as a crucial requirement in the administration and organization of school sports programme. Students being the central concern of the school in the education process are influenced in no small way by the efficiency and effectiveness of the working staff in the performance of their duties. According to the Nigeria National Policy on Education (Federal Ministry of Education, 1987), the least qualified teacher at the primary school level must be a holder of Nigeria Certificate in Education (N. C. E). Physical Education has also been made compulsory at the primary, junior and senior secondary school level of education, which therefore calls for physical education NCE graduates and degree holders to teach at these levels. With these specialists at both levels of education and given the required materials and incentive, physical education and sports programmes at these levels will improve and develop significantly. The problem is the adequacy of qualified personnel to handle this course at both levels. Absence of specially qualified teachers at these levels has been a problem in Nigeria. Physical education is not as people taught; it's a subject that demand specially trained teachers with unique qualities such as the following as stated by Ogeme (1997):

Teachers are expected to have the grasp of the subject matter so as to be able to deliver his lesson effectively; he must have adequate understanding of the basic principles and concepts of physical education. The acquisition of in-depth knowledge of the practical and theoretical aspects of the course; facilitates the teacher's ability to explain, analyze and demonstrate the movement skills in the lesson.

The physical education teacher must be able to conduct teaching, manage teaching-learning process and evaluate teaching and learning. The teaching skills of a physical education teacher include the following; mastery of the use of variety of styles of teaching physical education, ability to control one's behaviors during the teaching process, ability to analyze teaching in terms of teaching behaviors, organize teaching environment, motivate learning, maintain discipline, analyze learning and provide feedback to learners, evaluate learning, use questioning in teaching and maintaining robust teacher-student relationship.

Interest and Commitment to Teaching Programme is also essential, This includes factors that could contribute to the success of the physical education teacher in curriculum delivery and they are; efficient planning of his work, attending to student's problems, seeking the advice of more experienced teachers, punctuality to class, display of enthusiasm involvement in the teaching-learning process, participating in school activities, regularity at classes and performance of function as required. Others are; possession of coaching skill such as good human relations,

ability to demonstrate skills, knowledge of games strategies, effect of training programmes and rationale for training activities. It also includes, willingness to learn, ability to apply theory to practice and personal qualities. The personal qualities of a physical education teacher that is combined with professional qualities to be an effective teacher are: neat and smart appearance, audible voice, sense of humour, confidence, imaginative and creative mind, sound health and good human relations.

Quality Control:- A number of educators and analysts in Nigerian educational administration and management have been agitating against the poor quality of our schools' supervision and inspection, describing the exercise as unprofessional and below the expected standard. Denga (2000), stated that supervision remains the most problematic aspect of educational cycle and that it is fast losing its credibility and that as a matter of urgency, government should constitute a network of school supervision in order to resuscitate educational system in Nigeria. Adenipekun (2009), observed that lack of material resources for the inspectors to work with (eg) vehicle, poor funding and inadequate training and retraining facilities for the inspectors among other things, are the major problems of supervision and inspection in our primary and post-primary schools. National policy on education (2004 revised) expressed the government intention to establish efficient and functional inspectorate services at federal, state and local government levels for monitoring and maintaining minimum standards in all subjects including physical education at all levels of education below the tertiary level. This was implemented but, the question is, how efficient the implementation, especially as regards physical education activities. There has been no effective supervision of physical education and sports in schools and this single problem diminished the effective delivery of curriculum and sports programme in schools.

Information Technology:- Adogbesan and Ekpo (2004),stated that information technology is simply the tools and methods used for the identification, organization and manipulation of facts known as data. This has become the engine that is driving all sectors of today's economy, be it industry, government, education or sports. Omolawon and Ogedengbe (2005), in their view explain that education technology is application of motor skills and techniques to the requirements of education and training; it includes the facilitation of learning through the manipulation of machines and methods. Educational technology embraces educational objectives, curriculum content, means of learning, and the evaluation and modification of the learning system with a view to improving effectiveness. This process involves the learners, the content, the teacher, method, resources materials as well as other educating agents.

Information technology application has changed the focus of our teaching that the physical, psychological and biological processes now lend themselves to technological intervention which influences sports and the teaching of physical education outcomes. Information technology tools are rapidly becoming a necessity for the sports administrators, coaches, athletes and physical education instructors at whatever level in the sports or teaching hierarchy they are working. Now, technology will be considered as supplementary to instruction through books, teacher explanations and demonstrations. The teacher, as the sole source of demonstration and explanation performs the role that technology can perform. Media can also provide a reference source wherever the students need it. According to Omolawon and Ogedengbe (2005), computer network most familiar to the public is the internet and the most familiar part of the internet to most people is the world- wilde-web. The web is currently used by professional sports teams and

federations in ways that developers of this technology never envisioned. The questions are that, how many of our Nigerian coaches have access to this? How many homes have access to the internet? How many teachers in the universities have access to the internet in their individual offices? How many schools in Nigeria today can provide these materials for teaching effectiveness? If we most progress, coaches, teachers and researchers must have the technological background in order to make use of these technologically based assets.

Government financial support for our institutions is very necessary so as to be able to meet the challenges of the world. This is because; information and communication technology can make a significant contribution to the teaching and learning of physical education in both primary and secondary schools. Nigeria appears to be lacking in this innovative way of teaching and learning in our schools system.

Policy Implementation: Physical education contributes to health, physical skill and the totality of individual. The elementary and secondary school are seen as appropriate starting point, considering the important of PE to wholesome development of child, the National policy on Education (NPE) recommend that specialist physical education teachers be trained and employed to teach the subject at the primary school stage, Unfortunately, inconsistency in PE policy implementation lead to poor handling of the subject in Nigeria schools. According to Dankadai (2001), what seem prevalent is a situation where the decision to teach PE is left to the choice which is contradictory to the prescription of the NPE. The actual status of PE in Nigeria school today is not truly a reflection of some of these policies. Successful policy implementation can only be achieved through committed policy implementers and appropriate working guideline.

Conclusion

Physical education has been pointed out to have the capacity to contribute to the development of a whole man and the cognitive, affective and psychomotor parameters of student and pupils. The primary purpose of education in general, is to help each child develop to his or her full potential. This can only be achieved by having the focus of physical education and sports redefined; this is due to the realization that one of the major constraints limiting the advancement of the subject is its lack of the conceptual approach to curriculum development, proper consideration for sustainable delivery and other National challenges as pointed out in the paper.

Physical education must be thought of as an integral part of the total education curriculum with similar goals and unique contributions. Therefore, physical education curriculum and sports programmes must be strictly followed and the teachers should direct their lessons in such a way that the purpose of the programme, sustainability and child development is achieved.

To motivate the teaching and learning of physical education and sports programmes in schools, facilities, equipment and personnel must, as a matter of policy, be provided. School supervisors and inspectors should ensure that the teachers deliver their lessons effectively.

Recommendations

1. It is recommended that, for proper implementation of physical education and sports programmes in Nigerian schools, there must be effective and sustainable delivery of the programmes; hence, the need for adequate standard facilities, equipment and professionally prepared personnel to motivate and inspire the students/pupils for better understanding and assimilation.
2. Seminars and workshops should be organized on regular basis to update the knowledge of the teachers in the curriculum content and modern method of teaching physical education and sports.
3. For quality, efficiency and dedication, condition of service of primary and secondary school teachers should be improved upon by the government and proprietors of schools.
4. Efforts should be made by the government, the school authority and parent-teachers association, to put in place the perimeter fencing of schools for security and prevention of encroachment.

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ASSESSMENT OF THE APPLICATION OF COGNITIVE AND AFFECTIVE DOMAINS IN THE TEACHING OF SCIENCE SUBJECTS IN DALA EDUCATION ZONE, KANO STATE, NIGERIA**Abdulkadir HALLIRU¹, Dr. Ali IDRIS² & Dr. Suwaiba Sa'id AHMAD³**¹Department of Science and Vocational Education, Umaru Musa Yaradua University, Katsina^{2,3}Department of Science and Technology Education, Bayero University, Kano¹abdulkadirhalliru9@gmail.com²aliidris.gwale@gmail.com³suwaibatu@yahoo.com**Abstract**

This study reports the findings of Assessment of the Application of Cognitive and Affective Domains in the Teaching of Science Subjects in Dala Education Zone, Kano State, Nigeria. The study was guided by two (2) Objective, two (2) research questions and two (2) research hypotheses. The study employed descriptive survey research design. The population of the study targets 115 Science teachers from 42 Public Senior Secondary Schools under Dala Education Zone. Engaged in the study were 90 Science Teachers selected through Systematic Random Sampling Technique. A validated Close-ended Teachers' Competency and Application of Cognitive and Affective Domains Questionnaire (TCACADQ) with reliability index of .78 was used to collect data from the Science Teachers. Frequency count, Percentage, Mean, Standard Deviation and Spearman Rank Correlation were used to analysed the responses obtained. The findings of the study revealed that, the science teachers were competent and apply lower order Cognitive Thinking Skills more than the Higher Order Cognitive Thinking Skills. They were also found incompetent and ineffective in applying Affective component of learning in teaching and learning of science. Thus, larger quota (79%) of the Science Teachers were Bachelor's Degree and NCE holders by qualification. However, a significant strong positive correlation between the science teachers' competency with extent of application of the two Domains (Cognitive and Affective) was also found in the study. It is therefore recommended that; Science Teachers should endeavor to refresh and develop their skills in utilization of both higher and Lower Order Cognitive Thinking Skills as well as Affective Domains for effective teaching of science in the secondary schools in order to arrive at standard science education and assessments. They should also be encouraged to attend relevant educational courses, conferences, seminars and workshops through sponsorships and scholarships. This would boost their horizon in teaching and learning procedures and assessments for quality Science Education.

Keywords: Assessment, Cognitive Domain, Affective Domain, Science Subjects, Science Teachers

Introduction

The total human learning revolves around bringing change and development in either or combination of three spheres. The three spheres are; the sphere of intellect, emotions and skills. This is why the scope of education takes into account of those dimensions to prepare learners in both cognition (dealing with the Head), behavior (dealing with the Heart) and skills (dealing with the Body) (Sibo & Obulor, 2019). Science as a body of learning is a systematic and holistic knowledge associated with natural phenomena obtained through scientific methods and with

which humans realize the interaction and relationship between natural phenomena, technology and society (Susilowati, 2015). In fact, the fundamentals of science education in all science related subjects; Chemistry, Biology, Physics has been on how to make students learn the prescribed content, acquire necessary skills and do things the way past scientist did (Ibrahim, 2015). It should reflect the following components: information domain, process domain, creative domain, attitudinal domain and personal relevance domain (Okebukola, 2008). This means science teaching-learning is beyond passive learning or simple memorizations of facts but to foster creative and critical thinking. Thus, critical and creative thinking are related to higher order cognition quotients which resulted in meaningful learning.

The inclusion of science subjects into Nigerian school's curriculum is to promote national development through adoption of science-based policies and programs in the education system (Oriahi, Uhumuaavbi & Aguele, 2010). Thus, execution of national polices on education requires various tasks saddled on different educational stakeholders at different levels. These educational stakeholders include; educators, designers, developers, planners whom role is to carefully design plan and develop relevant contents and experiences in theory. The translation of the theory in to reality requires the role of teacher at classroom level. Thus, teachers are the curriculum implementers. Their activities as frontiers in the process of putting theory into practice become the least in the series because they are closest to the students. Hence, the success or otherwise of the overall curriculum implementation determine the success of the national goals. Perhaps, this is why Polikoff and Porter (2014) asserted that the implementation of curriculum consistently supports student growth of knowledge and academic preparedness for the next grade levels. In essence, at Secondary school level, there are various activities needful by the science teachers for the successful impartation of scientific knowledge, values, skills and proper evaluation. These activities range from break down of school curriculum into syllabus; syllabus into scheme of work; scheme of work into unit plans or daily lesson plans to the actual classroom lesson (Nevenglosk, Cale & Aguilar, 2020) which help to attain the set educational objectives (Wiles & Bondi, 2014). Moreover, science curriculum like all other curriculum documents contains statement of aims at the end of the program while unit or daily plans contains objective statements to be achieved at various sessions of classroom instructions.

The educational objectives of the curriculum are normally specified through learning outcomes. And the basic idea of using learning outcomes had been derived from the behaviorist tradition of teaching and learning in 1970s in United States. Until then, in 1962, Robert Mager first proposed the idea of writing specific statements about observable outcomes and instructional objectives, which mainly define the "end behavior" in order to create a basis for the best possible instructional behavior. They are specifically defined as behavioral performance that the learners actually achieve and become able to show through different actions (Lavonen, 2011).

Accordingly, an American educational psychologist of the University of Chicago, Benjamin Samuel Bloom, in his 1948 study on the third-grade examinations scripts found out that 98% of the question items are more of lower order cognitive thinking (Lord & Baviskar, 2007). However, according to Bloom, et al. (1956), learning objectives are the clear formulation and explanation of the ways in which the learner is expected to be changed through educative process. These expected changes were categorized in hierarchical order. This hierarchy is known as 'Bloom Taxonomy of Educational Objectives' established by Bloom and his research

colleagues in 1956. Originally, the Taxonomy include Cognitive and Affective Domain of Learning only. Later, The Taxonomy experienced several reviews afterward. For instance, the Taxonomy was terminologically revised by Iorin Anderson, former student of Bloom and David Krathwohl, others include Dave (1970), Harrow (1972), inclusion of Psychomotor Domain by Simpson (1972) (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Path & Wittrock, 2001). Basically, the taxonomy is for classifying objectives with respect to three (3) domains of learning (Cognitive, Affective and Psychomotor). However, this study is delimited its scope to only educational objectives under Cognitive and Affective Domains as they are used in teaching science subjects in Senior Secondary Schools.

The Cognitive Domain according to Bloom (1956) deals with how student acquires, processes and utilizes information. It is the thinking domain. This domain focuses on intellectual skills. It focuses on remembrance of information and other memory processing activities. It ranges from simple recall to creation of new relations. In fact, there are six levels in this domain (lowest to highest levels of cognitive skills): comprehension (understanding); application (applying); analysis (analyzing); synthesis (creating) and evaluation (evaluating). In general, cognitive skills can be categorized into lower order cognitive skills such as recalling and listing; and higher order cognitive skills such as problem solving, hypothesis testing, decision making, evaluating and self-reflecting (Akanni, 2021). Therefore, Cognitive skills are skills that require the working of human mind. The main aim of the Cognitive Domain is to develop the individual's mental abilities or skills and his knowledge; as knowledge encompasses the learners' ability to recall information or data (Asunda & Ware, 2015).

Table 1. Various Cognitive Domain Levels with their relevant Active Verbs

Cognition Levels	Description	Examples of Active Verbs used in Stating Objectives & Assessment
Knowledge	Emphasize remembering information, either by recognition or recall	define, name, order, describe, recognize, list, relate, produce, label, state, etc.
Understanding	This includes understanding of the actual information as contained in the content	arrange, interpret, explain, classify, discuss, restate, express, report, etc.
Application	Ability to apply knowledge to real situation (concretization)	apply, practice, solve, choose, prepare, use, illustrate, measure, operate, etc.
Analysis	Breaking down of a whole into parts and detection of relationship between parts	analyze, categorize, distinguish, compare, contrast, calculate, experiment, etc.
Synthesis	Bringing the parts to form an integrated pattern or structure to produce something new	formulate, propose, synthesize, set up, plan, modify, organize, construct etc.
Evaluation	Making decisions, pass judgement, assess, criticizes, attack or defend a view or an idea	appraise, estimate, argue, evaluate, attack, criticize defend, judge, etc.

The Affective Domain on the other hand is critical for learning but is often not specifically addressed by both teachers and researchers (Hwang & Chang, 2016). The Affective Domain is

concerned with changes in values, character, beliefs, attitudes, interests, life style, appreciation, social relations and emotional adjustment of students (Akanni, 2021) and ultimately incorporating the discipline values into real life. Therefore, Affective Domain ranges from simple awareness of a particular value to the internalization of cluster of feelings and values to form a well-integrated pattern of behavior (Bloom, et al., 1964). It is fundamental for all-round education which allow students to not only grasp quanta of knowledge but also being capable of responding to the knowledge they learn, valuing the knowledge, being able to organize the knowledge to suit their cognitive schemata and be characterize by such knowledge as scientists (Cullinane, 2010).

Table 2. Various Affective Domain Levels with their Relevant Active Verbs

Affective Levels	Description	Examples of Active Verbs used in Stating Objectives & Assessment
Receiving	To become aware of the new ideas and being willing to learn them	ask, describe, follow, hold, identifies, locate, select, reply, etc.
Responding	Students try to have more information about what they become aware of	assist, discuss, help, label, perform, practice, present, recite, select etc.
Valuing	The students fully accept the new ideas, attitudes or value resulting from their exposure to some learning experiences	complete, explain, initiate, invite, join, justify, report, select etc.
Organization	Adding the newly attitude or idea on the old held attitudes and values and arrange them to fit in	organize, relate, correlate, associate, from, adhere, integrate, modify, order, etc.
Value Complex	The value, attitude or ideas have become characteristics of the learner such that he acts on them naturally	change, accept, develop, decide, display, influence, perform, practice, qualify, etc.

Callister (2010) advocates that Bloom's Taxonomy has been found very easy for teachers as well as for the learners in the teaching learning process to achieve the desired goals of the curriculum. These domains of Bloom's Taxonomy of educational objectives remain the important yardstick for developing lesson objectives and for evaluation (Chandio, Pandhiani & Iqbal, 2016). Other researchers report the importance of domains of educational objectives in teaching, learning and evaluation. According to Cullinane (2010) lamented that, teachers do apply these domains in preparing lesson objectives; preparing test; asking questions at different taxonomic level and; increasing the cognitive level of activity in a classroom. It is used to foster sense of discovery and critical thinking through the use of higher order cognitive skills in the classroom activities and homework or assignments. It is also used in designing lesson plans' objectives (learning outcomes) and could be used to adapt previously designed lessons.

Cognitive coupled with Affective domains in particular have always played an important role in evaluating students' knowledge and behaviour in an effective way (Asuru, 2015). It is worthy to note that, Cognitive and Psychomotor Domains always work in pair with the Affective domain. In other words, Affective domain is associated with either Cognitive or Psychomotor domain. The Nigerian secondary school science curriculum often covers the Cognitive, Affective and even Psychomotor learning domains. Science is usually taught within the Cognitive Domain

while the Psychomotor Domain is achieved through activity-based instruction like performing practical experiments in laboratory. In this case, students' cognitive dimension need to be fully tapped in attaining greater height in their academic pursuits. This means that, there is the need to help students in reshaping their cognitive skills at the Senior Secondary School level (Akanni, 2021). Hence, Cognitive Domain plays a significant role in improving mental abilities, knowledge and skills of students (Osadi, Fernando & Welgama, 2017).

The fact that, learning helps in individual's development by encouraging their attitudes to acquire new knowledge and skills in which cognitive domain aims to enhance their mental abilities and acquiring knowledge (Rasim, Langi, Munir & Rosmansyah, 2016). This means, Affective faculties of the science students need to be developed, to inculcate positive attitude, interest, stabilising emotion, cater students' values and beliefs in the learning of science concepts. This would help to arrest social menace and vices that may leads to many outrages among which poor academic attainments in science (Akanni, 2021). Krathwohl & Anderson (2010) stated that teachers can easily assess and evaluate the cognitive and non-cognitive domains of their students through Bloom's Taxonomy.

The importance of utilization of Bloom's Taxonomy of educational objectives were also outlined by Nayef, Yaacob and Ismail (2013) namely; it provide a means to determine the level at which an objective is written and the corresponding questions which need to be asked to achieve the objectives; proved its superiority and effectiveness over other methods after it was verified widely and successfully in research and studies for the analysis of the instructional questions; Provides teachers and educators with a common frame of reference to illustrates a wide array of learning outcomes that can be included in any given instructional area. According to (Junoh et al., 2012), educators must use Bloom's Taxonomy in preparing questions for student exams because in this way, students can be tested with different types of questions in line with Bloom's Taxonomy domains levels.

Therefore, Chandio, Pandhiani and Iqbal (2016) found out that, in the utilization of Cognitive Domain of learning, teachers focuses more on the lower degree of learning skills and less on lower degree of learning skills. On the other hand, Anikweze (2012); Nwachuwu and Ogudo (2014) found that secondary school teachers placed more emphasis on the assessment of cognitive behavior at the neglect of affective behaviors. Akanni (2021) emphasized on the role of students abstract thinking, logical reasoning and cognitive skills in improving academic achievement among senior Secondary School Students. Also, Liu (2013) express that there is relationship between cognitive skills (cognitive Domain) and mind (Affective Domain). Kpum, Agi and Aduloju (2018) found that, the secondary school teachers have positive attitudes towards assessing Affective and Psychomotor Domain of students' behaviors in classrooms. Though, the threesomes recommend that, teacher should endeavor to acquire more skills required to effectively carry out non-cognitive assessment. However, learning would be inevitable and more appreciable when it is taught amidst affective atmosphere (Noll, Oswald & Newton, 2010). But the findings of Anikweze (2012); Nwachuwu & Ogudo (2014) in their separate studies showed that, teachers do not utilize Affective component of learning as required. That is why Kpum, Agi & Aduloju (2018) posed a wondering query as to why teachers somewhat neglect the affective domain in their teaching and assessment. In the same vein, Nkom and Ojating (2018) noted that, teachers do not cover the learning domains when composing Continuous Assessment (C.A).

Science Teachers need to be highly competent in teaching science at classroom. Teachers' competency has been discussed in many researches in order to improve the quality of education (Omar et al., 2018). In this case, effective application of Cognitive and Affective domain in the teaching of science subject is considered to be the function of teacher's competency and the level of which the domains in the teaching and learning process. Moreover, learning experiences in most school subjects especially science subjects are focused in high stake examinations; therefore, the Affective Domain of learning outcome is often the least considered when teachers plan or conduct their science lessons (MoE, 2012). However, the main goals of education are presented in the curriculum through learning outcomes so that the goals become specific and measurable. To heed the need, it is essential for the students to achieve those learning outcomes for proper learning and overall development. Therefore, it is against this foundation that this study set to assess the Application of Cognitive and Affective Domains in the Teaching of Science Subjects in Dala Education Zone, Kano State, Nigeria.

Statements of the Problem

It is obvious that there are several challenges militating against the success of teaching and learning in Nigeria as shown by plethora of researches. Some of these problems are associated with teaching efficiency. Efficiency in teaching requires the action of a teacher that helps students to acquire and retain knowledge (cognitive), attitude (emotions) and skills (psychomotor) (Eshun & Mensah, 2013). Sadly, literature shows that, there exist bias in the utilization of Cognitive and Non-Cognitive (Affective and Psychomotor) Domains with more emphasis given Cognitive Domain and less emphasis given to Non-Cognitive Domains (Akinsola, 2016; Achor, Ajayi, Ikwu & Onyeche, 2020; Akinboboye & Ayanwale, 2021). That is to say, most teachers do focus on Cognitive Domain without paying attention to other domains such as Psychomotor and Affective Domains. Some researchers report that, teachers have been facing serious challenges in the application of the domains of educational objectives in teaching process (Yeke & Ogboji, 2018).

In the same vein, Nigerian science students were found unable to attain the higher level of cognition known as Higher Order Cognitive Thinking Skills (HOCTS). Students are tested more on their Lower Order Cognitive Thinking Skills (LOCTS) i.e. ability to recall and comprehend to the detriment of Higher Order Cognitive Skills of analysis, evaluation and synthesis (Okunuga, Awofala & Osarenren, 2020). This is possibly resulted from lack of effective application of the various stages of the learning domains in teaching by the teachers. This contrast the fact that, to create thinkers (thinkable students) as opposed to students who simply recall information (rote-learners), we must incorporate the higher levels into lesson plan, test and assessment (Nazlia et al., 2011).

Similar studies made focus on analyzing the test items used by the teachers in assessing students formatively or summatively without allowing the teachers to express themselves on the extent on which they apply those active verbs relevant to the domains. However, this study set an autonomy to the teachers to rate themselves on their competency level and the level of which they apply the relevant active verbs of Cognitive and Affective Domain in the teaching and learning of science. This is because, most of the teachers were not fully competent in their lesson preparation and teaching process (Omar et al., 2018). Based on the stated problems, this study set

to assess of the Application of Cognitive and Affective Domains in the Teaching of Science Subjects in Dala Education Zone, Kano State, Nigeria.

Objectives of the Study

This study sought to accomplish the following objectives:

1. To assess the level of science teachers' competency on;
 - a. Cognitive Domain relative to their Teaching Qualifications
 - b. Affective Domain relative to their Teaching Qualifications
2. To find out the extent to which;
 - a. Cognitive Domain is applied in teaching science subjects in secondary schools
 - b. Affective Domain is applied in teaching science subjects in secondary schools

Research Questions

This study seeks to answer the following questions:

1. What is the level of science teachers' competency on;
 - a. Cognitive Domain relative to their Teaching Qualifications?
 - b. Affective Domain relative to their Teaching Qualifications?
2. What is the extent to which;
 - a. Cognitive Domain is applied in teaching science subjects in secondary schools?
 - b. Affective Domain is applied in teaching science subjects in secondary schools?

Research Hypotheses

Ho₁: There is no significant relationship between the Science Teachers' Competency and the level of Application of Cognitive Domain.

Ho₂: There is no significant relationship between the Science Teachers' Competency and level of Application of Affective Domain.

Methodology

A descriptive survey research design was employed in this study. The population of the study according to Kano State Senior Secondary Schools Management Board (KSSSSMB) (2021), there are One Hundred and Fifteen (115) Science Teachers out of Forty-two (42) Public Senior Secondary Schools in Dala Zone of Kano State. Systematic Random Sampling Technique was used to select Ninety (90) Science teacher teaching either Biology, Chemistry or Physics across the schools. The sample size came up going by the recommendation of Krejcie and Morgan (1970) that, between the population size of 110-120, sample size of 86-92 is satisfied respectively.

Teachers' Competency and Application on Cognitive and Affective Domains Questionnaire (TCACADQ) was used to collect data from the Science teachers. It was divided into three sections, A, B & C. Section A compose of 3-items sought Demographic data. Section B also comprised of 11 closed items aimed at rating the science teachers' ability to use (Competency) various indices of Cognitive and Affective Domains with response scale: *Fair=1, Good=2, Very Good=3 and Excellent=4*. Also, Section C comprised of 11 closed ended items to rate the science teachers on the extent to which they apply Cognitive and Affective Domains Application in Teaching Science with response scale: *Very Often=3, Often=2 & Rarely=1*. The instrument

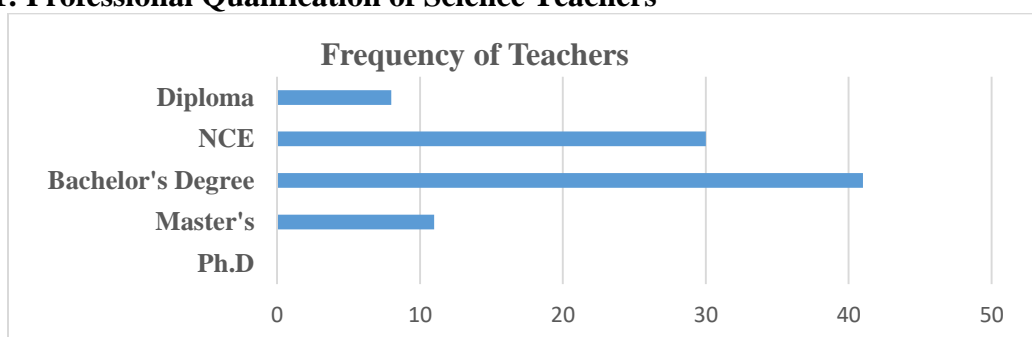
TCACADQ was validated by three experts to ensure its validity. Cronbach Alpha reliability coefficient was used to estimate the internal consistency and a value of 0.78 was obtained.

With the consent of the school principals and the corresponding science teachers, data collection was done in the sampled schools. The researcher administered the TCACADQ to the sampled Science Teachers after verbal explanation about the instrument. The researcher supplied more questionnaires to the teachers to avoid shortage return. This session last for five days, after which the researcher went back to the schools and collect the filled questionnaires. All the questionnaires were checked to ensure they had all been correctly filled. The data collected were analyzed using both simple descriptive and inferential statistics: Frequency Count, Percentage, Mean and Standard Deviation to answer the two Research Questions. Decision rule of 2.50 for Teachers' level of Competency items whereas Decision rule of 2.00 for Teachers' level of Application of Cognitive and Affective Domains items were taken respectively. Spearman Rank Order Correlation Coefficient was used to test the two generated Null Hypotheses.

Results and Discussion

The results and findings of the study are presented below:

Chart 1: Professional Qualification of Science Teachers



Source: Field Survey 2021

Chart 1 shows that, 0 (0%) of the science teacher were Ph.D holders, 11 (12%) were Master's Degree holders, 8(9%) hold Diploma Certificates. The significant percent of 30(33%) of the teachers hold NCE and 41(46%) of the teachers were Bachelor's degree holders. This indicates that, most of the teachers were Bachelor's Degrees and NCE in various science (Biology, Chemistry & Physics)

Research Question One (a): What is the Level of Teachers' Competency on Cognitive Domain relative to their Teaching Qualifications?

Table 3: Distribution of Mean Scores on Teachers' Competency in Applying Cognitive Domain

S/N	Cognitive Components	Excellent		Very Good		Good		Fair		Mean	SD	Remarks
		F	%	F	%	F	%	F	%			
1.	Knowledge	63	70.0	19	21.1	6	6.7	2	2.2	3.59	.72	Very Good
2.	Understanding	66	73.3	8	8.9	10	11.1	6	6.7	3.44	.09	Very Good
3.	Application	51	56.7	25	27.8	8	8.9	6	6.7	3.34	.90	Very Good
4.	Analysis	9	10.0	9	10.0	36	40	36	40	1.90	.95	Fair
5.	Synthesis	6	6.70	12	13.3	33	36.7	39	43.3	1.83	.90	Fair
6.	Evaluation	9	10.0	6	6.70	18	20	57	63.3	1.63	.99	Fair

Source: Field Survey 2021

Table 3 shows frequency, percentage, mean and standard deviation responses and teachers' Competency in Applying Cognitive Components. The data shows that, three components of Cognitive Domain (Knowledge, Comprehension and Application) have means score above the cut-off point of 2.50. While the other three (Analysis, Synthesis and Evaluation) have mean score below the cut-off point of 2.50. This indicates that, most of the teachers perceived themselves as Very Good (highly competent) in the use of Lower Cognitive component as well as fairly competent in the use of Higher Cognitive components. However, the standard deviations show the respondents were homogenous.

Research Question One (b): What is the Level of Teachers' Competency on Affective Domain relative to their Teaching Qualifications?

Table 4: Distribution of Mean Scores on Teacher's Competency in Applying Affective Domain

S/N	Affective Components	Excellent		Very Good		Good		Fair		Mean	SD	Remarks
		F	%	F	%	F	%	F	%			
1.	Receiving	15	16.7	21	33.3	24	26.7	30	33.3	2.23	1.09	Fair
2.	Responding	24	26.7	12	13.3	21	23.3	33	36.7	2.30	1.22	Fair
3.	Valuing	10	11.1	14	15.6	18	20	48	53.3	1.93	.78	Fair
4.	Organization	18	20	15	16.7	18	20	39	43.3	2.13	1.18	Fair
5.	Value Complex	6	6.7	12	13.3	39	43.3	33	36.7	1.90	.875	Fair

Source: Field Survey 2021

The Table 4 above shows frequency, percentage, mean and standard deviation responses of the level of teachers' competency of Affective Domain. The data shows that, all the five components of Affective Domain (Receiving, Responding, Valuing, Organization & Value Complex) received the mean score below the cut-off point of 2.50. This indicates teacher were found fairly competent in applying the components in their lessons. Thus, the standard deviations show the respondents were homogenous.

Research Question Two (a): What is the extent to which Cognitive Domain is applied in Teaching Science Subjects in Secondary Schools?

Table 5: Teachers' Responses to Levels of Application of Cognitive Domain in Teaching Science

S/N	Cognitive Components	Very Often		Often		Rarely		Mean	SD	Remarks
		F	%	F	%	F	%			
1.	Knowledge (e.g. defines, describes, identifies)	57	63.3	21	23.3	12	13.3	2.50	.72	Often
2.	Comprehension (e.g. distinguishes, explains)	51	56.7	21	23.3	18	20	2.37	.80	Often
3.	Application (e.g. changes, computes, construct)	57	63.3	21	23.3	12	13.3	2.50	.72	Often
4.	Analysis (e.g. analyzes, breaks down, compares)	18	20	12	13.3	60	66.7	1.53	.81	Rarely
5.	Synthesis (e.g. categorizes, combines, compiles)	15	16.7	12	13.3	63	70	1.47	.76	Rarely
6.	Evaluation (e.g. evaluates, explains, interprets)	9	10	15	16.7	66	73.3	1.37	.66	Rarely

Source: Field Survey 2021

Table 5 shows the frequency, percentage, mean and standard deviation responses of the teachers' extent to which they apply Cognitive Domain in their teaching of science. The responses indicate that, three components (Knowledge, Comprehension & Application) have means score above the cut-off point of 2.00, while three components (Analysis, Synthesis and Evaluation) equally have means score below the cut-off point of 2.00. However, the standard deviations indicate the respondents were homogenous. This indicates that, significant number of the teachers were more of applying the Lower Cognitive Learning Skills (Knowledge, Comprehension and Application) compared to the Higher Cognitive Learning Skills (Analysis, Synthesis & Evaluation).

Research Question Two (b): What is the extent to which Affective Domain is applied in teaching Science Subjects in Secondary Schools?

Table 6: Distribution of Mean Scores on Extent of the Application of Affective Domains in Teaching Science

S/N	Affective Components	Very Often		Often		Rarely		Mean	SD	Remarks
		F	%	F	%	F	%			
1.	Receiving (e.g. asks, chooses, describes)	24	26.7	36	40	30	33.3	1.93	.78	Rarely
2.	Responding (answers, assists, aids, complies)	15	16.7	30	33.3	45	50	1.67	.75	Rarely
3.	Valuing (e.g. completes, explains, follows)	21	23.3	33	36.7	36	40	1.83	.78	Rarely
4.	Organization (e.g. adheres, arranges, combines)	27	30	21	23.3	42	46.7	1.83	.86	Rarely
5.	Value Complex (e.g. acts, displays, modifies)	18	20	42	46.7	30	33.3	1.87	.72	Rarely

Source: Field Survey 2021

The table 6 above shows the frequency, percentage, mean and standard deviation responses of the teachers' extent to which they apply Affective Domain in their teaching of science. The

responses showed that all the component of Affective Domain (Receiving, Responding, Valuing, Organization & Value Complex) received cut-off point below 2.00. However, the standard deviations indicate the respondents were homogenous. This translate poorness to which teachers apply the component of Affective Domain in their teaching of science subjects.

Hypotheses Testing

Ho₁ There is no significant relationship between the Science Teachers' Competency and the level of Application of Cognitive Domain.

Table 7: Spearman Correlation Results of between the Science Teachers' Competency and level of Application of Cognitive Domain

Variables	Competency on Cognitive Domain
Spearman's rho	.987
Application of Cognitive Domain Sig. (2-tailed)	.001
N	90

Source: Field Survey 2021

Table 7 shows a Spearman Rank Order Correlation results on the relationship between Science Teachers' Competency and the level of Application of Cognitive Domain. The results show Spearman's rho (r) = .987. The p value of .001 was observed. This p-value of .001 is less than the chosen 0.05 level of significance. Therefore, the null hypothesis which states that, there is no significant relationship between the Science Teachers' Competency and the level of Application of Cognitive Domain was rejected. That is, there was significant, strong and positive correlation between between the Science Teachers' Competency and the level of Application of Cognitive Domain in Science teaching-learning.

Ho₂ There is no significant relationship between the Science Teachers' Competency and level of Application of Affective Domain.

Table 8: Spearman Correlation results of between the Science Teachers' Competency and level of Application of Affective Domain

Variables	Competency on Affective Domain
Spearman's rho	.989
Application of Affective Domain Sig. (2-tailed)	.001
N	90

Source: Field Survey 2021

Table 8 shows a Spearman Rank Order Correlation results on relationship between between the Science Teachers' Competency and level of Application of Affective Domain in Science teaching-learning. The result show Spearman Rank Order Correlation Coefficient (r) = .989. The observed correlation has p value .001. This p value of .001 is less than the chosen 0.05 level of significance. Therefore, the null hypothesis which states that, there is no significant relationship between the Science Teachers' Competency and level of Application of Affective Domain is

rejected. That is, there was a significant, strong and positive correlation between the Science Teachers' Competency and level of Application of Affective Domain in Science teaching-learning.

Discussion of the Findings

This study assessed the effectiveness of applications of Cognitive and Affective Domains by Science Teachers in teaching Science Subjects in Dala Education Zone, Kano State, Nigeria. Using two research questions, two null hypotheses and TCACAD Questionnaire, data from Ninety (90) respondents were generated and analyzed. The result revealed that, the Science Teachers were found competent in Lower Order Cognitive components while incompetent in Higher Order Cognitive components as shown in Table 3. This finding is consistent with the one in Table 5, that a significant number of the teachers were more of applying the Lower Cognitive Learning Skills (knowledge, Comprehension and Application) compared to the Higher Cognitive Learning Skills (Analysis, Synthesis and Evaluation). This can be supported by the study conducted by Hamafyelto, Hamman-Tukur and Hamafyelto (2015) that, the areas of teachers' competency in constructing examination questions was low. However, it should be noted that the qualification of those science teachers lies between NCE holders and Bachelors' Degree holders with 30(33%) and 41(46%) respectively. This follows the fact that, the National Policy on Education (FRN, 2009) stipulates that the least qualification for teaching Science Subjects at Junior Secondary School is the National Certificate of Education (NCE) and Bachelor's Degree for teachers at Senior Secondary School level. Yet, the science teachers were found incompetent in Affective component of learning in teaching science subjects as shown in Table 4 that, the teacher were found fairly competent in the utilization of the components in their lessons. However, competency of the science teachers is also in consistent with the corresponding finding shown in Table 6, which indicates poor competency in the application of Affective Domain in their teaching of science subjects. This finding is in line with that of Nwachuwu and Ogudo (2014) who found that secondary school teachers placed more emphasis on the assessment of cognitive behavior at the neglect of psychomotor and affective behaviors.

The result in Table 5 shows that Science Teachers apply more of Lower Order Cognitive components (Knowledge, Comprehension and Application) Cognitive components at the mercy of the higher order Cognitive components (Analysis, Synthesis and Evaluation) in their teaching and learning of science subjects. This is line with the findings of Nkom and Ojating (2018); Shahzad, et al. (2011) who conducted study on the reflection of Bloom's Taxonomy in Pakistani Secondary School Certificated Question Papers of Biology. It is also in concordant with that of Akinboboye & Ayanwale (2021) who found that, about 80% of the teachers assessed items that covered Remembering and Understanding while Applying, Analyzing, Evaluating and Creating suffered neglect. Similarly, Science Teachers were found not often utilizing the all the Affective Domain components in their teaching and learning of science subjects as shown in Table 6. The result confirms the findings of Nkom and Ojating (2018) who found that coverage of three domains (Cognitive, Affective and Psychomotor) of learning in continuous assessment tests by academics was not significantly higher than the expected.

Finally, the findings based on the two hypotheses tested revealed that, there was a significant strong and positive relationship between the science teachers' responses on the extent to which they apply both Cognitive and Affective Components with their respective Competencies.

Meanwhile, their extent of application of the Domains is in line with their competency. Therefore, as their competency increase, definitely their level of application into teaching-learning will also increase and vice-versa.

Conclusion

Based on the findings of this study, it was concluded that the importance of Cognitive and Affective dimension of Bloom's Taxonomy of Learning Objective for effective teaching and learning activities cannot be overstressed. Despite the fact that, nearly 80% of the Science Teachers were Bachelor's Degree and NCE holders by qualification. Yet, the study revealed ineffectiveness in the science teachers' application and competency in integrating Higher Order Cognitive Thinking skills (HOCTS), Affective Component of learning. The science teachers were found more competent, conversant and capable of integrating Lower Order Cognitive Thinking Skills (LOCTS).

Recommendations

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

- i. The science teachers should endeavor to refresh and develop their skills in utilization of both higher and Lower Order Cognitive Thinking Skills as well as Affective Domains for effective teaching of science in the secondary schools in order to arrive at standard science education and assessments.
- ii. There is need for review and reformation of the contemporary teaching procedures and processes by which curriculum content is digested for students during teaching science lessons and assessments at Senior Secondary Schools.
- iii. Teachers should be encouraged to attend relevant educational courses, conferences, seminars and workshops through sponsorships and scholarships. This would boost their horizon in teaching and learning procedures and assessments for quality Science Education.

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EFFECTIVE ENGAGEMENT OF ADULT LEARNERS: POSITIONING THE THINK-PAIR-SHARE METHOD IN ADULT CLASSES**By****Ahmed Jamilu**

jahmed.ade@buk.edu.ng

Department of Adult Education and Community Services, Faculty of Education Bayero University, Kano

And**Adamu Karami**

baffaadamu5@gmail.com

Department of Adult Education and Community Services, Faculty of Education Bayero University, Kano

Abstract

This paper focuses on assisting adult learners to learn that needs to be in accordance with the Adult Education way of engaging learners. This engagement can be attained by enabling learners to dominate the lesson by providing them with the opportunities to learn in collaborative ways or participatory for achieving teaching and learning objectives. For the attainment of teaching and learning objectives in Adult Education also, facilitators must be competent and well trained in terms of teaching method that will encourage full participation and transition of learners to other programmes. The paper pointed out the significance, relevance and applicability of Think-Pair-Share method in Adult Education as the discipline always promotes learner-centredness, critical thinking, collaborative/team/participatory learning and problem-solving. The paper provides some recommendations as government should provide further training opportunities to facilitators specially in teaching method that is considered among the bedrock of teaching and learning process, learners should be encouraged to be more creative through teamwork for effective content delivery, more facilitators should be employed and be train on Think-Pair-Share method for adult education best practice delivery among others.

Keywords: Adult Education, Adult learners, Engagement, Method and Think-Pair-Share.

Introduction

Adult Education is the type of education that considers learners' autonomy in the sense that they have control over what they want to learn and how to learn. This brings the issue of participatory learning in an adult class. In the process of teaching adults, teaching method is crucial through which facilitator guide the teaching and learning activities. To reaffirm the importance of teaching method, National Policy on Education (NPE, 2004) stated that all teachers shall be required to undergo training in the methods and techniques of teaching. Teaching method is one of the pillars of successful educational delivery and to carry learners along in teaching and learning processes. Adult Education has no bias in terms of admission but the issue is having enough and competent facilitators that can help the learners to achieve learning objectives. For the attainment of teaching and learning objectives in Adult Education, these facilitators must be competent and well trained this will encourage full participation and transition of learners to other programmes and yield a productive outcome.

Therefore, this paper points out the relevance of think-pair-share as a method to be employed in teaching adults. Much has been said about adult learners, their autonomy in the process of learning and method to be used for learning sustainability, quality education and human development. The aforementioned agreed with the submission of Okemakinde (2020), that states the expectations from Adult Education are numerous ranging from eradication of illiteracy, poverty, school attrition, unemployment, diseases, crime to immortality and meeting the expected productivity among others. To achieve these also, learners must be considered first which at the same time calls for learner-centred approach. In line with these, many authors are of the opinions that some facilitators are not competent when it comes to methodology, and this has to do with the major differences between learning process of children and adults. This accords with the Oni (2017) that stresses adult learners are very difficult to be cajoled as may possibly be with the kindergartens, because it always stands to irritate them if they feel they are being treated like small children. This is why educators need to provide methods with which adults can help themselves learn on their own, rather than being taught (Ezimah, 2020).

Think-Pair-Share

Think-Pair-Share is a collaborative method of teaching and learning. The method requires learners to think individually on question or posed problem, pair with the partners and share their ideas, opinions or solutions. Think-Pair-Share method was developed by Frank Lyman, a Professor at the University of Maryland, in 1981 (Cowling, nd). Since then, many people adopted the method in the process of teaching and learning. Scholars across the globe define the method and expressed their thoughts on its benefit. According to Kaddoura (2013) Think-Pair-Share is a cooperative discussion strategy that provides students with adequate time to think in order to increase their quality of responses. In the process, students become actively involved in thinking about the concepts presented in their discussion. It is regarded as the activity prompts learners to reflect on issue or problem and then enable them to share their thinking with others. In the process, learners are encouraged to justify their stance using clear examples and expression. From there, they extend their conceptual understanding of a topic and gain practice in using other people's opinions to develop their own (Tint, & Nyunt, 2015). In another point, students listen to their teachers on question, task, problem or concept. It is important to give students enough time to share their answers and how they arrived at the answers with their classmates. After preparing responses with partners/classmates, at the end they are invited to share their ideas or solutions orally (Karge, Phillips, Jessee & McCabe, 2011).

According to Lyman (1981) Think-Pair-Share is a cooperative discussion strategy, the method gets its name from the three stages of student action with the emphasis on what students are to be doing at each stage. Layman explained how these stages are going to be carryout below:

Stage one: Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments just to THINK about the question or problem.

Stage two: Pair. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing or most unique.

Stage three: Share. After students talk in pair for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. He can do this by going round, calling on each

pair; or he can take answers as they are called out. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

These are the three stages to be followed in Think-Pair-Share method that enable students to work in collaborative ways. These stages also encourage the spirit of team work, enhance the unity and togetherness among students. It equally helps the weaker students to learn some strategies and positive ways of finding solution individually.

Despite the initial pioneer's concept account on the stages of Think-Pair-Share, an attempt to expand the method is being made by many scholars. To Hamdan (2017) the stages come according to the following steps:

Step one: Started when the teacher is offering a question stimulating to think or a problem related to the topic to search for a solution. Step two: The teacher asks students to split up into pairs to discuss and share ideas with his classmate that sits next to him. Step three: The teacher harmonizes the ideas or solutions and share with the students. It is noted that this method can help the students to develop communication skills, provides ample opportunity to students to think, increase the sense of participation in the learning process and classmate acceptance (Hamdan, 2017).

In pairs, participants have to think and write down all the process they have been involved from the first stage to last one, then share with their partners. Later teacher can have the groups summarize on the board what they find or understand. Difficult areas and complicated issues should be clarified and simplified by the teacher (Juba office, Ministry of education, MDG achievement fund and United Nations Educational, Scientific and Cultural Organization, nd).

In a nutshell, Think-Pair-Share method can inculcate the attitude of harvesting the best of adult learners' latent intellectual capacity through the optimal utilization in harnessing critical-thinking and problem-solving approaches through collaborative learning.

Adult Learners and Autonomy

In Adult Education, what makes someone to be a learner is enrollment. Once a person enrolls into Adult Education programme, he or she is considered a learner. This is because the discipline has diverse programmes that cater for the needs of its participants which are mainly problem-centered be it literacy, social welfare, gerontological issues, vocation, community development to mention but a few. But the cardinal issue is that these learners have a sense of direction precisely on what to learn and if such direction is to be maintained they are to dominate the facilitation process unlike the teachers-centred method. To enable learners' domination in Adult Education, the word teacher is not used rather facilitator, guider, change agent among others. As these names implied, it avoids the master-servant or teacher-centred. Because facilitators serve as helpers that help learners to identify their problems and guide them in finding solutions. This is in agreement with the Adekola (2008) that opines adult learners are motivated to learn to the extent that learning will help them to perform tasks or deal with the real-life problems. In the same vein, it is stated that learning occurs best when adults are involved in the process of learning as a group or individually. Facilitating participatory learning means allowing the learners to be involved in the learning process not just through activities but also intellectually as

well (Juba office, Ministry of education, MDG achievement fund and United Nations Educational, Scientific and Cultural Organization, nd). This may be among the reasons Ezimah (2020) opines that autonomy is the ability to take charge of one's own learning. It is regarded as learners' autonomy when they take control and responsibility of their own learning activities. To support the above points, Omolewa (1981) argued that adult learners are often resolute, determine and highly motivated, they are eager to learn and have clear ideas of what they want to learn.

Hence, when it comes to adult facilitation, it has to take into cognizance that not every method can be employed. Each subject or topic requires appropriate method that will suit the content delivery. With regards to this, Think-Pair-Share method when utilized positively becomes suitable method in adult classes.

Think-Pair-Share Method in Adult Education

It is generally belief that you cannot teach an old Dog a new trick. Adult learners come to class with wealth knowledge and experiences, and these help them in applying different strategies that will comfort and ease their understanding. There are numbers of methodologies of teaching adults, these methods comprised of Demonstration, Lecture, Roleplay, Team, Discussion to mention but a few. Whatever the method employed it must be suitable, as adult class is sometimes heterogeneous in nature. Therefore, it becomes imperative for the facilitator to use relevant strategy in teaching adults, by so doing, he can be able to encourage full participation from the learners' side.

Learning from each other is not new in Adult Education, facilitator learns from learners as equally learners learn from him. It is also not bad for the facilitator to add anything that will add valued and concretized the learning, as Akinkunmi and Omilani (2021) are of the view that when educators discover new teaching strategies, they are able to make changes in their lecture styles and curricula to better suit the need of their adult learners. As mentioned earlier, Think-Pair-Share is a collaborative method of teaching and learning. It requires learners to think on question or posed problem, pair with the partners and share their ideas, opinions or solutions. The method uses three different stages in the process and if followed accordingly the method is considered to be useful in adult classes.

In stage one, facilitator can pose a problem or question to the whole class, then as them to think about it. The faculty of adult learners' thinking is not like that of small children. Many of them if not all will come up with diverse ideas by utilizing their innate ability, experiences and huge knowledge they accumulate.

In stage two, learners will be asked to pair with the partner or partners depending the class size. If the size is small, it can be paired with one, but if the size is big, they can be paired with partners. In this stage, learners will team up by putting their eggs in one basket. This enables them to practicalized what they are learning. Therefore, all the ideas or solution should be discussed thoroughly among them which enable them to harmonize their solutions. This is in accordance with the Anyikwa (2019) that stated adult learners will find the learning activities interesting and motivating when it is more practical and related focus than memorization. This agreed with Ezimah (2004) that submits the more adults understand the major aspects of a topic,

the more they are able to relate it to what they already know and to accumulate additional knowledge.

In stage three, learners at this level gather their solutions, opinions or views and share it to all. It has to be noted that in stage two the paired groups may be many, no matter how many they are, the paired solutions should be shared. This brings about different solutions that will benefit all members. In line with this, Anyikwa (2019) stresses that adult learners need to be free, direct themselves and be actively involved in the learning process. With the importance of proverb, the says two heads are better than one. Adults like working in team as it enables them to use their experiences in arriving at concrete solutions. Therefore, facilitators need to encourage participatory learning, in the process, facilitator must ensure inclusiveness among learners. No learners should be left behind for each learner to feel among.

Adult learners love to work in team, in the process they discuss issues coupled with their experiences and wealthy knowledge that empower them to come up with reasonable solutions on a given problems. They naturally care less about theory, they prepare practical learning, learning something that can bring positive changes in their lives. This is why they quickly apply what they learn into their day-to-day activities. Hence, facilitators must be very much careful in selecting method, as there are various methods that can be used to encourage participatory learning in adult class. With the advantages of Think-Pair-Share method, it can be utilized to adult classes as it fully engages learners to think, pair with the partners and share the solution. This is in accordance with the Adult Education that always promotes learner-centredness, critical thinking, collaborative/team/participatory learning and problem-solving.

Conclusion

Adult education is one of the humanitarian disciplines that has concern for adult learners as such the use of teaching method by facilitators that will provoke active participation of learners is necessary for critical thinking and learner- centredness. Because these learners are autonomous with many responsibilities. Therefore, Think-Pair-Share method of teaching is the type that encourages participatory and collaborative learning in adult class which at the same time motivates them to think, pair and share their ideas that will benefit all.

Recommendations

This article has the following recommendations:

- Government should provide further training opportunities to facilitators specially in teaching method that is considered among the bedrock of teaching and learning process.
- Learners should always be considered first for the teaching and learning to be accomplished. That is to focus on learner-centredness.
- Learners should be encouraged to be more creative through teamwork for effective content delivery.
- More facilitators should be employed and be train on Think-Pair-Share method for adult education best practice delivery.

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KNOWLEDGE OF SELF-MEDICATION AMONG TERTIARY INSTITUTION STUDENTS IN KANO STATE IN THE MIDST OF NATIONAL CHALLENGES

Aminu Bashir

Department of Physical and Health Education
Aminu Kano College of Islamic and Legal Studies, Kano (AKCILS)
08065030335, aminubashirbaba@gmail.com

&

Musa Njidda, PhD

Department of Human Kinetics and Health Education
Bayero University Kano

Abstract

This study investigated the knowledge of self-medication among tertiary institution students of Kano state and the design used in the study was a descriptive design of survey type, while the population of the study comprised of all students of tertiary institutions in Kano State which was 136,647 out of which 600 participants served as sample for the study through multi-stage sampling. A researcher developed questionnaire was used to collect data for the study and the questionnaire was validated where by reliability index of 0.75 was obtained and 600 copies of the questionnaire were administered by the researcher with the help of three trained research assistants, 593 were duly filled and returned for analysis. Three research questions were raised and answered; also three research hypotheses were raised and tested. Frequency count and percentage were used to organize and describe the demographic information of the participants, mean score was used to answer the research question while Chi Square, t-test and analysis of variance, (ANOVA) were used to test the hypotheses at the 0.05 level of significance. The study revealed that tertiary institution students in Kano State have significant knowledge of self-medication ($\chi^2 = 181.167$, $df = 1$, $p < 0.05$); the study also revealed that tertiary institution students in Kano State do not significantly differ in their knowledge of self-medication based on institution type ($F = 26.933$, $df = 2$, 590 , $p < 0.05$). Therefore, the study recommended among others that Health Educators should be organizing health campaigns and sensitization programs in Kano State tertiary institutions to enlighten students more on the health implications associated with self-medication practices.

Key words: Knowledge, Medication, Tertiary, Institution

Introduction

Self-medication is a global phenomenon and it has become an issue under debate in health care (Almasdy, 2011). Self-medication starts from diagnosing a problem, choosing medication or treatment and ends by administering it without professional assistance (Ruiz, 2010). Thus, different definitions have been suggested which emphasize inappropriate utilization of non-prescribed medicines. Self-medication with drugs is an economical choice of treatment for common self-limiting illnesses all over the world and in spite of this, the knowledge of the benefits as well as hazardous effects is not as popular as the practice itself. Certain studies amongst different populations reveal that the populace had a fairly good knowledge on the advantages of self-medication, as they correctly perceived it as time-saving and economical, doing away with the need to go to a doctor for minor illness and providing quick, easy and

convenient relief. These perceptions are similar to those reported by the WHO (2014), that self-medication provides a cheaper and convenient alternative for treating common minor illnesses. The same can however not be said concerning the knowledge of consumers with respect to drugs being used in the right indications, dosages, and duration of use as well as the side effects of the drugs.

Sawalha (2010), reported that common over the counter (OTC) medications led to adverse health reactions and even fatalities due to inadequate drug knowledge and also in economically deprived communities, most episodes of illnesses in both the old and young are treated by self-medication. Socio-demographic and socio-economic factors have proven to be main contributing factors affecting self-medication in a few studies. Previous studies also revealed that the most common diseases treated by antibiotics were respiratory infections (common cold, sore throat and sinusitis). Such diseases were also reported to be the common cause of self-medication in Jordan, Palestine, Turkey, some parts of Africa and European countries, despite the fact that these conditions are of viral origin and do not require antibiotic treatment. The main antibiotics used in self-medication were penicillin in general and particularly Amoxicillin. Similar results are reported by other studies from different parts of the world (Al-Azzam & Al-Husein, 2007).

According to studies in developing nations in Asia and Africa (India, Jordan, Ethiopia, Nigeria and Nepal), a wide range of indications were found to be commonly implicated in self-medication. The commonest indications discovered from majority of the studies were fever and headaches, accounting for 60% of the illnesses requiring self-medication in some of the studies. The studies also showed fever associated with diarrhea or body aches in certain cases with gastrointestinal diseases, cough and cold, allergy and stress being the other common conditions favoring self-medication (Buke, Limoncu, Ermevtcan, Ciceklioglu, Tuncel & Kose, 2005).

According to a report compiled by Premium Times Newspaper on Wednesday, February 21, 2018, in its page titled 'Integrity advert', while drug abuse, especially cannabis, has been a long time problem among male youth in the North, codeine cough syrup is the emerging cancer ravaging women and girls in the North from Kano, Kaduna to Borno and Yobe to Nassarawa. Codeine syrup has become the favorite drug of abuse by some girls and women from almost all classes of socio-economic status in the north, but most especially the daughters and wives of the wealthy. Since many of the girls and women, including housewives, are neither career nor business women, the habit is sustained by a legion of "boyfriends" who buy for them.

The sources of information or knowledge of drug use according to most surveys include pharmacists, general medicine dealers, general and private medical practitioners, household members, product information leaflet, friends, relatives (not healthcare professionals), and media advertisements with the largest prevalence shown in surveys being from pharmacists and previous prescriptions given to the respondents (Mohammed, Sankar, Dilip, Azeem, & Al-Shifa, 2011).

In parallel to this is the health information explosion, made possible by technological advance that improves access to information relating to the therapeutic and side effects of commonly self-medicated drugs that is more relevant and useful to the end user. Most surveys point to the demand by consumers for more information and particularly for reliable sources of information about healthcare in general and medicines in particular. In a comprehensive survey, members of

patients' organizations expressed their strongest agreement with the need for improving healthcare systems through accurate, relevant and comprehensive information, to help them make informed decisions about treatment (Hughes, McElnay, & Fleming, 2001).

As pointed out by Sarahrood and Arzi (2009), evidence has shown that self-medication is not restricted to a region or race since both developing and developed countries are experiencing the menace of self-medication. Kalaiselvi, Ganesh and Archana (2014), observed that the variations in the level and patterns of self-medication among developing and developed nations may be due to the disparities in the cultural, economic, health care system and policies in each nation. Self-medication as a behavior could be classified as responsible or non-responsible and as a result, the behavior cannot be considered entirely harmful.

Similarly, Awoyinfa (2012) argued that the very high rate of alcohol use and abuse among students in secondary and tertiary institutions in Nigeria began from their childhood or early adolescence. At times, youth including students, who hawk for their parents, are themselves exposed to substance abuse due to self-medication. While some youths experiment and stop, or continue to use occasionally without significant problems. Some youth develop addiction, moving on to more dangerous drugs and causing significant harm to themselves and the society at large (Pela, 1989). Despite the effort of many concerned bodies to curb this menace, many organizations and individuals still practice self-medication as though it is harmless which often lure irrational youths into drugs and alcoholism. self-medication amongst young people especially tertiary institution students should be a matter of concern to all Nigerians especially the government, school heads, the leaders of various religious groups and other NGOs. The health of young people is a key factor in the promotion and preservation of the health of the population as a whole because it determines the overall level of population health in the short term (Tsvetkova & Antonova, 2013).

Self-medication is fast gaining grounds as an important component of healthcare and educational system both in developing and developed nations. More so, unlike other aspects of self-care, it involves the use of drugs, which is capable of doing good as well as afflicts harm. Numerous participants reveal that there are risks, such as drug resistance, misdiagnosis, below or over dose of drugs, use of expired drugs, drug interactions, prolonged duration of use, the risk of undesirable or fatal drugs interaction, poly-pharmacy and pharmacological and toxicological risks are associated with improper use of OTC drugs coupled with the problems related to wastage of resources, increased resistance of pathogens, which generally entails serious health hazards such as adverse reactions, organ damage and prolonged suffering in the future (Patrick and Onoharigho, 2016),

The researcher observed that Kano as a center of commerce, drugs are readily available in the markets and in all nooks and corners of the city and its environs, pharmaceutical stores and patents medicine stores are found everywhere, which make it easier for self-medication, and in addition, most cases of drugs purchased are sold without requesting for specialist diagnosis and prescription, and therefore, the trend of self-medication in Kano State cannot be overemphasized and Kano State tertiary institutions are not an exception because some students seem to resort to the use drugs in order to cope with academic challenges and stress. This population constitutes a

segment of the society that seems to have the knowledge and more inclined to information about the effects of self-medication and its implication on their health.

The study therefore answered the following research questions:

- 1) Do students of tertiary institution in Kano State have knowledge of self-medication?
- 2) Do students of tertiary institution in Kano State differ in their knowledge of self-medication based on gender?
- 3) Do students of tertiary institution in Kano State differ in their knowledge of self-medication based on institution type?

The following Hypotheses were formulated and tested in the study:

Hypotheses

1. Students of Kano State tertiary institutions do not have significant knowledge of self-medication
2. Students of Kano State tertiary institution do not significantly differ in their knowledge of self-medication based on gender.
3. Students of Kano State tertiary institution do not differ in their knowledge of self-medication based on institution type

Statement of the Problem

Medication plays an important role in managing diseases, but it can also be quite harmful if taken incorrectly. It's not enough to know that you take a blue capsule and a yellow tablet twice a day. You need to know the names of your prescriptions, and understand the important details about how they work. For example, some medicines may interact badly with certain foods, other medications, or even food supplements, and can make you very ill. When it comes to self medication, knowledge is the key. Knowledge regarding disease and self-medication practices is found to be important for patients to achieve the desired treatment targets and contribute meaningfully in the management of their disease (Parkview Health, 2018).The same can however be said concerning the knowledge of consumers with respect the drugs being used, the right indications, dosages, and duration of use as well as the side effects of the drugs. Others reported that common over the counter(OTC) medications led to adverse health reactions and even fatalities due to inadequate drug knowledge (Sawalha, 2010). The sources of the drugs people use without prescription sometimes are from Pharmacy and left over drugs from previous medication prescribed to them (Besty, 2011).The researcher observed that the habit of self-medication seems to be on the increase which consequently resulted in too many health issues including drug addiction and drug abuse in Kano State. In addition, National Drug Law Enforcement Agency (NDLEA, 2017) reported that Kano was rated among the Nigerian States with higher cases of drug abuse as a result of irresponsible use of un-prescribed and Over The Counter (OTC) drugs such as cough syrup, substances with codeine, tramadol among others, that might be connected with poor knowledge of the health implications of self-medication among the youths. However, the researcher observed that a significant number of the youths are concentrated or found in tertiary institutions especially those that are residing on the campuses, feeling that they are independent; they often engage in certain practices. Therefore, this study investigated the knowledge of self-medication among students of tertiary institution in Kano State in the midst of National Challenges.

Methodology

The research design adopted for the study was descriptive research design of survey type, this design allows for a variety of methods to recruit participants, collect data and utilize various methods of instrumentation and the population of the study comprised of all students of tertiary institutions in Kano State, with a total number of one hundred and thirty six thousand, six hundred and forty seven (136,647). This was derived from the following institutions, which include: Bayero University, Kano (BUK) 34,050, Kano State Polytechnic 25,763, Federal College of Education (FCE) Kano 16,732, Sa'adatu Rimi College of Education Kumbotso 22,875 and finally Audu Bako College of Agriculture (Danbatta) 3,691 (Academic Directorate of the Tertiary institutions, 2020). A total of 600 respondents were selected through stratified, proportionate and simple random sampling technique. The stages were as follows:

Stage 1: Kano tertiary institutions were stratified into Universities stratum, Colleges of Education stratum and Polytechnics/Mono-technics stratum.

Stage 2: Simple random sampling technique was used to select one tertiary Institution from each stratum that is Universities stratum, Colleges of Education stratum and Polytechnics/Mono-technics stratum. The procedure was as follows: the researcher used pieces of paper to write the names of all tertiary institutions available in each stratum, the pieces of paper was folded, mixed and shake vigorously inside a container. The researcher then asked one of the research assistants to pick one of the folded papers from each stratum one after another. Each institution selected automatically represented each stratum.

Stage 3: Simple random sampling technique was used to pick one (1) faculty/school from each institution to represents the institution. The same procedure used in selecting the institution was applied in selecting one (1) faculty/school from each Institution to represents the institution.

Stage 4: Simple random sampling technique was used to pick one (1) department from each faculty/school to represents the institution. The same procedure used in selecting the institution and faculty/school was applied in selecting one (1) department from each faculty/school to represents the institution.

Stage 5: Proportionate sampling technique of equal distribution was used to select respondents from each of the selected departments. The population of each institution was divided by the total population of the three selected institutions of the study and then multiplied by the sample size which is 600.

Table 1 below shows the distribution of the respondents based on their respective institution as well as the samples selected.

Table 1: Distribution of Sample Based on Institutions.

Name of institution	Population	Sample
1. Bayero University, Kano (BUK)	34,050	267
2. Federal College of Education Kano (FCE)	16,732	131
3. Kano state Polytechnic	25,763	202
Total	76, 545	600

Stage 6: Accidental sampling technique sampling technique was used to select individual respondents to make the sample, the process was as follows; the researcher on arrival to each selected department personally distributed the questionnaire to the available students found in the department irrespective of their level or classes with the help of the research assistant with explanation on how to fill the questionnaire, after completion, the research assistant help in the retrieval of the duly completed questionnaire and returned for analysis.

Result and Discussion

The study examined the knowledge of self-medication among tertiary institution students in Kano State in the midst of National Challenges. The data collected from 593 (98.83%) participants were analyzed using frequency and percentage for the demographic information of the participants; mean score to answer the research question, Chi-Square, t-test and one-way ANOVA to test the hypotheses formulated at the 0.05 alpha levels.

Research Question: Do tertiary institution students in Kano State have knowledge of self-medication? To answer this research question, opinion of the participants on the knowledge of self-medication was presented in table 1 below:

Table 1. Mean score of Participant's Opinion on the Knowledge of Self-Medication.

SN	Statements	N	Mean	Standard Deviation
1.	Self-medication is the treatment of common health problems with drugs without medical supervision.	593	2.87	.96999
2.	Self-medication refers to the use of previously prescribed/leftover medicine to treat health condition.	593	2.86	.97836
3.	Self-medication is the use of drugs that were sold without prescription and used for the short-term relief of symptoms, without medical consultation.	593	2.94	.95943
4.	Self-medication is taking of drugs, herbs or home remedies on one's own initiative, or on the advice of another person, without consulting a medical doctor.	593	2.94	.91641
5.	Self-medication is the use of medications by a patient on the advice of a lay man instead of consulting a medical practitioner is called self-medication.	593	2.88	.93449

Aggregate mean= 2.90

Table 1 shows the participant's response on the knowledge of self-medication among tertiary institution students of Kano State. The result indicated that the aggregate mean of 2.90 which is greater than the fixed mean of 2.50 which is considered positive, implying that students of Tertiary institution of Kano State have knowledge about self-medication.

Hypothesis 1

Students of Kano State tertiary institutions do not have significant knowledge of self-medication

Table 2: χ^2 Summary on the Knowledge of Self-Medication among Tertiary Institution Students of Kano State.

Variable	Agree	Disagree	Total	Df	χ^2	Sig
Fo	540	53	593	1	181.167	0.001
Fe	197.7	197.7				

$\chi^2_{tab} 3.841, df=1, p < 0.05$

The result of table 2 shows that 540(91.22%) of the participants agree that students of Kano State tertiary institutions have significant knowledge of self-medication while 53(8.94%) disagree. The statistical computation shows that χ^2 value of 181.167 at df1, $p < 0.05$ is higher than critical value of 3.841. Therefore the null hypothesis is rejected; this means that students of Kano State tertiary institutions have significant knowledge of self-medication.

Hypothesis 2

Students of Kano State tertiary institution do not significantly differ in their knowledge of self-medication based on gender.

Table 3 Summary of t-test of Students' differences on Self-Medication Knowledge based on Gender

Knowledge	N	Mean	Std.Dev.	Std.Error	df	t	Sig
MALE	382	14.3586	2.66100	.13615	591	1.7110	.88
FEMALE	211	14.7536	2.74230	.18878			

$t=1.711, df=591, (P>0.05)$

Table 3 above shows that male participants have a mean score of 14.3586 and standard deviation of 2.66102 while the female participants have a mean score of 14.7536 and standard deviation of 2.74225. The t-test computation indicated that the calculated t-value of 1.711 is less than the table value which is 1.645 at df 591, $p > 0.05$. The null-hypothesis stated is therefore accepted on the account that students have similar or the same knowledge on self-medication.

Hypothesis 3

Students of tertiary institution in Kano State do not differ in their knowledge of self-medication based on institution type

Table 4 ANOVA Summary of differences in Students' Knowledge of Self-Medication based on Institution type

Knowledge	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	359.592	2	79.796	26.933	0.01
Within Groups	3938.657	590	6.676		
Total	4298.250	592			

$F = 26.933, df=2, 590, P < 0.05$

The result of the table 4 above indicated that there is significant difference among Tertiary institution students in Kano State on the knowledge of self-medication based on institution type, the calculated f value of 26.933 at df (2,590), $p < 0.05$ is greater than the table value of 4.160. The hypothesis is therefore rejected. This implies that significant difference exist among the students based on institutions. Therefore LSD post hoc analysis was used to determine where the difference exists. The mean difference is significant at the 0.05

Table 4.1 LSD post hoc test on differences in students' knowledge of self-medication based on institution type.

Dependent Variable	(i) Inst	(j) Institutions	Mean difference(i-j)	Std. error	P value.
KNOWLEDGE	BUK	FCE KANO	0.98366	0.27845	0.002
		KANO POLY	1.76228	0.2.4172	0.001
	FCE KANO	BUK	-0.98366	0.27845	0.002
		KANO POLY	0.77862	0.29189	0.029

The post hoc analysis in Table 4.1 shows that students from Bayero University, Kano are more knowledgeable about self-medication than those from Federal College of Education (FCE), Kano and Kano Polytechnic, and also students from Federal College of Education, Kano are more knowledgeable about self-medication than Kano Polytechnic students.

Discussion

The finding of this study revealed that students of Kano State tertiary institutions have significant knowledge of self-medication. This finding is similar to the study conducted by Afolabi (2008) which revealed that students have reasonable information about drugs through print media, pharmacy, medicine dealers, family and friends or patent medicine shops. Zafa, Syed & Waqar, (2008) also reported that the prevalence of self-medication was higher because many students reports that relief obtained through self-medication was good, but fact remains that it can delay the clarification of a diagnosis and its appropriate treatment. However, the finding is contrary to the earlier finding of Henry (2006), on evaluation of the knowledge, attitude and practice of self-medication among first year medical students which revealed that a greater proportion of the students are in a position to misunderstand the risk and side effects of the drugs used as a result of self-medication. Similarly, Rohit, Verma, Mohan and Pandey (2010), in their study reported that majority of students had poor knowledge about appropriate self-medication while the knowledge of the benefits and risks was not adequate. This finding also disagree with the findings of a study conducted by Awad and Eltayeb (2007), on self-medication with antibiotics and anti-malarial in the community of Khartum, state Sudan, which revealed that the act of non-responsible self-medication seems to be prevalent in the developing countries because of the poor level of literacy, scarcity of health information and lack of implementation of government policies on health issues.

The outcome of this study also indicated that there is no significant difference among tertiary institution students in Kano State in the knowledge of self-medication based on gender institution type. This is contrary to a study conducted by Muhammad, Hassan, Elkalmi, Elnaem, Rayes and Jamshed (2011) to assess the gender difference in self-medication practice among university students in Slovenia, which revealed that gender, does not influence the knowledge of self-medication. However, the finding is contrary to the study conducted by Fadare and Tamuno (2011), on antibiotics self-medication among University medical undergraduates in Northern Nigeria who found that other factors like demographic factors have been found to influence self-medication. For instance, gender, age and location were discovered to have influence on self-medication.

The findings of the study revealed that;

1. Students of Kano State tertiary institution have significant knowledge of self-medication.
2. Both male and female students of tertiary institution in Kano State do not significantly differ in their knowledge of Self-medication based on gender.
3. Students of Kano State tertiary institution significantly differ in their knowledge of self-medication based on institution type.

Conclusions

Based on the outcome of this study it was concluded that:

1. Students of Kano State tertiary institutions have fair knowledge of self-medication
2. Both male and female students of tertiary institution in Kano State have similar knowledge Self-medication.
3. Knowledge of Self-medication was higher in university (BUK) students than that of College of Education (FCE) and Polytechnic (Kano Poly).

Recommendations

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

1. That government should ensure the implementation of regulations and control on the sale of drugs by untrained personnel as this will reduce drastically, indiscriminate use of drugs and non-responsible self-medication
2. Preventive health education and promotion should be intensified in schools and media to raise students' awareness of the risks and health implications of self-medication.
3. Kano State Ministry of Health and State Ministry of Education should formulate and implement policies to educate students about health implications of self-medication.
4. Parents, teachers, social workers, guidance and counselors should continue to monitor advice or counsel the students about the problems of self-medication.

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**COMBATING POVERTY AMONG YOUTHS AND ADULTS IN GOMBE STATE
THROUGH NON-FORMAL EDUCATION****By****Benjamin Caleb Moda**

Department of Education

School of education

College of Education Billiri, Gombe State

07069111478

calebmoda@gmail.com**Maryam Idris Maiyamba**

Department of General Studies

School of Education

College of Education Billiri, Gombe State

07069139809

mimiidris01@gmail.com**Mary Joel**

Department of ECCE

School of ECCE/ PED

College of Education Billiri, Gombe State

08067195747

&**Solomon Samuel**

Bayero University Kano State

08061273237

Solomonsamuel02@gmail.com***Abstract***

The study was conducted to ascertain the role-played by the Non-Formal education program in poverty reduction and prevention. The study used the cross sectional survey research design. The population consists of all the Non-Formal education learning centers in Gombe Local Government Area of Gombe state in Nigeria which numbered 34 centers. 10 centers were selected for the study through random sampling techniques, from the selected sample, 15 adults/ youth were selected and administered the questionnaire. Purposive sampling technique was used to determine the respondent. In analyzing the research questions, the researcher used mean and standard deviation. The results showed that Non-Formal Education program can achieve greater success through the application of the following strategies; making sure that all facilities that are needed for learning are adequate, giving of incentive either in cash or kind to adult learners at the end of the program for starting a business, building of modern vocational Centre with all the required machineries for learning of various skills and improving the remuneration of adult instructors, by so doing life of individual will be improved and the rate of poverty and crime in the society will reduced. The finding also identified several challenges such as; poor funding of vocational centers with equipment, inadequate adult instructors. On the basis of the findings, the following recommendations were made in other for non-formal education program

to combat poverty among youths/adults in Gombe State. Government and Non-Governmental Organization should give more priority in Non-formal education program through building more structures, well-furnished classroom/offices, modern vocational centers with facilities and employed qualified adult instructors who can put their heads together in fighting poverty in our society.

Keywords: *Non-formal, education, poverty, adults, youths, Non-formal education, Non-Formal education tools*

Introduction

Education, as a lifetime process and a key of unveiling potentials, enables the endless development of a person's capabilities as an individual and as a member of society and take three different forms: these include Formal education, Non-formal education and Informal education. Formal education system in its self, is the well- organized and structured educational system usually provided or supported, well-funded and recognized by the federal, state and local government that is chronologically graded and running from primary to tertiary institutions and by completion of each of the grade on, is awarded a certificate which is used for his/her continuity to the next grade while on the other hand, Non-formal education is an educational activity which is not structured and takes place outside the formal system. These include educational activities like; skills acquisition, nomadic education, remedial education, basic literacy, post literacy etc. This is characterized with most at times students who either dropout from the formal school or the less privilege individual who cannot afford the formal school.

Mbagwu and Nwakire (2005) define non-formal education as any organized educational activity or training activity for school dropout, for illiterate rural and urban adults, for youths, women, or individual workers aimed at improving their employment and income earning potentials, or giving them general education, which, in some cases, as desired may help them re-enter the formal system (p.184). Similarly, Aderinoye (2004) presented non-formal education as any organized educational activity for out of school youths and adults, outside the formal school system. Non- formal education is more learners' centered than the formal system. It includes a variety of practical and functional programmers' as adult literacy, occupational skill, training, and community health, nutrition and family planning education.

Non-formal education is a tool that can be used in combatting poverty and helping societies to be more independent and to respect human rights. Aderinoye (2007), stressed that in order to cater for the needs of this varied categories of clientele, adult and non-formal education programs, youths and adults are to participate in either of the following programs: Basic literacy, Post literacy; Women Education; Functional literacy; Nomadic Education; Continuing Education; Quranic Integrated Education; Literacy for the Blind; Workers 'Education; Vocational Education; Literacy for the Disabled; Correctional Education. These programs are offered in the various states under the supervision of the State Agencies for Mass Education. The open apprenticeship scheme, operating in the informal sector, complements with the requisite income-generating vocational skills that are targeted at eradicating poverty. It is an essential supplement to formal education. Furthermore, informal education is seen as learning process that begins from birth till when an individual die. In this process, learning goes on in daily life and can be

received from daily experience, such as from family, friends, peer groups, working place, market place, the media etc.

Ani (2002) opined that Nigeria should get on with more training and education of her citizens outside the formal school system if it is to attain rapid economic and national development. This will depend on her ability to produce skilled youths capable of understanding problems and needs of the society and be able to direct activities towards the fulfillment of national goals. Through involvement in non-formal education, citizens may get a chance to experiment and take on responsibilities. They are able to develop their curiosity and enthusiasm, to learn to work together and to practice democratic decision-making and negotiation, which is an important step towards active democratic citizenship. Moreover, non-formal education develops personal, social and professional skills through experimenting in a relatively safe environment. Through different activities of non-formal education people can obtain experience that can be compared with traditional formal work experience and should be recognized as such. These activities involve democratic decision making and negotiating, participation, personal development and help them to obtain such qualities as commitment, involvement, responsibility, solidarity, democratic awareness, motivation, initiative, emancipation and empowerment, creativity, respect, tolerance, intercultural awareness, criticism, intellectual independence and self-confidence.

Objectives of Non-Formal Education as enshrined in the National Policy on Education in Nigeria

According to the National Policy on Education (2004), Non-formal education encourages all forms of functional education given to youths and adults outside the formal school system such as functional literacy, remedial and vocational education. The goals of Non-Formal Education shall be to:

- ❖ Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or group especially the disadvantaged gender.
- ❖ Provide functional and remedial education for those young people who did not complete secondary education.
- ❖ Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- ❖ Provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills and
- ❖ Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

Based on the above national goals, it is expedient to say that non-formal education engenders the spirit of one's acquisition of knowledge and skills necessary for the development of an individual and the nation in general. Education attained helps in developing a person with either new ways of doing things and influences a person's environment; it is belief that this system of learning carries everybody along regardless of one class and position in the society.

Education is the only tool and weapon that can be used in fighting against poverty in our society today. As the saying goes "if education is expensive try ignorant". A developing country like

Nigeria, Non-formal education is an important tool that can help in reducing poverty among youths when given proper attention in managing and funding its activities. Non-formal education is a must for any economic upliftment and poverty alleviation in any society that seeks to develop. Though total obliteration of poverty from Nigeria is a secluded dream, yet the non-formal education can play a vital role in improving the quality of life and to help the youths/ adults to be productive and contribute their quota in the national development. Furthermore, despite the high percentage of our populace remaining in object poverty today, non-formal education is said to have reduced poverty over the years through its various activities.

Literature Review

According to Biao (1994) & Akpama (2001) the primary mission of non-formal education is to provide education and training that is accessible to out-of-school learners and to create opportunities for acquisition of life skills to enable individuals to attain their full potential and contribute to the socio-economic advancement of their immediate communities and to national development. The purpose of NFE is to provide alternative learning opportunities for those who do not have access to formal schooling or need specific life skills and knowledge to overcome different obstacles. Non-formal learning is also intentional from the learner's point of view, as opposed to incidental or random types of learning. The essence of non-formal education in this context is to provide learning opportunities meant to equip learners with requisite skills to alleviate their poverty-stricken conditions (Akpama, 2001).

Institute for Environment and Development (IIED) (2010) which sees participation as empowering people to mobilize their own capacities through making strategic plans, being social actors, rather than passive subjects, manage the resources, make decisions, and control the activities that affect them. The institute further posits participation as an approach through which beneficiaries and other stakeholders are able to influence project planning, decision-making, implementation and monitoring phases. The institute on the other hand, says participation is considered to be a prerequisite for project ownership, successful implementation and sustainability of the projects in question.

Non-Formal Education Program a Tool for Poverty Reduction in Nigeria

The tools used by non-formal education in combatting poverty among youth/adults are all the set of activities provided and carried out by the adult and non-formal education sector, among these programs includes; basic literacy, functional literacy, post literacy, remedial education, vocational education etc. Furthermore, Deekor (2019) sees non-formal education becoming a tool that will build the capacity of rural people to satisfy the imbalance or lack of adjustment between the present condition in the life of the community and a new set of condition that will be more desirable. In identifying those gaps, they could be basic adult education needs, social education needs, political education needs, economic education needs, cultural education needs, health education needs, and environmental education needs. These are important because, they will equip the individuals with the desired knowledge and skills that will make them participate effectively in the development of their communities. NFE has long been considered a crucial means of providing competent power of individual for socio-economic development in rural areas.

Strategies used by non-formal education in enhancing youths / adults become self-reliant

Non-formal education as one of the sector of education in Nigeria, always craving for a better way of improving her services in other to meet up with the present challenges in our societies that seems to be on the increased day by day. Wanjie, (2011) opened that Adults/ youths in our society are not homogeneous, and so for education to be relevant, it needs to respond to the diversity of societal situations. It is clear that the centralized planning tool in most countries simply cannot develop effective programmes for diverse society. Therefore, other strategies have to be deployed by communities that will increasingly be responsible for shaping some of their own educational programme and will be allowed to play a greater role in helping to make these decisions that are vital to their future.

Such flexible strategies involving the decentralization of planning procedures and the devolution of responsibilities to more locally based agencies. Educational activities have to be linked to the specific needs of the rural community for skills and capacities to seize economic opportunities, improve livelihood and enhance the quality of life. Most governments are committed to policies that would facilitate rural development but they are, at the same time, committed to the notion that economic and social differentials between regions should be minimized. These considerations based upon notions of social equity frequently turn out to be the most powerful determinants of educational policies in the new states, how to possibly eliminate disparities among rural areas and implementing flexible development programmes would be a tough problem in the whole development process of a nation (Chinapah, 2017).

Challenges obstructing smooth running of non-formal education program towards poverty reduction

A major problem in the promotion of non-formal education is its lack of recognition in comparison with formal, academic education. As a result, the importance of non-formal education is not fully recognized and the opportunities to use it are not fully realized. The financial means required for non-formal education are not sufficiently allocated given the increasing demands placed on finite resources and time. Hanachor (2014) highlight key major encumbrances to non-formal education in Nigeria to include;

Lack of literacy teachers:

For there to be continuity in any profession or practice, there must be need for those who will pass across the demanded knowledge or skill for others. The lack of this caliber of persons will hinder the promotion or continuity of the practice. In the case of non-formal education, the lack of literacy teachers or instructors is a serious hindrance to the promotion of the discipline in Nigeria. The reason for this may not be unconnected to the low salary and low status of instructors, resulting to lack of motivation noticed among the instructors of non-formal education sector. The instructors are poorly paid; their position in the educational sectors in some parts of Nigeria is not recognized. The resultant effect is that those who feel they cannot contain drift to some other sectors.

Inadequate funding:

Inadequate funds to run non-formal education programmes in Nigeria seem to be one of the most pressing hindrances to the promotion of the sector. No matter how laudable an educational plan and objectives may appear, if there are no funds to carry out the programmes and project

which will lead to achievement of the set objectives and plans, it will not see the light of the day. In Nigeria, the government seems to pay more attention to formal education and less to non-formal education sector, even when the immediate and practical solutions to most of the nation's problems could be address through the sector. The problem of funding the non-formal sector is further compounded by the fact that non-formal sector is not easily assessed in terms of the quality of activities carried out in sector, unlike the formal education sector which can be quantifiable. Hence insufficient financial allocation is a major impediment to promotion of non-formal education in Nigeria.

Lack of recognition of non-formal education sector in Nigeria:

There is little or no recognition given to graduates or practitioners in the non-formal education sector. The over emphasis on certificate as against practical work and skill had made the value of non-formal education not to be realized. It is a known fact that most developed countries of the world (Japan) did not only depend on the formal educational system but used a merger of the formal and non-formal educational sectors. Since it is difficult to assess the non-formal sector in Nigeria, recognizing and placing the products of the non-formal education becomes more difficult and a very major barrier to the promotion of the sector.

Lack of trained or qualified practitioners:

There is shortage of teachers or instructors in the non-formal sector, added to this is the fact that the few available are not trained or professionals. Since there is shortage, any person who shows some level of competence is taking to be a practitioner, even when such persons do not possess the required training. This is another interruption to the non-formal education sector in Nigeria. In most cases, people who had no form of training in the methodology, principles and techniques of teaching adults are allowed into the sector.

Problem of underrating the sector:

The non-formal education sector in Nigeria is under rated and undervalued compared to formal education sector. This perception makes the society to see the recipients of the non-formal education as second class citizen or people who are not educated. Most times, the recipients of the non-formal education are even forced to feel inferior before their formal education. This is a major challenge in the promotion of the sector as many who would have loved to be in the sector decline due to the letdown. All these were spotted by Hanachor (2014) as the major obstacles to achieving the objectives of non-formal education in Nigeria.

These groups of people are easily used by politicians to cause one havoc or the other in the society thereby denting our national image. The indications are that substantial numbers who are supposed to be in school are not there, hence the need for non-formal education and out-of-school education programme (Ngwu, 2006). Non-formal education is planned with a specific target group in mind such as the drop-outs, rural men and women, farmers, and other disadvantaged groups.

Purpose of the Study

The main purpose of this study is to investigate the role of non-formal education program in poverty reduction and prevention. Specific objectives of the study are:

1. To find out tools use by Non-Formal Education system in reducing poverty among youths/adults.
2. To find out strategies that can help NFE enhance individual self-reliance
3. To find out the challenges that hinders the smooth running of non-formal education program toward reducing poverty.

Research Questions

1. In what ways can the tools of Non-Formal Education program be used to reduce poverty among youths/adults?
2. What are the strategies that non-formal education can employ in reducing poverty?
3. What are the challenges that hinder/affects non-formal education program as a tool for poverty reduction?

Methodology

The study used the cross-sectional survey research design. The population consists of all the Non-Formal Education learning centers in Gombe Local Government Area of Gombe state which numbered 34 centers. 10 centers were selected for the study through random sampling techniques, from the selected sample, 15 adult/ youths' learners were selected and administered the questionnaire through the purposive sampling technique. Adult learners were used in this study as sample because it is believed that, they can provide valid and updated information on the items asked. While, a questionnaire developed by the researchers with the title Non-Formal Education Impact in Curbing Poverty (NFEICP) was used. One hundred and fifty (150) questionnaires were produced and distributed to the respondent; one hundred and thirty-eight (138) were retrieved from the respondent while 12 were missing. The researchers together with research assistants collected the data by visiting the centers with the assistant of an instructor from the Gombe State Agency of Non-Formal Education. Data was analyzed using simple percentages, mean, standard deviation.

Results

The findings of the study were looked at according to the research questions. In analyzing the Research questions, the researcher used mean and standard deviation by this, a mean of 3 and above was accepted. While any mean that is 2.9 and below was rejected.

N= 138 respondents, mean ≥ 3 is accepted, mean ≤ 2.9 is rejected

Research Question One:

What are the ways the used of non-formal education system tools can be apply in reducing poverty among youths/adults?

Table 1: result showing tools used by non-formal education toward poverty reduction.

STATEMENT	MEAN	SD	REMARK
Provision of free instructional materials/teaching aids were used in encouraging learning.	3.65	0.70	Accepted
Constant use of computer-based training to motivate adult continuity in the program.	3.52	0.69	Accepted

Constant training in functional education promotes learner's development.	3.46	0.91	Accepted
Giving of scholarship to learners motivate their involvement in the system.	3.38	0.99	Accepted
Regular training/ retraining of adult instructors make learners interested in the program.	3.37	0.88	Accepted
Regular organizing of quiz, sport and debate competition build interest and unity among learners.	3.29	1.02	Accepted

Table 1 above shows that seven statements on ways that Non-Formal Education program can employ in reducing poverty were accepted by the respondents.

Research questions Two:

What are the best strategies that can help non-formal education improve the life of youths/adults toward becoming self-reliance?

Table two: result showing the best strategies that can be employ in improving the life of youths/adults.

STATEMENT	MEAN	SD	REMARK
Provision of adequate learning facilities to adult learners enhances adult involvement.	3.54	0.84	Accept
Giving of incentive after graduation of adult learners encourages and sustained the individual to practice his/her vocation learned.	3.51	0.82	Accept
Non-formal education is gear toward helping adult overcome their life challenges.	3.41	0.89	Accept
Engaging adult learners in ICT learning promote advancement.	3.25	0.97	Accept
Having vocational department in all the center of non-formal education promote enrolment.	3.41	0.96	Accept
Improving remuneration of non-formal education staff will aid one's standard of living	3.29	1.11	Accept
Giving free education for adult learners gives way to self-development	3.14	1.17	Accept

Table 2 above shows that the seven strategies that can help Non-Formal Education program improved on the life of youths/adults were agreed by respondents.

Research Question Three

What are the challenges that hinder non-formal education program in effective poverty reduction?

Table three: showing the challenges that hinder the smooth running of non-formal education program in poverty reduction.

STATEMENT	MEAN	SD	REMARK
Poor funding of vocational centers results to increase in poverty rate.	3.2	1.26	Accept
Inadequate infrastructures (i.e. centers, offices, chairs etc.) discourages adult participation.	3.1	1.25	Accept
Inadequate adult facilitators may discourage adult learners.	2.11	1.44	Reject
Inappropriate methodology approach usage by facilitators stand's as a setback to non-formal education.	3.2	1.16	Accept
Distances to non-formal education centers discourage full participation of the program.	3.4	1.19	Accept
Poor turnout of adult learner discourages achievement of the program.	3.3	1.26	Accept
Insufficient furniture in the center discourages enrolment in the program,	3.0	1.22	Accept
Extortion by facilitators may discourage adults and youths from participation.	3.1	1.18	Accept

Table 3 shows that the eight challenges that hinder the smooth running of non-formal education program. Seven out of the eight challenges were agreed by the respondent while one statement was rejected by the respondents.

Discussion

The result revealed that non-formal system of education as a tool can go a long way in reducing poverty and enhancing self-empowerment of youths/adults in our society, if and only the tools or modalities of its programs are functional and are followed as expected by provision of free instructional materials and teaching aid encourage participation, introduction of computer-based training motivate learners, giving of functional education to learners, regular given of scholarship to adult learners, constant training and retraining of instructors and regular organizing of quiz, sport and debate among different centres of non-formal education. All these are tools that the non-formal education can implement or enhanced on, in order to reduce on the cankerworms of poverty bedeviling our society. In substantiating this finding, Biao (1994) and Preece (2009) maintained that non-formal education programmes have the potential of improving the skills of an individual on an already chosen trade or practice while, simultaneously, equipping this individual with new attitudes, knowledge and skills.

Furthermore, the other result show that Non-Formal Education program can achieve greater success in terms of improving the life of youths and adult individual through the application of the following strategies. These strategies include: making sure that all facilities that are needed for learning are in place (i.e. premiers, well structure classroom with modern furniture), given of incentive either in cash or kind to adult learners at the end of the program (i.e. to make vocational or skilled learned for useful to himself and the society), this will always encourage learners to overcome life challenges and not be overwhelm by them, inclusion of ICT and it divergent programs(i.e like software design, repairs, corral drawing etc.) in the curriculum of adult learners in order to give them practical skills of computer, building of modern vocational centres with all the required machineries for learning of various skills, improving the remuneration of adult instructors and making non-formal education program to be free will eventually increase adult enrollment in the program, by so doing life of individual will be improved and the rate of poverty and crime in the society will reduced. All these are strategies

that if non-formal education program can adapt or adopt, it will go a long way in bringing more positive changes in adults and the society at large. This finding is in support of a study which says Adult literacy programmes have created opportunities for adult learners to acquire and apply the knowledge and skills needed to propel economic development through application of different strategies. The role of literacy programme in economic development is apparent in its contribution to human capital formation. Adult literacy programmes motivate learners to develop interest in reading and writing and a positive attitude to the effective use of ICT and media within the context of life-long learning. Literacy helps people to move around independently, read their own personal and leisure documents, and seeks employment in large firms without fear. The confidence gained from literacy extends to many other spheres of daily life as well (Openjuru, 2009).

Lastly, the result shows that non-formal education program encounters several challenges that hinder the effective and smooth running of the program towards achieving its aims and objectives. Some of the challenges are; poor funding of vocational centers with equipments, lack of enough or sufficient adult instructors who are qualified, inappropriate use of methodology by facilitators, distance to non-formal education centers to adult learners, poor turnout of adult learners due to life challenges, insufficient or lack of furniture in the centers and extortion of adult learners by facilitators while lack of structures and facilities was disagreed by the respondent as a challenge that affects running of non-formal education.

Conclusion

Based on the findings of the study, it is concluded that:

- Non-Formal Education program can employ in reducing poverty were accepted by the respondents.
- Provision of adequate learning facilities to adult learners enhances adult involvement and giving of incentive after graduation of adult learners encourages and sustains the individual to practice his/her vocation learned are among the best strategies that can help non-formal education improve the life of youths/adults toward becoming self-reliance.
- Distances to non-formal education centers, poor funding and poor turnout of adult learner discourages are among the challenges that hinder the smooth running of non-formal education program.

Recommendations

On the basis of the findings of this study, the following recommendations were made

- Government and Non-Governmental Organization should give more priority in non-formal education program through building more structures, well-furnished classroom/offices, modern vocational centers with facilities and employed qualified adult instructors who can put their heads together in fighting poverty in our society, hence non-formal education is a great tool that can be used to fight poverty.
- The organizers of non-formal education program across the 36 states of the federation, should always make their doors open to receive impact from the public, stakeholders, staff and students in terms of bringing in new ideas that will enhance the activities of the agencies or centers.
- Government and managers of non-formal education learning centers should always make efforts towards curtailing challenges that affect proper functioning of the centers, staff welfare and enrollment of adult/youth.

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IMPACT OF GUIDANCE AND COUNSELLING SERVICES ON MANAGING TRUANT BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN KANO MUNICIPAL

By

Bilkisu Ibrahim Garba

bilkibrahim2@gmail.com

Aminu Kano College of Islamic and Legal Studies, Kano

Department of General Education

Abstract

The study investigate the impact of guidance and counselling services on managing truant behaviour among secondary school students in Kano Municipal. Three research objectives with three corresponding research questions as well as one null hypothesis were formulated to guide the study. The population comprises of 502 secondary school counsellors and 136 school administrators, purposive sampling technique was used to draw a sample size of 196 and 80 from the school administrators and school counsellors respectively. A researcher desined instrument tagged “Impact of Guidance Services Employed by School Counselors Questionnaire (IGSESCQ)” was used for data collection. The instrument was face and content validated by some experts in the department of education, BUK. Computed reliability co-efficient was found to be Rho, 0.87 which was established statistically significant in positive direction. Data where analyzed using mean and standard deviation and simple percentage for the research questions, chi-square was used to test the null hypothesis. The Findings of the study indicate that; the major guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students is Counselling services. Significant gender difference was observe on the influence of guidance and counselling services on managing truant behavior among male and female in favour of female students. the mean score of male was 20.43 and that of female was 1.63, a mean difference of 18.8 and p-value of (0.025). Based on these findings the following recommendations were made; counselling service should be used by school counselors and school administrators in managing truant behavior. There is a need to re-organize the guidance and counselling unit of secondary schools with adequate human and material resources to smoothly run the unit and also counsellors should prioritise gender issue in their operations.

Keywords: *Guidance Services, Truancy, and School Counselors.*

Introduction

Student’s truancy in secondary school system is alarming and also, an epidemic that affects students, schools, families, and community at large. Truant students miss out certain academic instructions and social interactions, leading to an increased risk of dropping out of school. Unexcused school absenteeism is not a new phenomenon, but an issue that has over the decades received new attention. Most of all absences were non-illness related; truant students are often absent from school for such a period of time that it is difficult if not impossible for them to catch-up. This leads to further disengagement from school and ultimately can lead to anti-social behaviours like; juvenile delinquency. Truancy is a significant phenomena in secondary schools; it has been linked to serious immediate and far-reaching consequences for students, families, schools and communities, leading researchers, practitioners, and policy makers to try to

understand and to address the issue. Although numerous and significant steps were taken at the local, state, and national level to reduce truancy, the rates of truancy have at worst been on the rise, in secondary schools. Truancy or the habitual act of being absent from school without permission is a major issue affecting the overall success of the school goals, it is also a study predictor of juvenile problem including delinquent activity, social isolation, education failure, substance abuse, teen pregnancy and school dropout. In addition high truancy rate has linked to daytime burglary and vandalism, (Maduabuchi, 2013).

According to, Enwin, Okirigwe, & Onu (2020) truancy is when a child missed school or class without an excuse from his/her parents or guardians. It also means a child leaving school or class without the permission from the teacher or principal. When a child is consistently late for school, he or she is considered to be a truant. A truant student is he who stays away from school without proper leave permission from school authority or the parents. Also, the students who always tend to keep themselves from studies and avoid attending classes are regarded as truants (Benjamin, 2015). Truancy is any intentioned, unauthorized or illegal absence from compulsory education. It is the absence caused by students of their own free will and usually was not referring to legitimate “excused” absence such as ones related to medical conditions. Reid (2006) identifies attendance as the single most critical variable in measuring student achievement levels.

There are three types of truancy which include: Habitual truancy, occasional truancy and casual truancy.

1. Habitual Truancy: This is type of truancy that occurs when a student (truant) constantly absent from school without the due knowledge or consent of his/her parents or the school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequencies of absenteeism have become regular behavior or habit. It is important to note that, students who are habitual truants have high chances of falling behind in school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

2. Occasional Truancy: This type of truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the student levels of absenteeism from school without the permission of parents or school authority is irregular. For example, a child whom the mother refuse going to school and was kept at home to help care for sibling and the child taken out of school for an out-of-season family holiday and so on are all instance of occasional truant (Ezeani, 2006).

3. Casual Truancy: This is the type of truancy which occurs when the students’ absent from school was by chance. This type of truancy is not regular and constant but happens by chance. For example, students who remained lurking within sound of the school bell so that they could attend those lessons which interested them (Ezeani, 2006). A casual truant is a student who keeps away from school and cuts up to 10 percent of the total number of working days during one academic session. A casual truant is an escapist who avoid unpleasant situation in school, during working hours. He is amenable to suggestion and persuasion and hence most responsive. He is the marginal person to lapse into truancy if left alone and amenable to correction if properly handle.

Maduabuchi (2013) is of the view that, factors influencing truancy are many and varied, and can emanate from the students, family, school, teacher, peer group, society and government at large. There are several causes responsible for truancy among individual students, major categories, include

1. Peer Group: Ezewu (2002), stated that peer groups are persons of the same age group, equals or friends with whom the child shares certain social characteristics. This social world to which they share same language, values, norms and mode of interaction may not be understood by the adults. Peer pressure is used to describe the demands for compliance to customs of the group and exhibiting dedication and loyalty to the members of the group. Reid (2006), further stressed that as members of a peer group, the group has more influence on the adolescents than they would have as on their own and they begin to recognize the value of united enterprise. However, it is through peer pressure, that students are most likely to be introduced and involved in truant behaviors such as drinking, smoking, indecent act and drop out of school. The peer group has effects on the student truant behaviors. As the child frees himself from dependency and control of the parents and other adults, he falls back on peer group for direction and control. This sensitive young person is anxious to please his beloved ones and to maintain prestige in the eyes of his own generation. This often lead student into the act of abandoning everything he is supposed to be engaged with such as class attendance, concentration, assignments and revision but engaged in menial job to get money to be like his peer groups. When this happens the student will never understand what is going on in the class because he is always absent from school, and as a result perform below average. Negative peer tension may influence in various ways such as joining students who are delinquent which include truancy, stealing, watching films and attending parties during school hours which may eventually lead them into robbery (Arief, 2011). Peer pressure may have a positive influence and help to challenge and motivate one to do best. Peer pressure may also result in one doing thing that may not fit with ones sense of what is right or wrong. In other words, when peer pressure makes one to do things that people dislike, it is a negative peer pressure.

2. Family: Family is the basic socialization agency for the children. Children learn basic concepts about good and bad habit from their family. They make their values and set the norms of society. Families are important to provide safe, nurturing environment in which children can learn to function in the society. Family factors are those issues that influence student's absenteeism which are within the control of parents. Children from disadvantaged family backgrounds have higher chances of absenting themselves from schools as opposed to children who come from well to do families. The following factors influencing truancy were identified: poverty, lack of parental involvement, one parent families and distress in family. According to Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because, the family background of a child affect his reaction to life situations and level of performance. Although, the school is responsible for the experiences that make up parents and the individual's life during school period, yet parents and individual experiences at home play tremendous roles in building the personality of the child and making the child what he is. The structure of a child's family has been linked to academic progress. When the home is not stable, psychologically the student would be unrest too. Some of the family background factors that influences students' truancy include, lack of parental supervision, poverty, substance abuse and alcohol. Lack of family support, household

problems, broken homes and household care duties are factors that make child get involved in truant behavior (Maduabuchi, 2013; van Breda, 2014). Adeyemo (2013) opined that low and high socio-economic background can also be a factor influencing truancy. The high socio-economic parents are able to provide students educational and family needs, but those parents of low socioeconomic background are not able to provide both educational and family needs to their children (Arief, 2011). When parents are not able to meet up educational needs of their children, children will be discouraged to go to school or to enter class and learn.

3. School: The school is expected to provide an atmosphere that is conducive for proper learning and teaching as well as serving as a place to be loved by the students. However, in some situations school assists in making students to engage in truancy. For example, in a situation where a school is having teachers who are harsh to students, where there is high level of bullying, inappropriate school environment, boredom, poor management, poor relations with teachers and in some cases irrelevance of the curriculum, then there must be high tendency of truancy among the students.

Enwin, Okirigwe, & Onu (2020) were of the view that harsh teachers, negatively school experience such as bullying, boring and boredom classes, inappropriate school environment, indiscipline prevalent in the school, lack of interest and cocurricular activities are some of the factors influencing truancy among students that come from the school itself. Therefore, it is clear that, the causes of truancy among students are many and varied. So attributing it to single cause is not possible. The school environment has to be appealing to the students when, it is not attractive to them, the students will resist and resent. To make the school attractive, the very location of the school, its surroundings and classrooms where learning takes place have to be good. The environment is expected to have quality and qualified teachers that are committed. In an environment where teachers are not serious about their job they can encourage students to become truants. Students can become truants when teachers teach only to earn a livelihood and not taking their profession as a sacred duty with commitment and dedication in building, moulding, and shaping the future of the children. When this situation prevails in the school, students can get an aversion to the school, its staff and environment and they can become truants.

4. Teachers: School is considered as the extended home for individuals as a lot of time is spend in school. Thus, the members in the school setting especially the teachers have a vital role to play in many aspects of students' attitude and motivation. Teachers who show lack of respect for students and disregard the different needs among the students can make students attempt truant (National Centre for School Engagement, 2005). Bartholomew (2009) stated that truants like to use "dislike teachers/teaching methods" as the most common excuse for playing truant. Truants favor interaction with teachers and students besides being granted autonomy in the learning process. Bartholomew, further asserted that positive teacher student interaction can encourage students' attendance in class. Teachers' characteristics such as rude, sarcastic, unfair, insult and embarrass students can influence truanting behavior though the impacts is rather small. Aligned with Bartholomew (2009), reported that teachers' unpleasant and hatred towards certain students can contribute to students' truant behavior. Also students are inclined to skip school when they feel that, teachers and schools do not care for them (Van Breda, 2006) or teachers apply authoritarian teaching method. According to Azizi, Hashim, Yusof and Lee (2007) stated that, teachers who like to assign a lot of home-work to students, are always late to class and fail to perform effective teaching will discourage students from staying in school. Finding of

Mohammed Sharif and Hazni (2010) support the role of teachers in influencing students to become truant. Mohammed Sharif and Suria (2012) reported that teacher's attitude can cause students unexcused absence from schools.

5. Students: Another factor that influence truancy among public senior secondary school students come from the students themselves. For example, low level of intelligence, peer influence, weak physical health, social and emotional as well as maladjustment make students engage in truancy. Zhang, Katsiyannis, & Barrett, (2007) opine that students need to catch up on homework or assessment tasks, illness, lack of social competence, mental health difficulties, physical health, lack of self-esteem, social skills and confidence; poor peer relations, lack of academic ability are some of the factors influencing truancy mainly coming from the student themselves. Adeyemo, (2014) opines that a student would rather prefer to spend most of his days in the midst of his peers where he would be happier and more relaxed and this gives room for undue peer influence particularly in antisocial behaviors like truancy. Also, student poor academic performance could discourage student's attendance. Students who do well in academics always enjoyed learning and could perform any assignment given to them contrary to students who performed poorly in different subjects. According to Reid (2006), lack of career aspiration and poor academic performance leads to low self-esteem to students finally causing students to be truants. Similarly, there was a significant dependency between learners having poor academic problems and truancy. Henry (2007) notes that, students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of failing an exit examination. Learning difficulties include short memory and poor reasoning, poor reading skills and difficulties in calculations.

Effects of Truancy; Henry (2007) indicates that truancy's consequences are extensive, resulting in negative implications for multiple levels of society. In the short-term, truancy can predict;

- a) Maladjustment,
- b) Poor academic performance,
- c) School dropout,
- d) Substance abuse, and
- e) Delinquency.

In the long-term, evidence reveals truancy as a predictor of poor adult outcomes, including;

- a) Violence,
- b) Marital instability,
- c) Job instability,
- d) Adult criminality, and
- e) Incarceration.

Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes; student's dropout from school is the most obvious result of chronic absenteeism, Rodriguez and Conchas (2009).

Dittimiya, (2001) in his view on the effects of truancy maintains that truancy among students has great effect on the development of human resources needed for social and economic transformation of the society. Truancy is an impediment to national development that allows students to prevent the whole aim of education, examination and public morality. It does not

encourage development; it retards progress of the school and the entire society, which attract guidance and counselling intervention.

Guidance and Counselling; Guidance and counseling are essential elements in managing people behaviour in all societies even the most primitive societies grew out of the necessity of guiding individual's behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to enhance discipline must be continuously practiced if people are to work harmoniously for the achievement of common purpose. Hendrikz (1986) stresses that teachers, school counsellors and school administration have the responsibility of ensuring that students matures steadily along his own personal line. Students are priceless assets and most essential element in education. It was absolutely necessary to direct students to exhibit acceptable attitude and behavior within and outside the school.

Guidance and counseling according to Birichi and Rukunga (2002) is a practice that had been in existence for a long time and had been passed on from one generation to another. The concept of guidance and counseling carry different but overlapping meaning. They are closely interrelated and cannot be overly separated from one another. Furthermore Mutie and Ndambuki (2002) observe that, the belief that human beings are basically selfdetermining creatures. That means they had an innate desire for independence and autonomy as well as for self- destruction which implied that human beings had the ability, to control their own destiny and to be fully responsible for their action. Main goal of guidance and counseling is to help individuals understand themselves in order to deal with life experiences in a healthy manner, by being able to recognize the factors that cause problems and look for appropriate methods of resolving or avoiding the situations which may lead to unhealthy lifestyles. Guidance and Counseling service, according to Ajowi and Simatwa (2010) are essential elements in discipline and managing behaviour of people in all societies.

The school counselor is a professional who work in primary (elementary and middle) schools or secondary schools to provide academic, career, college access/affordability/admission, and social-emotional competencies to all students through a school counselling program. A new role for school counselors emerged in the 1990s and 2000s. School counselors are no longer focusing on scheduling, filling papers, and handing out college applications. Instead, school counselors work with all students and are vital members of school leadership team. The majority of school counselors' time is spent in direct service with students. School counselors use the following tools to help students:

- Small-group counselling
- Individual counselling
- School counselling core curriculum lessons

Guidance Services; Guidance and counselling are formalized action or steps the counsellor operate to make guidance services available to students and help them out of their problems. They are the basic elements of guidance and counselling programmes. According to Nwachuku (2007) guidance services are classified as follows; Information service, Placement service, Appraisal service, Counselling service, Educational service, Vocational service, Orientation service, Referral service, Evaluation service, and Follow-up service.

Statement of the Problem

The problem of the study is to assess the guidance services employed by school counselors in managing truant behaviour among secondary school student in Kano municipal. The issue of truant behaviour is worrisome in secondary schools that need special attention from both angles; school authority in collaboration with school counselors are doing their best in managing and handling so many cases to do with or related to truant behaviour problem to make the school environment sound and healthy. The main issue of concern is that most of the truant students, are in their early adolescent stage; they Conform or deviate from the norms and value of the society they belongs to, which facilitates emergence of behaviour problem. In a normal circumstance they are suppose to be in school but unfortunately they shun school and engage themselves into different behaviour problems.

Student with truant behaviour often break school rules and regulations, engage themselves in deviant acts and shun school. They have different degree of behavioural problems ranging from violent behaviour, substances use and misuse, immoral conducts, and bullying which is highly terrifying; as their might be consequences later in their lives. They engage themselves into these undesirable acts due to; poor parental care, poverty, broken home, bad fellows/peer influence, social media, juvenile delinquency e.t.c. Truant behaviour can have serious consequences for the students, their family, friends, their schools and society. It is in this regard that, this study seeks to assess the impact of guidance related services on managing truancy among secondary school students in Kano municipal.

Objectives of the Study

The study was designed to achieve the following objectives;

1. To find out the major guidance and counselling services rendered by school counselors in managing truant behavior among secondary school students in Kano municipal.
2. To find out the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal.
3. To find out gender difference in the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal.

Research Question;

4. What are the major guidance and counselling services rendered by school counselors in managing truant behavior among secondary school students in Kano municipal?
5. To what extent guidance and counselling services rendered by school counselors has influence in managing truant behaviour among secondary school students in Kano municipal?
6. What is the gender difference in the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal?

Research Hypothesis

1. There is no significance gender difference in the influence of guidance services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal.

Methodology

The research design adopted for the study is descriptive survey method. The population of the study consists of six hundred and eight (638) senior secondary school teachers including school counsellors and school administrators in Kano State Senior Secondary School Management Board (KSSSMB), Kano municipal zonal office, within thirty nine (39) male and female senior secondary schools. A sample size of two hundred and seventy six (276) was drawn based on research advisor (2006). The research instruments used for data collection in the study was researcher designed questionnaire titled; Impact of Guidance Services Employed by School Counselors Questionnaire (IGSESCQ). The instrument has two sections. Section "A" of the questionnaire contains 12 items on various guidance services employed by school counsellors, which was responded by school administrators. On 2-point scale (Yes or No). While section "B" assess the influence of guidance and counselling services on managing truant behavior and gender difference, which was responded by eighty (80) school counsellors. The responses categories of the instruments were weighted by assigning numerical values as: yes=2, No=1. Since there are three twelve (12) items in the scale, the highest score is 24 (2*12) while the least score is 0 (0*12) the range is 24 (24-0) while the mid-point of the range is 12 (24/2). The sum of the weight of all the items chose by the subjects represent the individual's total score. The average mean score show the extent guidance and counselling services have influence in managing truant behavior among secondary school students in Kano municipal. Mean and standard deviation was used to answer research questions. While chi-square was used to test hypothesis.

Results

Research Question One: What are the various guidance services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal?

Guidance related services rendered by school counselors.

S/N	ITEMS	YES	NO	RANKING
1	Appraisal service	132(67.3%)	64(32.7%)	3 rd
2	Counselling service	181(92.3%)	15(7.7%)	1 st
3	Referral service	90(45.9%)	106(54.1%)	4 th
4	Information service	172(87.8%)	24(12.2%)	2 nd

The Table above shows the frequency and percentages of guidance services. Item two (2) of the questionnaire which said that counselling service was ranked first in terms of yes frequency of 181 with (92.3%), while a frequency of 15 with (7.7%) said no. Item four which says information service was ranked second in term of yes frequency of 172 with (87.8%) who said yes, while a frequency of 24 with (12.2%) said no. Item one which says appraisal service was ranked third in term of yes frequency of 132with (67.3%) while a frequency of 64 with (32.7%) said no, and item three which says referral service was ranked fourth in term of yes frequency of 90 with (45.9%), while a frequency of 106 with (54.1%) said no.

Therefore the above analysis present that Counselling service is the most available Guidance services rendered by school counselors in managing truancy among secondary school students in Kano municipal.

Research Question Two: To what extent guidance and counselling services has influence on managing truant behaviour among secondary school students in Kano municipal?

Influence of guidance and counselling services on truant behavior, help reduce;

S/N	ITEMS	YES	NO	RANKING
1	Absent for a whole day	55(69%)	25(31%)	9 th
2	Absent for 2-4 days of the week	60(75%)	20(25%)	5 th
3	Absent for only one particular day of the week	58(73%)	22(27%)	7 th
4	Absent throughout the week	56(70%)	24(30%)	8 th
5	Casual absent	47(59%)	33(41%)	6 th
6	Arriving school after breakfast	55(69%)	25(31%)	9 th
7	Living school after breakfast	65(81%)	15(19%)	3 rd
8	Living school after register was marked	63(79%)	17(21%)	4 th
9	Living school before closing time	63(79%)	17(21%)	4 th
10	Arriving school late	59(54%)	21(26%)	6 th
11	Keeps away from school to avoid unpleasant situation in school	74(93%)	06(7%)	1 st
12	Eliminate unexcused absence	72(90%)	08(10%)	2 nd

Table above shows the frequency and percentage on the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal. Item eleven which says that “Guidance and counselling services employed by school counselors help students to reduce “Keeps away from school to avoid unpleasant situation in school” was ranked first in terms of yes frequency of 74 with (93%), while a frequency of 06 with (07%) respond no. Item twelve which says “Eliminate unexcused absent” was ranked second in term of yes frequency of 72 with (90%) while a frequency of 08 with (10%) who said no. Item seven which says that “it helps to reduce living school after breakfast” was ranked third in term of yes frequency of 65 with (81%) while a frequency of 15 with (19%) who said no. Item eight and nine which says “Living school after register was marked” and item nine which says that “Living school before closing time” was ranked fourth in term of yes frequency of 63 with (79%) while a frequency of 17 with (21%) who said no. Item two which says that “Absent for 2-4 days of the week” was ranked fifth in term of yes frequency of 60 with (75%) while a frequency of 20 with (25%) who said no. Item ten which says that ‘helps to reduce arriving school late” and “casual absent”was ranked sixth in term of yes frequency of 59 with (54%) while a frequency of 21 with (26%) who said no. Item three which says help reduce “Absent for only one particular day of the week” was ranked seventh in term of yes frequency of 58 with (73%) while a frequency of 22 with (27%) who said no. Item four which says that “Absent throughout the week” was ranked eighth in term of yes frequency of 56 with (70%) while a frequency of 24 with (30%) who said no. item six which says “Arriving school after breakfast” was ranked ninth in term of yes frequency of 55 with (69%) while a frequency of 25 with (31%) who said no.

Therefore the above analysis presents that guidance services rendered by school counselors in managing truant behaviour has a great influence on students that keeps away from school to

avoid unpleasant situation in school, Eliminate unexcused absent and help students to reduce living school after breakfast among secondary school students in Kano municipal.

Research Question three; What is the gender difference in the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal?

Mean and standard deviation of gender difference in the influence of guidance and counselling services on truant behavior.

GENDER	N	MEAN	SD
Male	30	2.43	1.69
Female	50	1.63	0.49

Table above shows that, there is gender difference in the mean scores on the influence of guidance and counselling services employed by school counselors in managing truant behavior among secondary school students. The male mean score is (20.43) while that of the female is (1.63) with mean difference of 18.8, this shows that gender difference exist in the influence of guidance and counselling services employed by school counselors in managing truant behaviour among secondary school students in Kano municipal.

Hypothesis one: There is no significance gender difference in the influence of guidance services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal.

Chi-square analysis for male and female mean scores in the influence of guidance and counselling services.

	N	MEAN	SD	X2	Df	p-value(2-tailed)
Male	30	2.43	1.69			
Female	50	1.63	0.49	0.002	6	0.025

Table above presents that p-value is 0.025 with level of significance of 0.05. this indicates that p-value is less than the level of significance ($0.025 > 0.05$) and 6 degree of freedom, as such the null hypothesis which says "there is no significance difference in the influence of guidance and counselling services rendered by school counsellors in managing truant behavior among male and female secondary school students" is hereby rejected and concluded that there is significance difference in the Influence of guidance and counselling services employed by school counsellors in managing truant behavior among male and female secondary school students in Kano municipal.

Summary of Findings

From the results of the analyses presented above the findings of this study were summarized as follows:

- 1- The findings reveal that counselling service is the most available guidance services rendered by school counselors in managing truant behavior among secondary school students in Kano municipal; ranked first (1st) with yes frequency of (181 and 92.3%).
- 2- Guidance and counselling services rendered by school counselors in managing truant behavior has a great influence in helping students to reduce keeping away from school to avoid unpleasant situation in school, Eliminate unexcused absent and help students to reduce living school after breakfast among secondary school students in Kano

municipal. Because they received higher frequency and percentage of yes (74 with 93%), (72 with 90%) and (65 with 81%).

- 3- There is significant gender difference in the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among secondary school students in Kano municipal. The male mean score was (20.43) while that of the female was (1.63) with mean difference of 18.8, and p-value of (0.025).this shows that gender difference exist in the influence of guidance and counselling services employed by school counselors in managing truant behaviour among secondary school students in Kano municipal.

Discussions

The study assessed the impact of guidance and counselling services on truant behavior among secondary school students in Kano municipal. The first finding on guidance and counselling services rendered by school counselors reveals that the counselling service being employed by school counselors in managing truancy proves to be effective; through the service, comprehensive advice on educational and socio-personal life is provided to students with truant behaviour problems. Moreover, counselling service aids in enhancing moral values among the students. This view is supported by Mikaye (2012) that, the importance of guidance and counselling services in schools cannot be overlooked since it is the core factor for discipline to be attained”, he also added that when guidance and counselling is introduced to students, chances of having problems with behaviour management diminish. This was in line with the finding of Maxwell & Nwala (2018) who investigated on effect of counselling on truancy among secondary school students in Port-harcourt Local Govt. Area of Rivers. The results of the study shows that counselling has a significant effect on truancy, the experimental group significantly improved above their control group counter parts with respect to truancy.

The second finding reveals that Guidance services rendered by school counselors in managing truant behaviour has a great influence in students’ truant behavior. Helps to reduce keeps away from school to avoid unpleasant situation in school, Eliminate unexcused absent from school and help students to reduce living school after breakfast.This shows that guidance and counselling services had the effect of reducing/managing truant behavior among secondary school students. This findings are in agreement with that of Egbochuku (2008) that guidance and counselling has a great impact on student’s adjustment in many aspects of life endeavor. This was in line with that of Uzoamaka (2013) who investigated the effect of “Individual and group counselling on Secondary School students Truant Behaviour in Abia State” reveals that both individual and group counselling are effective in reducing students’ truant behavior. The findings of Oliha, (2013) is in line with the finding of this study, he investigated the effect of contingency management technique in reducing truancy among secondary school students in Benin, Edo state, Nigeria. Results indicated that contingency management technique led to significant reduction of truancy in students. In desame vain, the finding of Maxwell & Nwala, (2018) indicate that counselling technique led to significant remediation of truancy in students. This finding was expected not suprising as guidance and counselling has been proved to have a high success level in improving or remediation people’s lot in diverse area of life. This finding is in positive cannotation with the findings of Kennedy, (2008) which stated that counselling has been proved to have high level of success in improving diverse individuals with diverse problems.

The third finding of the study reveals that significant gender difference exist in the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among male and female secondary school students. Finding indicates that female students benefited much from the services and adjusted to normalcy, since the male mean score was (20.43) while that of the female was (1.63) with mean difference of 18.8, and p-value of (0.025). This findings is in line with that of Gatau, (2015) the study sought to establish and compare the impact of guidance and counselling on students behavior problem; which indicate that there is significant difference in the attitude of male and female in guidance and counselling services. The result further reveals that female students benefited most from the services as they are willingly to discuss their problems. This result agrees with that of Fareo (2013) who investigated on “truancy and academic performance of secondary school students in south western Nigeria: implication for counselling” result indicated that there was a significant difference between male and female students manifestation of truancy behavior. This result however negates that of Uzoamaka (2013) and Oliha (2013) who used quasi-experimental design, results indicated that, there was no significant gender difference in the effect of individual and group counselling in reducing truant behavior among secondary school students. The reason for this variation could be as a result of the different methods adopted in the study.

Conclusion

Guidance services employed by school counselors in managing truant behaviour proves to be effective. Through counselling service, comprehensive advice on educational and socio-personal life is provided to students with truant behaviour problems. This was evidently clear from the findings that guidance and counselling services has a great influence in students’ truant behavior. Helps to reduce keeping away from school to avoid unpleasant, Eliminate unexcused absent from school and help students to reduce living school after breakfast. However, considering the findings of this study, it reveals that significant gender difference exist in the influence of guidance and counselling services rendered by school counselors in managing truant behaviour among male and female secondary school students; in favour of female students.

Recommendations

The study recommends the followings which emanated from the findings:

1. Counselling, information and appraisal services are the common guidance services rendered by school counselors in managing cases to do with or related to truant behaviour; therefore KSSSMB should re-organize the guidance and counselling unit of each secondary schools by providing an office where privacy is made a priority and counselling materials to be available and adequate.
2. Guidance related services rendered by school counselors has a great influence in reducing truant behavior among students. School counselors, teachers, and school authority should employ the use of counselling technique on students who exhibit truant behavior. Also, put more effort and give a special care and attention to students with truant behavior. Parent training programs and seminars should be developed by school counselors to increase parenting skills in managing their children’s behaviour. Parents should put in their best to make sure that children are completely provided for with their educational needs and also trained them morally. Meanwhile, follow-up service should be made a priority on the students with truant behaviour that are impacted with the guidance services offered by school counselors to monitor their progress.

3. Significant gender difference exist in the influence of guidance and counselling services employed by school counselors in managing truant behaviour among male and female students. Therefore KSSSMB and school administrators should utilize and prioritise gender issues in their operation, and allow counsellors from different governmental and non-governmental organizations to come and volunteer with different guidance and counselling services to students for counselling and rehabilitation. Efforts should be intensified to eliminate this anti-social behaviour and could be made possible if all hands should be on deck. That the society should see truancy as a threat to the achievement of functional education for values, knowledge, skill and national development.

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AWARENESS, ACCESS AND USE OF ELECTRONIC DATABASES IN THE ERA OF COVID-19 PANDEMIC BY ACADEMIC STAFF OF SULE LAMIDO UNIVERSITY, KAFIN HAUSA, JIGAWA STATE, NIGERIA

By

Abdulkadir Ahmed Idris CLN (Ph.D)

Department of Library and Information Sciences,
Bayero University, Kano-Nigeria
aaidrisc06@yahoo.com +2348060016237

&

Baba Abdu CLN

Haruna Wakili Library,
Sule Lamido University Kafin Hausa
babaabdu1234@gmail.com +2347037101054

Abstract

The study is designed to investigate the extent of awareness, accessibility and utilization of electronic databases such as: Proquest, Science Direct, Ebrary, and Egranery by academic staff of Sule Lamido University (SLU), Kafin Hausa, Jigawa State, in the era of Covid 19 pandemic. The study adopted a quantitative methodology and a cross-sectional survey design in which a link to a structured survey questionnaire were shared online via emails and also posted on the academic staff Whatsapp platform to collect data. A simple random sampling technique was used to select the respondents from the total population of 188 academic staff. A simple frequency and percentage table was used in the data analysis. The result shows that, 75% of the respondents are highly aware of the three e-databases in the library but 45% are not aware of the availability of e-granery offline database. However, the study also revealed that 55% of the respondents access the three available e-databases, while 45% indicated lack of sufficient Internet connection which prevents them from accessing the e-databases. The study further discovered that significant number of the respondents cannot utilize the e-database due to lack of internet searching skills. The study recommends that, the University should increase internet bandwidth and wireless access within the academic area to enable wider access to the library e-databases. It also recommends that, the library should organize a regular training to academic staff on internet searching skills and use of e-databases to enhance access and effective utilization of the libraries e-databases.

Keywords: Awareness, Access, Electronic databases, use, Covid-19.

Introduction

Academic libraries play an important role in promoting the teaching, learning and research by providing relevant and current electronic and print information resources and services. The electronic resources are materials in which information is stored in electronic format that can be accessed via electronic systems. Electronic resources comprise of CD-ROMs, electronic databases, electronic journals, electronic books, and OPAC. Electronic database is a collection of specialized web based information sources mostly e-journals and e-books which are peer reviewed subscribed by libraries and made accessible for users. Electronic databases become

widely accepted by libraries because of their timeliness, speed, flexibility, and comprehensiveness.

The supply of adequate and relevant electronic information resources in libraries facilitates effective searching for the material needed by scholars and increase their exposure to a vast knowledge than would otherwise be available. This will determine the quality of teaching and research output which in turn will result in quality of graduates produced (Kwafoa, Anhwere, & Manu, 2019).

The library subscribes to e-databases in order to meet the set of objectives of its parent institution (Sule Lamido University, Kafin Hausa). The library as at this time subscribed to five electronic databases, these are Proquest ScienceDirect, Ebrary, Egranery, and EBSCOHOST, all of which are fee based databases. The databases are accessible via 140 computer systems in the library and on the library website. All academic staff are free to access and utilize the services by using the password given to them by the librarians. The e-resource can be downloaded and printed.

Corona Virus Disease 2019 (COVID-19) is an illness caused by a novel Corona Virus called Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2), which was first identified in Wuhan City, China. It was initially reported to the World Health Organization (WHO) on December 31, 2019, the outbreak was declared a Public Health Emergency of International Concern (PHEIC) by WHO on 30th January 2020. On March 11, 2020, the WHO declared COVID-19 a global pandemic. The illness was termed COVID-19 by the WHO, which is the acronym derived from "Corona Virus Disease 2019" (Cennimo, 2021).

The Covid-19 has caused a severe impact on education in Nigeria. These include the nationwide interruption of conventional schooling as a result of lockdowns in response to the pandemic. The pandemic has seriously shocked tertiary education as universities closed their premises all in response to lockdown measures (Abid, 2021). In the same manner, Sule Lamido University, Kafin Hausa was also closed, but the electronic resource services of the library continues in which the e-databases continued to be available for users to access remotely.

It is expected that every academic library should be equipped with electronic information resources, specifically electronic databases in order to meet up the demands of teaching, learning and research of the parent institution. Therefore, for academic libraries to achieve these objectives of the parent institutions, there is a compelling need to create awareness, make accessible and promote effective use of electronic databases available in the library. However, this study aimed at investigating the awareness, accessibility and use of electronic databases in Sule Lamido University, Kafin Hausa, Nigeria.

Research Objectives

The major objectives of the study are:

1. To find out the extent of awareness of academic staff on electronic databases in Haruna Wakili Library, Sule Lamido University (SLU), Kafin Hausa.
2. To determine how accessible are the databases in Haruna Wakili Library, SLU, Kafin Hausa.

3. To ascertain the level of utilization of electronic databases by academic staff in SLU, Kafin Hausa.
4. To discover the challenges of effective use of electronic databases in Haruna Wakili Library, SLU, Kafin Hausa.

Research questions

The study is set to answer the following questions:

1. What is the extent of awareness of academic staff on electronic databases in Haruna Wakili Library, Sule Lamido University (SLU), Kafin Hausa?
2. How accessible are the databases in Haruna Wakili Library, SLU, Kafin Hausa?
3. What is the level of utilization of electronic databases by academic staff in SLU, Kafin Hausa?
4. What are the challenges of effective use of electronic databases in Haruna Wakili Library, SLU, Kafin Hausa?

Literature Review

The emergence of information and communication technology resulted in a paradigm shift in the access to and use of information resources and services. This demands a more dynamic and innovative approach to information service delivery by librarians. Hence academic libraries need to re strategize their services in order to meet up with the demands of the new environment. . Information resources are paramount in institution's excellence and quality. According to Adetomiwa & Okwilagwe (2018) information resources and services available in institutional information systems must be capable of supporting research activities among students and faculty members. Moreover, there is every need for librarians to create awareness of the information resources and services they offer in order to allow faculty members to make best use of it. According to Ayodele, Oludare, Stephen, Oluwaseun, and Femi (2018) awareness is the knowledge or perception of a situation, fact, consciousness, recognition, realization, grasp and acknowledgement concern about and well-informed interest or familiarity in a particular situation or development. Therefore, awareness here is how informed are users of the library about the information resources and services provided. Its emphasis is to make staff, students and other users informed in terms of current awareness services, selected dissemination of information, Library rules and regulations, operating hours. Eventually, awareness is paramount to users' utilization of information resources and services. Therefore, creating awareness to information resources and services in the library is a catalyst to users' utilization. Afebende and Ebye (2008) noted that the effectiveness of a library does not depend on only its collection/resources and other facilities, but also on the success of its exploitation and use.

Also, Popoola (2008) maintains that: how well a university library is able to render effective information services such as lending, referral, current awareness, photocopying, E-mail, bindery, on-line database searching, user education, selective dissemination of information and data processing has functional relation with accessibility to the resources available. Moreover, such library resources should go along with the qualified staff in information handling skills and adequate finance. However, Eyiolorunshe, Eluwole and Aregbesola (2017) revealed that faculty members of Landmark University, Nigeria were very much aware of the resources in the library and could easily access them yet results showed that the frequency of usage was low compared to the level of awareness. Okiki (2012) carried out a survey on electronic information resources

awareness, attitude and use by academic staff members of University of Lagos. The study reported that 55% of the faculty members indicated that their level of awareness of the subscribed electronic resources is rather low. Yusuf and Iwu (2011) examined the use of academic library and found that faculty visits the library twice or thrice a month to access and use library resources. The findings established that print and electronic library resources are valued by the faculty more than any other library resources. Another study by Aina (2014) revealed lack of awareness of library materials and services as the major faculty's challenge in the use of the library. These studies suggest that low awareness of library resources and services could be addressed by more insistent marketing of information services and active involving librarians in faculty meetings, so that they should create proper awareness in order to market the information resources and services among the faculty member. Sejane (2017) found that awareness of e-resources was mainly through both formal and informal engagement, library orientation and through colleagues respectively. A study by Adetomiwa & Okwilagwe (2018) on awareness of electronic databases among academic staff in private universities in South-west, Nigeria reported that majority of academic staff are aware of the electronic databases, also majority of the academic staffs have used the electronic databases.

Statement of the Problem

University libraries are established to provide information resources and services to meet the curriculum needs of its parent institutions. Electronic databases in the libraries made information available to staff and students for study or research purposes. Electronic databases are provided in libraries to give access to vast information resources with aim to enhance the overall academic performance and productivity of lecturers and students. Awareness of availability and skills to access the electronic databases will bring about the utmost utilization of the resources at much greater speed, depth and quantity.

It is sad however to state that the poor level of awareness among faculty members on the availability of information resources and services may invariably lead to low perception of the value of the library which may cause poor patronage of the resources. Thus, the study investigated the awareness, access and use of electronic databases by academic staff of Sule Lamido University, Kafin Hausa, Jigawa State, Nigeria in order to enhance the visibility and utilization of the resources.

Methodology

A quantitative methodology and Cross-sectional Survey design was adopted for the study. Online structured survey questionnaire was used to collect data, in which a link to the questionnaire was shared via emails and also posted on the academic staff Whatsapp platform. A simple random sampling technique was used to select the respondents from the total population of 188 academic staff of Sule Lamido University, where total of eighty eight (88) Academic Staff responded. A simple frequency and percentage table was used in the data analysis.

Result and Discussion

Table 1: Gender of Respondents

Gender	Frequency
Male	88(100%)
Female	0(0%)

Table 1 above shows that 88(100%) of the respondents were male and 0(0%) were female.

Table 2: Respondents' Level of Education

Level of Education	Frequency
Bachelor Degree	32(36.3%)
Master Degree	37(42.0%)
PhD	19(21.5%)

Table 2: Above shows the level of education of the respondents in which 32(36.3%) hold Bachelor degree, 37(42.0%) possessed Master degree, and 19(21.5%) were PhD holders.

Table 3: Teaching Experience

Teaching Experience	Frequency
1-5 years	37(42.0%)
6-10	31(35.2%)
10-15	12(13.6%)
16-20	6(6.8%)
21 to above	2(2.2%)

Table 3 shows the years of experience of the respondents; 37(42.0%) of the respondents has an experience of 1-5 years, followed by 6-10 years 31(35.2%). Then 12(13.6%) has 10-15 years experience, 16-20 years were 6(6.8%), and 2(2.2%) were 21 years and above.

Table 4: Academic Status of the Respondents

Academic Status	Frequency
Graduate Assistant	16(18.1%)
Assistant Lecturer	21(23.8%)
Lecturer II	13(14.7%)
Lecturer I	16(18.1%)
Senior Lecturer	6(6.8%)
Reader	2(2.2%)

Table 4 shows the distribution of respondents according to their academic status; 16(18.1%) of the respondents are Graduate Assistants, 21(23.8%) the majority, are Assistant Lecturers, 13(14.7%) are Lecturer II, 16(18.1%) are Lecturer I, 6(6.8%) are Senior Lecturers, 2(2.2%) are Reader.

Table 5: Extent of Awareness of the Databases Subscribed to in Haruna Wakili Library, SLU Kafin Hausa by the Academic Staff.

Databases subscribed to	Highly Aware	Moderately Aware	Less Aware	Not Aware
Proquest	67(76.1%)	12(13.6%)	8(9.0%)	1(1.1%)
ScienceDirect	65(73.8%)	15(17.0%)	8(9.0%)	0(0%)
Ebrary	66(75%)	10(11.3%)	9(10.2%)	3(3.4%)
Egranery	3(3.4%)	8(9.0%)	37(42.0%)	40(45.4%)

Table 5 shows the awareness of the databases by the respondents; 67(76.1%) ranking highest, were highly aware, 12(13.6%) were moderately aware, 8(9.0%) were less aware, and 1(1.1%) not aware of Proquest database. This indicates that the respondents were highly aware of Proquest database. This is in concordance with the findings of Daniel, Onyebuchi, & Chima, (2018). However, 65(73.8%) the majority of the respondents were highly aware, 15(17.0%) were moderately aware, 8(9.0%) were less aware, and 0(0%), nobody who is were not aware of Science Direct database. This also indicates that the respondents were highly aware of Science Direct database. Nevertheless, highest rating, 66(75%) were highly aware, 10(11.3%) were moderately aware, 9(10.2%) were less aware, and 3(3.4%) were not aware of Ebrary database. This signifies that the respondents were highly aware of Ebrary. Furthermore, 3(3.4%) of the respondents were highly aware, 8(9.0%) were moderately aware, 37(42.0%) were less aware, and 40(45.4%) ranking highest, were not aware of Egranery database. This also implies that the respondents were not much aware of Egranery database.

Table 7: Level of Accessibility of the Databases Subscribed to in Haruna Wakili Library, SLU Kafin Hausa by the Academic Staff.

Databases subscribed to	Highly Accessible	Moderately Accessible	Less Accessible	Not Accessible
Proquest	47(53.4%)	27(30.6%)	14(15.9%)	0(0%)
ScienceDirect	50(56.8%)	26(29.5%)	12(13.6%)	0(0%)
Ebrary	49(55.6%)	28(31.8%)	9(10.2%)	2(2.2%)
Egranery	16(18.1%)	23(26.1%)	35(39.7%)	12(13.6%)

Table 7 indicates the accessibility of the databases by the respondents; where 47(53.4%) ranking highest responded that Proquest were highly accessible, 27(30.6%) were moderately accessible, then 14(15.9%) were less accessible. This implies that the Proquest database was highly accessible by the respondents. Likewise, a similar result was found in a study by (Lawal, 2020) and (Abbas and Song, 2020) that there was high rate of accessibility of electronic information resource which enhanced the research activities of academic staff. However, 50(56.8%) of the respondents ranked highest responded that Science Direct database were highly accessible, followed by 26(29.5%) moderately accessible, and 12(13.6%) less accessible. This also signifies that the Science Direct database was accessible by the respondents Nevertheless, 49(55.6%) ranking highest, responded that Ebrary database were highly accessible, 28(31.8%) responded that the database were moderately accessible, 9(10.2%) less accessible, and 2(2.2%) responded not accessible to the database. This indicates that the Ebrary database was highly accessible by the respondents. Furthermore, 16(18.1%) responded that Egranery database were highly

accessible, 23 (26.1%) ranking highest responded that the database were moderately accessible, 35(39.7%) less accessible, and lastly 12(13.6%) not accessible to the Egranery database. This means that the Egranery database was less accessible by the respondents.

Table 8: Level of Utilization of the Databases Subscribed to in Haruna Wakili Library, SLU Kafin Hausa by the Academic Staff.

Databases subscribed to	Highly Utilized	Moderately Utilized	Less Utilized	Not Utilized
Proquest	45(51.1%)	8(9.0%)	35(39.7%)	0(0%)
ScienceDirect	48(54.5%)	12(13.6%)	24(27.2%)	0(0%)
Ebrary	36(40.9%)	24(27.2%)	16(18.1%)	12(13.6%)
Egranery	17(19.3%)	12(13.6%)	35(39.7%)	24(27.2%)

Table 8 presents the level of utilisation of the databases by the respondents; 45(51.1%) ranking highest responded that they have highly utilised the Proquest databases, 8(9.0%) have moderately utilised, 35(39.7%) have less utilised, and 0(0%) have not utilised the database. This means that the respondents have highly utilized the Proquest database. This finding is in agreement with that of (Lawal, 2020) and (Adetomiwa & Okwilagwe, 2018). However, 48(54.5%) ranking highest, responded that they have highly utilized the Science Direct database, 12(13.6%) have moderately utilised, 24(27.2%) have less utilised, and 0(0%) have not utilised the database. This means that the respondents have highly utilized the Science direct database. Nevertheless, 36(40.9%) the majority have highly utilized the Ebrary, 24(27.2%) have moderately utilised, 16(18.1%) have less utilised, and 12(13.6%) have not utilised the Ebrary database. This indicates that the respondents have highly utilized the Ebrary database. Furthermore, 17(19.3%) of the respondents have highly utilized the Egranary database, 12(13.6%) have moderately utilised, 35(39.7%) the majority, have less utilised, and 24(27.2%) have not utilized the database. This also shows that the respondents have less utilized the Egranery database.

Table 9: Challenges of Using the Databases Subscribed to in Haruna Wakili Library, SLU Kafin Hausa by the Academic Staff.

Items	S/Agree	Agree	Undecided	Disagree	S/Disagree
Power failure	4(4.5%)	7(7.95%)	32(36.3%)	24(27.2%)	21(23.8%)
Poor Internet	40(45.4%)	32(36.3%)	12(13.6%)	4(4.5%)	0(0%)
Insufficient materials	8(9.0%)	17(19.3%)	44(50.0%)	15(17.0%)	4(4.5%)
Short of library working hours	16(18.1%)	12(13.6%)	32(36.3%)	20(22.7%)	8(9.0%)
Low bandwidth	12(13.6%)	29(32.9%)	40(45.4%)	7(7.95%)	0(0%)
Long response time	16(18.1%)	36(40.9%)	16(18.1%)	12(13.6%)	8(9.0%)

Table 9 shows the challenges of using the databases by the respondents. 4(4.5%) ranked lowest, strongly agree power failure was the challenge of using the databases, 7(7.95%) agree, 32(36.3%) undecided, 24(27.2%) disagree, and 21(23.8%) strongly disagree. Generally, the respondents disagreed that power failure was a challenge of using the databases. However, 40(45.4%) the majority, strongly agree poor Internet was the challenge of using the databases,

32(36.3%) agree. 12(13.6%) undecided, 4(4.5%) disagree and 0(0%) nobody, strongly disagreed that Internet was a challenge of using the databases. So, the respondents strongly agreed that poor Internet was a challenge of using the databases. Nevertheless 8(9.0%) strongly agreed that insufficient materials was the challenge of using the databases, 17(19.3%) agree. 44(50.0%) undecided, 15(17.0%) disagree and 4(4.5%) strongly disagreed that insufficient materials was a challenge of using the databases. As a result, the respondents strongly agreed that insufficient materials were a challenge of using the databases. Moreover, 16(18.1%), strongly agree short of library working hours was the challenge of using the databases, 12(13.6%) agree. 32(36.3%) undecided, 20(22.7%) disagree, and 8(9.0%) strongly disagree. Therefore, the respondents strongly agreed that short of library working hours was a challenge of using the databases. Furthermore, 12(13.6%), strongly agree low bandwidth was the challenges of using the databases, 29(32.9%) agree. 40(45.4%) undecided, 7(7.95%) disagree, and 0(0%) nobody, strongly disagreed that low bandwidth was a challenge of using the databases. Thus, the respondents agreed that low bandwidth was a challenge of using the databases. Yet, 16(18.1%), strongly agree long response time was the challenge of using the databases, 36(40.9%) ranking highest, agree. 16(18.1%) undecided, 12(13.6%) disagree, and 8(9.0%) strongly disagree. So, it can be inferred that the respondents agreed that long response time was also a challenge of using the databases.

Conclusion

The utilization of e-databases solely relies on awareness and accessibility of the e-databases. This paper investigated the extent of awareness, accessibility and utilization of electronic databases by academic staff of Sule Lamido University, Kafin Hausa. The study revealed that the largest proportion of academic staff of Sule Lamido University, Kafin Hausa were highly aware of and have access to the three online e-databases in the library. Thus, being the password based, the academic staff utilized the three online e-databases during the lockdown, but less aware of the availability of offline database. Poor Internet connection, low bandwidth was indicated to be the major challenges faced by the academic staff in accessing and using the e-databases. Very few believed that power failure is a challenge of using the e-databases, this may not be unconnected with the solar power generating set available in the e-library that powered some certain devices used by the academic staff.

Recommendations

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

1. The librarians in Haruna Wakili Library, Sule Lamido University, Kafin Hausa should create a regular awareness program to the academic staff of the university on the availability of offline e-databases in addition to the online ones thereby enhancing their access and effective utilization.
2. The bandwidth supplied to the university should be increased and the improved devices compatible with the increased bandwidth should also be installed. Moreover, the library should have its own dedicated bandwidth with high-speed Internet service. This will improve the issue of long response time while downloading an information resource.
3. The library management should also increase the working hours by operating on weekends and in the evening.
4. Even though the e-library has a solar power generating set, still the library should possess a standby power generator as an alternative to the available power source.

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**RELATIONSHIP BETWEEN CONTINUOUS ASSESSMENT AND EXAMINATION
SCORES IN EDU 222 (MEASUREMENT AND EVALUATION) AMONG NCE II
STUDENTS OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL) BICHI, KANO
STATE, NIGERIA**

By

Dr. Ali Abubakar Ali

Department of Educational Psychology/ Guidance and Counselling

Federal College of Education (Technical)Bichi

Phone Number: 08062111933

Email: alibuk001@gmail.com

&

Idris Umar

Department of Educational Psychology/ Guidance and Counselling

Federal College of Education (Technical)Bichi

Phone Number: 08156461696

Email: umaridriskk@gmail.com

Abstract

The study examined the relationship between continuous assessment scores and examination scores in measurement and evaluation among NCE II students of FCE(T) Bichi. The study formulated three objectives which were also replicas of the hypothesis. Ex-post facto design was used for the study. Population of two thousand four hundred and eighty-two students was used out of which a sample size of three hundred and thirty sample size were selected using simple random sampling technique from the population. Raw scores of continuous assessment performance of NCE II students FCE(T) Bichi 2018/2019 were collected and correlated with their examination scores on Edu 222 Measurement and Evaluation using Pearson product moment correlation coefficient. The result of the first hypothesis showed no significant relationship between continuous assessment and Edu 222 measurement and evaluation scores. In the second hypothesis where t-test independent sample was used no significant difference was found across gender on continuous assessment scores. The last hypothesis shows significant difference across all the six schools in the College on continuous assessment scores (Edu 222 measurement & Evaluation). The paper finally recommended that teachers should be properly equipped with the appropriate use of continuous assessment and more teachers should be recruited to ease teachers work in handling hundreds of students in a particular group.

Introduction

Assessment is crucial in the aspect of teaching and learning process. It also entails whether achievement of set goals and objectives were attained or not. However, there are many types of assessment within the four walls of educational setting. Notable among them is continuous assessment. It is done during period of schooling so as to ensure that students are assessed on regular basis. Continuous assessment should be integral part of all kinds of assessment in our schools. Meaning that assessment should not only be once in a year but it should be spread across all forms of assessment of which students' progress of schooling could be taken into account of all his/her performances throughout the semester or terminal examinations as the case may be. That is why as it is contain in the national policy of education (2014) that "educational

assessment would be liberalized by being based in whole or part on continuous assessment of the progress of individual”.

One of the topical and critical issues in our educational system today is assessment of pupils and students. It is generally believed that no meaningful research, teaching and learning can take place in the absence of proper and appropriate assessment of pupils and students before, during and after instruction or teaching.

Pupils and students undergoing any form of studies have to be measured and assessed using appropriate, reliable and valid instrument with a view to determining their level of academic achievement in a particular programme or study.

In education, human attributes such as achievement and aptitude, are measured with the use of test items to which numbers or scores have been assigned. And these test scores give the teacher quantitative information about the level or extent of achievement of pupils or students in a particular course or programme of study.

Academic achievement could therefore be described as a measure of how well an individual is able to assimilate, retain, recall, communicate and actualize what has been learnt. It could also be expressed as observed and measured aspects of student’s mastery of skills and subject contents as measured with valid and reliable test. It is a measure of student’s cognitive, affective and psychomotor domains in an educational programme or course of study.

Nwana (2007, p.8) stated that teaching and measuring need to be looked upon as complementary activities for the teacher and the learner. No matter how efficient the teacher, how intelligent the pupils or students, how adequate the audio-visual equipment or instructional materials, if no provision is made for some evaluation of progress, the teaching effort may be completely invalidated. Generally, test could be in the form of Oral, Written or Computer Based.

Adeloye and Ahmadu (2005) define continuous assessment as a method of obtaining the final grade of the learner over a given period of time in terms of knowledge thinking and reasoning character development and initiatives.

Osoji (2010) sees continuous assessment as when the cognitive affective and psychomotor behavior and domains are considered and assessed.

In the contributions of Akindoju, Bankojo and Jimoh (2010), continuous assessment is an ongoing process of gathering and interpreting information about students learning that is used in making decision about what to teach and how well students have learned.

Fan, Umaru&Bawa (2014) described continuous assessment as all approach which should depict the full range of sources and methods teachers use together, interprets an information about learners; information that is used to help teachers understand their learners plan and monitor instruction and establish a viable classroom culture.

Fan, Umaru&Bawa (2014) conducted a study on the relationship between continuous assessment and final examination in Nasarawa state University. The design used by the study was causal comparative. The sample size of their study was two hundred and sixty (260) drawn from a population of one thousand two hundred and nineteen (1219). The data was analyzed using Pearson product moment correlation coefficient. Their study found strong relationship between continuous assessment scores and their semester examination scores

In a related study Bichi and Aliyu (2015) conducted a study on the assessment of the correlation between continuous assessment and examination scores of education course in Northwest University, Kano. Ex-post factor design was employed by the study. Two hundred students were used as sample size. The data was analyzed using Pearson product moment correlation coefficient. The result shows that a significant relationship was found between continuous assessment scores and education courses.

Musa (2018) conducted a study on the difference between male and female students on continuous assessment scores among NCE III students FCE Zaria post factor was used as the design. The population of the study was one thousand and twenty-three (1,223) out of which a sample size of two hundred and ninety-one students were used as sample size. The data analysis technique used was t-test independent sample. The result of the findings shows no significant different across gender in continuous assessment scores among NCE III students of Federal College of Education Zaria.

In a similar study, Johnson (2017) conducted a study on the difference in continuous assessment scores across four schools in College of education Zing, Taraba state. He used ex-post factor as the design of the of the study. The population of the study includes all the students in the College who wrote Edu 125 (Human Learning) in 2016/2017 session. The sample size of the study was three hundred and eighty (381). Analysis of variance was used as data analysis technique. The result of his findings shows significant difference in continuous assessment scores among NCE I students across the four schools in the College. Yahaya (2018) Conducted a study on the difference in continuous assessment scores across gender in some selected secondary schools in Katsina south senatorial zone. He used survey as design. The population of his study include all the senior secondary schools in the zone which were sixteen thousand three hundred male and female students (16,300). A sample size of three hundred and thirty- three were used as subjects. The study used t- test independent sample as data analysis technique. The result of his findings shows no significant difference between male and female in continuous assessment scores.

Statement of the Problem

As part of government efforts on continuous assessment practice in our schools the national policy on education suggested that common entrance examination should be based on continuous assessment. Other examinations such as the SSCE should also include continuous assessment. In tertiary institutions, no any students should be allowed to sit for any examination without having 75% of attendance which is part of continuous assessment. The persistent number of carry over students in measurement and evaluation particularly in Federal College of Education Technical Bichi is on the increase. This could perhaps be as a result of poor implementation of continuous assessment as it was stated in the National Policy on Education. For instance, in 2016, only 48% of the students passed EDU222 (Measurement and Evaluation) in the entire college. It was

attributed to over dependency on cognitive measurement rather than cutting across the non-cognitive aspects such as the affective and psychomotor domains of behavior. It was observed that teachers frequently administer formative assessment in form of paper and pencil tests, for more than three times before semester examination. This may lead to test anxiety that could affect subsequent examinations hence there was frequent use of paper and pencil tests. Lopsiding affective and psychomotor measurement of students' behavior is not the right practice. In an ideal situation, the assessment should cut across the three domains of behavior and concentrating more on cognitive domain alone, has gone contrary to the provision behind the introduction of continuous assessment as it is contained in the National Policy on Education. At the end, the purpose for conducting continuous may be defeated and could lead to inconsistency between the continuous assessment scores and semester examination. Frequent use of paper and pencil test at the formative stage could have a negative impact on the summative assessment (semester examination) because students were subjected to cognitive approach rather than the non-cognitive. The question that arises in this regard is that, "do continuous assessment scores have effect on semester examination"?

Objectives of the study

The study found out the following objectives:

1. whether there is a significant relationship between continuous assessment scores and EDU 222 measurement & Evaluation scores among NCE II students of FCE(T) Bichi 2018/2019 session.
2. whether there is a significant difference in continuous assessment scores across gender among NCE II students of FCE (T) Bichi, 2018/2019 session.
3. whether there is significance difference in continuous assessment scores across schools among NCE II students in FCE (T) Bichi 2018/2019 session.

Hypotheses

The study tested the following hypotheses at 0.05 level of significance:

1. There is no significant relationship between continuous assessment scores and EDU 222 measurement and evaluation score among NCE II students of FCE (T) Bichi 2018/2019 session.
2. There is no significant difference between male and female students on continuous assessment score among NCE II student of FCE (T) Bichi 2018/2019 session.
3. There is no significant difference between Science Technical, SECPED, Business, Vocational and Adult & Special Education students on continuous assessment scores among NCE II students of FCE (T) Bichi Kano State.

Methodology

The design employed by the study was ex-post facto design. This is because all the facts are already and these are the continuous assessment records and the students' academic achievement in Measurement and Evaluation. The population of the study comprised of all the NCE II students who sat for EDU 222 2018/2019 session. They include both male and female students. Their age range is between 17-30 years. Their total number is two thousand four hundred and twenty-eight (2428). It is shown below:

Table 1.0 Distribution of population by school by gender:

S/N	SCHOOLS	MALE	FEMALE	TOTAL
1	SOSE SCIENCE	422	328	750
2	SECPED	517	433	950
3	SOSE BUSINESS	200	208	408
4	SOSE VOCATIONAL	93	67	155
5	SOSE TECHNICAL	81	04	85
6	ADULT AND SPE	44	36	80
GTT		1361	1067	2428

Source: School of Education Examination office FCE T Bichi, Kano state.

Table 2. Distribution of sample size by schools and gender.

Table 1.0 Distribution of population by school by gender:

S/N	SCHOOLS	MALE	FEMALE	TOTAL
1	SOSE SCIENCE	5844	102	
2	SECPED	71	59130	
3	SOSE BUSINESS	27	2956	
4	SOSE VOCATIONAL	13	09 22	
5	SOSE TECHNICAL	11	0112	
6	ADULT AND SPE	0605	11	
GTT		186147	333	

Source: School of Education Examination office FCE T Bichi, Kano state.

The sampling technique used in the selection of the sample size was simple random sampling techniques but in proportion. Creswell (2014) opined that, **simple random sampling is** one of the best probability sampling techniques that helps in saving time and resources. He further stated that, it is a trustworthy method of obtaining information where every single member of a population is chosen randomly, merely by chance and each individual has the exact same probability of being chosen to be a part of a sample. Proportion was used to draw the sample size from each school by school, by gender according to stratum from each school, that is the more number of students in a school the more it appeared on the sample size and vice versa while simple random sampling technique was used to draw the sample size from each school by school by gender. Records of all the continuous assessment were collected directly from the Chief Examination Officer of School of Education and their records of examination scores on EDU222 at the same time.

I was given the permission to use the data for research purpose by the Dean school of General Education Studies Federal College of Education (Technical) Bichi. Problems with regards issuance of the data were not encountered.

The first hypothesis was tested using Pearson product moment correlation coefficient. In parametric tests, hypotheses pave way for scientific reasoning through testing the assumptions (Anikweze, 2013). In Parametric tests, they have common assumptions based on normal population distribution. In essence parametric tests are used in a situation whereby the population

is normally distributed and the statistical tools here include: t- test, analysis of variance (ANOVA), Pearson Product, Moment Correlation Coefficient, Regression and so on. The second hypothesis was analyzed using t-test independent sample. Abubakar (2020) argued that, the t-test analysis tells us whether there is difference between two means, in which the scores were obtained from the same population. t-test analysis always answers whether difference exists between one variable and another variable. The variables may have similar characteristics but recovered different treatment while the third and last hypothesis was tested using the way analysis of variance (ANOVA).Abubakar (2020) also stress that the use of analysis of variance will help the researcher to compare many means by order to decide if some statistical relation exist between the experimental and the dependent variables. In short, analysis of variance is always regarded as the extension of t– test analysis.

Result Ho1: There is no significant relationship between continuous assessment scores and EDU 222 measurement & Evaluation scores among NCE II students of FCT T Bichi, Kano State, 2018/2019 Session.

Table3. A table showing correlation coefficient matrix between continuous assessment scores and EDU 322 measurement & Evaluation scores among NCE II students of FCE T Bichi 2018/2019 session

Variables	N	df	r	pvalue	Decision
C.A Score	333	331	-1.833	0.001	Accepted

Examinations Scores

Pearson product moment correlation coefficient was used between continuous assessment scores and examination scores of EDU 222 (measurement & Evaluation) among NCE II students of FCE T Bichi 2018/2019 session. The result shows that the p-value at 0.001 is less than the significance value at 0.05, this implies that there is no relationship between continuous assessment scores and EDU 222 examination scores. Therefore, the null hypothesis on no significant relationship between continuous assessment scores and EDU 222 examination scores is retain.

HO2: There is no significant difference between male and female on continuous assessment scores among NCE II students of FCE T Bichi, 2018/2019 session.

Table4. t-test analysis independent sample base on gender:

Variable	N	df	t	pvalue	Decision
Male	186	184	.010	0.920	Accepted
Female	147	145			

The table above shows t-test for independent analysis sample between male and female on continuous assessment scores among NCE 11 Students of FCE T Bichi 2018/ 2019 session. The result shows that the p-value at 0.920 is greater than the significance value at 0.05, indicating that, there is a significant difference between male and female on continuous assessment scores among NCE 11 Students of FCE T Bichi, 2018/2019 session. Therefore, the null hypothesis

which states no significant difference between male and female on continuous assessment scores is here by rejected.

HO3: There is no significant difference between Science, Seeped, Business, Vocational, Technical and Adult and Special education on continuous assessment scores (Edu222) among NCE 11 students of FCE T Bichi, 2018/2019 session.

Table5. Analysis of variance on difference by schools:

Sources of Variance	Sum of Squares	df	Mean Squares	F	pvalue	decision
Between	234.727	5	46.94	1.413	0.219	Rejected
Within	10862.030	327	33.217			
Total	11096.757	332				

The table above shows analysis of variance on no significant difference between Science, SECPED, Business Vocational, Technical and Adults and Special Education on continuous assessment scores among NCE 11 Students of FCET Bichi, 2018/2019 session. The result shows that the p value of 0.2139 is greater than the significance value of 0.05. This implies that significant difference was found between the six groups. Therefore, the null hypothesis which states no significant difference between Science, SECPED, Business, Vocational, Technical and adult and Special Education on continuous assessment scores among NCE II Students of FCE T Bichi 2018/2019 session is rejected.

Summary of Findings

1. There is no significant relationship between continuous assessment scores and EDU222(Measurement and Evaluation) examination scores among NCE II students of FCE T Bichi 2018/2019 session.
2. The study also found that there is no significant difference between male and female on continuous assessment score and EDU222 (Measurement and Evaluation) examination scores among NCE II students of FCE T Bichi 2018/2019 session.
3. The study finally found out that there is no significant difference between science, SECPED, Business, Vocational Technical and Adult & Special Education on continuous assessment Scores and EDU222 (Measurement and Evaluation) examination scores among NCE II students of FCE T Bichi 2018/2019 session.

Discussions

The study found no relationship between continuous assessment scores and examinations scores (EDU 222) measurement and evaluation scores among NCE II Students of FCE T Bichi contradicts the findings of Fan, Umaru & Bawa (2014) found in their study. In their own study, strong relationship was found between continuous assessment scores and final examination in Nasarawa State University. The study was also contrary to the work of Bichi and Aliyu (2015) who conducted a study on the assessment of the correlation between continuous assessment and examination scores of education course in Northwest University, Kano. The result of their findings shows that a significant relationship was found between continuous assessment scores and education course

The present study found that there was no significant difference between male and female on continuous assessment scores and EDU 322 (Measurement & Evaluation) among NCE II students of FCE (T) Bichi 2018/2019 session. This is in tune with what Musa (2018) found in his study on difference between male & female on continuous assessment scores among NCE III Students of FCE Zaria, Kaduna State. The study was not in line with the work of Johnson (2017) who conducted a study on the difference in continuous assessment scores across four schools in College of education Zing, Taraba state. The result of his findings shows significant difference in continuous assessment scores among NCE I students across the four schools in the College.

The study finally found that significant difference was found between science, SECPED, Business, Vocational Technical and Adult & Special Education on Continuous assessment scores (EDU 222) among NCE II students of FCE (T) Bichi, 2018/2019 session. This is also similar to the findings of Johnson (2017) who found out that significant difference exists on continuous assessment scores among students of College of Education Zing, Taraba State. In the same vein, the work was not similar with the study of Yahaya (2018) who Conducted a study on the difference in continuous assessment scores across gender in some selected secondary schools in Katsina south senatorial zone. The result of his findings shows no significant difference between male and female in continuous assessment scores.

Conclusion

The study finally concluded that there was no relationship between continuous assessment score and examination scores EDU 222 measurement & Evaluation among NCE II Students of FCE T Bichi 2018/2019 session. The study also concluded that no difference exist between male and female on continuous assessment score (EDU 222). But significant difference was found across the six schools in the college.

Recommendations

1. The paper recommended that use of continuous assessment among teachers should be encouraged by the College management. The standard of implementing continuous assessment should be clearly spelled out by the school management.
2. The school should organize workshops, seminars on appropriate use of continuous assessment as integral part of students' progress of schooling:
3. There should be recruitment of more man power so that teacher/ Student's ratio is not lopsided in such a way that the teacher is finding it difficult to assess his students on continuous basis. Teacher student's ratio is almost 1:1000, in this situation recruitment of man power would be the only solution to this problem of overcrowding in class.
4. Those teachers holding adhoc responsibilities should be given a groups tha are very few, so that he/she could be able to monitor students progress on continuous basis.

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**EFFECTIVE GENERAL ENGLISH TRAINING FOR STUDENT-TEACHERS:
A PANACEA TO THE PERENNIAL PROBLEM OF POOR
QUALITY OF TEACHERS IN NIGERIA**

By

Dr. Isa Mohammed

Department of General Studies Education

School of Education

Federal College of Education (Technical)

P.M.B 1013, Potiskum, Yobe State

ismamman4u@gmail.com

08030562231

Abstract

This study examines the results of first semester 2020/2021 academic session of seventy five (75) students randomly selected from five departments of five Schools in the Federal College of Education (Technical) Potiskum with the aim of comparing their performance in General English and their overall performance in Education and other departmental courses. The study shows that the students who scored average mark in General English course did well in their Education and other departmental courses while those that scored low marks performed poorly in most of their Education and other departmental courses. The study therefore established that, students' competence and performance in the General English could have impact on the students' performances in the other courses they study because English is the language of instruction. Considering the status of English in our education system, this paper, therefore, suggests that effective General English training for student-teachers in the colleges of education is a panacea to the perennial problem of poor quality of teachers and education in Nigeria and consequently leading to the nation building.

Keywords: *Competence, Performance, General English, Academic Productivity and Nation-building.*

Introduction

Linguistic competence refers to a person's knowledge of language while linguistic performance refers to the practical application of this knowledge (cf. Denham and Lobeck 2013). Chomsky (1957) proposes linguistic competence and performance, and emphasises the need for a generative grammar that clearly mirrors a speaker's competence and captures the creative aspects of linguistic performance/ability. He further believes that all native speakers of a language have the same competence which is referred to as the natural/innate ability in the learner and the use of the language. Performance on the other hand is considered to be the actual speech situation. On the other hand, scholars like: Krashen (1982), Dissel (2004), Gass & Selinker (2008) and Neupane (2020) all believe that second language (L2) is to be acquired/learned consciously with extra effort by an adult learner. This is because a second language learner has already learned/acquired his mother tongue/ first language (L1) which is learned unconsciously and with less effort by the learner.

General English is the second language (L2) training that is given to student-teachers in General Studies Education (GSE) department in the various colleges of education across Nigeria as one of the minimum requirements for obtaining Nigeria Certificate in Education (NCE) (NCCE, 2020). This course is specifically designed to train the student-teachers on four basic language skills: listening, speaking, reading and writing. Although Darus & Subramaniam (2009) state that learning a second language (L2) is a lifelong process and often a challenging experience. Specifically, writing is one of the four basic language skills that must be taught in the L2 classroom and it is the most difficult among the four. It is designed that training on these skills for the stipulated period of time in the NCE programme can make the teachers on training/course to have adequate basic knowledge of the language of instruction (i.e. English), through which they are to teach their teaching-subjects after they complete their Teacher Education Programmes (NCCE, 2020)

Nation-building and Education

Nation-building can simply be described as a deliberate effort by the government to work toward the unification of the citizens in the country to remain socially, politically and economically viable and stable. In other words, it is the responsibility of the government to build and improve the capability of its citizens economically and otherwise so as to enable them contribute to the development of the nation (i.e. nation-building) (cf. Mbaya, 2007).

Thus, this study believes that quality education is the most relevant gateway to any nation-building enterprise. In that, education gives people the needed skills which can help them to move out of poverty to prosperity and consequently geared them toward the development of the country. It is clear, when one considers the developed nations like China and others, to understand that, a patriotic educated population certainly leads to overall growth of any nation (cf. FRN, 2014 and Mbaya, 2007). The greater work of educating a population such as that of Nigeria is the task of patriotic qualified teachers. The level of education of a country is determined by the quality of its teachers (see FRN, 2014: 9).

The Status of English Language in Nigeria's Education System

The role of English Language as L2 in Nigeria's education system cannot be overemphasized. It is the medium of instruction right from the basic level up to the University level of the education system (FRN, 2014: 10-16). This makes English Language a core subject in the system and hence the justification for the call for special attention to be given to General English in General Studies Education (GSE) department in the teacher-education programme. This is to ensure that teachers acquire the appropriate basic knowledge of English Language as the medium of instruction they use for teaching the knowledge of their various teaching subjects at the basic level of education. This, in turn will make Nigeria to achieve the goals of the education system which is the contribution of every patriotic Nigerian to the building of the nation (Mohammed, and Miringa, 2010). To wrap it up, Adeyanju, (1988) in Esimaje, (2007: 43) pointed out that "proficiency in English is a good indicator of academic ability and performance".

The Objectives of Teacher Education

The role of teacher education in preparing teachers to deliver quality education is clear. The philosophy of teacher education has the expectation that the status of a teacher and his job in Nigeria shall attain the highest standard possible. This is because it is through solid educational

foundation that Nigeria as a country can attain the desirable and envious level of development and nation building. The following are the objectives of teacher education as enshrine in the National Policy on Education (FRN, 2014: 39):

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

Furthermore, alongside the above objectives of the teacher education, are the objectives of General Studies Education which are among other objectives include, according to the (NCCE, 2020) by the end of the course, student-teachers should be able to acquire some level of proficiency in the use of the English language as L2 for effective communication. This in turn will enhance the study of other subjects (i.e. fields) and instil professional competence in the student-teachers, so as to further play their role in contributing to the nation-building when given the opportunity to do so.

Training Teachers in English Language

Training teachers in English language (L2) as the medium of instruction entails that teachers should be well groomed in the language in order for them to be able to use the language properly to teach their various teaching subjects efficiently. Nacino – Brown and Johnson (1982) and Esimaje, (2004) in separate studies posit that effective and correct use of language requires the possession of certain basic skills: the skills of listening, speaking, reading and writing. The skill of listening is of prime importance in communication because to a large extent what we speak (i.e. our responses) and what we write (in some instances) depend largely on what we hear. The acquisition of this skill (i.e. listening) seems to elude many people (including teachers) and hence, a reason for breakdown in communication and poor academic performance by students most at times (cf. Otagburuagu, 2009: 7-8). Nonetheless, these four skills are essential skills for mastering language and so, teachers must know the English language (i.e. master the language to certain degree) as the language of instruction in Nigerian institutions right from the basic level through to University level (see FRN, 2014). These skills are considered in a bit broader perspective:

Listening and speaking are the two language skills that are related to the use of oral (spoken) form of languages. Listening refers to the ability to pay attention to what is been said or strings of sound produced and be able to make sense out of it (i.e. understanding). On the other hand, speaking refers to the production of sound(s) orally that can be understood by others (cf. Longman Dictionary of Contemporary English, 2003). Both of the two concepts have to do with spoken form of language. Therefore, these two skills are needed for perfect use of language in its spoken form. There is need for teachers to learn the oral form of the medium of instruction (i.e. English language) perfectly in order to teach their students very well (Mohammed and Tilde 2019).

Reading and writing are language skills that have to do with conventional symbols. The two go hand-in-hand because if one knows the former, then one is equally assumed to know the latter (cf. Esimaje 2004). Reading refers to the recognition and interpretation of the conventionally organized symbols that are put together (i.e. as words) by a reader to deduce sense from them. While writing refers to the ability to put together the conventional symbols (i.e. the alphabets /letters) in order to convey message (cf. Egbujor & Okwor 2005).

Furthermore, reading is an essential means through which information stored in written form can be obtained and utilized for a variety of purposes. It is therefore an essential characteristic of every academic work (cf. Alo, 2005). Teachers must learn how to read correctly (i.e. with good articulation and comprehension) in order to acquire knowledge and skills of their teaching-subjects and then pass it on to their students (Mohammed and Tilde 2019).

Statement of the Problem

The quality of student-teacher education in our colleges of education determines to a great extent, the quality of teachers and the general standard of education in Nigeria. There is no doubt in the saying that a teacher cannot give what he/she doesn't have, meaning, a teacher must have good knowledge and skills in whatever they seek to teach to impart upon their students. The language of instruction is also strong influencer of the quality and standard of teacher and the entire learning process; teachers therefore are expected to have very good level of linguistic competence in order for them to better understand what they are taught in colleges of education.

There is however a strong gap in the linguistic competence of student-teachers found in colleges of education as observed by the research and as found in several related studies. The poor linguistic competence among student-teachers can also be observed in their poor performance across other teaching subjects of theirs in the college of education.

The present study therefore seeks to examine the relationship between linguistic performance of student-teachers and their performances in the various courses they study in Federal College of Education (T) Potiskum. In other words, it aims to assess the ability of the student-teachers to transfer/use the linguistic knowledge they acquired from the General English courses (which is L2) to the other courses they study as their teaching-subjects.

Research Objectives

While the general objective of this study seeks to provide a solution to poor quality of teachers in Nigeria through effective English training for student-teachers, the specific objectives are as follows:

1. To identify the extent to which linguistic performance of the student-teachers is related to their performances in their various fields of studies
2. To identify extent to which student-teachers can use linguistic knowledge they acquire from the General English courses to other courses they study as their teaching subjects?

Research Questions

The research shall be answering the following research questions:

1. To what extent is the linguistic performance of the student-teachers is related to their performances in their various fields of studies?

2. To what extent the student-teachers can use linguistic knowledge they acquire from the General English courses to other courses they study as their teaching subjects?

Methodology

This study was limited to the students of Federal College of Education (T) Potiskum, Yobe State. It focused on some examination scores of first semester 2020/2021 academic session of NCE 2 students of five different departments which are randomly selected from the five schools in the college. The schools are: Schools of Science Education, Technical Education, Business Education, Vocational Education and Primary Education. Department of Chemistry Education was selected from School of Science Education and department of Agricultural Science Education was selected from School of Vocational Education. The rest of the schools have one department each at one and two hundred levels. The study examined the relationship between their scores in the General English course and their scores in some Education and other departmental courses. The research considered the scores of total number of seventy five (75) students who were selected at random.

The method adopted for this study was survey method. The statistical measure used was simple percentage in which a student's performance was rated in percentage. The overall performances were calculated based on the total number of passed courses and their grades. The focus of the study was of course, the relationship of the General English score to the scores in other courses.

Data Presentation and Interpretation

Table I: NCE2 Department of Chemistry Education

Course Code	CHEM 211	CHEM 212	CHEM 213	CHEM 214	CHEM 215	CHEM 216	CHEM 217	GSE 213	ENG 211	EDU 211	EDU 212	EDU 213	EDU 214
S/N													
1.	40E	50C	60B	41E	45D	41E	50C	52C	55C	52C	60B	46D	48D
2.	70A	72A	75A	60B	41E	75A	61B	70A	60B	73A	70A	45D	55C
3.	60B	62B	75A	65B	61B	61B	50C	57C	55C	70A	76A	50C	60B
4.	46D	47D	63B	53C	45C	52C	47D	71A	51C	77A	70A	55C	62B
5.	47D	61B	61B	53C	40E	65B	51C	71A	50C	71A	72A	40E	50C
6.	71A	51C	75A	60B	63B	64B	44E	62B	60B	63B	74A	70A	60B
7.	50C	61B	50C	47D	50C	50C	40E	55C	50C	65B	79A	61B	55C
8.	40E	60B	61B	51C	46D	40E	50C	50C	52C	50C	65B	50C	49D
9.	76A	70A	74A	60B	72A	70A	65B	62B	50C	70A	60B	50C	48D
10.	60B	63B	71A	52C	75A	70A	52C	65B	55C	71A	70A	72A	66B
11.	50C	65B	55C	55C	60B	47D	50C	62B	50C	56C	65B	62B	50C
12.	46D	50C	55C	58C	60B	61B	50C	57C	52C	65B	54C	56C	56C
13.	49D	50C	55C	56C	60B	56C	54C	56C	55C	48D	50C	54C	67B
14.	50C	52C	51C	60B	66B	65B	56C	67B	53C	60B	63B	57C	60B
15.	48D	50C	60B	57C	58C	60B	62B	59C	57C	60B	66B	67B	57C

Table I above shows the performance of fifteen (15) students. The data shows that the scores of the students in General English are in consonance with their overall grades. For instance, students whose average score is 50% (i.e. 'C' grade) are likely to have a score in General English which ranges from 50-60%. The table also shows that all the fifteen (15) students passed all their courses and this signifies that most of the students scored averaged in their other courses.

Table II: NCE2 Department of Technical Education

Course Code	TED 211	TED 212	TED 213	TED 214	TED 215	TED 216	TED 217	PHY 111	ENG 211	EDU 211	EDU 212	EDU 213	EDU 214
S/N	40E	50C	55C	56C	62B	54C	47D	30F	46D	51C	70A	40E	45D
16.													
17.	50C	51C	62B	54C	41E	50C	70A	50C	48D	65B	65B	60B	47D
18.	40E	50C	52C	53C	60B	52C	45D	35F	50C	55C	70A	60B	46D
19.	40E	40E	50C	40E	60B	35F	51C	41E	40E	55C	56C	40C	40E
20.	30F	40E	34F	40E	41E	28F	45D	43E	35F	50C	48D	40E	40E
21.	50C	50C	65B	51C	46D	52C	65B	50C	55C	61B	70A	51C	50C
22.	54C	67B	70A	60B	65B	60B	70A	60B	70A	71A	75A	58C	53C
23.	41E	50C	51C	52C	52C	34F	60B	40E	40E	50C	45D	45D	46D
24.	44E	50C	52C	50C	62B	30F	55C	36F	47D	30F	50C	50C	47D
25.	65B	66B	64B	51C	62B	70A	72A	50C	50C	70A	71A	59C	50C
26.	49D	52C	55C	45D	48D	50C	54C	51C	56C	60B	60B	56C	49D
27.	45D	50C	54C	49D	50C	53C	56C	52C	50C	60B	56C	57C	57C
28.	53C	54C	50C	51C	49D	47D	56C	60B	49D	52C	49D	53C	51C
29.	50C	52C	54C	60B	65B	50C	57C	61B	53C	54C	55C	60B	54C
30.	61B	54C	53C	50C	53C	52C	57C	49D	45C	52C	52C	48D	49D

Table II shows the performance of fifteen (15) students from the department of Technical Education. It shows that most of the students have average score. The data indicates that the scores of the students in General English course is in consonance with their overall performance in the examination, except for the serial number 17 who is above average because the student scored 'A' grade. However, unlike on table 1, on this table, out of the fifteen (15) students, there are a total number of three (3) students who were referred in two to three courses respectively, while three students were referred in one course each. In all as the data shows, it was only one student that failed the General English course and it was that same student who failed in three departmental courses.

Table III: NCE 2 Department of Business Education

Course Code	BED 211	BED 212	BED 213	BED 214	BED 215	BED 216	BED 217	BED 218	ENG 211	EDU 211	EDU 212	EDU 213	EDU 214
S/N	57C	52C	63B	45D	55C	71A	45D	50C	50C	50C	45D	45D	46D
31.													
32.	40E	33F	50C	40E	41E	55C	43E	50C	45D	60B	50C	40E	45D
33.	40E	45D	62B	40E	50C	65B	40E	50C	45D	45D	24F	40E	40E
34.	46D	50C	65B	54C	46D	70A	45D	48D	50C	58C	45D	45D	45D
35.	51C	44E	65B	50C	36F	65B	48D	48D	46D	51C	45D	48D	45D
36.	41E	28F	56C	30F	55C	65B	45D	40E	40E	44E	44E	40E	40E
37.	45D	43E	75A	50C	65B	70A	50C	51C	50C	62B	45D	45D	45D
38.	45D	47D	62B	50C	50C	70A	45D	48D	47D	60B	46D	48D	47D
39.	55C	43E	70A	55C	45D	70A	48D	49D	50C	57C	50C	50C	50C
40.	48D	31F	60B	50C	63B	63B	50C	50C	49D	51C	50C	48D	49D
41.	54C	56C	60B	52C	57C	55C	56C	51C	51C	54C	57C	60B	54C
42.	57C	56C	59C	54C	57C	51C	57C	60C	53C	57C	66B	54C	63B
43.	54C	50C	51C	60B	53C	51C	54C	57C	50C	48D	49D	50C	51C
44.	56C	53C	54C	50C	45D	60B	70A	57C	60B	54C	60B	60B	60B
45.	54C	55C	60B	53C	50C	55C	54C	56C	49D	50C	51C	54C	50C

Table III shows the performance of fifteen (15) students from the department of Business Education. It clearly shows that all the fifteen (15) students passed the General English course but some among them are to carry over some departmental courses. Out of the fifteen (15) students, ten clearly passed all their courses, four students have one carry-over each in different courses and one student is having carry-over in two courses and it was this same student that is having lowest grade in the General English (i.e. 'E' grade). Therefore the average score of each student on this table is in consonance with their scores in the General English course.

Table IV: Department of Fine and Applied Arts Education

Course Code	FAA 211	FAA 212	FAA 213	FAA 214	FAA 215	FAA 216	FAA 217	VTE 210	ENG 211	EDU 211	EDU 212	EDU 213	EDU 214
S/N	45D	50C	60B	45D	60B	45D	60B	65B	50C	45D	70A	70A	65B
46..													
47.	45D	46D	65B	45D	72A	50C	50C	48D	50C	47D	45D	45D	46D
48.	41E	29F	71A	50C	40E	45D	40E	40E	40E	43E	44E	45D	44E
49.	43E	40E	60B	49D	60B	49D	60B	53C	43E	45D	50C	43E	43E
50.	45E	50C	70A	50C	54C	45D	42E	60B	44E	48D	50C	45D	46D
51.	51C	50C	72A	50C	70A	49D	50C	51C	50C	49D	48D	48D	47D
52.	50C	55C	58C	68B	70A	49D	51C	52C	45D	60B	50C	48D	47D
53.	61B	50C	72A	60B	70A	50C	45D	45D	45D	50C	50C	50C	49D
54.	45D	55C	53C	48D	73A	52C	50C	53C	48D	45D	45D	49D	46D
55.	47D	50C	70A	50C	50C	48D	55C	54C	50C	49D	45D	45D	45D
56.	51C	50C	49D	51C	60B	56C	54C	55C	50C	54C	56C	52C	61B
57.	54C	56C	51C	56C	58C	51C	54C	50C	51C	60B	54C	55C	52C
58.	54C	55C	52C	56C	60B	60B	60B	60B	53C	55C	56C	57C	58C

59.	54C	54C	55C	50C	49D	60B	56C	52C	50C	50C	50C	56C	50C
60.	50C	55C	45D	48D	52C	51C	50C	45D	45D	56C	48D	45D	54C

Table IV shows the performance of fifteen (15) students from the department of Fine and Applied Arts Education. The table above clearly indicates that, all the students in this department passed the General English course with average scores that is in consonance with their overall result except three students who scored lowest grade in the course (i.e. 'E' grade). One of these three students is having a carry-over in a course and also these three students are having lowest grade in two to three courses apart from the General English course.

Table V: Department of Primary Education Studies

course code	PES 211	PES 212	PES 213	PES 214	PES 215	PES 216	PES 217	GSE 213	ENG 211	EDU 211	EDU 212	EDU 213	EDU 214
S/N	40E	50C	60B	41E	45D	40E	50C	51C	45D	50C	60B	48D	50C
61.													
62.	70A	70A	60B	65B	45D	49D	64B	50C	60B	61B	70A	50C	48D
63.	60B	60B	70A	65B	62B	62B	54C	58C	59C	70A	77A	55C	50C
64.	45D	48D	65B	57C	46D	54C	47D	67B	54C	70A	79A	75A	60B
65.	47D	60B	64B	54C	68B	50C	71A	54C	50C	75A	60B	45D	45D
66.	76A	55C	77A	60B	65B	65B	44E	60B	60B	63B	76A	72A	60B
67.	53C	60B	53C	48B	56C	47D	56C	50C	50C	67B	71A	60B	55C
68.	41E	61B	68B	50C	47D	42E	54C	50C	55C	62B	68B	65B	50C
69.	77A	71A	75A	60B	65B	59C	67B	70A	50C	50C	50C	50C	45D
70.	61B	64B	72A	55C	77A	60B	53C	65B	50C	68B	58C	59C	45D
71.	51C	54C	53C	51C	54C	55C	56C	52C	56C	51C	47D	56C	51C
72.	49D	54C	55C	55C	60B	52C	54C	55C	50C	55C	61B	50C	57C
73.	53C	48D	45D	50C	57C	60B	54C	52C	48D	49D	54C	56C	51C
74.	45D	56C	65B	60B	51C	54C	54C	50	52C	51C	50C	50C	51C
75.	60B	54C	48D	49D	51C	50C	51C	56C	50C	60B	62B	56C	51C

Table V shows the performance of fifteen (15) students from the department of Primary Education. The table above clearly shows that all the fifteen (15) students in this department passed all their courses including the General English and their scores in the General English is in consonance with their overall scores but four of the students scored above average grade in the General English (i.e. 'B' grade). However, surprisingly one of the two students that scored high grade in the General English scored lowest grade (i.e. 'E' grade) in one of his departmental course. In all it is only three students scored lowest grade (i.e. 'E' grade) in one to three departmental courses.

Findings of the Study

From the above study, it is clear that performances of the students in English language affect the students' performances in the other courses they study. Therefore, the study indicates that

students, whose scores in the General English were high, equally did well in the other courses while those who scored low grade in the General English course performed poorly in other courses. In the case where the students failed the General English course, the score in the General English course formed their overall average score. This indicates that the students' performances in English language determine the students' general performances. In other words, lack of required performances of the students in the language of instruction (i.e. English language) was the major cause of their failure or poor output academically in the other courses (academic productivity).

Therefore, considering the data and their discussions, this study established that there is a correlation between students' overall academic performances and the level of their linguistic performance (i.e. English language). The study is also of the view that, the problem of poor quality of education from primary schools through to university level in Nigeria today could be attributed to the students' inability to express themselves clearly and properly as required in the language of instruction. Most a time, when people lament on the fallen standard in education, the reason is clear that, it is the inability of the student-teachers who are assumed to be prospective teachers, to demonstrate some degree of linguistic proficiency required of them, both in spoken and written English.

The Nigeria's philosophy of education considers the teacher education not only as the great force that can be used to bring about positive change, but also the greatest investment that the nation can harness for quick development of its economic, political, social and human resources (see FRN 2014). However, it is impossible for Nigeria to aspire to be among the developed nations and for its citizens to raise their heads high with confidence among the developed nations without a solid teacher education foundation which is considered as the most relevant and greatest machinery for nation-building. This foundation can only be possible with proficient, motivated, committed and well-articulated teachers at the basic level of the education system. Since English language is accepted to be the language of instruction and learning in the country's education system for now, then, it has to be given the needed maximum priority it deserves in the schools in order for the students would perform better in their search for knowledge.

Conclusion

The reality of fallen standard of education disturbs every concerned individual in Nigeria, be it a teacher, parent, student and even government itself. We never cease to lament on this serious issue that seems to defy solution. The author of this paper believes that by equipping teachers with adequate knowledge (especially of English language – the language of instruction), Nigeria stands a better chance to improve the quality of its education system at all levels and in turn achieve the goals of its education system which certainly leads to the building of a country that would compete in the today's highly competitive digital-world.

Suggestions

The researcher makes the following suggestions towards improving General English in Colleges of Education for better performance and proficiency to deliver quality education in Nigeria:

- I. Considering the necessity and voluminous nature of the General English courses, enough hours (at least 3 hours per week) of lectures should be allocated for the courses on the timetable. That is, the credit units of the courses should be increased to three (3).

- II. Government should employ enough staff to handle the General English courses so as to give enough training to the student-teachers on the medium of instruction which is also an L2 to the student-teachers.
- III. Among the four basic language skills (i.e. listening, speaking, reading and writing), the skills of speaking (oral English), reading and writing should be given more emphasis in the NCCE minimum standard so that the student-teachers could be grounded very well in these basic language skills as future teachers that could handle the basic levels of the education system.
- IV. Student-teachers should be encouraged by their teachers to listen and watch programmes in English language on foreign media (such as BBC News/World), so that they can appreciate the tone of the English native speakers (i.e. as part of their oral English drill).
- V. Government, both at the state and federal levels should be more committed in providing conducive environment and educational materials for teaching and learning in the tertiary institutions (more especially the colleges of education).

Thus, it is the hope of this study that, if the aforementioned suggestions are considered and put into action, the problems of poor quality of education in Nigeria will be minimized if not completely solved.

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**EXPLORATORY STUDY ON THE MANAGEMENT OF ELECTRONIC
INFORMATION RESOURCES AVAILABLE IN UNIVERSITY
LIBRARIES IN NIGERIA**

Dr. Binta L. Farouk

Department of Library and Information Science
Bayero University Kano
+2348067770594
Bintalfarouk.lis@buk.edu.ng

Nazir Muhammad

University Library
Bayero University Kano
+2348032808715
Nazirmuhammad24@gmail.com

&

Bello Alhaji Sani CLN

Treasury Department, Potiskum Local Government, Yobe State
+2348036353936
Sanibello579@gmail.com

Abstract

The purpose of this paper is to investigate the management procedures of Electronic Information Resources in state university libraries in North-West Zone of Nigeria. A qualitative research methodology was used, narrative design was adopted and interview was used as data collection instrument that was used for the collection data from twelve (12) respondents, which comprise University Librarians and Heads of ICT Units of 6 State University Libraries in the North-West Zone of Nigeria, thematic data analysis was used to carry out the analysis of the data collected from the respondents. The findings revealed that various types of EIRs were provided and manage by state university libraries ranging from e-databases, (online and offline) CD ROMs, e-books, e-journals and Internet web resources. The findings also revealed that among the six university libraries that participated in this research, only three among the six had written policy which was moderately implemented. On the selection procedure, librarians, and faculty members are involved in the selection, other findings revealed that, relevance of the resources and costs were mostly considered when acquiring EIRs. The procurement ways by all the libraries were through subscriptions, gifts or donation, licensing agreement and direct purchase from the vendor among others. The study recommends that, The libraries should evolve more strategies for the smooth implementation of the policy guideline, and for those that don't have should develop a policy for the management of EIRs, EIRs managers should come together and harmonize a single way of organizing EIRs in their libraries to ease EIRs retrieval, especially the use schemes like Dublic Core Metadata, user education should be more introduced for the EIRs users to be more aware of more searching skills and strategies and to be thought on how to make good use of the e-library.

Keywords: Management, Electronic Information Resources, University Libraries

Introduction

Libraries have existed for thousands of years and are considered to be the place where information resources and services are brought together for the purpose of sharing knowledge and experiences; these roles have been revolutionized by recent development in Information and Communication Technologies (ICT). The current information revolution and increasing impact of Information and Communication Technologies (ICT) has modernized the process of learning and research in most university libraries. Dafiagor (2012) observed that “expert systems, wireless network, virtual collections, interactive web interfaces, virtual reference services and personal web portals have brought changes since the beginning of the new millennium”. Nigerian academic institution and their libraries are nowadays exploiting the potentiality of the technology to the benefit of the educational advancement.

In this regard, significant moves from paper-based could be experienced information to electronic access to information and knowledge for higher education. Though, the traditional functions and objectives of the library remain the same, the method of information dissemination and the format are changing. The academic library environment is in a state of transition in terms of resources and services; many information resources once available in print are now available in CD ROMs, Online and other available electronic forms.

Academic libraries exist to support the teaching, learning and research activities of their parent organizations. They make provision of information resources in both print and electronic formats, provides collections and services to meet the instructional programmes of their parent organizations. The technology embraced has led to the proliferation of electronically available information resources and services which include: CD-ROMs, databases, electronic mails, Online Public Access Catalogue (OPAC), Internet browsing etc.

Moreover, information and communication technology is being incorporated in the management of academic libraries across the world. There is the need therefore for strategic planning in all areas of library operation in order for libraries particularly academic ones in North-West Nigeria to remain viable source of information. The overall objective in the management of an organization is to produce the best possible results within the resources available to the organization. Similarly, information technology influenced activities taking place in libraries and changed the information seeking behaviour of readers with ICTs such as e-cataloguing, online public access catalogues (OPAC), electronic acquisition and serial control, electronic circulation functions, electronic distribution of commercial publications, electronic availability of raw data multimedia information delivery system, digitized collections and online textbooks are all practicable with a higher degree of user satisfaction. Despite the widely accepted view about the significance and adoption of e-resources, libraries still face a number of challenges as they seek to continue offering the high level of services that users have come to expect. Some of the challenges facing the management of electronic information resource are: preservation, lack of professional skills, organization, technical infrastructure, lack of cooperation of staff members (Devi, 2012).

Statement of the Problem

Rapid advancement in Information and Communication Technology (ICT) affect the way libraries provide information resources to the users. However, literature shows that majority of

libraries in developing countries do not have enough e-resources for their users (Aguolu and Aguolu, 2012). Despite the widely accepted view about the significance and adoption of electronic information resources in libraries, it is observed that in most modern libraries incorporating the use of electronic information resources indicate the contrary as regard to their selection, acquisition, organization, preservation and dissemination This implies that there may be management problem that hinder the provision of these e-resources in developing nations.

Libraries around the world are moving at fast rate to provide digital library services in order to meet changing user needs and requirements. The trend in Nigeria is for the libraries to provide e-resources and services that user can access anywhere and anytime without necessarily coming within the walls of the library. Many libraries particularly state university libraries in north-west of Nigeria have one form of e-library or another or not having one. However, little empirical evidences and research studies have been conducted on the types of information resources with regard to their management. It's against this background that this study was designed to examine practices in the management of electronic information resources in state university libraries in Northwest states of Nigeria.

Objectives of the Study

1. To ascertain the types of electronic information resources provided in state university libraries in Northwest Nigeria.
2. To identify the practices in the management of electronic information resources in these libraries.

Significance of the Study

The result of this study will be useful to information professionals in the institutions of higher learning especially the university librarians who are the top level managers that make policies for the improvement and betterment of information services in their libraries, in addition the Heads of ICT units of libraries will also be benefit as they will be able to know where they stand, managerial challenges they are facing It is also expected that the findings and recommendations resulted from this study would add to the existing body of knowledge.

Review of Related Literature

Electronic resources are electronic representation of information; these are available in various formats like e-books online journals, e-magazines e-learning, tutors and online test. Because of the effective presentation with multimedia tools, these e-resources have become the sources of information (Dadzie, 2005). According to Bothman and Holbig, (2010) electronic information resources includes CD Roms, e-journals, and locally loaded databases, websites and abstracting and indexing databases such as Medline. They further stated that electronic resources also include products that aid in resources access for patron such as A-Z list open URL servers federated search engines and resources that provide full text context such as publishers electronic journal content, journal contents platforms such as project muse or Jstor and content aggregators such as Ebscho host, academic search premier and proxy servers or other authentication tools (Bothmann and Holmbig, 2010).

According to Vevekeny, Veeran and Salih (2003) e-resources is a broad term that includes a variety of publishing models including Opac CD Roms. Online databases, e-journals, e-books, Internet resources print on demand (POD). Email publishing wireless publishing electronic links

and web publishing etc. Tsakonias (2006) posited that electronic resources are resources available on Internet and it include e- journals; online databases CD ROMs databases and other computer based electronic networks among others. Sharma (2009) identified electronic resources to include e-journals, e-newspapers, data achieve, e-manuscript, maps, e-books, e-magazines, e-theses, e-mail, research report and bibliographic databases. Ibrahim (2004) added that library websites, online catalogues and online reference works constitute e-resources while Aramide and Borinwa (2010), mention AV resources, instructional Audio tapes, instructional video tapes, VCD/DVD, radio, television, multimedia projectors, e-databases, e.g. Jstor, Eric, e-documents, Internet/email facility, CD-Roms, computers, Telephone facility, GSM/hand line, VSAT, printers, and digital cameras as the tapes of e-resources that are in existence. Electronic resources delivers the collections of Information as full text databases, e-journal, e-discussion, e-news, data archives, emails, online chatting etc, which can be called an e-resources (Nelda, 2007). Electronic Information are a wide range of products going from electronic periodicals to CD-ROMs, from mailing list to databases, all of them having a common feature of being used and sometimes modified by a computer (Thanuskodi, 2011).

It is important to note that some of this databases are provided free of charge to libraries for example Hinari and Agora. Others require subscription fee such as Emerald databases and Blackwell5synergy among others. Access to these databases provides researchers and students with thousands of scholarly articles in their field of specialization or research (Fatoki, 2004). CD-Rom databases allow users access to relevant databases without robust Internet connectivity in libraries. It Is therefore cost effective than online databases as information could be accessed offline without paying for telecommunication fees (Afolabi, 2007). MaJid and Tan (2002), opined that CD-Rom databases are important tools identifying the bibliographic details of potentially useful documents and ensures easy access to large volumes of literature for research. They also emphasized that the amazing technological advancements have opened new horizon for information creation duplication, storage, access, distribution and presentation.

Kigongo-bukenya (2002), opined that the global trend is now characterized with the fundamental shift from traditional information environment to an 'electronic environment where emphasis is placed more on the provision of electronic resources such as, e-books, e-journals as well as online databases. He went further to say that, the provision -of electronic information resources and accessing these e-resources should be very smooth with minimum constraint to save users time since university academic programmes are tight and student are always overwhelmed with the number of units they have to cover project to write. Ellis and Oldman (2005), noted that through the provision of e-resources researchers and students now have access to global information source particularly the Internet for their scholarly work. Ehikhamenor (2003), noted that, over the past decade, most libraries in Nigeria have been experiencing much difficulty in providing materials to the users on account of the alarming rate of inflation of the prices of books and journals as well as depreciation value of the Nigerian economy.

Furthermore, academic Institutions are made to provide relevant information sources and resources especially those that can suit the contemporary electronic information age. Moreover, it was indicated from the literature that University libraries across the globe adopt and provide different types of electronic information resources in various format and range, such as E-databases E- journals, CD-ROMs, Online databases etc. it is against this background, the

researcher wants to investigate the type of electronic information resources provided in the libraries under study.

Management of Electronic Information Resources

Management is that human behaviour in which managers plan, organize, direct and control human and financial resources in an organized group effort in order to achieve desired individual and group objectives with optimum efficiency and effectiveness (Fatta, 2003). One of the functions of the university library is to provide information resources for its users. University libraries especially in developing countries are facing challenges of paradigm shift from traditional environment to electronic environment; these libraries are expected to provide information resources in variety of format as well as innovative services through which users can have access to information resources anywhere and anytime.

The development and use of policies is critical in electronic resource management and for communicating a library's goals. Policies set guidelines of practice that aid in electronic resource management (White, 2005). Information resources development policies are viewed as blueprints for the operations of the library as a whole, through these policies the library carries out its central task of acquiring, organizing and maintaining library materials. These policies set up the general framework for establishing the library's goals, in terms of both new acquisitions and the maintenance of the existing items in the library collections. They are usually written and developed by libraries with two audiences in mind namely the library staff and the broader community of library users.

The American Library Association (ALA) defines Collection Development Policies as "documents which define the scope of library's existing collections, plan for the continuing development of resources, identify collection strengths, outline the relationship between selection philosophy and the institution's goals, general selection criteria and intellectual freedom." In 1970s most libraries began establishing written policy for printed collections and for some audio visual materials. Today electronic information resources are becoming such an integral part of a library's resources that policies need to be rewritten significantly or amended to take these resources into account. Policy is a combination of descriptions of practices, guidelines for decisions and provisions intended to protect against unwarranted pressures to acquire, to eschew the acquisition or discard certain types of materials.

Traditional policy statement have served a number of purposes like informing, directing and protecting library processes in acquiring, protecting the library against the challenges and making resources available to users. The major provisions listed in the American Library Association (ALA) has described that traditional collection development policy are intended to describe the library user community, defining their institutional mission of the library and identifying its user needs. Provide selection criteria and guidelines for the selection and use library materials. Identify those selection tools and processes that are most appropriate for particular library. Define the process for identifying materials for weeding, cancelation, storage and replacement of materials. Establish responsibilities for the various aspects of the collection development process and collection management activities. Create a plan for the future collections and budgeting of resultant library expenditures. Serve as a training document for new collection development librarians and other staff who are in charge of the overall management of

the library. Provide guidelines for gift materials. Provide guidelines for dealing with complaints about materials or services. Support cooperative collection development activities by documenting and identifying both the strengths and relative weakness of the library's current collections. It also Aid to provide grant proposals and planning development initiatives through its supporting documentation. Serve as a communication vehicle for library's staff, administration and its various constituencies. Protect intellectual freedom. Provide a clear and carefully described rationale for library's collection goals and practices. Protecting the library from pressures to acquire or provide access to inappropriate or irrelevant resources.

A policy statement that encompassed electronic resources includes some additional and unique issues. The Collection Development and Evaluation Section of ALA's Reference and user Services Association has addressed on electronic information resources collection policy issues. Cancel or retain of print resources when the electronic version of the resource is available. Provisions of or limitations on remote access to electronic resources owned or licensed by the library. Justify new costs that include the costs of hardware in addition to the cost of the material. Identify the location of resources and the cost of maintaining appropriate Internet and other network links. Possible duplication of certain e-journals or databases based on the purchasing bundles available from different electronic information aggregators. Negotiate terms of licenses in use of materials. Cancellation problems which include whether the library loses all rights to materials previously licensed once cancellation occurs. Train staff and users in the use of particular new electronic resource. Access and organizational issues concerned whether to catalogue Internet available items or electronic bundles of resources. Co-operative collection development issues such as the ability to provide copies on inter library loan.

Some libraries have developed "separate" or "integrated" policies and "acceptable use policies" that are specifically intended to cover the acquisition and maintenance of electronic resources. An integrated policy that includes all types of resources is advocated as the best approach. The Collection Development and Evaluation Section (CODES) of ALA's Reference and User Services assembled a set of standard collection policy elements for electronic information resources. It served to coordinate the development of collections in print, non-print and e-resources, handle contracts, licenses and purchase of rights to access remote digital resources. Policies have always provided a focus for library's collection and are very essential for electronic information resources as they have been for traditional print materials. Policy written purely for the print environment in mind will not be of much use in the selection and management of electronic information resources. The old policies are have to be revised in favour of new approaches that keep the goals of those policies alive but reflect the realities of the electronic information environment.

It is in this regard that Yu and Breivold (2008) suggested the following components to be considered in developing a policy on electronic resources:

- i. It should articulate the institutional mission of the library, the purpose of the policy, and the audience for whom it is developed.
- ii. It should describe the community served, including users, academic programs, off campus users, and their needs.
- iii. It should provide criteria and guidelines for the selectors.
- iv. It should identify selection tools appropriate for the library.

- v. It should address access versus ownership issues as to whether electronic access is sufficient to meet the user's needs or whether the library should add print subscriptions.
- vi. It should include guidelines for weeding, cancellation, retention, preservation and replacement of resources.
- vii. It should include cooperative collection development issues such as the role of consortia.
- viii. It should include general guidelines for licensing requirements for e-resources such as the number of authorized users at a time, remote access availability, and whether it allows for various library services such as interlibrary loans and digital reserves.
- ix. It should cover the process by which selection recommendations or decisions are made, that is whether selections are made by committee or by individuals.
- x. It should include expectations from providers with regard to training, technical support, compatibility with existing platform, and so forth.

Selection of electronic information resources is a core aspect in the management of electronic information resources, and the primary objective of the selection decisions for any format is fundamentally the same: satisfying user needs. Selection is a very important aspect of developing libraries resources especially these days when the value of the naira is seriously going down coupled with increasing flow of information both print and non-print materials due to information explosion. According to Evans (2000), selection is the process of deciding which material to acquire for a library collection. It may involve deciding between items that provide information about the same subject; deciding whether the information contained in an item is worth its price: or deciding whether an item could stand up to the use it would receive. In essence, it is a matter of systematically determining quality and value.

Selection of materials is usually the joint responsibility of the library staff and academics in an academic institution (Aina, 2004). Responsibility should be clearly spelt out in policy statements. Because it could be library managers, subject librarians or people specifically appointed to develop and manage collections (Van Zijl 2003). It is generally accepted that librarians, working in a consultative relationship with academics, are in the best position to build library collections (Gordon, 2000). Bonn, (2000) revealed that, today many scholars participate actively in the building of research collections, but that the library carries the final responsibility for selection. Increasingly, library users are becoming involved in the selection of library materials. This has occurred because in the new online environment, users' expectations of what can and should be included in their libraries have been stimulated. They (especially researchers) know what is available in their field of study and are increasingly re-appropriating the role of selector of library materials (Atkinson 1998).

On the article titled key issues for e-resources collection development, IFLA (2012) highlighted some of the major issues to consider when acquiring e-resources in libraries. Unlike the print subscription there is no standard model for packaging and pricing of electronic publications its consider the range of purchase pricing models available and determine which one best meet the need of the library in terms of access and archival right and value for money.

- a. Purchase model and pricing- the selectors should carefully review the pricing models available for the resource under consideration as there is no standard pricing of

electronic resources. Pricing models are often based on number of criteria and variables such as size of the user population and number of simultaneous users. One important pricing model for subscription based electronic journals, package of e-books databases and other similar resources is one based on FTE (full time equivalent).

In line with the above submission the researcher wants find out what are the consideration by libraries under study before selection and acquisition of e-resources.

Considering the vastness of electronic information resources available today and the inevitable exponential growth in the frontier of knowledge, accessing the information will be daunting if no serious measure in the form of scientific method of organization is put in place to prevent information monster. Hence proper organization would then be the only opportunity of locating a desired resource and this negate the responsibility of library to not only select, acquire, but also organize and disseminate information resources in whatever format. Seidu (2012) asserted that organization and orderliness is the bedrock of library services because, information, in its chaotic nature of existence requires orderliness to make it useful to the library patrons. This made Rubin (2007) to lament that “information has an entropic character, it does not organize itself rather it has a tendency toward randomness. Unless there are ways to organize it, it quickly becomes chaos”. In support of this assertion Adesanya (2002) maintained that “the organization of information/knowledge is an essential preliminary to the effective utilization and dissemination of that information. As the quantity of knowledge expands the need for information becomes more pressing”.

This however, will require highly skilled and knowledgeable staff in the area of managing electronic information resources which Okoye and Ugwuanya (2012) in their study found it is lacking. They further stressed that in most libraries there are no librarians designated as electronic resources management librarians, who carry out functions, particularly unique to electronic resources such as licensing, access set-up, and link maintenance, inter database linking.

To Okoye and Ugwuanya (2012), they believed that bibliographic control in the online environment is an issue of great concern in the management of electronic resources. In another dimension one of the development in organization and management of electronic resources according to O'Brien (1997) was “the development, by the Library of Congress in the mid-1960s of the Machine Readable Catalogue (MARC), a structural format which enables standard bibliographic records in book and other catalogue format to be manipulated by a computer in a standard way to facilitate exchange of records”. The aim of MARC was to create a standard machine readable format for bibliographic description. The purpose of MARC as postulated by Aina (2004) is “to enable libraries store bibliographic information which can be communicated from one library to the other.” In concomitance Rubin (2007) asserted that MARC is a communication tool designed for the creation and sharing of bibliographic information in a computerized or online environment”. He postulated further that “MARC consist of various fields also called identities or tags, each associated with special information concerning a bibliographic entity, possible fields include fields for author, title, subject, publishers etc.”

However, Seidu (2012) stated that electronic information resources can also be organized in technological environment via the use of metadata. This situation is supported by the assertion of Bajpai (2004) stated that “metadata refers to a set of data elements that can be used to describe and represent information objects”. Similarly Sridevi and Laxshmi (2007) describe a metadata as “data which describes attributes of a resource”. Typically it supports a number of functions, locating, discovery, documentation, evaluation, selection etc. Basically from the available literatures there are three distinctive type of metadata and according to Spindler (2007) these are Descriptive Metadata, Structure Metadata and Administrative Metadata. Metadata is an icon of description and arrangement of electronic information resources which can further be viewed as the fundamental foundation of any trustworthy information system, enabling proper data creation, storage, retrieval, use, modification and maintenance of system components (hardware and software, networks etc.). As the universe of knowledge expands the demands placed on system to organize this universe increases the focus of libraries often falls on the information-given function, but information cannot be effectively retrieved unless *it* is properly organized. It is obvious that the standardization of information organization can make vast amount of information accessible. It is in line with this that the researcher finds out the strategies employed by state university libraries of North West Nigeria in the organization of electronic information resources.

Preservation and conservation is one of the most urgent issues to be tackled by libraries all over the world. The preservation and conservation issues are complicated by the diverse nature of library resources, both in composition and structure. Fortunately, librarians, manufacturers, conservators and publishers are becoming more cognizant of preservation and conservation issue and as such, they are gradually resolving them. The concept, preservation in this context is used to refer to all necessary strategies, measures and steps invested into prolonging the lives of library resources. As supported by Lamikanra (2003), preservation is the degree to which something has not been changed or damaged by age, weather, and so on.

On the other hand, (Alegbeleye, 2002) clearly states that there are few misconceptions on preservation and conservation. He explains that the terms preservation and conservation are used interchangeably. But strictly speaking experts in the field draw a distinction between the two words. Preservation includes all the managerial and financial considerations, including storage and accommodation provisions, staffing levels, policies techniques and methods involved in preserving library resources and information contained in them. Conservation on the other hand, refers to specific practices taken to slow deterioration and prolong the life of an object by directly intervening in its physical or chemical make-up.

From the above explanation, one could deduce that preservation of library resources refers to the activities associated with maintaining library resources for use, either in their original physical format or in some other format. This includes a number of procedures from control of the environment to conservation treatment. Conservation therefore, is the treatment of library resources to stabilize their physical structure in order to sustain their survival as long as possible in their original format

The concept of preserving access to documentary materials is not new in the field of librarianship. The preservation of human intellectual output is as old as the generation of the

product. However despite this age-long exercise aimed at preserving human intellectual heritage from the antiquity era, the battle is far from been over till present day particularly in the continent of Africa rather the problem is escalating with more and more information resources been reported to be at various degree of deterioration. It is no longer a subject of debate that preservation in library is as necessary and important as the acquisition of the library collections itself the most important reason why preservation exercise should be given utmost concern by all and sundry could be deduced from. Alegbeleye (2002) who stated that: The thoughts, ideas and discoveries of great men, the eyewitnesses account of great events and the prose and poetry of civilization and what has been rightly described as our intellectual capitals are priceless treasure that must be passed on from generation to generation, yet it is to something as fragile as a piece of paper, magnetic tape, CD ROM etc. that this awesome task is most often entrusted. Saed, (2012) stated that the richness of any library could be view not only from volume of its collections but also in their relevance in meeting the information quest of the patrons and the efficiency of service rendered by the staff to the patrons. He further stressed that one of the challenges facing the library and librarianship particularly in the African continent is how to ensure a long-time safety for the hard earned library resources that is, ensuring preservation of man's intellectual heritage in the library possession.

The Institute of Museum and Library Services (2009) defines preservation as a process that effectively extends the life or useful life of a living or non living collection, the individual items or entities included in a collection, or structure, building or site by reducing the likelihood or speed of deterioration. In essence preservation actions include planning, conservation treatment and prevention action to improve the environment or otherwise reduce risk of damage or loss. It also deals with formation and reformatting to provide access without physical use of original object.

Similarly, Olatokun (2008) surveyed preservation and conservation practices and techniques in Nigerian University Libraries. He investigated the techniques used in preservation and conservation of library materials, causes and nature of deterioration. The findings revealed that: preservation and conservation techniques though adopted in the libraries but were not effectively used in all the libraries. That there were incidences of book deterioration and that some of the libraries adopted digital preservation technique but the techniques were not effectively used.

The study of Ogbodo (2012) examined the preservation of information sources in the polytechnic libraries in South-East States of Nigeria. He found out that the problem of preservation of information sources are dust and disintegration of books and that the libraries did not adopt the use of modern technology. The methods that these polytechnic libraries adopted in preserving their information sources are; repairs, use of fire fighting equipment, binding, fumigation, air-conditioning, proper storage, and photocopy/duplication, use of insecticides and storage of books away from light modern technology were adopted. The constraints to preservation of information sources are; inadequate funding, harsh environmental condition, lack of good preservation policy and finally lack of competent manpower.

However, from the above reviewed studies, it is revealed that much emphasis on preservation were on information resources generally pointing to the fact that, there is little or no literature on preservation and conservation as it relate to electronic information resources. It is against this

background this study investigates how state university libraries under study preserve and conserve their electronic information resources.

Methodology

This study is designed to examine the acquisition, Staffing and training of Electronic Information Resources in University Libraries of North-West zone of Nigeria. Qualitative research methodology was found to be relevant for the study because the respondents are not many and are in a better position to answer the research questions. Qualitative research involves the collection of limited samples, intensive interviews, close interaction with respondents and careful transcription of verbal and textual data (Berge, 2004). The narrative research design was adopted for this study. Narrative inquiry is the process of gathering information for the purpose of research through storytelling. The researcher then writes and narrates the experience (Trahar 2009).

In selecting the participants for this study, a purposive sampling technique was used. A purposive sampling (judgment selective or subjective sampling) is a sampling technique in which a researcher relies on his judgment when choosing members of the population to participate in the study. A semi structured interview was used for data collection from the 12 respondents of 6 state university libraries, comprising the university librarians and the heads of ICT units. A qualitative data analysis (QDA) was used to carry out analysis of the data collected from the participants.

Types of EIRs are provided in State Owned University Libraries in North-west Nigeria.

Question: The researcher asked the participants the nature of the library collections in the ICT Unit

Responses: The data collected regarding to the nature of collections Response that, P1P2, P3P4, P5P6, P7P8, P9P10 and P11P12 *we provide Electronic Information Resources only in the ICT Unit/section.* Meaning that all the libraries under study have in stock only the e-resources in their ICT unit and none of these libraries combine hard copies and e-resources in the unit.

Question: The researcher asked the participants on types of electronic information resources (EIRs) provided in their ICT Unit.

Response: There were different types of (EIRs) provided. The participants have identified different (EIRs) provided in the State University Libraries under study.

P1 & P2 R1: *The types of (EIRs) we have in this library are Databases such as ,Jstor, Agora, Teal, Hinary, ebrary Bio-one, , Scopus, Springer, Proquest, Cubhust etc. Online Reference Resources Such as Ajol, Doaj, Bookboom and Institutional Digital Repository.* This indicated that the Kaduna State University library has a large volume of both online and offline databases as indicated from the data collected, it also has digital Institutional Repository unlike other state university libraries. it was also seen from the data collected that it has the highest number of e-resources available in stock among the state university libraries in Northwest zone of Nigeria

P3 & P4 R1: *we are having in stock volumes of electronic information resources which consists online electronic databases e.g Jstor, Agora, Hinari, Institutional Repository which include manuscript and theses.* It was gathered during the interview that Kebbi State University of Science and Technology has some electronic information resources such as online databases as well as e-books and e-theses and other Internet web-resources. It also has a fair stock of electronic information resources.

P5 & P6 R1: *The types of (EIRs) we have in this our library comprises of the e-journals, e-books CDs, databases and web resources ranging from , Ebscohost, Proquest, European American Journal, Agora, Hinari, Nigerian Virtual Library, Oare and Innearsk. This clearly shows that Kano University Science and Technology Wudil has in stock above mentioned e-resources both online and offline, e-books, CD ROM and other Internet web resources. It also has a fair stock of electronic information resources in their libraries.*

P7 & P8 R1: *The types of Electronic Information Resources we are having today in this library are e-books, e-journals, CDs Audio visual information resources (Chamila), online databases such as Springer, , Jstor, Hinari, Agora and law scope. It clearly shows that CD Roms, e-books, audiovisual information resources online and offline databases were all available in Yusuf Maitama Sule university library. It also indicated that they had reasonable electronic information resources in stock.*

P9 & P10 R1: *The types of electronic information resources provided in this library are e-journals and e-books Databases such as, Elsevier, Ebscohost and lexis and Nexus. We equally have some open source Software such as Bookezz and Bookfi. The researcher gathered that they didn't have Institutional Repositories and CDs which were available in some state universities in some state university libraries in the region, in terms of similarities the researcher found out that a reasonable number of both online and offline databases were provided in this library.*

P11 and P12 R1: *The types of electronic information we provide here are Offline databases, E-books, CD ROMs and other web resources. It was noticed that the online databases are not provided; the Institutional Repository as well as library portal is not available in this library. Offline databases are provided just like the other state universities libraries in Northwest zone.*

Policy R2

Question: *The researcher asked the participants on whether they have policy with regard to the management of Electronic Information Resources.*

Response: *p9 p10, p7 p8 and p5 p6 yes we have written policy for the management of electronic information resources and the policy is moderately implemented. Among the libraries under study it was found that only the above mentioned three university Libraries (Umar Musa Yar'adua University Library, Northwest University Library and Kano University of Science and Technology Wudil) six had written policy with regards to the management of electronic resources in the libraries under study and the researcher found out that the policies are moderately implemented. It shows that unlike other universities in the zone they have their own written policy on management of electronic information resources.*

p1p2, p3p4 and p11 p12 responded as here we have no policy with regard to the management of electronic information resources. The above coded state university libraries in Northwest(Kaduna State University Library, Kebbi State University of Science and Technology Aliero and SuleLamido University Library) has no written policy with regard to the management of electronic resources unlike other state university libraries in the zone as found out by the researcher.

Question: *The researcher asked the participants who are responsible for the selection of electronic information resources in the libraries under study.*

Response: *P1P2, P3P4, P5P6, P7P8, P9P10 and P11P12;The selection is done by the collection development librarian, faculty members, ICT Head together with the university librarian. It was revealed during the interview that selection remained the collaborative effort between the library*

and faculty members to comprise the University librarians, collection development librarians and ICT unit Heads

Question: The researcher asked the participants on the roles of those responsible for the selection.

Response: In response to above question P1P2, P3P4, P5P6, P7P8, P9P10 and P11P12

Revealed that, the collection development librarian together with ICT Head send a proposed list of EIRs to various faculties for recommendation then faculty members select and then send the list back to the collection development for further action. Then the university librarian, ICT Head sit down and make preparation for acquisition.

The researcher found out that all the state university libraries in Northwest collaborated with faculty members for the selection of electronic information resources in order to acquire those relevant and needed by the users.

Question: The researcher asked the participants on the types of electronic information resources (EIRs) are normally selected?

Response: *In response to the above question P1P2, P3P4, P5P6, P7P8, P9P10 and P11P12 revealed that only those relevant to the courses offered by the university are selected, meaning that community analysis is highly considered in that respect.* The community analysis was highly respected in all the state university libraries in Northwest zone of Nigeria because only relevant resources were acquired so the selection was strictly user-based.

Question: The researcher asked the participants on which way does the libraries use in acquisition of EIRs.

Response: In response to the above question p1 and p2 revealed that, Cost and compatibility are considered and we acquire EIRs through subscription, license agreement and consortia agreement, meaning that they acquired EIRs using three ways only.

P3 p4: we acquired EIRs through subscription only meaning they used only one way through which they subscribed to databases and also cost and compatibility was considered.

P5 P6: We subscribe through, consortia agreement, direct purchase, gift and license agreement. This shows that they acquired EIRs through five different ways and cost of the resources was considered before acquisition.

P7 p8: *we acquire EIRs through subscription, gift, and license agreement.* This shows they use only three mode of acquiring EIRs in their library. This indicates that this library acquired electronic information resources through three different ways only but its similar with other state university libraries in the zone in terms of acquiring electronic information resources through subscription, gift and licensing agreement.

P9 p10: *We do acquire EIRs through subscription and license agreement only.* This indicates that Umar Musa Yar'Adua University Library acquired EIRs through two ways only unlike other state university libraries in North-west even though the library is similar with others since it did subscription and licensing agreement.

P10 p12: *We acquire Electronic Information Resources through direct purchase, gift, and license agreement only.* Meaning that they acquire electronic information resources through three ways only, it's also similar to other state university libraries in acquisition through direct purchase, gift, and licence agreement.

Question: The researcher asked the participants on how EIRs are organized for easy retrieval in their libraries.

Response: In response to the above question P1P2, P3P4, P5P6, P7P8, P9P10 and P11P12 revealed that they had separate rooms for housing and accessing electronic information resources. They all have a section called ICT Unit/e-library where electronic information resources were accessed via the computer and some through the Internet.

Question: How do you organize EIRs in your libraries for easy access to library users?

Response: p1 p2 *mostly they have their way of searching since some come with a search box where keywords are typed and searched by the user and for the downloaded materials. We organize them in folders according to the subject.*

P3 p4: *We organize our EIRs through creating folders and share them it with our users and metadata is also created for easy direction for the access of Electronic Information Resources. Just like other state university libraries in the zone easy access and proper organisation are provided for easy retrieval of electronic information resources in this library.*

P5 p6: *We organize the same way we organised the hard copies, that is according to disciplines, we have different EIRs on our websites which are organised according to the subjects on our website where databases are selected each data base comes with search query for the user to search key words. Meaning that as the user gets in to the library website the user will see different areas of knowledge he then select the one of his choice and then write key words on the search query and search.*

P7P8: *We organize our EIRs through subject guide. That is to say users go directly to where they search information related to their discipline or area. Similar to other state university libraries in Northwest resources are categorised according to subject areas so that user will have easy retrieval of information.*

P9 P10: *Users used the search box on the databases to search for the information they want using key words. The same way other state university libraries in the Northwest give access as well as retrieval of electronic information resources it is also the same way this library organised electronic information resources for easy retrieval.*

P11 p12: *We use Caliber EIRs management software for organisation of electronic information resources for easy retrieval in our library. This indicates that there is software for organizing EIRs in their library. Unlike other state university libraries Sule Lamido University Library used specialised software (Calibre) to ease electronic information resources retrieval.*

Question: The researcher asked the participants whether they have online public access catalogue (OPAC).

Response: p1p2, p3p4, p5p6, p7p8 p9p10 *all responded that, yes we have online public access catalogue (OPAC). This revealed that their users accessed their libraries anytime anywhere in as long as they are connected to the Internet using university librarian access code.*

P10 p12: *We don't have online public access catalogue (OPAC). This shows that their users can only access EIRs when they get to the e-library.*

Question: The researcher asked the participants how they preserved their EIRs.

Response: P1P2, P3P4, P5P6, P7P8, P9P10 and P11P12 revealed that *we use storage facilities i.e. external hard drive, a conducive atmosphere through provision of air conditioning system and antivirus software for preservation of Electronic Information Resources. This shows that all state university libraries in Northwest have properly provided backup facilities like external hard drive and air conditioning system, Antivirus software in their ICT/e-library unit.*

Discussion of Findings

The result of the interview with regards to types of electronic information resources provided indicated that, different types of electronic information resources were provided ranging from e-books, e-journals, CDs, databases both online and offline. It was only p11p12 (Sule Lamido University Library) that had less electronic information resources because it was established recently. This shows that state university libraries provided a number of electronic information resources which include Hinari, Elsevier, ebscohost, Springer, e-grannay, Teel, Agora, Dione, Jstor, e-book and CD-ROMs services. Evidently, this finding is in line with Boothmand and Holbig (2010) who stressed that EIRs include CD ROMS, E-journals, Institutional Repositories, web resources, and indexing and abstracting databases like Medline.

Findings on the procedure of managing electronic information resources by state university libraries in North west zone Nigeria, with regard to policy of managing Electronic Information Resources indicated that p1p2, p3p4, p11p12 (Kaduna State Univ.Lib, Kebbi State University of Science and Technology Library, SuleLamido University Library) three out of six university libraries under study do not have a written policy for the management of EIRs while the other three p5p6, p7p8, p9p10 Kano University of Science and Technology Library, Yusuf Maitama Sule University Library, Umaru Musa Yar'adua University Library) had written policy on the management of EIRs moderately implemented. This is in line with International Federation of Library Association IFLA (2012) which stressed that the management of EIRs is complex as such it's good to practice and develop a policy which address specific format related issues.

The findings on the criteria for selection of EIRs in State University Libraries indicate that selection of Electronic Information Resources used to be a collaborative effort between the library and faculty members as representatives of end users. This finding is in line with the findings of Aina (2004) who stated that selection of materials is usually the joint responsibility of the libraries and academics of the institutions.

The findings on the acquisition of EIRs reveal that so many factors are considered such as license issues, cost, compatibility of the product and content are considered before acquisition which is in line IFLA 2012 who emphasised that it's essential for the libraries regularly reviewed their electronic resources to ensure they continue to be relevant and provide demonstrate value for money, the libraries also indicated that method they used to acquire the resources are subscription, license agreement and gift except p11p12 (Sule Lamido University Library) that don't acquire through subscription.

This is line with the findings of Yu and Bruivold (2008) who recommended for step in acquiring which include identifying various pricing options, reviewing the license and business agreement. Then lastly acquiring the resources, the findings also go in line with that of Obianwu and Azubuke (2000) who further stressed that the acquisition of EIRs should be based on the three step objective, finance, suitability or compatibility.

The findings on how EIRs are organized reveal that, Electronic Information Resources are organized using subjects guide metadata and the use of specialised software (Caliber) as reveal by p11p12 (Sule Lamido University Library). This is in line with Bejapar (2004) and Seidu

(2012) who stressed that electronic information resource can be organized via the use of metadata in a technological environment.

Findings on the strategies for preserving EIRs reveal that most of the state university libraries in Northwest preserve their EIRs through the use of external memory (backup) while p1p2 (Kaduna State University Library) reveal that they upload their available EIRs on their websites. However, all the libraries provide conducive atmosphere through the provision of a conditioning system and provision of antivirus software's and window defender. This finding goes contrary with findings of Ogbodo (2012) where he stressed that method adopted by polytechnic libraries in preserving information resources are repairs air conditioning system etc.

Conclusion

From the findings, there was clear indication that different types of EIRs were provided and maintained in the libraries under study ranging from e-databases, online and offline, CD ROM, e-books, e-journals and other web resources. This indicates that effort is being intensified by these libraries in making sure they provide relevant electronic information resources as expected.

The study reveals that not all the libraries had written policy on the management of Electronic Information Resources, as only three (3) out of six (6) of them had written policy and the result also shows that the policy was moderately implemented by the libraries under study. Also from the findings, selection of EIRs was done through a constituted committee that include University Librarian, faculty members, Collection development librarian and Head of ICT units. The finding also revealed that there was collaboration among the above mentioned personnel and consideration of cost, compatibility before acquiring EIRs as revealed by libraries under study.

The findings revealed that Electronic Information Resources were organized by libraries under study through the use of subject guides, creation of folders, metadata and specialized Software's (Caliber) for easy accessibility of the resources.

Moreover, Electronic Information Resources are preserved by the libraries under study by provision of backup facilities such as external hard drive, antivirus software's, window defender and air conditioning system.

Recommendations

Considering the above findings by the researcher, the following recommendations are hereby made.

- i. Even though reasonable EIRs are provided, there is need for the provision of more EIRs in order to cater for the need of library users in academic libraries in Nigeria.
- ii. The libraries should evolve more strategies for the smooth implementation of the policy guideline, and for those that don't have should develop a policy for the management of EIRs in academic libraries in Nigeria.
- iii. EIRs managers should come together and harmonize a single way of organizing EIRs in their libraries to ease EIRs retrieval, especially the use schemes like Dublic Core Metadata in academic libraries in Nigeria.
- iv. User education should be more introduced for the EIRs users to be more aware of search strategies and to be taught how to make good use of the e-library in academic libraries in Nigeria.

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ASSESSMENT OF SENIOR SECONDARY SCHOOL TEACHERS' COMPETENCE IN TESTS ADMINISTRATION IN KANO STATE IN THE MIDST OF NATIONAL CHALLENGES

By

Dr. Sadiya Mu'azu Sani

Department of Education, Faculty of Education,

Bayero University Kano

sadiyamuazusani@gmail.com

08060840965, 07018874394

Abstract

The study assessed senior secondary school teachers' competence in test administration in Kano state in the midst of National Challenges. The objective of the study is to find out senior secondary school teachers competence in tests administration. One research question and two null hypotheses guided the study. Ex-post facto was employed as the design for the study. The population comprises all public senior secondary school teachers in Kano state. The population comprises of eight thousand one hundred and eighteen (8,118) teachers senior secondary school teachers. A sample of one hundred and ninety six (357) was used in the study based on Research Advisors (2006) table for determining sample size. Multi-stage cluster sampling technique was used in selecting the sample size. The data collection instrument was a researcher-developed scale titled 'Teachers' Test Administration Competence Scale (TTACS)' designed on a six point rating scale format. Frequency count and simple percentage were used for answering the research question while t-test and analysis of variance (ANOVA) were used for testing the null hypotheses. The findings of the study revealed that 72% senior secondary school teachers were competent in test administration, while 28% were less competent in test administration. The findings of the study observed difference in test administration competence between science and art teachers. Also, the study observed difference in test administration competence between professional teachers, averagely professional teachers and less professional teachers in favour of professional teachers. In view of this, it is recommended that there is need for stakeholders in Nigeria to device means through organizing workshops, seminars and conferences for teachers to retain their competence in test administration, as it will directly have a positive impact in the National challenges we are facing in the Educational sector.

Key Words: *Assessment, Teachers' Competence, Test Administration and National Challenges*

Introduction

Teachers, being the active translators of the curriculum, must be competent in measurement procedures (administration) with precision and accuracy. Measurement of learning outcomes must be precise and accurate. This is only possible when teachers are competent in construction and administration of tests. It is therefore mandatory for educational institutions to ensure proper conduct of achievement tests to be able to establish the desired characteristics of their examinees. Testing has become one of the most important parameters by which a society adjudges the product of her educational system. The essence of testing is to reveal the latent ability of examinee. Tests in school setting is significant since it is the means by which any meaningful learning outcomes are measured. The potency of learning objectives, embedded in a school

curricula remain the most cardinal sign post for educational growth, institutional excellence and individual achievement (D'Agostino, 2007). However, the use of test has sparked off some concerns among members of the public in recent years. These concerns significantly affected and eroded people's faith in the power and efficacy of tests. Test is said to be valid only, if it measures exactly what claims to measure. It is reliable when it consistently measures the same thing repeatedly. It is also said to be useable when it is affordable in terms of cost and the user has the required expertise to effectively use it (Okpala, Onacha, & Oyedeji, 2003).

Test administration is a crucial step in measurement and evaluation, this is so because ultimately the validity of a classroom test is determined by the extent to which performance to be measured is actually assessed by the way the test is administered. There are certain procedures that have to be followed by teachers in the administration of test, whether Paper and Pencil Test (PPT) or Computer Based Test (CBT). Test administration competence is therefore an essential tool for teachers to possess if teaching and learning goals are to be achieved.

Test administration refers to the procedure of actually presenting the questions that the examinees are required to perform in order to ascertain the degree of learning that has taken place during the teaching and learning process (Ogunniyi, 2004). The test administration procedure is as important as the process of constructing the test. This is because the validity and reliability of a test score can be greatly affected with when the test is poorly administered.

Therefore, when test administrators are not conversant with the principles of test administration, the overall aim of examination process is defeated. More often than not, the examiner and the examinees suffer the consequences. A valid and reliable result may only be obtained if, among other things, the test is carefully administered. By implication, the quality of test management and administration ensures its validity and reliability. Across the world, a number of scholars such as Gronlund and Linn (2000), Oyedeji and Ogunbanjo (2001) have documented vast and interesting literatures regarding principles of test administration and good testing practices in schools. Gronlund and Linn (2000), for example, suggest that test can be successfully administered by any teacher or test administrator, as long as the prescribed testing procedures are rigorously followed. They maintained that test administration becomes simple if: the examinees are motivated to do their best; test administration directions are followed closely; time is accurately kept; any significant events that might influence test scores are recorded; and testing materials are collected promptly.

The tools (tests) with which these learning outcomes are measured must also be precise and accurate in order to measure what the teacher intend to measure and evaluate (curriculum content). These cannot be possible without teachers who are competent in the art of administration of tests and examinations.

From experience, the researcher believes that the present day teachers lack the required training and skills in modern assessment techniques. Moreover, the overcrowded nature of classrooms does not favour thorough and reliable classroom assessments. Oyedeji and Ogunbanjo (2001) identified areas to be taken into consideration by teachers with respect to modern assessment practices. Some of the areas are: selection of materials for testing, the individual to be assessed, generating the test items, administering the test items, interpretation of the results, reporting the

progress to parent/school administrators and so on. Therefore, if test is not administered in the proper way using the strategies for test administration, it will consequently affect the validity, reliability and usability of the test, thereby having a significant impact on the test scores. Disciplines of teachers include those that are teaching art subjects and those teaching science subjects. Discipline as one of the variables of the study can be used to determine whether differences exist based on it. Also, professionals as another variable of the study is categorized into three (i.e. professionals, average professionals and less professionals) can be used to determine whether differences exist based on it. Thus, this can lead to wrong assessment and placement in a different field as their true potential was not really determined due to teachers' lack of competence in the use of test administration strategies. This will pose a great challenge in the Nation's Educational sector.

It is against this background that, the study intends to investigate secondary school teachers' competencies in test and administration in Kano state.

Statement of the Problem

The way and manner teachers administer their test is said to be characterized by not being valid, over testing, too short time for administration, poor sitting arrangement, noisy environment and among others. Experience has shown that some teachers administer tests poorly because they seem to lack test administration competencies. It has also been observed that most teachers are not good in administering tests. Apparently, students' achievement of learning objectives may be influenced by the manner upon which teachers at secondary school administer the tests they developed. Researchers such as (Esomonu, 2002) sees this incompetence in test administration among teachers as a major source of examination misconducts in school examinations.

Without adequate competence in test administration, the educational measurement and evaluation would continue to be invalid and not reliable, also posing a great problem in the midst of the challenges the Nations is facing among others in the Educational sector. It is against this reason that, this study assessed senior secondary school teachers' competence in test administration in Kano state.

Objectives of the Study

The objectives of this study were to find out:

- i. The proportion of competent and less competent in test administration among senior secondary school teachers in Kano state.
- ii. Whether science and art senior secondary school teachers in Kano state differ in test administration competence.
- iii. Whether professional, average professional and less professional senior secondary school teachers in Kano state differ in test administration competence.

Research Questions

The study answered the following research questions:

- i. What is the level of competence in test administration among senior secondary school teachers in Kano state?
- ii. Do science and art senior secondary school teachers in Kano state differ in test administration competence?

- iii. Do professional, averagely professional and less professional senior secondary school teachers in Kano state differ in test administration competence?

Hypotheses

The following hypotheses were formulated to guide the study;

- i. There is no significant difference in mean test administration competence scores of science and art senior secondary school teachers' in Kano state.
- ii. There is no significant difference in mean test administration competence scores of professional, averagely professional and less professional senior secondary school teachers' in Kano state.

Methodology

Ex-post facto research design was used for the study. According to Heppner, Wampold and Kivlighan (2008), ex-post facto research design means "after the fact". It deals with non-manipulation of the independent variables of interest to researcher(s).

Ex-post facto research design was used for the study because it involves non manipulation of senior secondary school teachers' competence in test administration based on the research independent variables (i.e. discipline and professional level).

The population comprises all senior secondary school teachers in North senatorial district of Kano state. The population comprises of with a population of eight thousand one hundred and eighteen (8,118) senior secondary school teachers. A sample of three hundred and fifty seven (357) was used in the study as guided by Research Advisors (2006) table for determination of sample size.

Multi-stage cluster sampling technique was used in selecting the sample size. The data collection instrument was a researcher developed rating scale titled 'Teachers Test Administration Competence Scale (TTACS)' designed on a six point scale format i.e. never, rarely, occasionally, sometimes, often and usually (Coaley, 2010). The instrument is of two sections A and B. Section 'A' deals with demographic characteristics of the respondents, that helped the researcher to draw conclusion on whether there are differences in teachers' test administration competence in terms of discipline and professional level. While section B consisted of twenty five (25) items that elicited responses regarding test administration competence among senior secondary schools teachers in Kano state.

The research instrument was subjected to face and construct validity in the form of exploratory factor analysis. Face validity is a type of content validity which refers to the degree to which a test appears to measure what it claims to measure (Gay, Mills & Airasian 2009). Specifically, the face validity of the instrument was determined by experts (having the ranks of Senior Lecturers, Associate Professors and Professors) in the Department of Education, Bayero University Kano. They were requested to ascertain the content validity of the instrument with particular reference to the research objectives, appropriateness and adequacy of the language used in the construction of the test items.

With factor analysis, the construct validity of an instrument can be tested (Ratray & Jones, 2007). The construct validity for the study is test administration. If an instrument for data collection is construct valid, all items together represent the underlying construct well. Exploratory factor analysis detects the constructs - i.e. factors - that underlie a dataset based on the correlations between variables (in this case, questionnaire/rating scale items) (Field, 2009). The factors that explain the highest proportion of variance the variables share are expected to represent the underlying constructs (Costello & Osborne, 2005). The factors in this study are: testing materials, testing conditions, conducive environment and rapport.

Reliability of the Instrument

Cronbach Alpha reliability was used to determine the consistency of the items in the TTACS because an instrument with polytomous format for the responses is better to use for interval nature of data for such an instrument and ordinal alpha for ordinal nature (Singh, 2006).

An instrument is said to be reliable when the Cronbach Alpha is more than .8 and not less than .6 (Teo & Fan, 2013). The pilot test was completed with a total of one hundred and forty two (142) responses from the subjects. The instrument was then tested for internal reliability based on the data collected from the pilot survey.

The reliability result for test administration is 0.84. Therefore, the Cronbach's Alphas reliability coefficient obtained is above the minimum acceptable level of 0.7 as suggested by (DeVellis 2003). The TTAS is said to be reliable for the study.

Scoring Procedure

The TTACS consisted twenty five items that measured teachers' competence in test administration. The twenty five (25) items was marked by the researcher. The TTCAS was designated on a six point scale format, ranging from never (0), rarely (1), occasionally (2), sometimes (3), often (4) and usually (5).

Therefore the highest possible score a teacher would get is 125 (i.e. 25×5), while the lowest possible score is 0 (i.e. 25×0). The range is 125 i.e. maximum score (125) minus the minimum score (0); the mid-point of the range is 65 while the cut off is 60, i.e. the maximum score (125) minus the mid-point of the range 65 or the minimum score (0) plus the mid-point of the range (65) which in either case is 65. Thus, teachers who obtained scores from 65 and above are considered as having more competence in test administration. While scores below 65 signifies that teachers have less competence in test administration.

Data Analyses

The data collected was analyzed using descriptive statistics of frequency counts and simple percentages, means, standard deviations and inferential statistics of t-test. The t-test for difference was chosen because it was the appropriate statistical test for determining the significance of the difference between means of two groups (Gay, Mills & Airasian 2009). While ANOVA was chosen as it is premised on the same assumptions as t-tests, that is random sampling, a normal distribution of scores, homogeneity of variance, parametric data and it can be used with three or more groups (Louise, Manion, & Morrison 2010).

Research Question

1. What is the proportion of competent and less competent in test administration among senior secondary school teachers in Kano state?

Table 1: Level of teachers' competence in test administration

Level	N	Mean	SD	%
More Competent	240	1.0084	.09165	70%
Less Competent	102	1.9238	.26658	30%
Total				100%

Table 1 above shows the level of senior secondary school teachers' competence in test administration in Kano state. From the table, the mean and standard deviation for more competent teachers are 1.0084 and .09165, while the mean and standard deviation for less competent teachers are 1.9238 and .26658. Also, one hundred and forty two (142) teachers representing 72% are more competent in test administration while fifty four (54) teachers representing 28% are less competent in test administration.

Hypotheses Testing

The two hypotheses were tested at .05 level of significance

Hypothesis One: There is no significant difference in mean test administration competence scores of science and art senior secondary school teachers' in Kano state.

Table 2: t-test for difference in teachers' competence in test administration by Discipline

Discipline	N	Mean	S.D	t-cal.	df	P-Value (2-tailed)	Decision
Science	207	1.289	.4548	-.419	340	.408	NS
Art	135	1.311	.4647				

❖ NS at $P \leq 0.05$

Table 2 above shows t-test for difference in teachers' competence in test administration by discipline. From the table, the p-value of .408 is greater than α level 0.05 level of significance with degree of freedom 340. Thus, the null hypothesis, which stated that there is no significant difference in senior secondary school teachers' test administration competence by discipline in Kano state is accepted, meaning no significant difference was observed in teachers' competence in test administration between art teachers and science teachers. Therefore senior secondary school teachers' test administration competence does not differ between art and science teachers.

Hypothesis Two: There is no significant difference in mean test administration competence scores of professional, averagely professional and less professional senior secondary school teachers' in Kano state.

Table 3: Analysis of Variance for teachers' test administration competence by professionalization level

Teachers Competence on Test Administration	Sum of Squares	df	Mean Square	F-cal.	Sig.
Between Groups	66.715	2	22.238		
Within Groups	4.864	338	.014	1545.4	.000
Total	71.579	341			

❖ Sig. at $P \leq 0.05$

Table 3 above shows the description of mean scores of teachers' competence in test administration based on professionalization level. From the table, the p-value of .000 is less than α level of .05 level of significance with degree of freedom 3. Thus, the null hypothesis, which stated that there is no significant difference in teachers' competence in test administration among less professional, averagely professional and professional teachers in Senior Secondary Schools in Kano state, is therefore rejected, meaning significant difference was observed in teachers' competence in test administration among teachers of different professionalization level.

Summary of Findings

- 1) Majority of teachers, i.e. two hundred and forty three (240) teachers representing 70% having the mean of 1.0084 and the standard deviation of 1.9238 are more competent in test administration while ninety nine (102) teachers representing 30% with the mean of .09165 and the standard deviation of .26658 are less competent in test administration.
- 2) There is no significant difference in test administration competence between science and art senior secondary school teachers' in Kano state as the calculated P-value of .00 is greater than .05 level of significance with degree of freedom 340.
- 3) There is significant difference in test administration competence between professional, averagely professional and less professional senior secondary school teachers' in Kano state as the calculated P-value of .00 is less than .05 level of significance with degree of freedom 338.

Discussions

This study investigated on assessment of senior secondary school teachers' competence in test administration in Kano state. The results of the research question revealed that the level of teachers' competence in test administration is high in Kano state. This showed that majority of teachers, i. e. two hundred and forty three (240) teachers representing 70% are more competent in test administration while ninety nine (102) teachers representing 30% are less competent in test administration.

The study also discovered no significant difference in senior secondary school teachers' test administration competence by discipline (science and art) in Kano state. This implies that significant difference was not observed in teachers' competence in test administration between science teachers and art teachers. The finding is in line with the findings of Muhammad (2017) who discovered no significant difference in senior secondary school teachers' competence in test administration by discipline. . The finding is also contrary to Morayo and Ohia (2014) whose result showed that language (art) teachers plan, construct, administer and score their tests well than the science teachers.

It was also discovered in this study that significant difference exists in senior secondary school teachers' test administration competence by professional level in Kano state. This implies that significant difference was observed in teachers' test administration competence between professional teachers, averagely professional and less professional teachers.

Conclusions

From the findings of the study, it can be concluded that

- Senior secondary school teachers in Kano state were more competent in the administration of tests.
- Senior secondary school teachers' competence in test administration in Kano state do not differ significantly in terms of discipline.
- Senior secondary school teachers' competence in test administration in Kano state differ significantly in terms of professional level.

Implications

Firstly, the implication of the finding may be attributed to the fact that senior secondary school teachers had already undergone professional training in Educational area (i.e. those professional and averagely professional teachers) from the Departments of Education in the Faculties of Education in Universities, colleges of Education or schools of Education in Polytechnics making them to be exposed to the aspects of tests and measurement/measurement and evaluation (i.e. test administration).

Secondly, the implication of this finding may be attributed to the fact that teachers of different discipline (i.e. science and art) had already undergone training in the tertiary institutions in the aspects of tests administration in test and measurement/measurement and evaluation course.

Recommendations

Based on the findings of the study, the followings recommendations were made;

- 1) Since majority of senior secondary school teachers were competent on how to administer test items, there is need for stakeholders in Kano state to device means through organizing workshops, seminars and conferences for teachers to retain their competence in test administration.
- 2) Also, Government at state level should make sure that teachers without higher certificate should be encouraged to go and further their education by granting them in-service in good time so that they can be more competent in the modern aspects of test administration.
- 3) The school management should be organizing orientation program for the newly recruited teachers so that they can be taught some vital aspects that relates to test administration. In so doing they will also relate with the old teachers in the forum, with this they can also learn from them.

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CIVIL SOCIETY ORGANIZATIONS' HUMANITARIAN DEVELOPMENT APPROACH IN THE MANAGERMENTS OF INTERNALLY DISPLACED PERSONS IN YOBE STATE NIGERIA

Hauwa Gimba Muhammad

Department of Adult Education and Community Services,
Bayero University Kano
hauwagimba2001@gmail.com

Abstract

The paper assessed civil society organizations in the Managements of internally displaced persons in the study area. Descriptive survey design was adopted and 1,560 Population of internally displaced persons from Yobe States. The sample for the study comprised 384 selected internally displaced persons through proportionate sampling technique. The study was guided by two research questions. A questionnaire was administered in the process of data collection used for the study. The instrument was valid with a reliability coefficient of .82 was obtained for the QFIDPs using PPMC. Data from the research questions were analyzed using frequency counts and percentages The finding of the study reveal that, categories of CSOs by Camps Activity and intervention focus involved in providing interventions to Internally Displaced Persons are: Those working on Physiological, Medical ,Social developments, Educational and Entrepreneurship services among others and the Content of rehabilitation intervention offered by civil society organizations to internally displaced persons in Yobe states, Nigeria includes; regular and adequate feeding, adequate and portable shelter, provision of food items, provision of relief materials, special care giving and concerns, emergency respond, free IDP treatment for all ages among others; Based on the findings of the study, it was recommended that, that there is need for the federal government of Nigeria to address the issue of needs of the displaced persons through formulation of relevant policies in order to improve their quality of life for better. The States government should select, recognize and regulate the registered CSOs for voluntary work in the states. CSOs should also ensure modification of contents of rehabilitation intervention through inclusion of other aspects such as psychosocial support services and community integration in order to suit the present situation of the internally displaced persons among others.

Keyword: Civil Society Organization, Internal Displacement Interventio.

Introduction

Prevalence of security challenges is one of the most pervasive social problems bedeviling Nigeria and her citizens in recent times, a social problem, according to Radda (2010) Social Problem is any problem that affects an individual, groups, a community, states, countries and the world at large, security challenges have implications to any country like Nigeria and Yobe states in general. It can no longer be said that insurgency and violent extremism are new to Nigeria, According to Akinyele (2002) the activities of the Boko Haram sect in the North-East, Bakassi Boys in the South-East, Movement for Emancipation of Niger Delta (MEND) in the South-South, and Oodua People Congress (OPC) in the South-West among others have attracted global attention since the country return to democracy in 1999.

Internal Displacement Monitoring Centre (IDMC, 2014) reported that in the world today there exist over 25 million people internally displaced as a result of violent conflict and human rights violations with notable international cases of Iraq, Sudan, Syria, Somalia and Colombia containing over 1 million IDPs each. Such staggering figures have given impetus to governments, international organizations and NGOs to formulate and apply a series of global protection initiatives and national policies. It is worth noting that, of the estimated 50 per cent of the 26 million people that were internally displaced by armed conflicts is children and youth under the age of 18 (Women Refugee Commission, 2004).

However, this part of the country have been the worst affected area, with the areas witnessing several thousand deaths and millions of residents forced to abandon their homes in search for safety .A report from the internal displacement monitoring Centre (IDMC, 2014) puts the number of internally displaced persons (IDPs) at about 2,066,783.out of this number, Yobe State alone is recorded to have about 130,016 IDPs residents in the three IDP camps with Damaturu local government Area hosting the highest number of IDPs.

Therefore the need for development cannot be achieved in an atmosphere of displacements of persons from their habitual residence. During insurgency and conflict situations, government structures are usually very fragile and not stable thereby not able to provide specialized services that can provide adequate and desired rehabilitation of the internally displaced persons . this has created a humanitarian crisis of large proportion, especially as it relates to food insecurity, poor health and sanitation, and exposure to harsh weather conditions ,they suffer physical injuries, which result in disability and death as well as psychological trauma, which often refers to as the “invisible wounds” of war/conflict Bell (2016).

Internally displaced persons are persons are group of persons who have been forced to leave their homes or places of habitual residence, in order to avoid the effects of armed conflict, situations of generalized violence, violations of human right or natural or human made disasters and who have not crossed an internationally recognized state border (IDMC, 2014). Involuntary departure and the fact that the individual remains within his/her own country are two defining elements of IDP. The first element distinguishes IDPs from individuals who left their homes out of choice and could have otherwise safely remains where they live, the second element explains why IDPs are not refugees, refugees by definition, are outside their country of nationality or habitual residence, however, both categories of displaced persons often face similar risks and deprivation.

Civil Society Organizations (CSOs) act at a local and both national and international level, they provide a certain amount of services to the population, public authorities and even businesses. In several countries, they play a key role in the fulfillment of social, cultural and welfare services, be it as a separate self-financed organization or in cooperation with national governments and local public authorities. They are thus involved in public missions and public services which are facing new challenges and may experience tremendous changes in the future. .CSOs therefore, both (national and international) play vital role in managing issues related to these categories of individual, they put more efforts to treat or to “address” these wounds, they adopt models in ensuring adequate managements of internally displaced persons in the society in which they live. The study intends to appraise the management of internally displaced persons in Yobe State,

the north east region Nigeria by the efforts of various civil society organizations across the country and beyond.

Objectives of the Study

The study sought to achieve the following objectives:

- 1- To identify the categories of CSOs involved in providing intervention to Internally Displaced Persons in Yobe State, Nigeria.
- 2- To examine the contents of intervention services offered by civil society organizations to Internally Displaced Persons in Yobe State Nigeria.

Research Questions

The answered the following research questions:

- 1- What are the types of categories of CSOs involved in the Management of Internally Displaced Persons in Yobe States, Nigeria?
- 2- What are the contents of intervention services offered by CSOs in the Management of Internally Displaced Persons in Yobe State, Nigeria?

Statement of Problem

IDPs have lost their homes which results in needs of shelter and other basic necessities. In some cases, they may be compelled to seek for shelter in crowded camps or settlements, and this gave rise to various risks. They lost access to their land and other property and are cut off from their normal livelihood and sources of income. As a result, they suffer poverty, marginalization, exploitation and abuse. Access to adequate food, safe water and public services, such as education and health care becomes difficult, leading to hunger malnutrition and disease. As a result, IDPs have difficulties in the process of going back to their normal life. In spite of all efforts by the Federal and State Government including various philanthropists to manage and improve the condition of IDPs in the region and Yobe States it appears to be inadequate .Despite the fact that, the primary responsibility of managing and protecting IDPs and all affected citizens rest on the national government. However, Civil Societies Organizations also contributed towards management of internally displaced person and population through various interventions in the study area, and hence this paper appraised CSOs intervention for the management of IDPs in Yobe State, Nigeria.

Methodology

Descriptive survey design was adopted for this study and 1,560 populations of internally displaced persons from three different camps in Yobe State. Pompamari, Kukareta and Gulani which were all choose based on activity and intervention focus respectively. The sample for the study comprised 384 selected internally displaced persons through proportionate sampling technique. The study was guided by two research questions. The instrument for the study was a questionnaire called QFIDPs for IDPs and was used to collect data for the study. The content validity of the instrument was determined by experts in measurement and evaluation in the Department of Education Bayero University, The questionnaire had two section: Section A required the respondent to identify the categories of CSOs by camps activity and intervention focus by both IDPs and the camp officials in each camp with items on Physiological intervention, Medical Social Development ,Educational and Entrepreneurship Intervention respectively ,; Section B required the respondents to tick the contents of intervention focus

provided by the CSOs to manage the IDPs in the State. The responding pattern to the data instrument included that in Section A which was expected to be responded by camp officials by writing in details the categories of CSOs by camps activity and intervention focus. While in Section B, respondents were expected to either say “Yes” or “No” against items regarding contents of intervention services. The instrument was adjudged to be content valid, after establishing that, the content and objectives measured by the instrument were actually representative of those that constituted the content domain. A reliability coefficient of .82 was obtained for the QFIDPs using PPMC. Data from the research questions were analyzed using frequency counts and percentages

Results Presentation and Analysis

Research Question one:

What are the categories of CSOs involved in the Management of Internally Displaced Persons in Yobe States, Nigeria?

Table 1 Categories of CSO's by Camp's Activity and Interventions focus

S/N	CSO's Activities & intervention focus	CSO's by Camps					
		Pompamari	Kukareta	Gulani	Total	Percentage s %	Mean
1.	Physiological services	84	36	12	132	21.6	2.90
2	Medical services	91	32	11	134	21.9	2.93
3	Social Development services	84	35	14	133	21.8	2.94
4	Educational services	64	38	09	111	18.2	2.83
5	Entrepreneurship services	53	40	08	101	16.5	2.73
		376	181	54	611	100	2.86

Sources: Field work, 2019

Table 1 indicates the categories of CSO's by Camps Activity and interventions focus. The table also shows the response on Activity focus and types of interventions for rehabilitation of internally Displaced persons. It could be observed that on the items of Physiological services such as Regular and adequate feeding, adequate and portable shelter, provision of food items, provision of relief materials, special care giving and concerns and emergency responds, the respondents indicate (84) of CSO from Pompamari camp, (36) of CSO are from Kukareta and (12) are from Gulani making a total of 132 with mean of 2.90. Also, on Medical services such as Free IDP treatment for all ages, free pediatric treatment health, measles intervention/vaccines, maternal and child health, public health/identification and treatment of mental disorder, nutrition support and medical counseling and preferred services the respondents that indicated CSO's from Pompamari are (91) and (32) from Kukareta and (11) Gulani making a total of 134 and mean of 2.93. Then the Social development services such as Psycho social support, counseling,

case management, awareness raising activities, social workers, support case and common volunteers, community mobilization the respondents indicated that the CSO's from Pompamari are (84) and Kukareta (35) and (14) from Gulani making a total of 133 and the mean of 2.93. Also the table indicates that Educational services such as Provision of various training to IDPs committees to build the capacity, educational empowerment, training (capacity building), provide technical support on community based protection, educational support for IDP children, sensitizations on issue related to the IDPs in Yobe state Nigeria, the responses indicated that (64) of the CSO's are from Pompamari and (38) are from Kukareta and (09) are from Gulani making a total of 111 and mean of 2.83. Finally the Entrepreneurship services such as Provision of training on different skills e.g. tailoring, shoe making, poultry keeping etc. provide micro credit to IDPs, skill acquisition services, provide training resources material, support and assistance, the results indicated that (53) of the respondents are from Pompamari, and (40) from kukareta and (08) CSO's are from Gulani making a total of 101 CSO's with mean 2.73.

Research Question Two:

What are the contents of intervention services offered by CSOs in the Management of Internally Displaced Persons in Yobe State, Nigeria?

Table 2: Content of rehabilitation intervention offered by civil society organizations to internally displaced persons

Variable	Response	Frequency	Percentage
Physiological services	a. Regular and adequate feeding	123	32
	b. Adequate and portable shelter	56	15
	c. Provision of food items	64	17
	d. Provision of relief materials	49	13
	e. Special care giving and concerns	38	10
	f. Emergency responds	103	27
Medical services	a. Free IDP treatment for all ages	87	23
	b. Free pediatric treatment health	52	14
	c. Measles intervention/vaccines	95	25
	d. Maternal and child health	65	17
	e. Public health/identification and treatment of mental disorder	25	07
	f. Nutrition Support.	34	09
	g. Medical counseling and preferred services	26	07
Social development services	a. Psycho social support	62	16
	b. Counselling	87	23
	c. Case management	123	32
	d. Awareness raising activities	48	13
	e. Social workers, support case and common volunteers	37	10
	f. Community mobilization	27	07

Educational services	a. Provide training to IDPs committees to build the capacity	160	42
		66	17
	b. Educational empowerment	84	22
	c. Training (capacity building)	28	07
	d. Provide technical support on community based protection.	31	08
		15	04
	e. Educational support for IDP children		
	f. Sensitizations on issue related to the IDPs.		
Entrepreneurship services	a. Provide training on different skills e.g. tailoring, shoe making, poultry keeping etc.	258	67
		56	15
	b. Provide micro credit to IDPs	47	12
	c. Skill acquisition services	23	06
	d. Provide training resources material, support and assistance		

Sources: Field work, 2019

Table 2 Indicates the Content of rehabilitation intervention offered by civil society organizations to internally displaced persons in Yobe States, Nigeria. The responses were measured on multiple options ranging from a - e. From the Table 2, it could be observed that on the item of physiological services that constitute Regular and adequate feeding those agree are 123(32%) then adequate and portable shelter those agreed are 56(15%), Provision of food items those agreed are 64(17%), Provision of relief materials 49(13%), than Special care giving and concerns are 38(10%) and finally Emergency responds are 103(27%). Also in respect of medical services the options are also a – f and the responses are as follows Free IDP treatment for all ages 87(23%), than Free pediatric treatment health 52(14%), and Measles intervention/vaccines those agreed are 95(25%), Maternal and child health are 65(17%), Public health/identification and treatment of mental disorder are 25(07%), and Nutrition support those agreed are 34(09%) Medical counseling and preferred services those agreed are 26(07%). Also, on the social development services the results indicate that psycho social supports have 62(16%) and counseling services has 87(23%) response. The result also shows that 123(32%) agreed on case management and responses on awareness raising activities has 48(13%) respondents while those who agreed on social workers, support cases and common volunteers has 37(10%), and those who agreed on community mobilization has 27(07%), The table also indicates the results of responses of internally displaced persons on the educational services provided to them, on provision of training to IDPs committees to build their capacity has 160(42%), and response on Educational empowerment has 66(17%), Also 84 representing (22%) of the respondents agreed on services on training for capacity building, While response on services provided on technical support on community based protection have 28(07%), And respondents responses on educational support for IDPs children have 31(08%). The result of response also shows that 15(04%) agreed on sensitization on issues related internal displacement. The table also indicates the respondents responses on service provided to internally displaced persons with regards to Entrepreneurship support services and responses on provision of training on different skills e.g tailoring, shoe making, poultry keeping e.t.c have 258(67%), and responses on provision of

micro credits to IDPs have 56 (15%), while respondents agreed with skill acquisition services provision have 47(12%), and those that agreed with the provision of training resource materials, supports and assistance have 23(06%)

Discussion of Findings

The findings of research question one revealed that, the categories of CSO's by Camp's Activity focus and types of interventions includes in Yobe State, Nigeria includes; physiological services, medical services, social development services, educational services and entrepreneurship services. This is in line with post-conflict environment rehabilitation of IDPs by civil society structures and livelihood system is one of the most important elements of reconstruction. Violent conflicts undermine social network and often leave a legacy of divided societies at all levels from family outward rehabilitation assistance should provide the framework for reviving livelihoods and civil institutions previously suppressed, eroded or rendered powerless by war with the aim of strengthening local capacities to participate in the reconstruction process. Effective civil society structures ensure that local people are represented and have voice in setting reconstruction priorities on central authorities are more informed and responsive to their needs and priorities. This is particularly important in post-conflict situations in which political participation allows groups to articulate their diverse interests in the formulation of reconstruction strategy. Civil society can make important contributions by providing counter balance to the power of central authorities or by providing basic essential services at the local level (Harvey, Campbell *et al.* 1997). Many civil society networks - religious, women's, trade unions, operate at local, regional and national levels interacting with each other and with government bodies. Physiological services such as Regular and adequate feeding, adequate and portable shelter, provision of food items, provision of relief materials, special care giving and concerns and emergency responds, Medical services such as Free IDP treatment for all ages, free pediatric treatment health, measles intervention/vaccines, maternal and child health, public health/identification and treatment of mental disorder, nutrition support and medical counseling and preferred services, Social development services such as psycho social support, counseling, case management, awareness raising activities, social workers, support case and common volunteers, community mobilization, Educational services such as Provide training to IDPs committees to build the capacity, educational empowerment, training (capacity building), provide technical support on community based protection, educational support for IDP children, sensitizations on issue related to the IDPs among others. This is in line with Albert, 2013 opines that CSOs act at a local and national level. They provide a certain amount of services to the population, public authorities and even businesses. In several countries, they play a key role in the fulfillment of social, cultural and welfare services, be it as a separate self-financed organization or in cooperation with national governments and local public authorities. They are thus involved in public missions and public services which are facing new challenges and may experience tremendous changes in the future (Bance, 2012).

The findings of research question two revealed that, the content of rehabilitation intervention offered by civil society organizations to internally displaced persons in Yobe State, Nigeria includes; Physiological services such as Regular and adequate feeding, adequate and portable shelter, provision of food items, provision of relief materials, special care giving and concerns and emergency responds, Medical services such as Free IDP treatment for all ages, free pediatric treatment health, measles intervention/vaccines, maternal and child health, public

health/identification and treatment of mental disorder, nutrition support and medical counseling and preferred services, Social development services such as psycho social support, counseling, case management, awareness raising activities, social workers, support case and common volunteers, community mobilization, Educational services such as Provide training to IDPs committees to build the capacity, educational empowerment, training (Capacity Building), provide technical support on community based protection, educational support for IDP children, sensitizations on issue related to the IDPs among others. This is in line with Albert, 2013 opines that CSOs act at a local and national level. They provide a certain amount of services to the population, public authorities and even businesses. In several countries, they play a key role in the fulfilment of social, cultural and welfare services, be it as a separate self-financed organization or in cooperation with national governments and local public authorities. They are thus involved in public missions and public services which are facing new challenges and may experience tremendous changes in the future (Bance, 2012).

Conclusion

Based on the findings of the study, it was concluded that Civil Society Organization plays vital role in the management of internally displaced person in Yobe state by emphasizing more effort on treating and addressing problems faced by IDPs through providing different types of rehabilitation intervention Services in order to improve the conditions of IDPs in Yobe state Nigeria.

Recommendation

- It's recommended that there is need for the Civil Society Organizations to look into their intervention models, meaning to officially re-evaluate their implementations approaches to ensure that most, if not all of the relief material and various kind of supports they provide get to the actual beneficiaries to help prepared IDPS to survive physically, mentally and economically while reintegrating them into the society.
- Civil Society Organizations Rehabilitation intervention programmes should also consider empowering IDPS through skill acquisition and training to help improve their income generating capacity as well as establishments and implementation of livelihood promoting activities that will ease their reintegration process into the society.

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ADDRESSING THE CHALLENGES OF NATIONAL INTEGRATION THROUGH EFFECTIVE TEACHING OF ADULT EDUCATION

By

Hauwa Mama Sule

Department of Educational Foundations
Federal College of Education, Kano

Abstract

National integration especially in a heterogeneous country like Nigeria is full of challenges because of fear and distrust among the various ethnic groups. To achieve national integration, this fear and distrust must be replaced with confidence and trust. This can be done by creating awareness and understanding among the citizens. It is the opinion of the writer adult education can play a vital role in creating awareness and understanding that will lead to trust. The objective of this paper is to demonstrate that adult education has the potential of promoting national integration by addressing the key issues causing disintegration among the populace. The paper discusses the concept of adult education, national integration and the challenges to national integration. The paper also highlighted the role of adult education in curtailing the challenges of national integration in Nigeria. The paper concludes that adult education, if properly taught, can play a vital role in building trust among the various Nigerian ethnic groups for national integration in the country. The paper recommends among others the effective and proper teaching of adult Education for national integration in Nigeria.

Key words: *Adult Education, National Integration, challenge, Nigeria*

Introduction

Nigeria is faced with the need for national integration, that promotes sense of oneness, or belonging and the people whose interest focuses on sharing the same national sentiments, problems and aspirations. These challenges of tribalism, insecurity, poor educational standard, sectionalism, face the Nigeria's move towards meaningful national integration. In any nation where these are being witnessed, such challenges hinder the stride towards realization of national integration. These if not addressed will continue to deplete the possibility of national integration in Nigeria. But having mentioned these challenges, of what importance is adult education in addressing these challenges?

Over the last few years, political as well as scientific debates have stressed the growing importance of adult education. There prevails a consensus that adult education plays a significant role in promoting personal, social and economic well-being, which has also long been recognised by the Institute for International Cooperation of the Deutscher Volkshochschul-Verband, the German Adult Education Association (DVV International). There is a deep rooted belief that adult learning has the potential to create personal, economic and social value (Motschilnig, 2014). Furthermore, adult education connotes positive change for the masses and national development. Ijeolu (2013) pointed out that adult education should foster a pluralist society which accommodates large numbers of groups with various interests, sometimes complementary and sometime conflicting. In this regard, adult education emphasizes education for citizenship and the need for peaceful co-existence. Adult education should strengthen education for change.

In this connection it becomes the duty of educators and educationists and the government to help people determine the need for change or the direction it should take as well as the characteristics and pace of desirable change.

Actual implementation of adult education in Nigeria started in 1944 (Omolewa, 1981) and by 1946 a national literacy programme was well under way, although due to poor implementation it had limited success. Among its numerous goals and objectives was the creation of awareness in the learner about his immediate environment and other surrounding areas. This will possibly make the learner to understand other people's way of life and appreciate the differences thereby leading to understanding and cooperation.

However, if all these benefits are to be fully realized, the adult education programme needed to be effectively implemented, which unfortunately has been met with a lot of impediments. For instance, Nzeneri (2018) noted that adequate facilities have not been provided despite the efforts of government, individuals, governmental and non-governmental agencies and the communities.

The objective of this paper is to demonstrate that adult education has the potential of promoting national integration by addressing the key issues causing disintegration among the populace.

Conceptual Clarification

The Concept of Adult Education

Njoku (2010) reveals that Adult education is the practice of teaching and educating adults. This often happens in the workplace, through 'extension' or 'continuing education' courses at secondary schools, at a college or university. Other learning places include folk high schools, community colleges, and lifelong learning centers. The practice is also often referred to as 'Training and Development'. It has also been referred to as andragogy (to distinguish it from pedagogy). A difference is made between vocational education, mostly undertaken in workplaces and frequently related to up-skilling, and non-formal adult education including learning skills or learning for personal development.

Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal school system. The main targets are specifically defined as youth (girls and boys over 15 years of age, but sometime younger) as well as women and men, generally poor or socially disadvantaged. Although literacy continues to be at its heart, adult education also includes "numeracy", problem-solving and life skills, and other knowledge. The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, continuing, adult basic and non-formal education, etcetera. For the purpose of this presentation, adult education is understood as a transmission process of general, technical or vocational knowledge, as well as skills, values and attitudes, which takes place out of the formal education system with a view to remedying early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfilment and active participation in the social, economic and political life of their societies (Seya, 2014).

Adult education in Nigeria is presently geared towards national development (Ewuzie, 2012). The objective of the process of adult education and national development is to get the adults,

either as individuals or as a group, to learn and through learning to change their attitude and behaviour. The policy on education states the objectives of adult education as:

1. To provide functional literacy education for adults who have never had the opportunity of any formal education
2. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system
3. To provide further education for different categories of completers of formal education system in order to improve their basic knowledge and skills
4. To provide in-service and on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills
5. To give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment.

Monye (1981) opines that all these objectives have one end in view-to equip the adult with everything he needs for life in order to be relevant to his society by helping to solve some of its problems. We have to recognize that national integration is of man, by man and for man. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and lifestyle. To survive, people must have awareness and to become aware, they must be literate.

The Concept of National Integration

The concept of national integration is widely used to cover a wide range of phenomena and it is open to a number of interpretations. Literally, integration involves bringing diverse parts or units together to operate as a single whole. Terms used for national integration have included national cohesion, national unity, nation building or national integration (Bandyopadhyay & Green, 2009).

National integration plays a dynamic role in making the country as one. This happens only by uniting every section of society. It provides an equal opportunity for each citizen. It also offers an equal platform in terms of social, cultural and economic development. National integration also helps to unite the minorities as well as gives them the freedom to live their life in their way without any interference. Thus National integration is also essential for the country's development, because the country with national unity will always flourish and develop.

Sanda (1999) defined national integration as the collective orientation of members of a society towards the nation and its society in such a way that micro-loyalties are not allowed to jeopardize the continued existence of the nation and its objectives, goals and ideals. However, Odetomi (2013) believe that national integration is commonly used to refer to specific problem of creating a sense of territorial nationality, which eliminates parochial loyalties. In this sense, it is generally presumed that there exists an ethnically plural society in which each group is characterized by its own languages or other self-conscious cultural qualities. Thus, integration is used here as opined by (Bamisaie, 2003) to refer to the tensions and discontinuities in the process of creating homogenous, progressive, reduction of cultural and regional territorial community.

Etzioni (1963) has argued that a community can only be considered cohesive when it meets the following touchstones:

- It has effective control over the use of the means of violence;
- It has a centre of decision making capable of effecting the allocation of resources and rewards; and
- It is a dominant focus of political identification for a large majority of politically aware citizens.

Ismail (2016) asserts that national integration is made possible when ethnicities within a political entity achieve integration by consensus, social structure and function in society which brings about social order.

It can be concluded from the foregoing that, the purpose of national integration is to build a united and strong nation. Also, national integration can be seen as a process leading to political cohesion and sentiments or loyalty toward central political institution. Hence, it means attempts at unifying all the forces in the country in order to give the idea of one nation.

Adult Education and National Integration

Adult education programmes unlike education for children/ youths, centre on the immediate needs and problems of the adults in their homes, social and occupational roles, civic and economic interests and therefore have immediate direct positive relationship with national integration at any level – individual, community, or national. Without adult education at all levels for all citizens of a country, the bid to national integration cannot fully be achieved because majority of the productive manpower in a country will not be effectively mobilised for peaceful living (Ifeigh in Obi, 1987).

There can be no national integration without visible changes in the lives of the people of the society. Coping with changes can be a difficult task on adults because they are self-directing and independent. Adult education programmes are needed to help them adjust to changes in order to make them subjects of such changes. Adult education is thus indispensable in a nation that is experiencing disintegration and thus changes, as it helps to prepare the members for the changes and at the same time, enables them to accommodate the plethora of changes that arise in their environment. Moreover, there is need to enlighten the people to discard their old values, attitudes and beliefs that could hinder the attainment of desired changes that are geared towards national integration. Mass mobilisation and education of the adult members in order to achieve meaningful participation in the process of national integration is of utmost importance.

The purpose of adult literacy education, a programme of adult education, is to help move people from whatever level of consciousness they operate in presently to the level of consciousness wherein they can ask questions about things around them and change their lives. Change in the right direction in the lives of people in the community stimulates development potentials in them which in the long-run, will have a multiplier effect on social, economic and national growth.

Ahiakwo (2014) pointed out that national integration must start from the community. This is because the culture and traditions of the people are rooted in the communities. Community education, which is a programme of adult education, is of crucial importance as it serves the entire community by providing for the educational needs of all community members (Solomon, 2011). The ultimate goal of community education is to develop the process by which members of

the community may learn to work together to identify problems. Operations of community education require a process where learning can be used for individual, community, national and global betterment (Ahiakwo, 2014).

Adult education is essential to nation integration because national integration is attained when the larger population making up a nation has a positive attitude towards each other, which cannot be possible with majority of them lacking literacy.

The role of adult education in national integration is not limited only to economic and social spheres. It also has a political dimension. There is a strong link between adult learning and democracy. Nigerian is currently run by a democratic government. For democracy to be achieved, adult education is needed as to inform them of their rights and responsibilities as democracy also requires people to actively participate at local, national and global levels. It is today admitted that the lack of recognition of the need to involve civil society, especially grassroots organisations, by giving them a voice in decision-making and the means to participate effectively in society is one of the major causes of development failure in many African countries. Abuse of human rights and social injustice leading to the exclusion of important segments of society, have also constituted stumbling blocks to national integration and paved the way to violent conflicts (Seya, 2014).

An individual who participate in adult learning may differ from the one who does not in terms of prior attitude. It was found (Feinsteinet al, 2003) that adult learning is associated with more “open-minded” perspectives on race and authority, greater understanding of people from different backgrounds, challenging previously held beliefs and with a sustaining effect on non-extremist views. Especially academic oriented courses are most suited for opening minds and generally link adult learning to increased racial tolerance, a reduction in political cynicism and a higher inclination towards democratic attitudes. Open mindedness is an essential element to national integration (Feinsteinet al, 2003).

Impediments to the Implementation of Adult Education Programmes for National Integration

There are so many impediments to effective implementation of adult education programmes, Nzeneri (2008) noted that adequate facilities have not been provided despite the efforts of government, individuals, governmental and non-governmental agencies and the communities. The survey of the material resources available for the implementation and administration of adult education programmes revealed that problems exist in the provision of facilities.

Administration of adult education programme are sometimes neglected by the government and non-governmental organizations. Nzeneri & Adekola (2006) noted that adult education cannot operate effectively without adequate provision of amenities. There are inadequate quality and quantity of personnel available for adult education programmes. The federal government recognizes that educational system has a problem of insufficient number and quality personnel especially in the adult education system. Nzeneri (2008) noted that one of the major impediments to effective adult education programmes is non-availability of qualified educators with adequate training. He said that there are not enough qualified educators who will manage adult education programmes. Personnel from other educational system are often deployed to handle adult education activities; most of the time they use untrained personnel.

In the same vein, Obiozor & Obidiegwu (2013) argued that for good learning outcome to be achieved there is need for competent educators. Non-qualified personnel in our educational systems can do much havoc to the system. The status of facilitators of adult learning and the incentives attached to it had in the past not been such as to attract the best candidate to seek for employment as a facilitator in the field. Even in these modern days, the situation is not much different since the condition of the service and lack of adequate infrastructures have made the teaching facilitation largely unattractive to those who see it as sure way of securing a job. Due to negligence on the part of the government to identify with the professionals in adult education who are also called adult educators, employers often use anybody as an adult educator. This group involves the largest number of people working in the field of adult education. There is job insecurity factor which has hampered the agonizing experiences of the adult educators who have to teach without salaries for months.

Uche (2007) stressed that many supervisors who are used in executing adult education programmes do not possess the necessary competence or skills in educating the learners. They also lack in developing valid assessments instruments for evaluating behavioural outcomes in the three domains. A good number of adult educators lack training on how best adults can be taught. Therefore one can attribute lack of qualified personnel in adult educational system to poor implementation of the programmes. Fashokin (2018) added that most adult educators lack the technical expertise and this is unfortunate because it can go a long way in hindering the achievements of adult educational objectives. Adult educators are meant to be persons who consciously and systematically administer the teaching learning activities, programmes and the processes with the primary aim of assisting others to learn. Fafunwa (1974) noted that no significant change in educational system will take place unless trained educators are produced. Every educational system deserve good facilitators so as to have desired outcome.

Recommendations

The following recommendations are made:

- Adult Education should be effectively and properly taught through provision of adequate materials and facilities such as ICT facilities, classroom, qualified personnel, for national integration in Nigeria.
- Adult Education teachers should align their teaching towards inculcating the value of togetherness in their learners which will in turn promote national integration in Nigeria.
- One of the challenges of national integration in Nigeria is corruption which is much pronounced among the politicians. Government should set agencies and empower them to fight and deal with corrupt governmental officials.

Conclusion

The aim of Adult Education is to examine and understand the communities both locally and globally. It equally seeks to study their various heritages, physical systems, interactions and processes of developing their communities. It follows therefore that Adult Education if properly taught can play a vital role in building trust among the various Nigerian ethnic groups for national integration in the country.

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CHALLENGES OF MANAGING PUBLIC SECONDARY SCHOOLS IN NIGERIA IN THE TIME OF INSURGENCY

By

Hemen Terkimbi Manasseh PhD

terkimbihemen@email.com

Department of Educational Foundations and Management
College of Education, Katsina-ala, Benue
State.

Kpernyam Linda Nadoo

Department of Early Childhood Care and Education.
School of Education, college of Education, Katsina-ala, Benue State.

&

Wombo Margaret Wanhungur PhD

Department of Early Childhood Care and Education,
School of Education, College of Education, Katsina-ala, Benue State.

Abstract

This Paper discusses the challenges of managing secondary education at the time of Insurgency. It defined major concepts such as education, secondary education insurgency and insecurity. The paper also highlighted the challenges of managing secondary education at the time of insurgency as follows, destruction of schools' infrastructure, problem of funding, low students' enrollment, distortion of school calendar, unnecessary withdrawal of students from school and shortage of personnel. The paper outlined the possible recommendations as: The federal, State and Local Government should provide security to all secondary schools across the federation, Government should employ all the legal actions of dealing with the terrorist for peace to reign, and Government should organize seminar, workshop and related and actively involve all stakeholders with a view to promoting students, teachers and the schools' protection among others.

Key words: *Insurgency, Management of Secondary Education, Insecurity.*

Introduction

Education is globally accepted as the most viable tool for sustainable human development; it is equally an indispensable tool for enhancing economic growth and national development (Akpukwu, 2013). Education is seen as the cornerstone of every development forming the basis for literacy, skill acquisition, technological advancement as well as the ability to harness the natural resource of the state. Participants in the world conference on "Education for all in Jomtien (2006) pointed out that education is a fundamental right of all people; women and men of all ages throughout the world. It helps to ensure a safer healthier, more prosperous and environmentally sound world. Secondary education according to national policy on education (2013) is the education children received after primary education and before tertiary education.

Education in Nigeria has been in crises over the years. The situation has recently been made worse by frequent strikes, inadequate qualified teachers to mention but a few. Education sector is poorly funded, teaching and learning materials are equally inadequate, shortage of classrooms, low educational attainment level of some parents, negative impression about western education. The situation has recently been made worse by sustained attacks and bombing by religious fanatics, communal crisis, herdsmen attacks and so on which leads to brain drain of the public education sector (Ajadj & Adebakin, 2013). Thus, in recent time, Nigeria has become a threat of bloodshed and insecurity due to the carnage activities of terrorist groups which unleashed havoc on the Nigerian populace. But, the most noticeable and deadly is the anti-western education group in Nigeria popularly known as Boko Haram (Abdulkareem, Illo & Loko, 2013). The above observations and submissions by different scholars, have a lot of challenges on the management of secondary schools in Nigeria which at the same time have negative impact on students.

Conceptual Clarification

The Concept of Education

The concept education has several definitions. Many scholars defined the concept in difference perspectives. Ker (2013) defined education as the process or art of imparting knowledge, skill, attitude and values to someone with the aim of bringing about a change in behavior. Education is about a deliberate or conscious attempt by one person to effect a change in behavior of another person by exposing the person to present a certain experience. It could be a way of transmitting from one generation to the next, the accumulated wisdom and knowledge of the society and the preparation of young people for actual participation in society maintenance or development. Ogbole (2001) defined the concept education as the acquisition of knowledge and skill to enable one be useful-and acceptable member of his or her society and the country at large. Akpukwu (2013) sees education as the process of shaping one's behaviors or modification of behavior of the individual for adjustment in the society.

Concept of Management

Management has been defined, viewed and described differently by different scholars and authorities. These scholars look at management from various points of view depending on the objectives to which a particular institution is set to achieve.

According to Yalokwu (2002) management is the process of planning, organizing, leading and controlling the efforts of organizational goal resources to achieved a set goal: Yalokwu further opines that management involves the achievement of goals set for the organization. This means that managers of any organization, be it a commercial bank or a school, try to attain specific ends. These ends are unique to each organization. The set goals of a school might be to equip students with balanced education that will enable them to earn a living. The main goal of a commercial bank might be to provide quality financial services to the people at a profit. Whatever is the goal of the organization concerned, management, is the process by which the goal can be attained. Markson (2001) defines management as that field of human behavior in which managers plan, organize, staffing, direct and control human and financial resources in an organized group effort in order to achieve the desired individual and group objectives with optimum efficiency and effectiveness. Griffin (2004) views management as the act of getting people together to accomplished desire goals and objectives in an efficient and effective way. Management comprises of planning, organizing, staffing, leading or directing and controlling

an organization. Akpukwu (2001) defined management as the judicious application of the human, material, financial, time and resource towards the attained objective of an organization. Nongo (2005) defined management as the design or creation of an internal environment in which people work together in group and perform efficiently and effectively to achieve the common goal. In the same vein, management of secondary schools requires proper planning, directing, monitoring and controlling of human, material, time, physical resources, finances, records and information flow (Ramalho, 2006). According to Cotton (2003) the secondary school management is the process of directing what to do in school and getting it done through effective use of available resources. While to Herrt (2005) secondary education management is a practical activity involving the determination of aim, allocation of resources, maintenance of discipline, making schedule and the evaluation of effectiveness in the school system. Dugguh (2004) defines school management as the process whereby the school administrators of a school, organize people and others resources in a way to achieving the set aim and objectives of the school. In view of Olaniyan (2001) school management is the process demanding the management of specific school functions. It is considered as the control and making of decisions in school. Ozumba (2007) defines school management as the process of allowing the head teacher to make the best use of majority of the people, towards the attainment of school goals and objectives. Udoh and Akpa (2000) defined school management as directing, maintaining, stimulating, unifying formally and informally organized human and material energies of the school so as to accomplished those aspect of human health, including quality of life, predetermined educational goals. In their context, school managers generate and use the resources of the school for implementing the curriculum.

The Concept of Insurgency

The concept insurgency has no single universal acceptable definition. Many scholars defined it in different perspectives, for instance Akpukwu (2013) sees "insurgency" as a group of persons fighting against the government or armed forces of their country with a view to taking control and impose their, law practices, traditions and education. Akpukwu further explains that Boko-Haram is an example of insurgency whose objectives is to take Nigeria with a view to establishing Islamic Sharia and Islamic Education in place of Western Education which the sect regards as "sacrilegious and forbidden.

Insurgency is therefore considered as an act of terrorism. Terrorism can be in form of kidnapping, armed robbery, violence and other social vices. Terrorism is the use of illegal coercion to suppress or overpower individuals for selfish economic interest. According to Ajadi and Adebakin (2013) terrorism has been variously described as a strategy, a crime and holy duty, a justified reaction to oppression and an inexcusable abomination. These terms used in this study to explain the atrocious activities of Boko-Haram especially as they related to the challenges of managing secondary school.

Concept of Insecurity

Danjibo (2009) defines insecurity "as the state of fear or anxiety stemming from a concrete or alleged lack of protection". It could also be referred to lack of freedom from danger. This definition reflects physical, economic and social insecurities.

Challenges of Managing Public Secondary Schools in the Time of Insurgency

Insurgency has posed a lot of challenges on the management of public secondary schools in Nigeria. It causes the lost of lives of students, staff, destruction of infrastructural facilities, school records, schools' calendar, enrolment and causes a lot of impairment in the process of teaching and learning in secondary schools. Therefore, below are some of the challenges:

1. The issue of insurgency may have negatively affected the funding of schools. In that frequent destruction of school infrastructural facilities that result to recurrent expenditure for the schools on the valuable infrastructure destroyed, observation by Aworuto and Ugwumbu (2015), reveals that Boko-Haram insurgency has discouraged foreign Direct investment to education in Nigeria. Investors all over the world are afraid of coming to put their money into the development of Nigerian secondary schools for fear of being destroyed by Boko-Haram insurgency. Due to the activities of insurgency in Nigeria, government may not risk investing in the development of secondary schools for fear of the money being wasted if attacks are repeated. In the same vein, Aworuto and Ugwumbu (2015) observes that, the insurgency has drastically reduced government performance in the area of infrastructural development, employment generation, and improved workers welfare among others. The budgetary allocation to security and the increased security votes of government at all levels especially in the Northern Nigeria; is aimed at restricting secondary schools damaged by insurgency the high capital that should have been channeled to other programmes in education, health, agriculture and other sectors are being used to fight insurgency of different categories.
2. Insurgency is a natural and global threat to peace and sustained development. Since the rise of insurgency, Nigeria has not experienced peace especially, in North East where the Boko-Haram has been attacking. These attacks have destroyed so many lives in secondary schools that can only be compared to the Nigerian civil war. Through constant attacks, there have been military counter attacks and the resultant effect is massive destruction of lives and properties and the underdevelopment of secondary schools in the North East in particular and Nigeria as a whole. The case of Boko-Haram insurgency which originated from the North Eastern part of the country but now spreading to other parts is disturbing many lives; including Teachers and other staff of secondary school in Nigeria. (Ige 2014). The human right watches (2013) reported that since 2010 Boko-Haram has killed more than 1000 Teachers and school children in many parts of the North central states of Nigeria particular in Niger State and FCT could discourage many parents from sending their children to school. Education is a panacea for national development across the world. There is no society that does give adequate attention to her educational growth and development. Apart from the paltry budgetary allocation by the government, the insurgency has been an obstacle to educational development in Nigeria particularly in Benue State and North East. By implication, Fulani Herdsmen have been destroying school infrastructure in Benue State. It has been speculated that herdsmen were responsible for the massacre over 500 people including school children and teachers in Agatu, Benue State in 2011, in the same vein; it has also observed in Buruku, Nkvor, Kwande in March, 2017, killed many people including school children.
3. The management of infrastructural facilities also is another big challenge in the time of insurgency. Aworotu and Ugwumbu (2015) state that in a country that is struggling with educational infrastructure and qualitative manpower to improve on the standard

and quality of education. Insurgency here further compounding its challenges through attacks on school resulting to destruction of lives and school infrastructural facilities. Andrew (2012) observes that since August, 2011 Boko-Haram has planted bombs almost weekly in public secondary schools or in churches in Nigeria North east.

4. Another area of challenges in managing secondary school is school records. School records are official documents books and files are essential and crucial information of actions and events which are kept and presented in the school for utilization and retrieval of information when needed. Such records are kept by the Principals, Teachers, Counselors or Administrative staff and students, hence the purposes of record keeping and management is to ensure that accurate and proper records of student's achievements and growth, information on school activities and matters that will promote efficiency and effectiveness of the school system are kept. Despite the fact that records keeping are very vital in the management of educational institutions, it is disheartening to observe that various school document including school records kept for future use are destroyed (Emme & Ibuctan, 2012). In a similar vein, Adetoro (2012) observed that most of their essential records of the schools are lost and burned on fire caused by insurgency.
5. Distortion of academic calendar is another area where managers of secondary school face challenges. The frequent attacks by the insurgent group especially the Fulani Herdsmen some time compelled the management of education to close school, thereby affecting the students. Ebute and James (2011) observed that, academic activities are disrupted as a result of sporadic attack on educational facilities. Government has to shut down schools in order to forestall sudden attacks on school calendar as the programmes for the running of the school has to be sometime rescheduled.
6. Poor enrollment is also a challenge of managing secondary schools in Nigeria. Generally, it has been observed that between 2012 till date, the insurgency generated any constant insurgent attacks in Nigeria have led many parents to send their children away or leave the state, thereby lowering school enrolment in the area (Amnesty international, 2013). Secondary schools in the north central states of Nigeria have suffered low enrollment rate at the primary and secondary school lands, (Hemen, 2018).
7. Poor attendance of students and Teachers in secondary schools. An official in the ministry of education in Borno State reportedly stated that "around 15,000 children in some local government in Borno State have stopped attending classes" following the increase insecurity in the State

Conclusion

Based on the paper, it has been established that public secondary schools has a lot of challenges and negative influence on funding of schools, especially in the period of insurgency that leads to lost of human lives, school records, low school enrollment, in adequate of staff, poor students' attendance and inadequate teaching and learning materials in Nigeria. Therefore, the paper focused on challenges faced in managing public secondary schools in Nigeria in the time of insurgency and provides some recommendations on addressing such challenges.

Recommendations

Based on the discussion in the paper, the following suggestions were made:

- i. The federal, State and Local Government should provide security to all secondary schools across the federation.
- ii. Government and Non-Government proprietors should fence their schools.
- iii. Government should employ all the legal way of dealing with the terrorist for peace to rein.
- iv. Secondary school record should be properly stored in an internet service so as to secure these records.
- v. School heads should be given adequate orientation on how to face the challenges of insurgency so as to enhance enrollment in such schools.
- vi. Government should organize seminar, workshop and related and actively involve all stakeholders with a view to promoting students, teachers and the schools' protection.

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INFLUENCE OF PARENTAL FACTORS ON CAREER CHOICE OF SENIOR SECONDARY SCHOOL STUDENTS IN GOME METROPOLIS

By

Ibrahim Bello

Department of Educational Foundations, Faculty of Education,
Gombe State University, Gombe.
Tel: 08039627772, 0802076607
E-mail: bellogundumaibrahim@gmail.com,

Aishatu Mohammad Hamma

Department of Educational Foundations, Faculty of Education,
Gombe State University, Gombe.
Tel: 07030752831
E-mail: amohammedhamma@gmail.com

&

Prof. Ahmed Iiyasu

MCASSON, FICEN,
Department of Education,
Bayero University, Kano.
Tel: 08060843224
E-mail: ailiyasu67@gmail.com,

Abstract

This study examined the extent to which father's occupation, father's level of education, mother's occupation level of education influence students' choice of career among senior secondary school students in Gombe metropolis'. Data were generated through the administration of adapted Bakare's (1971) Motivation for Occupational Preference Scale (MOPS). A sample of 382 SS II students was drawn from the population of the selected senior secondary schools in Gombe metropolis using research advisors table for determining sample size. The researchers purposively selected 8 Senior Secondary Schools, 6 public and 2 private schools. Four research hypotheses were formulated and tested in the study. The data collected were analyzed through the use of Spearman Rank Correlation. The result of hypothesis one and two shows that there is no significant relationship between fathers' and mothers occupation on student's career choice. However, the results also, indicated that there is a significant relationship between fathers and mothers levels of education on students' career choice. Based on these findings, it was recommended that Studies should be conducted to investigate why there is no significant relationship between fathers' occupation and career choice. Also, Studies should be conducted to investigate why there is no significant relationship between mothers' occupation and career choice. However, Relationship between fathers level of education and students career choice should be sustained. And lastly, Relationship between fathers level of education and students career choice should also be sustained. The findings are of great benefits to parents, counsellors, school administrators, teachers, students and policy makers.

Keywords: Parenting, Factors, Career choice, Technology and Counselling.

Introduction

Decision making concerning appropriate choice of career or occupation to take is the most critical problem area facing students in secondary school system and young school leavers in Nigeria. Research findings have revealed that sources of difficulty said to confront students and school leavers in particular include: lack of information, awareness and orientation, lack of knowledge, training and opportunities about the activities in different careers or vocation is the common problem confronting students in senior secondary schools. This critical problem leads to the lack of understanding of job seeking strategies among school leavers (Adeyinka, 2001).

Societal expectations sometimes form the basis for how parents influence the career choice of their children. Such professions like medicine, law, and engineering are highly regarded in society. Therefore, the temptation to force a child to do a course for which he or she does not have aptitude and interest. Hence, conducting of aptitude test becomes the best way of selecting pupils and students to pursue any course in higher education (Chukuma, 2009). Certain family variables such as economic status of parents may also affect the career choice of a child. For instance, a student may have a flair for mathematics and other related courses, which places him in a better position to study such as engineering. But if the parents do not have enough to finance for the training in such a course, they may tell him or her to change to mathematics single honour which they can finance. But regardless of parental and societal expectations, the individual should be allowed to discover his needs, values and aspirations to shape his career choice. They should not be forced into doing a course they do not have aptitude for (Chukuma, 2009).

Most often parents' expectation on their children conflicts with the children career choice. The tendency for parents to decide for their children what types of career the children should choose has been highlighted by Oladale (2004) who found that 35.5% of the sample used in his study consulted their parents on choice of job, while 15.5% got information from the rest of the family. Adeyinka (2001) stresses that parents sometime set a standard monitor of emulations for their children and motivate them to be achievement oriented. Happock (2004) states that choice of career among students is purely influenced by the behaviour of their parents towards a particular child and condition of the home environment.

Literature Review

Choosing the right career path is becoming more and more important for young students today. Students have to take into account many things when choosing a right career path. Many factors can influence a student's decision, including parents, coaches, religious figures, or any role models in a student's life. Career selection is one of the main important choices a student will have to take in his life. This choice of decision will have impact on them throughout their lives. Career plays a very fundamental and significant role in the life of the individual because it determines the pattern of his or her income; it also affects the individual's personality and concept of life (Eremie & Okwulehie, 2019).

Therefore, career is a life time pursuit for success. It is the sequence of major positions occupied by a person throughout his life time. The term career is broadly defined as all like roles people play including students, parents, employees, retirees and employers, in securing a livelihood. Career is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. In a nutshell, career is the totality of work one does in his life

time to earn a living. It's therefore a positive thing for one to think as far as possible in achieving this fit. Hence making a career choice is essential for everyone (Eremie & Okwulehie, 2019). However, career choice is something very hard to make especially as one's livelihood depends on it. Career choice has become a complex task among students in the face of ever changing technology and the information sector. Career according to Cambridge Advanced Learners Dictionary (2005) refers to Job or series of job that you do during your working life. Thus choosing a career simply means choosing a life job.

However, Career choice is affected by multiple factors include personality, interest, self-concept, identity, globalization, socialization, role model, social support and available resources such as information and finance (Kerka 2000). The career decision involves much more than merely deciding upon a lifetime occupation. It actually embodies all of the major activities that are of prime importance during one's lifetime. It can involve a series of job experiences, occupations and educational pursuits and whatever that is important to the growth of the individual (Adeyinka, 2001). Therefore, a successful career mostly depends on a careful career planning which involves making career choice or career decision about which career path and job are to pursue among the available alternatives rationally and undertaking the proper strategies for career readiness. If a student is not careful about his career and proceeds haphazardly, he may not accomplish his desired career aspiration and achieve successes in his career. Therefore, career planning plays an important role in building students' successful careers via making their suitable career choices and undertaking necessary strategies to accomplish their career aspirations (Kunnen, 2013).

Good career planning leads to life fulfillment however; cultural heritage can conflict with youths' personal interests. Career choice is a significant issue in the developmental life of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life (Bubic and Ivanisavic, 2016). According to United Nations Educational Scientific and Cultural Organisation (UNESCO) the term "youth" is described as a more fluid category than a fixed age group and it refers to young people within the period of transitioning from the dependence of childhood to adulthood independence and awareness of their interdependence as members of a community (UNESCO, 2017). The complexity of career decision-making increases as age increases (Gati and Saka, 2001). Younger children are more likely to offer answers about their ideal career which may represent their intended ideal and extraordinary perceptions about what they want to do when they grow up (Howard and Walsh, 2011). As children get older, they are more likely to describe their career choice as a dynamic interplay of their developmental stages and the prevailing environmental circumstances (Howard and Walsh, 2011). Youth career decision-making is required to go through a process of understanding by defining what they want to do and exploring a variety of career options with the aid of guidance and planning (Porfeli and Lee, 2012). Proper handling of the process affirms individual identity and fosters wellbeing, job satisfaction and stability (Kunnen, 2013).

Many theoretical models have been proposed to explain the process of career development and decision-making, one of which is the Social Cognitive Career Theory (SCCT) by Lent (2000) according to the SCCT, career development behaviours are affected by three social cognitive processes - self-efficacy beliefs, outcome expectations and career goals and intentions which

interplay with ethnicity, culture, gender, socio-economic status, social support, and any perceived barriers to shape a person's educational and career paths (Lent, 2000). This emphasizes the complex interplay between the personal aspirations of youths in their career choices and decision-making and the external influences which act upon them. Carpenter and Foster (1977) postulated that the earlier experiences and influences which individuals are exposed to form the bedrock of how they conceive their career aspirations. These authors' assertion lends support to the tenets of SCCT and they have developed a three-dimensional framework to classify the factors that influence career choice. Carpenter and Foster proposed that all career-influencing factors derive from intrinsic, extrinsic, or interpersonal dimensions. They referred to the intrinsic dimension as a set of interests related to a profession and its role in society. Extrinsic refers to the desire for social recognition and security meanwhile the interpersonal dimension is connected to the influence of others such as family, friends, and teachers (Carpenter and Foster, 1977). Further exploration by other researchers reveal that youth who are motivated by intrinsic factors are driven by their interests in certain professions, and employments that are personally satisfying (Gokuladas, 2010; Kunnen, 2013). Therefore, intrinsic factors relate to decisions emanating from self, and the actions that follow are stimulated by interest, enjoyment, curiosity or pleasure and they include personality traits, job satisfaction, advancement in career, and learning experiences (Ryan & Deci, 2000). Extrinsic factors revolve around external regulations and the benefits associated with certain occupations (Shoffner, 2015). Prestigious occupations, availability of jobs and well-paying employments have also been reported to motivate youth career decision-making (Ryan & Deci, 2000). Consequently, extrinsically motivated youth may choose their career path based on the fringe benefits associated with a particular profession such as financial remuneration, job security, job accessibility, and satisfaction (Ryan & Deci, 2000). Interpersonal factors encompass the activities of agents of socialization in one's life and these include the influence of family members, teachers/educators, peers, and societal responsibilities (Gokuladas, 2010).

The Federal Republic of Nigeria (2009) argued that many studies have shown that an overwhelming majority of students in secondary schools is over-optimistic in their occupational aspirations and they usually aspire to professional and semi-professional careers, irrespective of the fact that they lack knowledge about:

- (a) The abilities and qualities needed in different occupations.
- (b) What people actually do in different occupations
- (c) The type and the amount of education on training needed in different occupations.
- (d) The need for new people in the occupation
- (e) The steps to take in order to prepare and enter different occupations
- (f) How to make career decisions

This justifies inadequacy of guidance & counselling programme in most Nigerian secondary schools. According to Belinda (2013) as cited by Wikipedia (2015), school counselling is an integral part of the education system in large number of countries and in others it is emerging as a critical support for elementary, middle, and high school learning and/or student health concerns. However, professional school counsellors should follow some techniques for effective career counselling such as using scrambled texts, modules and other media to help students in individual and group counselling and classroom counselling lessons (Wikipedia, 2015). Aluede, Adomeh and Afen-Akpa (2004) reveal overreliance on textbooks from the USA and the need

for school counsellors in Nigeria to take a whole-school approach and lessen the focus on individual approaches.

Ipaye (2000) refers to the need for one to discuss with peer school counsellor, parents and teachers on the need to choose a life span work as “career convention or career conference.” Career convention will give guidance techniques for elementary school teachers. However, Onu (2013) argues that the family background is an important influence on one’s career choice. He wrote, “You are quite likely to end up in a job in roughly the same category of work as your parents”. This means if your parents are professionals, you probably will be too. Adeyinka, (2001) also, reports that vocational choice and training were more or less a family affair and children learnt mostly the trade of their parents.

Parental education is also found to influence children’s career choice. Gbriel and Melanie (2007), reports that mother’s aspirations for her child’s education were directly influenced by her own education and need for achievement. Also, Kaygin and Gulluce (2013) found that the presence of teachers in the family was a significant factor influencing teacher candidates’ decisions to teach. However, Price (2009) points out that lower level of parents’ education can retard adolescents’ career development. This implies that being born to parents with limited education reduces the likelihood of their children going to college or achieving a professional occupational goal and essentially predetermines the students’ likely vocational choice.

Objectives of the Study

The main objective of the study is to determine the influence of parental factors on career choice of senior secondary school students in Gombe Metropolis of Gombe State Nigeria. Specifically, the study sought to:

- i. Find out the relationship between father’s occupation and student’s career choice in Senior Secondary Schools in Gombe Metropolis.
- ii. Find out the relationship between mother’s occupation and student’s career choice in Senior Secondary Schools in Gombe Metropolis.
- iii. Examine the relationship between father’s educational level and student’s career choice in Senior Secondary Schools in Gombe Metropolis.
- iv. Ascertain the relationship between mother’s educational level and student’s career choice in Senior Secondary Schools in Gombe Metropolis.

Null hypotheses

Thus, this paper aimed to test the following four (4) null hypotheses:

H₀₁: There is no significant relationship between father’s occupation and student’s career choice in Senior Secondary Schools in Gombe Metropolis.

H₀₂: There is no significant relationship between mother’s occupation and student’s career choice in Senior Secondary Schools in Gombe Metropolis.

H₀₃: There is no significant relationship between father’s educational level and student’s career choice in Senior Secondary Schools in Gombe Metropolis.

H₀₄: There is no significant relationship between mother’s educational level and student’s career choice in Senior Secondary Schools in Gombe Metropolis.

Methodology

Design: Descriptive survey research design was employed by the researchers to collect data on the influence of parental factors on career choice of senior secondary schools in Gombe Metropolis. According to Osuala (2005), descriptive survey design studies both large and small population to discover the relative incidence, distribution and interrelation of sociological and psychological variable.

Population: The population of this study comprises of all public and private senior secondary schools students in Gombe Metropolis. The total population for the study consists of 43 senior secondary schools students in Gombe Metropolis with total population of 53, 500 students. Out of which, 34, 625 students are from Public senior secondary schools while the remaining 18,875 students are from Private senior secondary schools in Gombe Metropolis.

Sampling and Sample: The sample size of the study comprises of 382 students out of the total number of SS2 in Gombe metropolis as it conforms to Research Advisors table for determining sample size (2006). Thus, six public senior secondary schools out of eighteen (18), and two private senior secondary schools out of twenty-nine (29) were purposively selected for the study. Purposive sampling technique is a type of sampling technique that is deliberately selected by the researcher; his choice concerning the items supreme. The justification behind this is that the number of each School in a given sample size usually determine the number of students that will be chosen. Each number to be picked is proportionate to the overall percentage of people in each category.

Instrumentation: The researchers adapted Bakâre's (1971) Motivation for Occupational Preference Scale (MOPS) as the instrument for data collection. The instrument was adapted to suit the purpose of the research, and ensure reliability of the items in the study. The modification was done on personal information of the respondents, students' career choices and reasons for students' career choice.

Data Collection and Analysis: Data collection in this study lasted for two weeks as the researchers used school break-time and administered the instrument. Essentially, the data collected were analyzed using Spearman Rank Correlations.

Results

Research Hypothesis one: there is no significant relationship between father's occupation and career choice of student's in senior secondary school in Gombe Metropolis.

Table 1: Results of Spearman Rank Correlation of the relationship between parents' occupation and students' career choice.

Variable	N	X	S.D	Rho.	sig.	Decision
Fathers occupation	382	29.91	4.033	.034	.485	Accepted
Career choice	382	3.37	1.808			

Result in table 1, shows that there is no significant relationship between fathers occupation and students career choice. Spearman rank order correlation was used in testing the hypothesis. From table 1, the correlation value of Rho = .034 represents the correlation between fathers occupation and students career choice while the sig-value of .485 represents the significance level. Based on

the obtained correlation value ($Rho = .034$, $sig. = .485$, > 0.05), a statistically not significant relationship exist between fathers occupation and students' career choice. This is because the obtained sig-value is $> .05$ level of significance. Based on the obtained result, the stated null hypothesis was accepted.

Research Hypothesis Two: there is no relationship between mothers' occupation and career choice of students in senior secondary school in Gombe Metropolis.

Table 2: Results of Spearman Rank Correlation of the relationship between mothers' occupation and students' career choice.

Variable	N	X	S.D	Rho.	sig.	Decision
mothers occupation	382	29.91	4.033	.051	.294	Accepted
Career choice	382	3.80	1.955			

Result in table 2, shows that there is no significant relationship between mothers occupation and students career choice. Spearman rank order correlation was used in testing the hypothesis. From table 2, the correlation value of $Rho = .051$ represents the correlation between parents occupation and students career choice while the sig-value of $.294$ represents the significance level. Based on the obtained correlation value ($Rho = .051$, $sig. = .294$, > 0.05), a statistically not significant relationship exist between mothers occupation and students' career choice. This is because the obtained sig-value is $> .05$ level of significance. Based on the obtained result, the stated null hypothesis was accepted.

Research hypothesis 3: There is no significant relationship between father's educational level and career choice of senior secondary school students in in Gombe Metropolis.

Table 3: Results of Spearman Rank Correlation of the relationship between fathers level of education and students' career choice.

Variable	N	X	S.D	Rho.	sig.	Decision
Fathers level of education	382	29.91	4.033	.126	.010	Rejected
Career choice	382	2.00	1.283			

Result in table 3, shows that there is significant relationship between fathers level of education and students career choice. Spearman rank order correlation was used in testing the hypothesis. From table 3, the correlation value of $Rho = .126$ represents the correlation between parents occupation and students career choice while the sig-value of $.010$ represents the significance level. Based on the obtained correlation value ($Rho = .126$, $sig. = .010$, > 0.05), a statistically significant relationship exist between fathers level of education and students' career choice. This is because the obtained sig-value is $< .05$ level of significance. Based on the obtained result, the stated null hypothesis was rejected.

Research hypothesis 4: there is no significant relationship between mother's educational level and career choice of senior secondary school students in in Gombe Metropolis.

Table 4: Results of Spearman Rank Correlation of the relationship between mothers' level of education and students' career choice.

Variable	N	X	S.D	Rho.	sig.	Decision
Mothers level of education	382	29.91	4.033	-.101	.038	Rejected
Career choice	382	1.76	1.283			

Result in table 4, shows that there is significant inverse relationship between mothers level of education and students career choice. Spearman rank order correlation was used in testing the hypothesis. From table 4, the correlation value of $Rho = -.101$ represents the correlation between mother levels of education and students career choice while the sig-value of .038 represents the significance level. Based on the obtained correlation value ($Rho = -.101$, sig. = .038, > 0.05), a statistically significant relationship exist between mothers level of education and students' career choice. This is because the obtained sig-value is $< .05$ level of significance. Based on the obtained result, the stated null hypothesis was rejected.

Discussion

This study examined the influence of parental factors on career choice of senior secondary school students in Gombe metropolis. The study found that there is no significant relationship between fathers' occupation and children career choice in Gombe metropolis. This study is not line with Essien (1968), Durojaiye (1973) and Animba (1989), who in their separate studies found significant relationships between fathers' occupation and students' career choice. Most empirical studies have shown high correlation between father's occupation and students' career choice (Blau., 1992; Blau & Duncan, 1967; Convoy, 1997). According to them, father's occupation is highly correlated with his son's chosen career,

The study also found no significant relationship between mother's occupation and student's career choice. This study is not in line with the findings of Mikelson and Velasco, 1998. Who found that there is significant relationship between mothers occupation and students career choice.

The study also revealed significant relationship between fathers' level of education and students career choice this is in consistent with that of Essien (1968), Durojaiye (1973) and Animba (1989), who in their separate studies found significant relationships between fathers and mothers levels of education and students' career choice. Most empirical studies have shown high correlation between fathers and mothers levels of education and students' career choice (Blau., 1992; Blau & Duncan, 1967; Convoy, 1997).

Conclusion

This study investigated the influence of parental factors on career choice of senior secondary school in Gombe metropolis. It focused on fathers, occupation, mothers' occupation, fathers' levels of education and mothers' level of education. This study concludes that fathers and mothers occupation have no relationship with students career choice. It also concludes that fathers and mothers level of education have significant relationship with students career choice.

Recommendations

Based on the foregoing, it is being recommended that:

1. Studies should be conducted to investigate why there is no significant relationship between fathers' occupation and career choice.
2. Studies should be conducted to investigate why there is no significant relationship between mothers' occupation and career choice.
3. Relationship between fathers level of education and students career choice should be sustained.
4. Relationship between fathers level of education and students career choice should also be sustained.

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**EFFECT OF COMPUTER SIMULATION ON STUDENTS' ACADEMIC
PERFORMANCE IN PHYSICS AMONG SECONDARY SCHOOLS
IN KANO STATE, NIGERIA**

Idris Hamza Kawo

&

Habib Bello

Department of Science and Technology Education, Bayero University Kano

E-Mail: idrishamzakawo4@gmail.com & hbello.ste@buk.edu.ng

Abstract

The research was aimed at investigating the influence of computer simulation on students' academic performance in physics in some selected senior secondary schools in Kano state. The target population of the study is 270 SS II students from the selected samples schools. One hundred and sixty nine (169) were randomly selected as the research sample; both male and female students are duly represented. The research instrument used was physics performance aptitude test (PPAT). Test and retest method was used to determine the reliability of the instrument, and a reliability index value of 0.761 was obtained. The score of the test were analyzed using mean, standard deviation, mean difference, and Z – test at 0.05 significant level. The research findings shows that, the students taught charge and electric field using computer simulation (experimental) are ahead of their counterpart taught with the same topic using conventional method (control) and even within the experimental group, male show the high performance than the female students. One of the Recommendations based on the finds is that physics teachers should adopt the use computer simulation to clear students' difficulties in physics.

Introduction

From the look of things, science education is the field concerned with sharing science content, ideas, and process with individuals. The learner may be primary school children, students from secondary schools, students at tertiary institution / university or the general public. The fields of science education include work in science and process, some aspect of learning and teaching pedagogy. Science education provides opportunity for the development and understanding of science for students through the entire science courses of their primary education and beyond.

In science education; teaching strategies are refer as various techniques strategies that help teachers to develop critical thinking, problem solving strategies and decision making among students and effectively engaging them in classroom. The use of teaching strategies depends on the concept to be taught and interest of the students.

Physics education refers to as a field within science education which focus on the methods used in teaching and learning of physics and also an area of pedagogy research that seeks to improve those methods. For several years physics has been taught at secondary and tertiary level using lecture method together with laboratory exercises which aim at verifying concepts taught in the lecture. Students learn physics better when lectures are accompanied with experiment and questions that require students to think over what will happen in an experiment and why. Students who participate in active learning with hand – on experiment learn through self –

discovery. By the nature of physics, mathematics language is use to interpret it, and the reason why students perceive physics as difficult course is because mathematics is the only language use to clarify the concepts and principles of physics. Some researchers has indicated that many students and teachers faces difficulties or misconception in some concepts in physics, and these concepts are too complex to be interpreted using traditional methods of teaching. To teaching these concepts requires high skill process and mathematical manipulation, which makes students to have negative attitude toward learning physics (Osborne, Simon, and Collins,2003 in Alrsai and Adhamit, 2014). Several modern teaching techniques such as computer simulation were developed to help students to have a desire to integrate the process of learning physics and strengthen their attitude and develop self-efficacy.

Simulation is representation of situations by means of something similar to the concept. Simulation can exemplify as a scientific concepts and situations thereby allowing students to explore the nature of things. Simulation helps to increase the level of students' safety, widen the scope and reducing time spending. In teaching and learning, simulations are instructional materials where the learner is placed in a learning format defined by the teacher. They represent reality within which students interact, and also a form of experiential learning. Simulation is a strategy that fits well with the principles of student – centered and constructivist learning and teaching. Simulation take a number of forms like; game, role play that may contain symbols. Simulation based on scientific theory help to provide a set of interrelated experience that challenge students' informal understanding of the science (Richards, 1992), and make them to appreciate more deeply the management of the environment, politics, community and culture. For example by participating in a resource distribution activity, students might gain an understanding of equity in society. Simulation can reinforce other skills indirectly, such as debating a method associated with some large – scale simulation, and research skills

Computer simulation is the use of computer to represent the responses of one system by the behavior of another system. Computer simulation can be inform of equation based simulation or a multi – scale simulation (Winsberg, 2009). Blum (2017) categories computer simulation into three, computer modeling, human computer, and computer mediated simulation; which all defined by the role which computer play or by the role of which implement it. Computer simulation can be used before or after classroom instruction. Binns et al (2010) are in the opinion that given simulation after class instruction help students significantly in enhancing their level of scientific concepts and keep them from making incorrect conclusion.

Computer simulation have many advantage compared to traditional way of teaching because it simplify abstracts concepts and all communication between the equipment and the user. Computer simulation are used to study the behavior of a system which are complex or are not safe in the real life situation; for example nuclear fission/fusion, kinetic theory of matter, thermodynamics, velocity etc., which can also be describe using mathematical model. Computer simulation also helps students with visual learner's problem that they would not thoroughly understand simply through reading about them or solving word problems. Students need to use simulations in such a way that they can make their own discoveries and share them with their peers (Hargave and Kenton, 2000).

Physics Education Technology (PhET) is a suite of research based interactive computer simulation for teaching and learning physics, chemistry, mathematics and other sciences. The simulations are animated, interactive and game like environment where students learn through exploration. The connection between real life phenomena and the underlying science help in making the visual and conceptual models of scientific concepts accessible to students. It also helps directly in observing real equipment and in natural world. Many PhET simulations reveal expert models of invisible phenomena. For example, the circuit construction Kit simulation shows electron moving through the wire so that students can visualize current flow, the gas properties simulation shows the microscopic behavior of molecules in a gas, and the radio waves and electromagnetic fields simulation shows the behavior of an electric field. Showing these expert models is particularly useful in advance topics such as quantum mechanics, where there is a whole suite of simulation to help visualize electrons, photons, atoms, wave interference, and other quantum phenomena that cannot observe directly.

Several researches was conducted on the use of computer simulation on teaching and learning physics; Ouahi et al, 2021 studied the effect of using computer simulation on students' performance in teaching and learning physical science (electrical Ohms law), the result of the research shows that the experimental group shows a high performance after posttest compare to that of control, but there is no significant difference in performance in term of gender and also urban students perform better than their rural counterpart. Nkok (2021) in his study examined the effect of computer simulation on students' achievement and retention on sexual reproduction in plant. He observed that the students taught using computer simulation strategy performed better than those taught using the conventional teaching methods. Kabigting (2021) explore the use of computer simulation in teaching and learning of physics concepts, based on his finds the use of computer simulation as instructional materials is recommended because it improve students' performance and shows validity of the effectiveness of lecture with computer with computer simulation in teaching and learning process. Niwat and Patcharin (2015) explore the effectiveness of simulation base inquiry learning of science of which they found out that students conceptual understanding were significantly improved. Aoude and Mohamad (2015) study the impact of integrating computer simulation on the achievement of Grade II Emirati students in uniform circular motion, the result shows that students with low academic level benefit better than the students of high level. Another study conducted by Candida, Jose, and Armando (2014) on the contribution of computer simulation to students learning of physics concept (weight and mass), the study shows that there is an increase in students' perception of the concept using computer simulation. Freeman (2010), conducted a research on the role of gender on the development of general computer self-efficacy of college students, the result show that female are less confident with computer than their counterpart because they have less time to learn and practice it and are more nervous in practicing computer when compared with male.

Statement of the Problem

Secondary schools physics curriculum for senior in Nigeria was designed to have creative thinking and awareness of physical phenomenon among students so as to have a solid foundation of physics from the grassroots and the main importance of teaching is to have a positive learning which helps students to have a clear ability to solve problems, home and anything related to industries (Hussain, Azeem and Shakoor, 2011). Teaching physics in Nigeria secondary schools particularly in Kano state at present situation is facing immeasurable challenges in both the

teachers and the students. Some of these challenges are due to shortage of laboratory equipment, human resources, modern physics text books, and problem of method of teaching and utilization of innovative techniques in the part of teachers. Physics teachers are using different teaching techniques to ease the students' difficulties in perceiving physics concepts, but no enough way to simplify the situation. To minimize these challenges and strengthen teaching, learning and the education system; we need to implement innovative teaching practices which will further lead to the social transformations among physics students (Nicolaidis, 2012)

The effectiveness of teaching and learning is usually measured by the students' outcome in class and also to established good relationship between the teachers, learners, experiments, environment of the classroom and the syllabus (SarŌcoban, 2010). This can be real when teachers, know their subject matter, and are aware of utilizing computer simulation strategy. Therefore this study investigate the impact of using Physics Education Technology (PhET) computer simulation in teaching and learning of "Charges and Electric field" concept in physics in some selected senior secondary schools.

Some of the good qualities of a teacher are to have a good teaching skills and good style of impacting knowledge to students. " we live to see physics in our daily life from sun rise to sun set, driving cars, watching television, road accidents, cooking food, communication using our phones, the window glass break when ball hits it" (Kumar and Tawari, 2019).

Research Objectives

Two research objectives were formulated

1. To determine the difference in performance between students taught with computer simulation and those taught using traditional method.
2. To compare the performance between male and female students taught using computer simulation

Research Questions

1. What is the difference in performance between students taught with computer simulation and those taught using traditional method.
2. Is there any difference in performance between male and female students taught using computer simulation in teaching and learning of physics?

Hypothesis I:

There is no significant difference in performance between control and experimental groups in posttest.

Hypothesis II:

There is no significant difference in performance between male and female students taught using computer simulation.

Methodology

A true experimental research design was used to determine the effectiveness of computer simulation on students' academic performance in physics. Equal numbers of students were taken from each school to avoid gender bias.

The population of the study was drawn from six selected senior secondary (three (3) male and three (3) female) schools offering sciences (including physics). It consists of 270 SSII students offering physics as a subject and the selection is based on proportion (141 are male and 129 are female).

The samples of the population were derived using Krejcie and Morgan (1970) table of sample size, and a total of one hundred and sixty nine (169) students were used. Both students' categories were used and classified as control and experimental group.

A Physics Performance Aptitude Test (PPAT) was used as research instrument. It consists of twenty (20) objective questions and all questions carry equal marks (both pretest and posttest). The instrument was validated by experts from Department of Science and Technology Education. A pilot test and retest was conducted with 25 students outside the study area to examine the reliability of the instrument.

Pretest was initially administered simultaneously to both control and experimental groups before the treatment to determine the students' entry behavior on the topic (Electric charges and electric field).

The treatment for all the groups last for two (2) weeks. The experimental group were organized with the help of their physics teachers and taught the concept using Physics Education Technology (PhET) download from <https://phet.colorado.edu> . Computer room of each school was used and computers were linked using (WLAN). The concept of electric charge and electric field were explained using downloaded simulation. The control groups were taught using conventional lecture method in their classroom the same concept. After the treatment, the two groups were exposed to Physics Performance Aptitude Test (PPAT) as posttest.

The results of pretest and posttest of all the groups were analyzed using IBM SPSS version 20 data processor. Descriptive statistics such as mean, standard deviation, mean difference, and Z – test was used to analyzed data obtained at 95% confidence. The reliability index of 0.761 was obtained using Cronbach's Alpha reliability.

Results of the Research

The result of the pretest and posttest were used to address the research questions

Table 1: Pretest result for control and experimental groups

<i>Group</i>	<i>No</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>	<i>Remarks</i>
Control	90	6.06	3.082	1.21	There is difference
Experimental	79	7.27	2.649		

Table 1 shows the result of pretest of both control and experimental group. The mean and standard deviation of control group is 6.06 and 3.082, and experimental group has a mean of 7.27 and a standard deviation of 2.649. The mean difference is 1.21.

Table 2: Posttest result analysis of control and experimental group

<i>Group</i>	<i>No</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>	<i>Remarks</i>
Control	90	12.32	2.787	4.27	There is difference
Experimental	79	16.59	2.463		

Table 2 shows posttest result analysis between control and experimental group. The result indicated that control group has mean of 12.32 and standard deviation 2.787. The experimental group has a mean of 16.59 and a standard deviation 2.463 and a mean difference of 4.27 were obtained.

Research hypothesis I

There is no significant difference in performance between control group and experimental group in posttest

Table 3: Posttest result analysis using Z – test of control and experimental groups

<i>Group</i>	<i>No</i>	<i>Mean</i>	<i>SD</i>	<i>Z – Cal</i>	<i>P – Value</i>	<i>df</i>	<i>Remarks</i>
Control	90	12.32	2.787	12.31	0.00	78	Ho: Rejected
Experimental	79	16.59	2.463				

At 0.05 significant level

The result in table 3 shows that the calculated Z – value is 12.31 and P – value 0.00 with a degree of freedom of 78 at significant level of 0.05. The P – value obtained is less the significance level, this indicate that null hypothesis has to be rejected. This revealed that there is significant difference in performance between students taught using computer simulation (the experimental) and those taught using conventional lecture method (control). Thus simulation can be used in teaching physics to improve students' performance.

Table 4: Posttest result analysis of male and female students in experimental group

<i>Group</i>	<i>Gender</i>	<i>No</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>	<i>Remarks</i>
Experimental	Male	42	17.57	1.834	1.79	There is difference
Experimental	Female	37	15.78	2.780		

Table 4 shows posttest result analysis between male and female students of experimental group. The result indicated that the male has mean of 17.57 and standard deviation of 1.834. The female students have mean of 15.78 and standard deviation of 2.780, and a mean difference of 1.79 was obtained.

Research hypothesis II

There is no significant difference in performance between male and female students taught using computer simulation.

Table 5: Posttest result analysis of male and female students in experimental groups

<i>Group</i>	<i>No</i>	<i>Mean</i>	<i>SD</i>	<i>Z – Cal</i>	<i>P – Value</i>	<i>df</i>	<i>Remarks</i>
Male	42	17.57	1.834	8.79	0.02	78	Ho: Rejected
Female	37	15.78	2.780				

At 0.05 significant level

The result in table 5 shows the calculated Z – value is 8.79 and a p – value of 0.02 with degree of freedom of 78 at 0.05 significance difference. This indicates that the p – value obtained is less than significant level of 0.05 and a null hypothesis has to be rejected. This revealed that there is significant difference in performance between male and female students taught using computer simulation. Thus computer simulation is more effective in male than female students and can be used in teaching physics to improve students' performance.

Result discussion

This research study was aimed at determined the effectiveness of computer simulation in teaching and learning of charge and electric field concepts in physics. Two research question and hypothesis were formulated and tested using the score obtained from the instrument (PPAT) administered.

Table 2 of the research findings show that the mean score of control and experimental groups varied. Students taught using computer simulation score higher marks than those taught using traditional lecture method. The Z - test analysis in table 3 indicated that there is significant difference between a traditional lecture method and computer simulation in improving student's performance in physics because the P – value of 0.00 obtained is less than the significant level of 0.05 ($P < 0.05$), hence the use of computer simulation in teaching and learning of physics is better approach in simplifying physics difficulties in our secondary schools. The result agrees with several research finds like that of Ouahi, et al (2021), Kumar and Tiwari (2019), Nkok, (2021), Kabgiting, (2021), Candida, Jose and Armando, (2014), Duyilemi, Olagunju, and Olumide (2014), Niwat and Patcharin (2015), Aoude and Mohamad (2015). Their research show that computer simulation increases student's perception in physics.

Table 5 shows the Z – test analysis of hypothesis II, the value of Z – calculated is 8.39 and P – value of 0.02 at 0.05 significant levels. The result shows that there is significant gender difference in performance between the male and their counterpart female students. The result shows that the male have high scores than the female students. The result agreed with Freeman (2010), Punter, Matina and Glas (2017), and on the other hand the findings of the research goes contrary to the finding of Ouahi, et al (2021), Jack, and Gamnjoh (2020), Duyilemi, Olagunju, and Olumide (2014), Aoude and Mohamad (2015), Okolo, and Ouwasegun, (2020), Kabgiting, (2021), Nottis, et al (2019), Oladejo, et al (2021) and Akhigbe, and Ogufere (2019). Their result of the research shows that there is no significant difference in performance in terms of gender, but student's conceptual misconceptions were significantly addressed. The use of computer simulation in teaching and learning of physics is recommended because it improves student's performance and help in reducing barrier between male and female students performance.

Findings of the Study

1. Students taught using computer simulation scores higher marks than those taught using conventional lecture method. This indicated that simulation help to improve students' performance.
2. The result of the research shows that even within the experimental group, the male perform better than their counter part.

Recommendations of the Study

1. Teachers should adopt the use of computer simulation in teaching and learning of physics because it improves student's performance.
2. Schools and all the authorities concern should provide modified ICTs facilities to enhance modern teaching and learning.

Conclusion

The research findings shows that the students taught "charges and electric field" using computer simulation(experimental) are ahead of their counterpart (control) taught the same concepts using conventional method, and even within the experimental group male show high performance than the female students. The use of computer simulation in teaching and learning of physics help in improving student's performance and reduces barrier between male and female students in terms of understanding physics concepts. Computer simulation serves as the best way to clear students misconceptions and doubts because it helps the teachers and students to clarify difficulties in teaching and learning of physics.

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**ADDRESSING NATIONAL CHALLENGES THROUGH TEACHERS MOTIVATION
AND IMPROVED JOB PERFORMANCE IN FAGGE LGA, KANO STATE****By****Dr. Aminu Idris Harbau**harbau98@gmail.comDepartment of Economics,
Sa'adatu Rimi College of Education, Kumbotso,
P.M.B. 3218, Kano State.**Kabiru Abdulkadir**

+234 802 375 6928

kabirsumaila@gmail.comDepartment of Curriculum and Instructions,
Sa'adatu Rimi College of Education, Kumbotso,
P.M.B. 3218, Kano State.**&****Ahmodu, Jacob Shaibu**

08068986235

jacobshaibu44@gmail.comDepartment of Education, Faculty of Education,
Bayero University Kano, Kano State.***Abstract***

This study investigated teachers' motivation and job performance midst of national challenges in Fagge LGA, Kano State. Descriptive survey research design was adopted for the study, this enable the researcher to make use of a sample out of a large population in the study area. The population of the study consist all secondary schools in the study area and also all the teachers in the study area. Random sampling techniques were used to sample the schools and the teachers for the study. The instrument for data collection was constructed questionnaire. Three experts validated the instrument and the instrument yielded reliability coefficient of 0.80 using Cronbach Alpha coefficient. Research questions were answered using mean score and hypotheses were tested using chi-square of independences variables. Research findings revealed that motivation boost teachers productivity, effectiveness, efficiency and dedication in performing task, teachers were not motivated adequately in terms of salary increment, teacher empowerment, promotion, token appreciation and accommodation, also the research discovered that motivation enhances professionalism, commitment of teachers, achievements of educational objectives. In order to improve teacher motivation and performance at work, the study recommended that; Government should make it mandatory that teachers' promotion should be regular, increase in the salary and teachers' salaries should be pay when due, Government and private schools should provide good learning environment, and also Workshops, seminars and conferences should be organised to both government and private sector on the importance of motivating their workers or employees especially in the current situation of national challenges.

Key words: Teachers' Motivation, Job Performance, National Challenge.

Introduction

The issue of teachers' motivation and job performances has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including Nigeria, there has been a growing awareness about teacher motivation which is a key to quality assurance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness.

The teacher is the one who translates educational philosophy and objectively into knowledge and skills and transfers them to students in the classroom. Always teachers facilitates academic knowledge and skills to pupils, so teachers who motivated well worked hard hence influence student's better academic performance. Motivation and performance are very important factors in terms of school success and students' achievements. If changes occur in school external environment then it is necessary for a school to adopt that change because it may motivates to gain a competitive advantage. For this, the main thing they required is the skilled and competent teachers (Onucha, 2002). Motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. The behavior of teachers can be change through motivation in any school. From situation to situation, the level of motivation differs within an individual (Obi, 2007). Literature has confirmed that if in schools, the teachers do not have sufficient motivation then they are less competent which directly influence the students and the education system. It is also argued that satisfied teachers are generally more productive and can influence students' achievement. Motivation guide people's actions and behaviours toward achievement of some goals. In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation derived from within the person or from the activity itself, positively affects behaviour, performance, and well-being. Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others.

Owens (2004) describes motivation as the forces that cause people to behave as they do. According to Peretomode (2001) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. In education, teachers should be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their task, which will enhance quality assurance, quality education and quality instructional delivery in the educational system. This will also enhance the achievement of educational objectives (Obi, 2007). Peretomode (2001) opined that teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It also leads to job satisfaction which is defined as the feelings (either good or bad) one has about his/her work and the work environment.

The issue of teachers' motivation and job performance has become a matter of debate and concern in educational systems and standards. In most developing countries of the world including Nigeria, there has been a growing awareness about teacher motivation which is a key to teacher performance, quality outcomes/delivery and high standards in the educational system. It is acknowledged that any nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness.

Teachers are motivated in their work when they feel good. They feel good when the principal or stakeholder avoids 'professional myopia' and when teachers do not work in an uncompromising context. In this situation teachers' job-related ideals incorporate ethical, epistemological, affective, professional, economic and egocentric considerations which shape their views on equity and justice, pedagogy and andragogy, organisational efficiency, interpersonal relations, collegiality, self-conception and self-image (Evans 2001). Teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes (Onucha, 2002).

However, they are the custodians of the educational and school systems. Since teaching can be regarded as a systematic, rational and organized process of transmitting knowledge, skills, attitudes, values and what is worthwhile (education) in accordance with certain professional principles; there is need for the services of efficient teachers (whose knowledge is bonded with innovations) in order to achieve the educational objectives. Without teachers in the school system, there will definitely be no learning. Teaching makes learning take place and teacher determines the quality of learning/instructions that will be given to learners. This is the more reason why they should be motivated properly for effectiveness and efficiency in the educational and school system. The National Policy on Education (2004) expressed that no nation can rise above the quality of its teachers. If the quality of existing stock of teachers in Nigeria is inadequate, inefficient and ineffective and teaching in low esteem; raising the level of societal enlightenment and the educational standard may be in jeopardy.

Teachers' job performance is a concern of everybody in the society. Hornby, (2000) defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfilment or implementation. In this respect, teacher performance connotes the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, assessment of students, making lesson plans, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher performance in this study was measured by regular and early reporting at school, participation in extra-curricular

activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Onucha, (2002) stated that there are a multitude of factors that energise teachers' behaviour which are determined by needs, incentives, fears, goals, social pressures, self-confidence, interests, curiosity, beliefs, values and expectations. However, all these causes can be grouped into two main categories of motivation, namely intrinsic and extrinsic motivation. Both types of motivation are contextual as they characterise people in relation to activities.

Today with increasing demands placed on teachers in contexts of increased tendencies of a breaking down of the culture of teaching and learning on account of increasingly pervasive societies, it is difficult to urge teachers to put their heart and soul into their work. As a matter of fact, the work has become a place of disappointment; teachers start with enthusiasm and creativity, but day after day, they feel more and more helpless, overwhelmed, exhausted and bored. In view of above makes the researcher to investigate the effects of motivation on teachers' job performance in public and private secondary schools in the study areas.

Objectives of the Study

The study is to examine the effects of motivation on teachers' job performance in public and private secondary schools. The specific objectives of this study are as follows:

1. To find out the effects of motivation on teachers' job performance in the study area.
2. To find out the factors that affects teachers motivation in secondary school

Research Questions

The following research questions will guide the researcher in determining the effect of motivation on teachers' job performance in the study areas.

1. What are the effects of motivation on teachers' jobs performance in the study area
2. What are the factors that affect motivation in secondary school

Hypotheses of the Study

The following hypotheses will be tested at 0.05 level of significance

1. There is no significant difference between motivation and teachers' jobs performance in the study area.

Methodology

Descriptive survey research design was adopted for the study, this enable the researcher to make use of a sample out of a large population in the study area. Ali and Eyo (2000), explained survey research design as one which studies large or small population by selecting and analysing data collected from the group through the use of questionnaire.

The population of this study covered all the secondary schools in Fagge LGA of Kano State, the population of the schools is 621 secondary schools in the study area. Random sampling techniques were used to sample the schools and the teachers for the study. Ten (10) secondary schools, 5 private schools and 5 public schools and 140 teachers were randomly selected for the study. The instrument for data collection was constructed questionnaire, that is, structured questionnaire "Teacher Motivation Rating Scale Questionnaire" (TMRSQ), three experts from

Department of Science and Technology Education, Faculty of Education, University of Jos validated the instrument and the instrument yielded reliability coefficient of 0.80 using Cronbach Alpha coefficient. Research questions were answered using mean score and hypotheses were tested using chi-square of independences variables.

Results

The results of the study was analysed based on the research questions and hypotheses stated. Criteria for accepting or rejecting teachers' response on any item are:

$$\frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3.00$$

Any response score with a mean from 3.00 and above are considered accepted and any response score with mean below 3.00 are considered rejected.

Research Question 1: what are effects of motivation on teachers' job performance in the study area?

Table 1: Effects of Teachers Motivation

SN	Statement	Mean (X)	Decision
1	Motivation enhance professionalism	4.13	Accepted
2	Motivation enhance commitment of the teacher	4.56	Accepted
3	Motivation change teacher attitude toward teaching	4.46	Accepted
4	Motivation enhance the achievement of educational objectives	4.57	Accepted
5	Teacher motivation boosts their productivity, effectiveness, efficiency, and dedication in performing their task	4.74	Accepted
6	Teachers motivation effects falling standard of teacher education	3.80	Accepted
7	Teacher motivation enhance education innovation	4.78	Accepted
8	Teacher motivation enhance teaching in low esteem	2.16	Rejected
9	Teacher motivation adds values and quality to the educational system	4.88	Accepted

The analyses in table 1 above showed that items number 1,2,3,4,5,6,7 and 9 are accepted as the effects of motivation on teachers' job performance because the criteria mean score are above the criterion mean of 3.00. The means are as follows: 4.13, 4.56, 4.64, 4.57, 4.74, 3.8, 4.79 and 4.89 respectively, while item number 8 was rejected because the mean score of 2.16 is below the criterion mean of 3.00. From the analyses it was discovered that motivation enhance professionalism, commitment of teacher, achievement of educational objectives, change attitude of teacher toward teaching profession, it was also discovered that motivation boost teacher productivity, effectiveness, efficiency and dedication in performing task, it enhance educational innovation and adds values and quality to educational system.

Researcher Question 2: What are the factors that affect teacher motivation in secondary schools?

Table 2: Factors of Teachers' Motivation

SN	Factor	Mean (X)	Decision
01	Poor Remuneration	4.96	Accepted
02	Adequate teacher empowerment	4.28	Accepted
03	Class size	4.99	Accepted
04	Teachers promotion	4.78	Accepted
05	Work overload	1.37	Rejected
06	Adequate professional development	4.41	Accepted
07	Poor physical working condition	4.89	Accepted
08	Respect and outside criticism	3.96	Accepted
09	Relationship with learners, colleagues and principal	3.85	Accepted
10	Praise the teachers	3.92	Accepted
11	Job security	4.57	Accepted

The analyses in table 2 above showed that items 10, 11, 12, 13, 15, 16, 17, 18, 19, and 20 are accepted as factors of teachers motivation, while item 14 was rejected, the items accepted are above the criterion mean score and the item rejected is below the criterion mean score. From the analyses it was discovered that factors that affects teachers motivation are: poor remuneration, adequate professional development, poor physical working condition, relationship with learners, colleagues and principal, it was also discovered that praising teachers and job security also are factors affecting teachers motivation in secondary schools.

Hypothesis 1: There is no significant difference between motivation and teacher's jobs performance in the study area.

Table 5: calculation of chi-square for hypothesis one

Cell	OF	EF	OF – EF	(OF – EF) ²	$\frac{(OF - EF)^2}{EF}$
1	10	7.5	2.5	6.25	0.83
2	60	62.5	-2.5	6.25	0.10
3	5	7.5	-2.5	6.25	0.83
4	65	62.5	2.5	6.25	0.10
Σ	140		0.00		1.86

Calculated $X^2 = 1.86$, Table value = 0.04, $\alpha = 0.05$, Decision: Rejected

From table 5 above, shows that the calculated Chi-square (X^2) is greater than table value (1.86 > 0.04), the null hypothesis is therefore rejected. This means that, there is significant difference between motivation and teachers' jobs performance in the study area.

Findings of the Study

1. The study discovered that motivation enhances professionalism, commitment of teachers, achievement of educational objectives and change attitude of teachers toward teaching
2. The study discovered that several factors such as poor remuneration, adequate professional development, poor physical working condition, relationship with learners, colleagues and principal affects teachers motivation

Discussion of Findings

The study determines the effects of motivation on teachers' job performance in public and private secondary schools in Fagge Local Government Area, Kano State. From the analyses of the research questions, it was discovered that motivation enhances professionalism, commitment of teachers, achievement of educational objectives and change attitude of teachers toward teaching. It was also discovered that motivation boost teachers productivity, effectiveness, efficiency and dedication in performing task, it enhance educational innovation and adds valves and quality to the educational system. This is in agreement with Bakker (2005) stated that motivated teachers are effective, productive and dedicated to task. Bakker further stated that teachers are de-motivated because decisions are made about their own learners in forums outside their control which affects teaching professionalism, commitment of teachers and achievement of educational objectives/goals.

From the analyses it was also discovered that some certain factors of motivation affects teachers job performance such as: poor remuneration, poor physical working condition, adequate professional development, relationship with learners, colleagues and principal, teacher promotion; it was also discovered that praising teacher is also factor affecting teachers performance in secondary schools. This is in accordance with Wayne (2008) asserts that a reward in form of pay has a strong impact on the employees performance, also Kiseesi (2008) stated that salaries of workers should be paid promptly and promotion of workers should be accompanied by a corresponding increase in the salary they earn. Kiseesi further stated that salary was a strong force that kept employees at their job. Salary is vital in causing satisfaction among workers and hence likely to influence their performance. Maicibi (2003) is in agreement with the above view noted that reward such as sickness payment, contributory pension schemes, free life insurance and praises brings about job satisfaction.

From the hypothesis tested it shows that there is significant difference between motivation and teachers' jobs performance in the study area. This means that teachers' motivation and how teachers perform the duties are significantly difference because of inadequate motivation of teacher.

Conclusion

Base on the findings of this study, it was deduced that, motivation of teachers addresses contemporary issue and it relevant to teaching and learning at all level of education. The results of the research also showed that motivation brings about productivity, effectiveness, efficiency and dedication to task (teaching). The study also showed that motivations presently given to teachers are not adequate enough to encourage them in their performance (teaching process), therefore, it makes teachers to show careless attitude toward teaching profession. Furthermore, the respondents were of the opinion that motivation should be giving to teachers in the form of salary increment, token appreciation, accommodation, leave grant, study leave, regular promotion, and teachers' empowerment. Teacher motivation influence teachers' performance to a large extent.

Hence, when this motivation is not achieved and encouraged by the school, teachers tends to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the school to consider the needs and feelings of its work force and not

just overlook them in order to safe guard school harmony, because a happy worker they say is a productive worker. Therefore, teachers' motivations ameliorate the challenges facing the nation in term of improved teachers' standard of living.

Recommendations: Based on the results of the findings of the study it becomes necessary to make the following recommendations which are considered essential in improving teacher performance in secondary schools.

1. Government and private schools should make it mandatory that teachers' promotion should be regular.
2. Teachers' salaries should be paid as at when due. i.e. there should not be delay in payment of the salaries of the teachers'.
3. Government and private schools should provide good teaching and learning environment, avoid work overload.
4. Workshops, seminars and conferences should be organised in both government and private sector on the importance of motivating their workers or employees.

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TOURISM STRATEGIC PLAN 2014-2015 AND SUSTAINABLE TOURISM DEVELOPMENT IN KANO STATE

Lawal Yazid Ibrahim
Department of Physical & Health Education
Faculty of Education
Bayero University, Kano

Abstract

Kano State with a fascinating natural landscape and ecosystem, rich culture and history has tourists attraction around the world with an attractive tourist destination. Tourist attractions sites are in abundance with natural and manmade in significant locations across the State; the tourism industry is yet to make significant contributions to Kano State socio-economic and political development. The potential for diversifying any economy through tourism is to tap into this sector as one of the means of shifting from heavy dependence on the monthly allocation of federal grant as revenue from oil resources. This paper is a reviewed Tourism strategic development plan from 2014-2015 during the tenure of Governor Rabiu Musa Kwankwaso. The strategic development plan sets out 10 key strategic programs that are to be followed and to be achieved within a period of one (1) year. This paper is a reviewed strategies of the tourism development plan objectives that were supposed to be followed in the implementation of the tourism master plan from 2014-2020. The paper concluded that the design master plan was a welcome development, but certain key deliverables were missing or not given consideration and importance; therefore the paper recommends amongst others that for Kano State to achieve the strategic objectives is by re-position tourism asset base so that it directly mirror the interest, requirements of the consumers and strengthening cluster development strategy to maximize the unique attracting qualities of the State.

Keywords: Strategy Plan, Development & Sustainable Tourism

Introduction

According to Yazid (2021), countries and states are conscious of the prospect of tourism and have judiciously developed their tourism industry in a manner that encourages sustainable growth and development and taking into cognizance the five (5) indices or components of tourism development of Attraction, Accessibility, Accommodation, Amenities and Activities. Foreexample, transportation comprising of travel agencies/airline operators, among others, which has the capacity to stimulate the any economy income growth, generate foreign exchange and contribute to domestic earnings through fees and taxes (Adamos and Sofronis, 2009). Although successive governments in Kano State have made efforts to build a viable tourism industry but have not been able to harness its abundant resources into an attractive tourist haven (Barau, 2007).

Arguably this predicament is due to the existence of few and weak tourism related Laws and regulations which create uncertainty concerning the direction tourism and the lack of confidence in tourism investment opportunities. Any tourism destination devoid of a strategy for development that addresses the regulatory as well as fiscal and institutional structures of the industry inherently compromising the present and future prospects of establishing a pragmatic

tourism industry. At the moment, there is no discernible policy on tourism planning and development as this has taken a conscious tilt towards sustainable tourism (Barau 2007).

The tourism master plan according to Barau (2007), is a very complex overall economic policy that can significantly accelerate sustainable tourism offer development, thereby raising competitiveness of the destination tourism product of Kano State to high level in the Nigerian and global tourism market. Every government must have a policy, a regulatory framework or a strategic plan for tourism, both at the national and local levels (Hall, 2005). Thus, public tourism policy is whatever government choose to do or not to do with respect to tourism (Jafari, 2000). The Tourism strategic plan of 2014-2015 is a policy regulatory framework that is basically a developmental plan which is a result of organized action of state and its organizations and institutions. The tourism master plan is a formulation aimed at accomplishing general and specific tourism development goals as these can be of economic and non-economic nature, while their implementation should enable maintenance or increase in competitiveness of the destination in the global tourism market or some its segments (Assenova and Vodenska, 2012). Starting from the fact that tourism policy is based upon the tourism destination developmental goals, which may be divided into two levels the fundamental and supplementary tourism policy (Aniali, 2006). The tourism master plan 2014-2015 is aimed at tourism development, monitoring and performance in the tourism industry and protection of visitors. Assenova (2002), sees tourism master plan of 2014-2015, represents a means by which the state accomplishes the adopt strategies and program objectives of tourism development. Basu (2001), pointed out that tourism is a crucial, significant and vital industry by providing monumental economic impact, employing substantial amount of its teeming population and generating enormous tax revenue. The Kano State tourism strategic Plan of 2014-2015 creates a strategic vision that identifies a path for sustainable growth of tourism in Kano State. To realize this vision, objectives and goals of the tourism strategic Plan, it provide ten (10) strategic areas of focus which include:

- Strategic Program 1: Strengthening the Institutional Environment
- Strategic program 2: Strengthening Tourism's Legal and Regulatory Environment (Promulgating the State Tourism Law)
- Strategic Program 3: Improve Connectivity and Tourism-Related Infrastructure
- Strategic program 4: Improve Related Tourism Infrastructure
- Strategy Program 5: Develop an Investment Strategy Sector
- Strategic Program 6: Build Human Resource Capacity
- Strategic Program 7: Develop Quality Products and Services
- Strategic Program 8: Strengthen and Safeguards social and environmental attraction sites
- Strategic Program 9: Develop/Strengthen Procedure for Destination Planning and Management
- Strategic program 10: Promote Awareness on Tourism and Develop a Marketing Strategy for Tourism in the State

Concept of Sustainable Tourism

There is no proper development of tourism product, whether it is micro- or macro approach, without design and implementation of an adequate tourism policy or a strategic plan, the same could apply when it comes to Sustainable tourism development (Baum, 1997). The World Tourism Organization (2004), sees the concept of sustainable tourism development as meeting the needs of present tourists and host regions while protecting and enhancing opportunity for the

future. It is envisaged as leading to management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled, while maintaining cultural integrity, essential ecological processes, and biological diversity, and life support systems. The concept of sustainable tourism, therefore, implies that in the formulation of tourism development, planning policies and the implementation and evaluation of tourism programmes, a conscious consideration should be given to long-term economic, environmental, socio-cultural and political well-being of all stakeholders.

Yazid (2021) states that there are five indices of tourism development that sustainable tourism can be measured with this are: Attraction, Accessibility, Accommodation, Amenities and Activities. Tourism activity starts with the attractions of a place or destination which has to be only when people or tourists will visit that area. Attractions are believed to be the greatest influencers of all the components as they can make or break a destination. Attractions are of two types: Natural Attractions like lakes, rivers, mountains, etc. and Man-made attractions like monuments, museums, shopping areas, etc. The ultimate motive of any tourist is to experience the attraction, though accessibility and accommodation also partake in this phenomenon. But it can be said that without attraction there shall be no tourism, however transport, hotels, activities and amenities can also act as attraction. Attractions are at the first step of tourism supply chain. Attractions are one of the most important component and element that attract people to travel from one place to another.

Attractions consist of archaeological sites, cultural sites, historical buildings and monuments or scenery like beach, flora and fauna, mountains, resorts, wild life sanctuaries, national parks and zoological parks. Attractions also includes events like exhibitions, trade fairs, festivals, sports events etc. Attractions are the preconditions of travel. It attracts more and more people and offers pleasure. Attractions also attract and connect people to enjoy and involve in various tourism activities. There are two types of attractions: i. Natural Attraction: Natural attractions are places made by nature itself for e.g. natural beauty, climate, mountains, landscape, flora and fauna, water resources, beaches, wild life, caves, safari etc.

ii. Man-Made Attraction: are those Attraction made or developed by humans for e.g. monuments, historical buildings, festivals, music, churches, temples, Disney lands, leisure parks, museums, casinos, discos club etc.

Accessibility: Accessibility or otherwise known as transportation, is an essential component of tourism system, as it creates linkage between market source and destination. If there are attractions then those has to be visited by the tourists. Transportation is not a target, but a mandate for the conduct of tour. There are various modes of transportation available like roadways, airways, waterways and railways. Ideally, transport should be comfortable, reliable, affordable and appropriate for the traveler. Transportation is an important key factor that has a huge impact on the growth and development of tourism industry. Attraction may be manmade or natural but without accessibility tourists cannot reach a destination from his origin or place of being. There are different mode of transportation that helps a tourist to reach his destination in any part of the world.

There are three modes of transportation: i. Surface transportation: Surface Transportation includes both roadways and railways through land. It is one of the cheapest means of transportation as compared to other modes of transportation.

ii. Air Transportation is one of the fastest and costliest means of transportation; air transport is mainly used for travelling to long distance destination/places. It has helped a lot, as people can travel long journey as well as they can travel through high mountains.

iii. Water Transportation: Water Transportation is one of the oldest modes of transportation through water. It has made important contribution to travel in 19th century after the innovation of shipping technology.

Accommodation is one of the most crucial aspects of a destination. Any traveller choosing to visit any destination would firstly look for accommodation suited to his/her needs. It should provide him/her food and beverage services, resting facilities, etc. up to his satisfaction level. Accommodation units itself act as tourist attractions for a large number of people. In this way there are several places throughout the world where accommodation units are being treated as tourism products. Accommodation includes food and lodging facilities given to different types of guests. Accommodation should be comfortable and Good quality services & facilities provided to the guest by the accommodation unit. There are two types of accommodation:

- i. Service Accommodation: It refers to the services provided by the hotel, resorts, guest houses, motels, boutique hotels, home stay, star category hotels, heritage hotels, lodges etc. Different hotels are established to provide service of lodging and food to the guest.
- ii. Self-catering or supplementary Accommodation: refers to the premises which offer accommodation but not the services of hotel and provides food and accommodation in return of cash per day.
- iii. Amenities: Every tourist travelling to a new destination desires for world class facilities and services. In order to fulfil their demand, huge efforts are made by the industry. High quality facilities are important aid to every tourist destination or centre. For a coastal resort, services like swimming, boating, yachting, surf-riding and other amenities like recreation, dancing and other entertainment and amusement services are very essential for each and every tourist destination.

Facilities can be of two kinds, natural, i.e. sea-bathing, beaches, possibilities of fishing, opportunities for trekking, climbing or viewing etc. and man-made, i.e. different kinds of entertainment facilities that can cater to the unique requirements of the various tourists. Outstanding beaches, sheltered from sunshine with palm and coconut trees and providing good bathing conditions makes a very good tourist centre. Various other natural facilities like large water for the purpose of cruising or the chances for hunting and fishing are equally very significant. Amenities are the services required by the tourist to facilitate his travel. Amenities generally include infrastructure facilities like roads, sewage system, power grids, phone lines etc and other facilities like police station, ATMs, Forex booths, hospitals etc. Although most of them are primarily developed for the residents but these amenities are utilized by the tourists also. In the terminology of tourism products these facilities are known as 'Resident Oriented Products'.

Amenities include various extra services and facilities required to the guest while travelling to different destination. Concept and Impacts of Tourism Amenities are those Facilities that complement attraction, on the other hand amenities also include facilities like providing visa, flight ticket, train ticket etc. There are two types of amenities:

- a) Natural: Seashores, sea bath, fishing, rock climbing, trekking, sightseeing, river, sunrise etc,
- b) Man-made: dance, Music, Drama, Cinema, Swimming Pool, Fair and Festivals, and Internet
- c) Activities: Attractions are often assisted by various activities that enhance tourist experience. For example: boating and cruise facilities, a monument offer a guided tour by a tour guide or a light and sound showing hiking in a mountain, skiing in the snow slopes.

The Strategic Plan 2014-2015

There have been many attempts in the past to develop tourism in Kano State. Key pronouncements and policy statements have been developed which is aimed of shaping the development of tourism in Kano State. These are:-

Kano State Tourism Management Board Edict No2994 of 1994

Sequel to the above, a Bill known as “Kano State Tourism Management Board Edict No. 2994 of 1994 was drafted. These law was meant to amend provisions on tourism and hotels management in the state.

Guidelines for the Establishment of Government Tourism Committee

The Kano State Ministry of Justice presented a guideline for the establishment of Local Government Tourism Development Committee and the establishment of the committee one of the major provisions of Kano State Tourism Management Board Edict No. 2994 of 1994

Establishment of Kano State Hospitality and Tourism Institute

Kano State Government established a tertiary institution solely devoted to tourism related manpower development. The “Tourism strategic Plan 2014-2015 was prepared in order to guide and control the development of tourism activities towards achieving the desired aims and objectives in a sustainable manner” (Margret, 1999). After preparing the Master plan, there was the need to appraise them with a view to ascertain the level of their efficiency and effectiveness so as to establish their adequacy or otherwise in achieving their target.

The Kano Comprehensive Tourism Master Plan (KCTMP) was scheduled for January 2007 to December 2020, the period spanning 14 years planned programme. The specific objective was to plan for the development and marketing of the tourism sub-sector of the state, particularly the cultural attractions with a view of transforming the lives of the people by empowering them through job opportunities and wealth creation.

However, observations indicate that the plan is not properly guiding the development of tourism effectively in the state (Gambo,2012).

This project recognized two key considerations for Kano tourism industry:

- The increasing importance of tourism as a key economic sector, within the Perspective of Kano state.

- The need to move the tourism industry to the next level by planning, development and strategy, in order to better realize the potential, capabilities and economic benefits of this industry in the state.

What the Master Plan Failed to do and need to be done

Tourism alone is enough to generate the needed revenue for the state, but if the government can muzzle the political will, Kano state will smile and reap the fruits of tourism. If we are able to establish content, we can be able to package and promote the contents locally and internationally for people to appreciate and be sure of what they will see and by putting good aura around the contents, will boost patronage of tourism in Kano. What the master planners failed to take into account and consider to be part of the strategic plan are:-

Initiating, the strategic master plan with the help of broad-based community-inputs in other words, the community should maintain control of tourism development.

Strategies should be adopted, especially in the rural areas in which the people in the community will be suppliers, producers, workers and decision makers.

Tourism should not only generate, but provide quality employment to its community residents with a linkage between the local businesses and tourism to be established;

Not making provision of code of practice for tourism operations and practices based on internationally accepted standards.

Not providing guidelines for tourism impact assessment, monitoring of cumulative impacts, and limits to acceptable change or carrying capacity at the designated destinations. should be established;

No provision foreducation and training programmes at both the state and local government levels to improve and manage heritage and natural resources.

Also needed is a clear determination of priority investments, which will enable the correct allocation, selection and guidance investments, and running target marketing which would actually mean that, different target groups or target tourism market should be taken by various marketing activities.

Sustainable development can only work successfully when four of its constituent elements, economic, social, cultural and environmental components are approximately equal

What the Government failed to do

- i. There is no serious commitment from the government” “if the state was able to package the tourism potentialities well, it will be good for the sector bearing in mind that tourism does not happen without content, people cannot leave where they are around the world to come and see nothing, so if we are able to establish content, which we have, able to package and promote the contents locally and internationally for people to appreciate

- and being sure of what they will see having putting good aura around the contents will boost patronage of tourism in the state.
- ii. Walls are barriers to movement, they are inhibitions that must be conquered for attainment of goals.
 - iii. The idea of schools excursion should also be enhanced for the pupils to broaden their orientation about with her rich cultural heritage from the young age.
 - iv. The media should also present documentaries on the tourism potentials of the state regularly to increase the interest of the people in matters concerning tourism.
 - v. The Government at the Local levels where these tourism potentials are located should invest more on them to make these tourist centers more attractive to people. And the cost of the services should be made affordable to the average people. Provision of social infrastructures should be enhanced at the tourist locations such as good and accessible roads, good drinking water, adequate and reliable electricity supply, e.t.c.
 - vi. In addition, security of lives and property of tourists is very important so that those who come into the state will not return to their home countries and give a negative impression that will scare others.
 - vii. A politically stable polity will attract investors and tourists, the gains of the past years of civil rule must not be truncated by ambitious military men. Also, the political party in power should govern according to the rules to instill the confidence of the international galleries of arts and craft at enhancing the tourism industry and should be commended. The Board needs to participate in trade Fares, Arts Exhibitions and cultural shows outside shores of-Nigeria to project her tourism potentials.

Attractions Sites of Kano State

Kano state tourism master plan final report (2013) listed all the attraction sites of Kano State as follows:

The Durbar Festival

Kano State Durbar or HawanSallah as it's locally called is a royal parade of thousands of men on horses adorned with garments and regalia. It is a colourful display of culture full of pomp and pageantry which is a spectacular traditional concert of and bazaar of African music.

KofarMatar Dyeing Pits

The Kano indigo-vegetable dyeing pits are one of the most fascinating aspects of the old city. Various designs are folded into the material before dyeing and the fabric is often beaten to achieve the shiny, in descent appearance.

Kano State History Museum

This history museum at Gidan Dan Hausa house has a collection of artefacts from stone age to present day within the colonial house of the governor from the 1900's. A friendly tour guide will explain all objects to tourists.

Kano City Gates & Walls

During the reign of Sarkin Kano Usman GijiMasu Dan Wasiri, the grandson of Bagauda, the third King in the Habe dynasty he decided to build and surround the ancient city with a wall as protection against external invaders. This was the year 1 112 AD!

Emir of Kano's Palace, Kano

Also known as "a settlement within a settlement", the palace was created by Abdullahi Bayero, the father of present Alhaji Ado Bayero (Emir of Kano). This presentday Emir of Kano's palace provides an insight into the typical Hausa architectural design that has been existence for well over five hundred years.

Gidan Dan Hausa, Kano

This is an excellent example of Hausa traditional mud-walled architecture which was built in 1905 as the former and restored home of Hans Vischer, a Swiss born teacher who contributed much to Nigeria's education system during colonial times. He was appointed Director of Education for Northern Nigeria by the colonial authorities and by 1914 had established over 1,000 primary schools in the north including one in the grounds of the house. He was known as "Dan Hausa" "son of Hausa" because he spoke the language so well.

Falgore forest

The 1000sqkm game reserve was established as Kogin Kano Forest reserve in 1949 located in southwestern part of Kano along Kano-Jos road, about an hour and a half journey from Kano city. It is a big forest reserve that is evergreen all the season and has various species of wildlife animals such as jackal, leopard, spotted hyena, buffalo, warthog, red fronted gazelle, red flanked duiker, bushbuck, patas monkey, green monkey etc.

GidanMakama Museum

Located opposite the Emirs Palace, GidanMakama is a palace built in the 15th century by the 20th Emir of Kano, Muhammadu Rumfa (1463-1499).

Why Sustainable Tourism for Kano State?

Tourism should remain the largest internal generated revenue earners of any state and the largest employer of labour globally (Final report, 2013). Its potential to create and generate employment for thousands of jobless youths in the state and thus reduce poverty cannot be over-emphasized. Kano State Tourism Master Plan 2014 -2015 have a baseline picture in spheres of Economic, Infrastructure, Social Services and Protection and sustainable Environment; Kano State, apart from being the economic hub of the North is also the entertainment hub of Nigeria (Vucetic, 2007).

It is endowed with natural landscape and topography coupled with its diverse tangible and intangible cultural and natural heritage (Bianchi, (2002). All these are unique tourism products that are yearning to be tapped, harnessed and developed for the socio-economic transformation of the state. With the socio-economic indices and demographic details, Kano State provides huge domestic market and veritable grounds for 'explosive' and rapid tourism development with consequent excessive pressures on infrastructures, the environment and natural resources (Final report, 2013). The appropriate tourism type to adopt in this circumstance not only to drive the economy, but to minimize the adverse effects of inherent negative tourism activities by putting in place a mechanism for control, conservation and protection of basic resources and the environment in a destination, is Sustainable Tourism (Final report, 2013).

Principles of sustainable tourism development

According to Aall, (2014) stated five (5) principles for tourism development to be sustainable

- Tourism should be initiated with the help of broad-based community-inputs and the community should maintain control of tourism development. A proper strategies should be adopted, especially in the rural areas in which the community and the people will be suppliers, producers, workers and decision makers.
- Tourism should not only generate, but provide quality employment to its community residents and a linkage between the local businesses and tourism should be established;
- A code of practice should be established for tourism operations and practices based on internationally accepted standards. Guidelines for tourism operations, impact assessment, monitoring of cumulative impacts, and limits to acceptable change or carrying capacity at the designated destinations should be established;
- Education and training programmes at both the state and local government levels to improve and manage heritage and natural resources should be established.

The major stakeholders are the governmental bodies, pressure groups, tourism industry, the host community, tourists, voluntary sector, experts and the media. Striking a balance amongst all these interests in a destination is pertinent.

Conclusion

In order to achieve strategic program and objectives as outlined in the tourism strategic plan 2014-2015 for sustainable development of Kano State as a tourist destination to be feasible, we should respect certain principles. Tourism is an interesting phenomenon because for it to thrive, the ideal conditions are political stability, security, a well-defined legal framework and the essential services and infrastructure of power, roads, water supply and a suitable environment that the state is able to provide. These are the window of opportunities for tourism development venture already provided by the tourism road map.

Recommendations

Tourism alone is enough to generate the needed revenue for the state, if the state government can muzzle the political will, network agriculture with tourism, Kano State will be smiling and reaping the fruits of tourism. Based on the above, the following recommendations are made:-

- i. A review of the existing legislation-and regulatory framework for tourism would be useful for engendering desired growth within the sector. Furthermore, a vibrant legal and regulatory framework will be most useful to tourism industry when the specific challenges of security, infrastructure (including tourism infrastructure), professionalism, a stellar service culture (for tourism professional and Other Nigerians).
- ii. Creation of tourism products around all of tourism clusters and major cultural celebrations, standards and classifications for all tourism establishments (including all related products and services), and an aggressive campaign for a as a tourist destination become the priority of and are driven by the government and the private sector. Creation of a one-stop-centre for all tourism registration, licensing and permitting requirements would be useful for eradicating the complexities surrounding the process and encouraging investment (foreign and local) within the industry.
- iii. There is the need for the creation of designated tourism destinations in the state with attractive pull factors established,these destinations are better located in rural locality;this

- will accelerate infrastructural development in these areas, create jobs and reduce urban migration.
- iv. A policy to encourage and empower local governments in the state to build their own museums and develop heritage sites within their areas. Tourism departments should be created in all the local governments in the state with the functions of this department will include collection of data on available or sites in their respective local governments.
 - v. Create tourists information office that will coordinates and implement the state's programmes on tourism at the local government level

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TEACHERS' ATTITUDE AND SCHOOL CLIMATE MANAGEMENT IN POST-BASIC SCHOOLS OF DALA EDUCATION ZONE, KANO STATE, NIGERIA**By****Machar SAMUEL**

Department of Education
Bayero University Kano
samuel.machar2@gmail.com
08066928440

Mulikat Lamido Dodo

Federal College of Education (Tech)
PMB 3473
Bichi, Kano state
mulikalamidododo@gmail.com
08035051748

&**Prof. Bello A. Bello**

Department of Education
Bayero University Kano,
08023563413

Abstract

The study focuses on assessing Teachers' Attitude and School Climate Management in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria. Two objectives were raised to guide the study. A descriptive survey design was adopted to carry out the study. The population of the study comprised all the public Post Basic Schools in Dala Education Zone of Kano State, Nigeria with 1,117 teachers. A simple random sampling technique was used to select 278 out of 1,117 teachers as the sample of the study. The instrument used for data collection was adopted questionnaire titled; Management of Post-Basic Schools (MPBS). The reliability co-efficient of the instrument was established using Cronbach Alpha method. The estimate of internal consistency computed for the instrument was 0.78. The data collected were analyzed using Descriptive statistics (frequency count, Mean and Standard Deviation). The result of the study revealed that, Post Basic Schools have favorable school climate and teachers have positive attitude to work. Based on the above findings, the study concluded that shared activities and harmonious atmosphere encourage hard work and peaceful working environment. It is therefore recommended that, Principals should not limit themselves to a particular leadership style that may not stimulate teachers' attitude to work. And to foster the development of positive attitude to work by teachers, principals should in all ramifications and in accordance to the principles of school administration allow teachers to participate in school decision-making freely.

Keywords: Teachers Attitude, School Climate and Post-Basic Schools Management

Introduction

Globally, Education is viewed as a good investment for national development; it serves as the only medium that produces the quantitative and qualitative development for the national

economic growth. It is the process by which the society deliberately transmits its accumulated knowledge, skills and values from one generation to another especially at the post basic level (Jonathan, Augustine & Thaddeus, 2014). Federal Republic of Nigeria (2013), stated that Post Basic Education is the Education children receive after primary level and before the tertiary Education with its broad goal to prepare the individual for useful living within the society and for higher Education. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in a country. To achieve this laudable objectives, teachers' attitude to work and management of post basic school climate cannot be over emphasized (Ekwom, 2015).

Post Basic Education is said to be a roadmap to national development. To this end, Akubue, (2002) viewed education as a vehicle used in conveying the solutions to societal problems and for total realization of nation's potentials and aspirations. Within the framework of education, teachers are at the focus of any human development and also the major agent through which the objectives of the National Policy on Education find its fulfillment and actualization. Furthermore, to realize the objectives of Post Basic education in Nigeria, the teachers must be happy on the job, highly motivated to carry out the task of teaching with good school climate conditions. Such climate conditions include appropriate temperature and positive psychological conditions associated with the teacher in his work place, precisely in the classroom. This implies that teachers need to be highly productive if immediate and long term objective of education are to be achieved. The importance of the teacher as the key agents in post basic education has been recognized by the Federal Republic of Nigeria (2013). In recognition of the roles of teachers' attitude and school climate in the provision of quality education at all levels, teachers' education shall continue to be emphasized in educational planning and development in order to encourage the spirit of enquiry and creativity in teachers (Akinbi, 2015).

Teachers are the hub of any educational system; just like the wheel rotates around the hub, so does educational system rotates around the teachers. The teacher is expected to function not only as a purveyor of knowledge but also as a 'molder' of child's total personality. He is held in great honor and respect, He is considered as a fountain of all knowledge and source of great ideas. He is the torch - bearer to the society. Students look up to him with faith and hope and they seek his counsel in matter of temporal and transcendental. Teachers possesses both cognitive and emotional components of attitude (Zakaria, 2020). Teachers' attitude is important to educational management because they strongly influence social thought, the way an individual think about and process social information. Positive teachers' attitudes are fundamental to effective teaching. Indeed, no educational system can be better than its teachers. Therefore, teachers from all indications occupy copious and important position in Nigerian educative process and any amount of financial resources spent on their welfare with regard to training, improving their effectiveness and productivity are investments made in the right direction (Nwite, and Aja, 2017).

It is worthy to observe that, in institutional administration, every school has its own unique tone, culture or climate. This is what may set one school organization apart from the other. To Ugbong, (2010) school climate is the set of internal characteristic that distinguishes one school from another; it influences the behavior of people in the organization. School climate in this regard is an end product of the school groups-students, Teachers, school administrators as they work to balance the organizational and individual aspect of the school. The school climate has to do with general work environment of the school; it is influenced by formal organization, material

organization, personalities of participants and organizational leadership. According to the National School Climate Council (2007), school climate refers to the quality and character of school life. It is based on the patterns of school life experience and reflects norms, goals, value, interpersonal relationship, teaching, leadership and organizational structures. The school climate reflects physical and psychological aspect of the school that are more susceptible to change and that provide preconditions necessary for teaching and learning.

Ugbong, (2010) further described school climate as an orderly environment in which the school family is able to pursue her mission free from disruptions. In his assertion, Nwokenna, (2010) affirmed that if school organizational climate is not satisfactory, it is the responsibility of the school administrator to effect a change towards a positive direction. The climate of the school and moral of the staff can have a positive effect on the students' attitude. Nwite, and Aja, (2017) posited that conducive school environment foster high school academic achievement and enhance positive attitude to work. In this context, the researcher views school climate variables as the physical, social and psychological factors, which interact to give a school unique congenial learning/working environment and peculiar image. These factors may include interpersonal/social relationships between and within groups, leadership behavior of the school principal, decision-making, school working facilities, general teachers' attitude towards teaching and learning, school tone and motivation, The United Nations Children's Fund (UNICEF) (2015).

Statement of the Problem

The issues of school climate variables have been of great concern to school administrators, teachers, students and parents. Teachers appear to have taken advantages of some prevailing climate variables in becoming nonchalant and uncommitted to their work and school programs. Some display cold and unconcerned attitude to work. Display of autocratic leadership style by school principals, non-involvement of staff in school decision-making and lack of harmony may affect teachers' output and effectiveness. The challenges here are Teachers get late to their various classes when lesson supposed to have been on. Therefore, the problem of this study is to find out Teachers' Attitude and School Climate Management in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria

Objective of the Study

The objectives of the study were to determine:

1. The school climate principals managed in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria
2. Teachers' attitude toward work in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria

Research Questions

The following research questions were answered

1. What are the school climate principals managed in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria?
2. What are the attitude of teachers toward work in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria?

Methodology

The study adopted descriptive survey design. This design was considered appropriate because it sought to determine Teachers' Attitude and School Climate Management in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria. According to Cohen, Mannion, and Marinson (2018) descriptive survey design is a non-experimental method of collecting data from members of a population using questionnaire, observation, or interview. The population comprised all the public Post Basic Schools in Dala Education Zone of Kano State of Nigeria with 1,117 teachers. A simple random sampling technique was used to select 278 out of 1,117 teachers as the sample of the study, in line with Research Advisor (2006). The instrument used for data collection was adopted questionnaire titled; Management of Post-Basic Schools (MPBS). The questionnaire has sections A and B measuring school climate and teachers' attitude to work. The questionnaire has response mode Strongly Agree (SA), Agree (A), Undecided (U) Disagree (DA), and Strongly Disagree (SD) for the respondents to respond to the questionnaire items. The reliability coefficient of the instrument was established using Cronbach Alpha method. The estimate of internal consistency computed for the instrument was 0.78. The data collected were analyzed using Descriptive statistics (frequency count, Mean and Standard Deviation). The research questions were answered using mean (\bar{x}) and standard deviation (SD) based on independent and dependent variables.

Data Analysis and Results Presentation

Research Question One: What are the school climate principals managed in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria?

Table 1. Descriptive Statistics of School Climate in Post Basic Schools

Variables	N	Mean	SD
Favorable	182	64.93	3.97
Unfavorable	96	54.57	1.71

The results of the descriptive statistics from table 1 shows that the mean of favourable school climate is 64.93 while unfavourable is 54.57. This indicated that, most post basic schools have favourable school climate.

Research Question Two: What are the Attitude of Teachers toward work in Post-Basic Schools of Dala Education Zone, Kano State, Nigeria?

Table 2. Descriptive statistics of Teachers' Attitude to work in Post Basic Schools

S/No.	Statements on teachers attitude towards teaching	Mean	SD
1.	I like teaching	3.24	1.20
2.	*Teaching is stressful	3.47	1.28
3.	Sometimes teachers skip difficult topics	3.19	1.34
4.	I used different method in teaching	3.29	1.37
5.	*I feel tired whenever I teach	3.29	1.37
6.	Teaching is only interesting in the beginning	3.43	1.27
7.	Teaching makes me happy	4.43	1.37
8.	*Teaching is so boring	3.63	1.18
9.	*Teaching is always dull	3.71	1.29
10.	Teaching is so exciting	3.29	1.37
11.	Teaching is always refreshing	3.31	1.27

12.	Teaching provide pleasant entertainment	3.15	1.39
13.	*Teaching is worrisome	3.50	1.33
14.	I prepare lesson plan for easy lesson	3.39	1.20
15.	I used teaching aids in teaching	3.31	1.27
16.	*I always leave school before closing time	3.74	1.30
17.	*I don't add extra time for lesson	3.51	1.34
18.	I make proper use of laboratory for practical	3.85	1.37
19.	I am always punctual to class	3.18	1.25
20.	*I don't always teach with instructional materials	2.97	1.25
21.	I find teaching so delightful	3.34	1.19

*Note: Items with * were reverse coded*

The results of the descriptive statistics from table 2 indicated that 278 teachers participated in the study. Considering 2.97 and 4.43 were obtained as minimum and maximum means on each of the items, this indicated that, teachers have positive attitude to work.

Summary of the Findings

1. Most post basic schools have favourable school climate
2. Teachers have positive attitude to work.

Discussion of the Findings

This study revealed that, most Post Basic Schools in Dala Education zone of Kano state, have favorable school climate. This is in line with the study conducted by Zakaria (2020) on the effects of school climate on teacher self-efficacy. The results show that school climate has direct effects on teaching and learning, teachers' attitude to work, school effectiveness and teachers' productivity. The findings also show that teachers' performed less under unfavorable school climate and that directly affect students' academic achievement. This effect of school climate concord with Van Beurden, Van Veldhoven, Nijendijk, & Van De Voorde, (2017), Ainley and Carstens (2018), Ainley and Carstens (2018) and Lee & Louis, (2019) they found that, favorable school climate led to school effectiveness, and high performance by both teachers and students. While unfavorable school climate led to unhealthy school environment, poor performance by teachers and students, low teachers' productivity and minimal services render by teachers in the school.

The findings on teachers' attitude to work revealed that, teachers have positive attitude to work and school climate is a determining factor of teachers' attitude. Furthermore, favorable school climate leads to high teachers' performance and discharge of duties accordingly without complain. While unfavorable school climate leads to low teachers' performance and minimal teachers' participation in school decision making. The findings of the study agreed with Stephen (2011) who found that teachers displayed negative attitude toward work in the following ways: going late to school, the female teachers leaving classroom earlier than the usual time to go to market to do other business, and the male teachers have negative attitude towards classroom teaching. Farrell, (2011) and Eylem and Figen, (2014) found that, there is a significant negative attitude of teachers towards work under unfavorable school climate.

Conclusion

Teachers' attitude to work have recently become a major issue in Post Basic Schools. School management need to be very conscious of this and work hard at providing and managing school climate under their care. However, the study therefore concluded that shared activities and harmonious atmosphere encourage hard work and peaceful working environment. Again, to encourage teachers' positive attitude to work, democratic leadership style is preferred by teachers who are given the opportunity to participate freely in school decision-making since involvement in decision-making process in all school affairs leads to effectiveness and job satisfaction.

Recommendations

The study based on the above findings recommended the following:

1. Principals should not limit themselves to a particular leadership style that may not stimulate teachers' attitude to work. They should adopt all leadership style to create conducive school atmosphere in order to enhances positive attitude to work by teachers.
2. To foster the development of positive attitude to work by teachers, principals should in all ramifications and in accordance to the principles of school administration allow teachers to participate in school decision-making freely.

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MANAGEMENT OF EDUCATION AMIDST NATIONAL CHALLENGES**By****Maryam Muhammad Aminu**

Federal college of education (t) bichi

08039102210

maryam_muye2011@yahoo.com**Maryam Junaidu Galadanchi**

Federal College of Education (T) Bichi

08032665486

maryamjunaidu@gmail.com**Ramatu Isah**

Federal College of Education (T) Bichi

08039797977

Suleimanidris970@gmail.com**Muniratu Muhammad Waziri**muniratuwaziri@yahoo.com

08039138087

Federal College of Education (T) Bichi

&**Idris Ahmad Idris**

National Open University OF Nigeria

08021218191

idrishaf@yahoo.com***Abstract***

Educational management is key to the realization of educational objectives. It helps in the systematic arrangement of educational resources to attain the set goals of the education. It is unfortunate that educational management in Nigeria is facing numerous national challenges that is preventing it from achieving its objectives. The aim of this paper is to discuss the challenges facing management of education amidst national challenges in Nigeria. The paper used secondary data which was sourced from print material and online publication. This paper identified weak school management, lack of data plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption and insecurity as challenges preventing effective management of education in Nigeria. To address the challenges effecting educational management in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.

Keywords: Management, Education, National Challenges

Introduction

By 2050, Nigeria is forecast to have 400m people, meaning it will overtake the United States as the world's third-most-populous country. The starkness of this fact (its population is currently about 200m) illustrates the degree to which demography will shape Africa's future (Africa's population report 2020). Nigeria has a federal system of government with 36 states and the Federal Capital Territory of Abuja. Within the states, there are 744 local governments in total. The country is multilingual, and home to more than 250 different ethnic groups. The languages of the three largest groups, the Yoruba, the Ibo, and the Hausa, are the language of instruction in the earliest years of basic instruction; they are replaced by English in Grade 4 (WENR, 2017). Nigeria's vision of education as an instrument for national development is reflected in the National Policy on Education, which states that no nation can rise above the quality of its education system. The Government relies on education as a springboard for its development and reform agenda. Thus, five main national objectives have been endorsed as the necessary foundation for the National Policy on Education:

- To build a free and democratic society;
- To build a just and egalitarian society;
- To build a united, strong and self-reliant nation;
- To build a great and dynamic economy;
- To build a land of bright and full opportunities for all citizens.

The National Policy on Education defines the structure of Nigeria's education. The published document of the Policy consists of 13 sections that cover critical issues about the educational sector. As stipulated in the National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of primary and three years of junior secondary education. Post-basic education comprises three years of senior secondary education in either an academic or technical stream. In the tertiary level, the system consists of the university, polytechnic and college of education subsectors. The National Policy on Education addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls' education. According to (Federal Ministry of Education 2013) the responsibility for administering the education sector in Nigeria is shared among the federal, state and local governments. Thus, in the country's constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal Government is involved directly in tertiary education. The states take care of secondary education, while the local governments handle primary education. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country.

The management of the education system is shared mainly among the education ministries at the federal and state levels, as well as statutory bodies referred to as commissions. There are commissions established for different subsectors of the education system and are charged with various responsibilities for the subsectors. The Federal Ministry of Education is responsible for the coherence of the national policy and procedures and for ensuring that the states' policies operate within the parameters of the national policy as adapted for local needs (NEEDS, 2014). Coordination of policy at the political level is handled by the National Council of Education, the

highest policymaking body chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education (Federal Ministry of Education 2013). The state-level education ministries are responsible for the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the education ministry. Such responsibilities include: determining the salaries of teachers; recruitment, appointment, promotion and discipline of staff; and provision of guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff. The oversight functions of the Ministry of Education are carried out through a number of agencies. For instance, the State Universal Basic Education Board (SUBEB) is responsible for the management of basic education, while the Teacher Service Commission takes charge of senior secondary education at the state level (Federal Ministry of Education 2013).

The Nigerian educational system at glance

According to Moja, (2000), Nigeria has some of the worst education indicators globally. The report indicates that Nigeria has about 10.5 million out-of-school children, which is the largest in Africa in absolute terms. It also identifies inequity and education costs as indices that have contributed to the damning evidence of the state of education. From these indications, it is obvious that Nigeria might not achieve the MDGs of the EFA by the 2015 global timeline in spite of the commitment and efforts of the Federal Government towards the attainment of such goal.

The report on Teaching and Learning: Achieving Quality for All indicates that Nigeria is among the 37 countries because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not in the near future because of poor-quality education that fails to ensure that children learn. According to Moja, (2000) report, Nigeria is one of the only 15 countries that are projected to have less than 80 per cent of its primary school-age children enrolled in school by 2015. Nigeria's out-of-school population grew the most worldwide since 2004–2005 by 3.4 million; the country also had the fourth highest growth rate of out-of-school population in the world. In its 2016 report on perception of wellbeing, the United Nations Development Program stated that only 55 per cent of Nigerians were satisfied with the country's education quality, 48 percent were satisfied with its healthcare quality, and 36 percent were satisfied with the standard of living. The perception of wellbeing is much better in countries that have much higher quality education. For instance, 83 percent were satisfied with the education quality in Singapore, 88 percent were satisfied with her healthcare quality and 84 per cent were satisfied with the standard of living.

At the basic education level (NPC & RTI International 2011) observed that even when children are in school, a large proportion are not learning. Nearly half of all children who have completed primary school in Nigeria cannot read a complete sentence, and more than two thirds of children in the north remain illiterate by the end of primary school. At the secondary schools level, Osunyanmi, A, F (2018) submitted that the declining of standard of secondary education in

Nigeria poses serious challenge to principals, teachers, and students who constitute the primary focus in quality assurance system. It therefore assumes that principals as quality assurance agents in secondary schools need to ensure qualitative service delivery by continuously monitoring performances of teachers as well as students against educational objectives to ensure best practices in inputs and through-put which lead to quality outputs that will meet the yearnings and aspirations of the larger society (i.e. national and international acceptable standard). At the higher education, Ayeni, and Afolabi, (2012) observed that concern has been raised about the decline in the quality of education in Universities, Polytechnics and Colleges of Education. This is evident by the quality of graduates produced by these institutions. For instance, graduates from Nigerian universities are faced with problem of unemployment upon graduation.

Noun (2012) affirmed that the quality of education offered by higher education institutions in the recent times has deteriorated substantially. Mohammed, and Gbenu (2007) described the situation in our tertiary institutions as institutional failure because of skill mismatch. He said skill mismatch is a major concern in Nigeria while Babalola, (2007) opined that the Nigerian educational system is in mess and needs total restructuring for better performance. The above submission from different reports shows clearly that there are problems with the management of education in Nigeria Based on this challenges, this article is aimed to examine the challenges facing the management of education in Nigeria.

Concept of Education

Education deals with knowledge acquisition, training and development of the individual to be able to contribute positively to the society. Education embraces not only school experiences but also indirect or incidental influences which help us to learn, such influences and activities affect our character, behaviours and perceptions. (Ogunode, 2020), Sees education as an enabling agency by which the Africans could restore their self-confidence, and make those who doubted the humanity of Africans begin to revise their views and learn to respect Africans. From the above, education is a form of training given to the individual that makes him useful in the communities.

Concept of Management

Management is act of utilizing of resources to achieve institutional goals. Management is the systematic process of applying both human and materials resource to realize the objectives of an organization. Management is the application and the deployment of organizational resource to towards achievement of organizational goals. (kinpelu, (2004), Opined that management is concerned with a variety of tasks. Ogunsaju (2008), in his own view describes management as the careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specific objectives. Management is very germane to the realization of the school's objectives indeed, the success of the school system depends largely on the management of the school is handled. The teachers, students, non-teaching staff and resources must be efficiently arranged, monitored and controlled, so that they would work harmoniously according to (educational plan).

Concept of Educational Management

Nwakwo (2007), Educational management implies the arrangement of the human and material resources and programme available for education and carefully using them systematically for the achievement of educational objectives. Thus educational administrator, whether in the ministry of education, the schools board, or in a school is essentially the organiser, the implementer of plans, policies and programmes meant for achieving specific educational objectives. The educational administrator may contribute, one way or the other, in planning, policy making and programme designing, yet his major role rests with the effective and efficient implementation of such plans, policies and programmes for the benefit of education.

Nwankwoala, (2016), defines the term as a broad umbrella encompassing a number of processes such as: planning, coordinating, controlling and being involved in other management processes and contribute to formulation of policies. In order to achieve these goals, the head of the educational organization plans carefully various programmes and activities. The educational organization may be a school, college or university. The head organizes these programmes and activities with co-operation from other teachers, parents and students, motivating them and coordinating the efforts of staff members as well as directing and exercising control over them. The head evaluates the performance and progress of staff in achieving the purpose of the educational programme, provides feedback to them and brings modification in the plans and programmes of the institution when required. The totality of these processes which are directed towards realizing or achieving the purposes of the school is called educational management.

Aderonunmu et al (2001), defined Educational Management as "essentially a service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized".

Educational Management broadly means running of educational institutions, which involves guidance, leadership, and controlling of the efforts of individuals in the achievement of the goals of the institution Ayanniyi, (1999). The objectives of Educational management is the integration and co-ordination of all the educational resources towards attain the objectives of the educational institutions. The physical resources mainly comprise building equipment and instructional materials. The human resources include pupils, teachers, supervisors, management and parents. The additional elements comprise the various aspects of educational theory and practice including philosophy of education, objectives of education, curriculum, method of teaching, discipline, role of the teacher, rules and regulations etc.

Okoroma, (2016), outline the objectives of educational management as follows: (1) to provide proper education to students, (2) to ensure adequate utilization of all resources, (3) to ensure professional ethics and professional development among teachers, (4) to organize educational programmes for acquainting students with the art of democratic living and giving them excellent training in democratic citizenship, (5) to mobilize the community, (6) to organize co-curricular activities effectively for developing talents of students and work efficiency of educational teachers, (7) to get the work done, (8) to prepare students for taking their places in various vocations and avenues of life, (9) to train the students in developing scientific attitude and objective outlook among them towards all aspects and activities of life, and (10) to ensure qualitative improvement of education.

Features of Educational Management include the following:

1. Educational management doesn't refer to any single process rather different processes or aspects constitute management. These are planning, organizing, directing, coordinating, controlling, staffing and evaluation. 2. Educational management is a non-profit making task. 3. Educational management is primarily a social enterprise as it is more concerned with human resources than with material resources. 4. Educational management is more of an art than a science. The reason is that human relationship prevailed here can't be maintained by any set of formulae. 5. Educational management is similar to general management in many ways, but it is also dissimilar to general management in many more ways. 6. Educational management is a complex affair. (Gift, 2018)

Kalagbor, (2017), the following activities and programmes come under the scope of educational management at the institutional level: (a) Deciding the purposes of the institution or school, (b) Planning for academic or curricular and co-curricular activities, (c) Preparing the time table and the time schedules for various activities, (d) Assigning duties and responsibilities to the staff members, (e) Organizing curricular and co-curricular programmes, (f) Directing and motivating the staff of the institution, (g) Coordinating by efforts of people to achieve the purpose. h. Exercising control over the staff, (i) Conducting periodical reviews about the progress, achievements and failures of the institution, (j) Taking measures for staff development, (k) Maintaining order and discipline, (l) Management of materials, (m) Management of finance, (n) Maintaining records and registers up to date, (o) Maintaining human relationships, (p) Supervision of the work of teachers and other employees, (q) Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well.

Educational Management Amidst National Challenges

Generally, educational management have been facing many challenges in Nigeria at both external and internal administrative level. Some of the challenges preventing effective management of education in Nigeria include: weak school management, lack of data to plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption and Insecurity.

Weak Institutional Management

One of the challenges facing the management of education in Nigeria is weak leaders appointed to head the various educational institutions in the Country. Leadership matters when it comes to educational management. Educational institutions leaders appointed to head some of the public educational institutions in the country are very weak, uncoordinated and lack administrative skills. Some do not have administrative knowledge or skills. Many Director General, Chief executive and Executive secretary of educational institutions do not poses the professional qualifications, skills, charisma, or good human relations needed for effective and efficient leadership Micheal, (2013). As a result of the poor leadership and ineffective style of management, a lot of programme of activities are not carried out in such institutions such as provision of grant for research and publications, staff welfare is neglected, no adequate control of staff and students,. Such leaders also do not have the zeal for supervision and monitoring of institutional activities. This can affect the systems performance in that, workers can result to a nonchalant attitude toward work and hence no sustainability or continuity of good track records

of performance in the system. Educational institutions needs leaders that are professional and can develop the educational institutions Micheal, (2013).

Lack of Data to Plan

Educational management need reliable data to make decision or formulate policies for the educational development. (British Council 2014) Submitted that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at school and local level in many areas is often viewed as a crisis, inhibiting the development of effective education planning, monitoring, programming and policy-making. Ololube, (2013). Also observed that one of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Nigerian education systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes. Nwakwo, (2007) Argued that the process of educational planning in Nigeria is also hampered by the critical problem of inadequate statistical and demographic data. For any meaningful planning to be carried out, statistics is very crucial. However no reliable census has been conducted in the country.

Inadequate Funding

Education Finance is an aspect of educational management. It is concerned with revenue allocation, disbursement of funds through budget allocation and alternative incomes into education. The effectiveness and efficiency in the use or disbursement of available funds, have implications for the achievement of school objectives. In Nigeria, funds are made available for different educational institutions to be used for the following purpose: purchase of laboratory equipment; construction of school physical plant; stocking of library; employment of staff and purchase of other facilities in schools Noun (2012).

The major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. This neglect has further precipitated crises in the entire higher educational systems as effective teaching, research and service are no longer taking place seriously UNICEF (2017).

Babalola, J.B. (2007) Observed that inadequate funding is one of the greatest challenges facing the ministry of education in Nigeria. A breakdown of budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO annual budget for a year. A breakdown of Nigerian education budget for decade revealed the following:

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

Sourced from (NPC, 2020)

Where by other developing country like Ghana; in the last 10 years, they have never budgeted less than 20 per cent for education. There is South Africa, Egypt, among others. This implication of this is that majorities of agencies and commissions that depends on the ministry of education are also underfunded. All evaluating agencies and commissions operates directly under the ministry of education. The poor funding of all these institutions directly and indirectly affects the programme and activities of the agencies reducing the impact of evaluation in the country. Inadequate funding of evaluating agencies in the country is affecting the programmes and activities of the agencies.

Inadequate Professional Teachers

Inadequate professional teachers is a major problem preventing effective management of education in Nigeria. Effective management is possible when there are adequate professional teachers to deploy to classes and lecture hall at various educational institutions in the country to teach. Federal Ministry of Education (2013), Submitted that a number of challenges have been identified as clogs in the realization of good access, equity and quality of education in Nigeria. One of these is the critical issue of teacher shortage at all levels of education. For instance, at the basic education level, the UBEC's 2012 National Personnel Audit Report revealed gross inadequacy in the quality and quantity of teaching personnel in the nation's primary and secondary schools. According to the report, there were 564,569 teachers in 59,007 primary schools in the country in 2012, of whom 297,960 were males and 266,609 were females. Also, there were a total of 133,338 teachers, comprising 68,085 males and 65,253 females, in 11,295 junior secondary schools in Nigeria. Considering that there were 20,291,709 and 4,313,164 enrollees in primary and junior secondary schools, respectively, during the personnel audit period, the teacher-to-pupil ratios of 1:60 and 1:37 were obtained for the nation's primary and secondary schools, respectively (UBEC, 2012). There is no doubt

that the inadequacy of qualified teachers has negative impacts on the general quality of basic education in the country. In addition to teacher shortage, many other challenges militate against the realization of quality education in Nigeria.

According to the Nigerian education sector analysis report produced for the (World Bank 2010, Report), some of the major issues related to Nigerian teacher education that need attention are:

- (a) The shortage of primary school teachers required to meet the projected population of primary school pupils;
- (b) The extremely high number of pupils in a class for a teacher, which puts the current teacher-to-pupil ratio at 1:76;
- (c) The low number of graduates going into the teaching profession;
- (d) Teachers have become marginalized and the profession is the most impoverished of all sectors of the labour force in Nigeria;
- (e) Poor salaries and benefits for teachers, poor conditions of the work environment, unimpressive access to information and new technology;
- (f) Inequities in the availability of qualified teachers in different states;
- (g) Most current primary school teachers have yet to attain the minimum qualification (i.e. the NCE) as required by the National Policy on Education;
- (h) Most colleges of education offering courses that are neither appropriate nor relevant to the level and needs of most primary school teachers;
- (i) Oversupply of NCE-qualified and graduate teachers in some disciplines and subject combinations while there is a general shortage of teachers in other areas such as physics, mathematics, home economics, business education, technical education, primary education studies, nursery education and computer science;
- (j) Lack of professionally qualified and competent staff in management positions in tertiary institutions;
- (k) The serious gender imbalance in some states, particularly the decline in the number of male teachers and their importance as role models.

Inadequate Infrastructural Facilities

The lack of adequate infrastructures in the Nigerian educational institutions has posed serious setback in the management of education in the country. In an institution where there are no adequate classrooms, resource rooms, staff rooms, lack of laboratory facilities, computers and the like; proper teaching and learning cannot be effective and efficient in the system. The problem of inadequate infrastructural facilities is affecting all the educational system. Research has it that the early child education centres in the country do not have adequate infrastructural facilities Ogunode, (2020). At the basic school Ogunode, (2020), Observed that there inadequate infrastructural facilities in majorities of the universal basic schools across the country Ogunode, (2009), Submitted that there are inadequate infrastructural facilities in the secondary schools across the country while Salisu, (2001), in her study of influence of school physical resources on students' academic performance concludes that, there is significant difference in the academic performance of students in institutions with adequate facilities and those with inadequate facilities. The lack of good buildings or funds to rehabilitate collapsed structures poses threat to the system performance and its sustainability hence education to some extent is falling due to low standard.

Institutions Corruption

According to the Global Corruption index, (2019) the report released by Transparency International, Nigeria is now ranked 146 out of the 180 countries considered. This is two steps lower from 144th ranked in 2018. Despite Nigeria's anti-corruption campaign, the country has dropped from 144 in 2018 to 146 in 2019 on the annual corruption perception index published by Transparency International. The report revealed that Nigeria ranks 146 out of the 180 countries considered, behind Botswana (Global Corruption index, 2019), Rwanda and Mauritius among other African nations. Institutional corruption is one of the factors frustrating effective management of education in Nigeria. Funds budgeted for capital projects in the educational sector are been diverted for personal use. Corruption practices has penetrated into the educational institutions in the country. (Global Corruption index, 2019) Observed that corruption is widespread and endemic in Nigeria. But we know that the problem of corruption is as old as society itself and cuts across nations, cultures, races and classes of people. It is undoubtedly one of the greatest challenges of our times leading to underdevelopment and poor service delivery in Nigeria. Corruption has a lot of negative consequences on every sphere of societal development whether social, economic or political. Corruption not only leads to poor service delivery but loss of lives. Corruption is pervasive in Nigeria with serious negative consequences.

Insecurity

Insecurity is another challenge preventing effective management of education in Nigeria. Insecurity is one of the challenges preventing effective management of educational programme in Nigeria. Nigeria since return of democratic government have been facing different forms of insecurities challenges. Nigeria is facing a range of complex conflict and security challenges, although the incidence and causes of violence differ significantly among Nigeria's 36 states. The conflicts in the North of the country, where the majority of out-of-school children exist, include the insurgency of radical Islamists in the North East. Also, as the Sahel and farms encroach on pastures and grazing areas, conflicts between herdsman and farmers have intensified across Nigeria's middle belt (in particular, in Kaduna State). The ethno-religious, inter-communal violence, whether riots or fighting between insurrectional groups and the police, tends to occur at specific flashpoints in the North West, whose populations are religiously and ethnically very mixed. School management cannot go for field work in some part of the country due to insecurity problems. According to United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009 (UNOCHA, 2017b), the report read in part. Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers (HRW, 2016). Reports indicated it had killed almost 2,300 teachers by 2017 (UNOCHA, 2017a). The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity.

Recommendations

To address this challenges preventing effective educational management in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.

Appointment of Competent Managers

To achieve the objective of education in Nigeria, the government should appoint competent heads to manage the various educational institutions in the country. The appointment should be based on track records of performance not just on political consideration.

Adequate Fund

The following measures are recommended for improved funding of educational institutions:

- a. Government should improve on percentage of her annual budget to education as recommended by UNESCO, which is 26% of the entire budget.
- b. The proportion of budget meant for the education sector should be allocated to the three levels of education based on reliable statistics on enrolment, staff strength, infrastructure, need for training research, and so on.
- c. Parents and other stakeholders should be sensitized on the need to donate to schools in their community generously.
- d. The primary school management board/heads should use grants meant for running the schools judiciously.
- e. Infrastructures such as school hall and school field could be given rented out with token charges.

Provision of Adequate Infrastructural Facilities

Infrastructural facilities are an important input in the educational system. It will be difficult, if not impossible to realize laudable educational objectives without a functional and adequate physical plant in Schools. Based on this premise, these suggestions are made to solve physical plant problems in primary schools.

- 1) Renovation of abandoned buildings in primary schools so as to serve their expected purposes.
- 2) Construction of new structures in schools where there are inadequacies.
- 3) Establishment of maintenance units in schools so as to ensure regular inspection of physical plant and carry out minor repairs before they get out of hand.
- 4) The old students, religious associations, parents, philanthropists and nongovernmental organizations (NGOs) should be sensitized on areas where their effort is needed to improve physical plants in Schools.

Fight Institutional Corruption

The government should fight all institutions corruption in the ministry of education. The government should put in place measures to ensure accountability of funds allocated to the ministry of education. Some scholars have recommended that the anti-corruption fight must be guided by legislative framework for transparent and accountable government; political will and commitment to fight corruption; comprehensive strategy that is systematic, comprehensive,

consistent, focused, publicized, non-selective and non-partisan; protection of Whistle blowers; political reform to curb political corruption especially election rigging; reform of substantive programmes and administrative procedures; mobilisation for social re-orientation; independent media; adequate remuneration for workers to reflect the responsibilities of their post and a living wage; code of ethics for Political office holders, business people and CSOs; independent institutions especially electoral, human rights and gender commissions and a movement for Anti-corruption.

Adequate Securities

No any meaningful development can take place in the management of education without security. The government should take giant steps to address the issues of insecurity in the country especially school attack by the insurgent in the Northern Nigeria. The government should also ensure the school safe programme is fully implemented across the states of the federation.

Generate reliable data for planning

Data is very important in the management of education for planning purposes. The management of education needs reliable and current data to plan the education. To enhance effective management of education in Nigeria, the government should ensure reliable and creditable data are generated for education management.

Conclusion

This paper identified weak school management, lack of data to plan, inadequate funding, inadequate professional teachers, inadequate infrastructural facilities, institutions Corruption and insecurity as challenges preventing effective management of education in Nigeria. To address the challenges preventing effective educational management in Nigeria, the following have been recommended: appointment of competent head for educational institutions, increase the funding of education, provide adequate infrastructural facilities, fight institutional corruption, provide adequate security and generate reliable and creditable data for planning education.

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PEER PRESSURE AND INTERNET ADDICTION AS CORRELATES OF ACADEMIC PERFORMANCE AMONG EDUCATION STUDENTS OF FEDERAL UNIVERSITY OF KASHERE, GOMBE STATE

By

Abubakar Mohammed

Department of Educational Foundations, Faculty of Education, Federal University of Kashere,
Gombe State.

+2348146086818

abusaabiiq@gmail.com

Abubakar Ruwaydah Bello

Department of Educational Foundations, Faculty of Education, Federal University of Kashere,
Gombe State.

+2348031583147

ruwaydahbello@gmail.com

Umar Abubakar Magaji

Department of Educational Foundations, Faculty of Education, Federal University of Kashere,
Gombe State.

+2348030529940

umarmagajia@gmail.com

Sanusi Haruna Muhammad

Department of Educational Foundations, Faculty of Education, Federal University of Kashere,
Gombe State.

+2348037327044

sanusiharunamuhammad123@gmail.com

Abstract

The study examined peer pressure and internet addiction as correlates of academic performance among education students of Federal University of Kashere, Gombe State. The study was guided by three objectives; which were to find out if there is any relationship between peer pressure and academic performance, relationship between internet addiction and academic performance and the influence of peer pressure and internet addiction on academic performance among education students of Federal University of Kashere. A total population of 286 was used for the study, where 150 samples were randomly selected which comprised of 75 male and 75 female students of 300 level education students using purposive sampling technique. The instruments used for data collection were adopted from 13-items peer pressure inventory and 18-items internet addiction scale on a 5-point Likert scale which was validated by an expert in measurement and evaluation. Peer pressure inventory has a good reliability index of .78 while internet addiction scale has an index of .68. The data collected were analyzed using Pearson Product Moment Correlation Coefficient Statistic in which the hypotheses postulated were tested. Results revealed that there is significant relationship between peer pressure and academic performance of students ($p=0.42<0.05$), whereas there is no significant relationship between internet addiction

and academic performance ($p=.442>0.05$) considering the p -values obtained. In addition, the result indicated that the higher the peer pressure the lower the academic performance. Recommendations were made that students should be emotionally supported by their parents and significant others, which will help to reduce the level of peer pressure on students.

Key Words: Peer Pressure, Internet Addiction, Academic Performance

Introduction

Peers are people who of the same social group, while “pressure” implies a process that influences people to do things that may be resistant to, or might not otherwise choose to do. Peer pressure simply means the influence that peers can have on each other. So usually the term “pressure” is used when people are talking about behaviors that are not considered socially acceptable or desirable, such as experimentation with alcohol or drugs. Peer pressure causes students to do things they would not otherwise do with the hope of fitting in or being noticed, and of course, this may include experimenting with alcohol and/or drugs. This risky behavior with drugs and/or alcohol can result in the following: driving under the influence (of alcohol or other drugs), overdose alcohol, sexually transmitted diseases and accidents. (Elizabeth, 2019).

According to Wickert (2002), peer pressure is the main cause of student’s misbehaviour in school. The influence of peer pressure on academic performance can be as a result of negative peer pressure, either through friends, or as peer group. According to Jones, Audley-piotrowski and Kiefer (2012) it should be noted that there is often not a direct relationship from friends rather, friends influence one’s self-beliefs, which may then alter academic behavior.

In Nigeria, the internet was first introduced in 1991; and during the recent years, a dramatic growth in the use of internet has been observed in Nigeria (Hameed, 2019). The internet is a telecommunication network that uses telephone lines, cables, satellites and wireless connections to connect computers and other devices to the World Wide Web (Daries, 2013). The wide spread of internet access needs communication, education, banking and other areas can now be satisfied. As internet makes life easier, it also causes various kinds of problems when used without awareness (Muslu and Bolisik, 2009). One of the reasons why people spend more time on the internet is due to social networks such as twitter and Facebook. Moreover, the number of social networks has increased. These websites are places where young people spend more time and cannot keep the time spent under control (Kaya, 2011).

Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. Some internet users may develop an emotional attachment to on-line friends and activities they create on their computer screens. Internet users may enjoy aspects of the internet that allow them to meet, socialize, and exchange ideas through the use of chat rooms, social networking websites, or “virtual communities” (David, 2009). Academic problems caused by internet addiction include decline in study habits, significant drop in grades, missing classes, increased risk of being placed on probation, poor integration in extracurricular activities and so on. Besides, students that are internet addicts often suffer from severe psychological distress, such as depression; anxiety; compulsivity; feeling of self-effacement, fear that life without internet would be boring, empty, and joyless; as well as feeling of loneliness and social isolation. Internet users are not a homogeneous group, Mafe and

Blass (2006) proposed that a profile of most internet-dependent users is the young individuals. The young internet users (19 - 24 years) are at high risk of becoming internet addicts than the older users (Soule, Shell & Kleen 2003).

Few researches have been conducted in the field of cyber world and its influence on student's academic performance, Suhail and Bargees (2006) indicated that internet usage impacts education in a positive way by increasing communication with classmates and professors, access to libraries and education debates, and improving study hours and study habits. Despite these benefits, college students are at particular high risk for developing internet addiction. Mosha (2017) investigated the influence of peer group on adolescent students' academic performance in secondary schools in Tanzania. A total of 144 participants (120 students and 24 teachers) were involved in the study. The samples were purposively selected from two secondary schools (one government and one private school). The study established that peer group had negative influence on adolescent students' academic performance at the selected schools. Tausif, Muhammad, Ahsan, and Faizania (2016) investigated the frequency of internet addiction among medical students and its effects on their academic performance using simple linear regression among 175 male and 147 female students. Two hundred and sixty-eight (constituting 83.2%) students were in normal category, 52 (16.1%) were in moderate while 2 (0.6%) were in severe category. They found significant difference in the proportion of students who passed or failed their exams in the categories (normal vs. moderate + serious) being low pass and high fail in moderate + serious' categories ($p=0.02$). The mean internet addiction score was negatively correlated with academic performance ($p=0.01$). Sylvia, Azwa, Mazdiah, Ku, Amir & Ku (2017) studied the effect of internet addiction on students' academic performance and emotional instability among 280 diploma students in UITM, Sabah. The results revealed that internet addiction has positive relationship with students' emotional instability. Then, students' emotional instability translated to poor academic performance which emphasized that internet addiction also has negative relationship with students' academic performance. Binnaz and Mehmet (2010) investigated the relationship between internet addiction and peer pressure; the results showed that internet addiction scores of the adolescents did not correlate with the scores of the peer pressure. ($p=1.980$; $p=160$).

However, the current study would be a step ahead in the same line to investigate the correlation of peer pressure, internet addiction in depth which would ultimately add to the existing body of knowledge. The current work was undertaken to determine the relationship of peer pressure, internet addiction and academic performance among students of Federal University of Kashere. This research specifically focused on peer pressure and internet usage (not just computer) as studies have revealed that it is the internet that mostly makes people addictive to computers. As such, this study only focused on undergraduate students as they were found to be the heavier consumers of the internet compared to postgraduate students.

Statement of the Problem

Teaching and learning is believed to be a medium through which children's academic activities and dispositions are monitored accordingly. The monitoring of their achievements is based on periodic assessment such as classroom test, assignment, examination among many. Despite that, it is unanimously agreed there is always a decline in learner's attainments to teaching and learning objectives which happen as a result of many factors that may vary from place to place.

It is the same with education students of faculty of education, Federal University of Kashere, Gombe State where student's general performance decline which lead to failure. This paper intends to find out the influential factors declining student's academic achievements. Hence, the study focuses on two factors which are peer pressure and internet addiction.

Finally, there was no paper that thoroughly studied this issue specifying Federal University of Kashere, with student's faculty of education as participants. Thus, the paper investigated on peer pressure, internet addiction and academic performance among education students of federal university of Kashere, Gombe State which seems to be justifiable.

Objectives of the study

The main objectives of this study were as follows:

- i. To find out if there is any relationship between peer pressure and academic performance among education students of Federal University of Kashere
- ii. To find out if there is any relationship between internet addiction and academic performance among education students of Federal University of Kashere
- iii. To find the influence of peer pressure and internet addiction on academic performance among education students of Federal University of Kashere

Hypotheses

H₀₁: there is no significant relationship between peer pressure and academic performance among education students of Federal University of Kashere

H₀₂: there is no significant relationship between internet addiction and academic performance among education students of Federal University of Kashere

Methodology

The research design used for this study was survey design. A total population of 286 education students were used where samples were drawn from 300L education students (75 male and 75 female students) in three departments; Educational Foundations, Arts and Social Science Education and Science Education (2020/2021 session). The technique of sampling employed was purposive sampling as the evidence for choosing participants purposively is always based on experience (Koul, 2012). The choice of this sample was because 300 level students of Federal University of Kashere have been accessing information via the university wireless internet services and they voluntarily participated in the study. The study adopted a correlation research design where the samples were reached in their respective lecture halls. The samples completed a survey comprising demographic variables (gender, age, academic discipline, and department) and 13-items peer pressure inventory (Sentor, Messervey & Kusumaker; 2000) and an 18-item internet addiction scale on five-point likert scale were used as well. The scale was anonymous where participants were told the purpose of the study was to understand factor affecting their well-beings. There was no treatment as they only filled demographic sheet and reported their feelings. According to literature, peer pressure inventory has a good reliability index of .78 while the internet addiction scale has an index of .68. Thus, the instrument used for the study was therefore reliable.

Findings

The data collected for the study were analyzed using Pearson Product Moment Correlation Coefficient (r) Statistic. The hypotheses tested were:

H₀₁: there is no significant relationship between peer pressure and academic performance among education students of Federal University of Kashere.

H₀₂: there is no significant relationship between internet addiction and academic performance among education students of Federal University of Kashere.

Hypothesis 1: there is no significant relationship between peer pressure and academic performance among undergraduate students of Federal University of Kashere.

Table 1: Pearson correlation (r) on relationship between peer pressure and academic performance

Variables	N	Mean	SD	r	p-value
Peer pressure	150	8.38	8.22	-.235	0.042
Academic performance	150	5.347.01			

Table 1 shows that there is significant inverse relationship between peer pressure and academic performance where $r = -.231$ and $p = 0.042$. The correlation coefficient reveals that as peer pressure increases academic performance decreases and vice versa. Therefore, the null hypothesis that stated that there is no significant relationship between peer pressure and academic performance among education students of Federal University of Kashere was rejected. Since p-value is less than 0.05 level of significance.

Hypothesis 2: there is no significant relationship between internet addiction and academic performance among education students of Federal University of Kashere.

Table 2: Pearson correlation (r) on relationship between internet addiction and academic performance

Variables	N	Mean	SD	r	p-value
Internet Addiction	150	60.81	14.08	.072	.442
Academic performance	150	4.28	.64		

Table 2 shows that there is no significant relationship between internet addiction and academic performance from the values obtained where $r = .072$ and $p = .442$. This is because the p-value .442 is greater than .05 level of significance. Thus, the null hypothesis which stated that there is no significant relationship between internet addiction and academic performance among education students of Federal University of Kashere was accepted and retained.

Discussion of Findings

The main focus of this work was on the relationship of peer pressure, internet addiction and academic performance, among education students of Federal University of Kashere. The research of this study showed that Peer pressure has a significant relationship on students' performance; which implies that peer pressure increases, academic performance decreases as well. This finding goes in line with the researches of Suhail and Bargess (2006,) and Mosha (2017) on the influence of peer group on adolescent students' academic performance in secondary schools, showing a negative effect on academic performance. The reasons advanced for such negative influence was that, peer pressure is high on students resulting to loss of concentration on their academic activities.

On the other hand, the relationship of internet addiction among undergraduate students portrays no significant relationship on academic performance which correlates with the researches of Tausif et. al (2016) and Sylvia et. al (2017) indicating that internet addiction score was

negatively correlated with academic performance, which was as a result of limitation, restriction and application of the password involves a vigorous process which most students feel discouraged to undergo, in addition the range of the wireless internet service do not cover the entire school premises of the campus.

Finally, the result also shows the influence of peer pressure and internet addiction on academic performance among education students. This finding is in line with the findings of Binnaz and Mehmet, (2010) which showed that peer pressure and internet addiction have influence on academic performance of students that the more peer pressures, the greater the level of internet addiction and that there is not much research to investigate the influence of peer pressure and internet addiction on academic performance.

Conclusion

The results of the present investigation indicated that peer pressure has a significant relationship on academic performance, showing a negative effect on academic performance as a result of peer pressure. The higher the peer pressure, the lower the academic performance. The hypothesis 2 shows that there is no significant relationship between internet addiction and academic performance. The result also shows that peer pressure and internet addiction have great influence on academic performance of students.

Recommendations

Following the above findings, it is recommended that students should be emotionally supported by their parents and significant others, which will help to reduce the influence of peer pressure on the students. Faculty should provide students with communication skills, social skills which will help in overcoming peer pressure. Counselors in the faculty should educate parents on how they will be involved in their children's life, by advising and guiding them on the right path. Counseling activities should be organized within the faculty in order to prevent peer pressure on students. Children should be educated from early years on how to make right choices and the decisions as well as the benefits of it that are brought by making either the right choice or the wrong one. Teacher should find out the reasons why many students are prone to peer pressure and negative behaviours at faculty and finding solutions to such reasons.

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INFLUENCE OF SCHOOL – BASED INSTRUCTIONAL SUPERVISION ON TEACHER EFFECTIVENESS IN PUBLIC AND PRIVATE SENIOR SECONDARY SCHOOLS IN THE MIDST OF NATIONAL CHALLENGES IN KANO STATE

By

Muhammad Kabir Idris

KSSSMB, Kano

08036895064

mkidris73@yahoo.com

Umar Garba

Department of Education

Yobe State University, Damaturu

08067063899

Alhumar14@gmail.com

&

Asma’u Audi Ahmad

Department of Educational Foundation

Aminu Kano College of Islamic and Legal Studies, Kano

Asmauaudi02@gmail.com

Abstract

The paper compared teachers’ perception of school - based instructional supervision and its relative influence on teacher effectiveness in public and private senior secondary schools in Kano State. Ex – post facto was used as research design in the study. Two null hypotheses were formulated and statistically tested on a sample population of three hundred and sixty- five (365) teachers that comprised of 197 public senior secondary schools’ teachers and 168 private senior secondary schools’ teachers drawn through proportionate and random sampling techniques from the total population of 14736 teachers in the State. A validated Questionnaire with satisfactory reliability index of .896 was used as data collection instrument. Descriptive statistics of mean and standard deviation and t – test was used to analyzed the research questions and hypotheses raised. The result of the study indicated that principals in private senior secondary schools significantly performed better in instructional supervision than their counterparts in public schools, that the influence of school – based instructional supervision on teachers’ effectiveness is higher in private than public senior secondary schools in Kano State. It is therefore concluded that school – based instructional supervision is effective on teacher efficacy. On that basis, it was suggested that more efforts should be given to school instructional supervision by public school principals as it takes precedence over more managerial aspects of the school principalship as a means of bridging the achievement disparity gap between their students and those of private secondary schools. Based on the findings of the study appropriate recommendations were advanced.

Key Words: School – based Instructional Supervision, Public, Private, Schools, Teacher Effectiveness.

Introduction

The importance of secondary education in the echelon of the educational system in Nigeria cannot be over – emphasized. Apart from serving as a link between primary and tertiary education, it also provides opportunity for the adolescent citizen to acquire additional knowledge, skills and traits for human and national development, (Matthew, 2013). But despite its significance to the educational system, the Nigerian secondary education has over the recent decades become a source of concern to the citizens, (Ensley, 2014). The concern focuses essentially on the quality which has been declining at an alarming and embarrassing rate, as indicated by declining students' achievement and wastage in the system, especially at public schools. Many attributes these low learning achievements in public secondary schools with challenges of rapid expansion of schools, general shortages of instructional facilities, unprecedented explosion in enrolment figures, in adequate funding in the system, poor salaries of teachers, and a gradual but steady decline in teacher effectiveness, (Idris, 2012; Ogbo and Igu, 2014). Others attributed it to the inability of the principals to coordinate, direct and supervise instructional activities in their schools, (Nnoli and Sulaiman, 2000). The National Policy on Education (FRN, 2013) specifically prescribes regular and continuous instructional supervision in schools as one of the processes for achieving qualitative education.

Consequently, seeing the level of decay and the pervasive conditions of unprofessionalism and declining students' achievement in public secondary schools, many parents opted for private secondary schools as a solution. Idris (2012) observed that, the depreciation that has endangered public schools in Kano State, in terms of teachers' effectiveness is undoubtedly the major cause that led to the emergence and proliferation of private secondary schools in the area. In support of this, Adebayo (2012) observed that, since the early 1990s, private ownership and control of schools is becoming (or has become) very popular in Nigeria. Privately run schools are now being looked upon to correct the ills and lapses by the long years of government involvement in running of schools, we are now witnessing a situation whereby, faith-based or missionary schools that were wrested from their founders by government are now being returned to their former owners; and some schools that were established by government are even to be concession out to private people for management e.g. the Federal Government Colleges or Unity Schools, (p. 2).

School success is attributable to so many factors among which is principals' instructional supervision in helping teachers to improve their instructional effectiveness, motivate their professional growth, through proper guidance and planning, and thereby helping them to release their creative abilities so that through them the instructional process is improved. Consequently, school principals remain one of the significant stakeholders in translating policies and programs and in developing teacher effectiveness in the school system.

In examining the ever increasing challenges in school accountability in terms of teacher effectiveness, which in the Nigerian context is evaluated in his/her ability to make deliberate effort to enhance students academic achievement in terms of the number of students that pass WAEC or NECO examinations with five credits, including English and Mathematics, make it necessary for Principals as instructional leaders of secondary schools to focus more on instructional supervision. Tooley and Dixon (2012) discovered that, there was significantly higher level of teaching going on in private than government schools due to Principal's

disposition on instructional supervision. The declining teacher effectiveness in public secondary schools has affected negatively teaching and learning and by extension students’ academic achievement in national examinations. For example, the SSCE result by NECO between 2013 and 2017 of public and private senior secondary schools in Kano State are clear examples of the rate of decline in teacher effectiveness in public senior secondary schools system which requires the principals to emphasize and improve their instructional supervisory performances.

Table 1: SSCE results of public and private senior secondary schools in Kano State between 2013 and 2017.

PUBLIC SENIOR SECONDARY SCHOOLS				PRIVATE SENIOR SECONDARY SCHOOLS		
YEAR	CANDIDATES THAT SAT	5 CREDITS & ABOVE INCLUDING ENGLISH	%	CANDIDATES THAT SAT	5 CREDITS & ABOVE INCLUDING	%
2013	42, 726	18, 354	42.95%	11, 455	7, 966	69.54%
2014	40, 124	19, 173	47.78%	11, 226	7, 712	68.45%
2015	49, 965	25, 407	50.84%	11, 232	8, 626	76.79%
2016	59, 158	31, 201	52.74%	13, 186	9, 809	74.38%
2017	72, 719	44, 143	60.70%	17, 278	13, 062	75.59%
Total:	264,692	138, 278	52.24%	64, 377	47, 175	73.28%

Source: NECO, 2018

From the table above, only 52.24% of 264, 692 candidates from public senior secondary schools in Kano State that sat for NECO’s SSCE between 2013 and 2017 secured five credits, including Mathematics and English language. While on the other hand, 73.28% of 64, 377 candidates that sat for the same examination within the same period from private senior secondary schools were able to secured five credits, including Mathematics and English language in the state. Who should be blame for this decline? It is clear from the results above that something is wrong with teachers’ effectiveness in public secondary schools, which is attributable to poor instructional supervisory performance of the principals since they are responsible for improving teaching and learning in their schools.

Thus, if the Nigerian secondary education system is to be functional, productive and students’ performance improved greater attention must be focused on the ways teachers perform their instructional duties by the school principals. On the basis of the above exposition, this study was set to determine and compare the practices of school – based instructional supervision in public and private senior secondary schools as perceived by teachers in Kano State of Nigeria.

Statement of the problem

The main problem of this study is that disparity exist on teachers’ effectiveness between public and private senior secondary schools in Kano State which affects the effectiveness of these schools and consequently impacted on the students’ academic achievement, as shown by NECO’s SSCE results of 2013, 2014, 2015, 2016, and 2017 which had continue to made many parents lose confidence on the ability of public secondary schools to produce good products that

can matched favorably with the products of private schools in academic achievement despite all the towering investments by governments.

For many years, educational administrators and researches have debated over which variable influence teacher effectiveness. A growing body of evidence suggests that instructional supervision is one of the major variables that enhance teacher effectiveness. Consequently, low learning achievement that prevails in Nigeria's public secondary schools is linked to poor teachers' effectiveness in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits, (Ofojebe, Chukwuma and Onyekwe, 2016).

But, teachers cannot effectively and efficiently execute their duties without themselves being properly and adequately educated, monitored and supervised by the school principal. This is because the effectiveness of the school is largely dependent on the principal's ability to properly supervise the teachers to clarify instructional goals and work collaboratively to improve teaching and learning in the school. However, there are complaints and reports that many public school principals in Nigeria do not devote much time and attention to instructional supervision in coordinating, directing and influencing academic activities in their schools, because according to the reports, they are mostly pre - occupied with strictly administrative duties at the expense of instructional supervision, (Ensley, 2014). There are also complaints and reports that, teachers are no longer efficient and productive because they do not make optimal use of the available time and resources to see that the students acquire necessary skills, knowledge and attitudes as specified in the schools' curricular activities because of poor instructional supervisory performance of school principals (Isaac, Haastrup & Osalusi, 2010).

Consequently, the first individuals to be blamed for low students' achievement would be the principals and the first individuals to be praised for a marvelous achievement would still be the principals. This is because the principal has a direct and determining effect on teacher's attitude towards teaching and on his/her instruction. This scenario is an indication that really a problem exists in terms of principal's instructional supervisory performance between public and private schools which affects the effectiveness of these schools, which needs to be empirically investigated.

Concept of School – based Instructional Supervision:

Olagboye (2004) views school - based instructional supervision to mean “activities of those in position of authority within the school to see to the betterment and improvement of instructional activities, which would make educational goals and objectives to effectively and efficiently be realized”. These definitions recognize that, teachers have potentials that need assistance, guidance and directing. It aims at identifying areas of work that need to be improved upon.

To support this, Ugboka, (2012) maintained that, the school principals are managers whose responsibility is to provide variety of supervision techniques for teachers to see the need for change, plan for change and practice new behavior for effective instructional delivery. This puts the principal at the vantage position to supervise, evaluate and disseminate current information on educational issues and teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery to achieve institutional objectives. Thus, the vitality of the school rest with his/her functional supervisory traits.

The need for school – based instructional supervision in schools has been voiced by several writers. For example, Schain (1988) observed that, while colleges can do basic training in the arts and skills of teaching, the actual training of teachers must take place in schools where they teach. That's the real world and that's where teachers will spend most of their working lives. Accordingly, the question becomes, “Who will train our teachers in their schools? The answer is quite clear--- the school principal, (p. 4). Principal as an instructional supervisor must be ‘teacher of teachers’ constantly diagnosing educational problems, counseling teachers, evaluating and remediating the pedagogical work of teachers. This is because the success of an educational programme especially in the achievement of effective learning depends largely on the effective performance of teachers. What they know and can do, can make a great difference, and what they do not know and cannot do or fail to do, can be an irreparable loss to the children. Instructional supervision in schools is therefore, the action taken by the principal to mentor and monitor teachers and provide supportive and conducive atmosphere for the improvement of instructional effectiveness in the schools.

According to Nnebedum and Akinfolarin (2017) teachers’ effectiveness 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. Consequently, Ogunneye (2015) argued that, “it is not only the provision of funds, infrastructure, and remuneration of staff and so on that can restore sanity and quality expected but able and effective school – based instructional supervision”. He maintains that, without effective principals’ instructional supervision, even schools full of talented teachers will surely drift without purpose. According to him, a good, honest, hardworking and visionary principal will turn a poor school around and give it a good name image.

According to Van Deventer and Kruger (2013) the basic elements of instructional supervisory responsibilities of school principals includes;

- a. Ensuring curriculum implementation,
- b. Observing classroom instruction,
- c. Providing direct technical support to teachers,
- d. Helping teachers to identify instructional weaknesses for improvement,
- e. Evaluating teacher performance,
- f. Encouraging teachers to focus on student learning,
- g. Providing and maintaining instructional materials,
- h. Providing on - the job training for teachers, and
- i. Conducting formative education programme evaluation.

In essence, school – based instructional supervision is therefore the principal’s responsibility to guide and direct teachers in the process of implementing the curriculum, proper testing of policy, syllabus coverage and ensures that facilities for teaching and learning are in order and effectively utilized. Thus, principal’s instructional supervision has become a cross – cutting edge tool and a pivot around which effective teachers’ and students’ performance in the school revolves.

Purpose of the Study:

This study is designed to;-

1. To determine and compare the perception of teachers on instructional supervisory performance of principals in public and private senior secondary schools in Kano State.
2. To determine and compare the perception of teachers on influence of school – based Supervision on teachers’ effectiveness in public and private senior secondary schools in Kano State

Research Hypotheses:

Ho1- There is no significant difference in the mean scores of principals’ performances in Instructional supervision between public and private senior secondary schools in Kano State.

Ho2- There is no significant difference in the mean scores of the influence of school – based Instructional supervision on teachers’ effectiveness between public and private senior secondary schools in Kano State.

Research Methodology:

The study employed ex – post facto research design. This research design is found to be appropriate for this study because it investigates the main course of disparity in teachers’ effectiveness and consequently on students’ academic achievement in the final SSCE between public and private secondary schools in Kano State. The population of the study is made up of the entire teachers in the public and private senior secondary schools in Kano State totaling 14736. The sample size was 378 based on the recommendation of Research Advisors (2006) Table for determining population and sample size. A multi stage proportionate sampling technique was used to select the sample population. A validated researcher – developed questionnaire, named School – based Instructional Supervision Assessment Questionnaire (SBISAQ) structured on four point modified likert scales of measurement for the determination of the frequency (extent) to which the respondents evaluate the performance and effectiveness of school – based instructional supervision in senior secondary schools was used as the main instrument of data collection. The internal consistency of the instrument was ascertained through Cronbach alpha coefficient test using (IBM SPSS version 20). A split-half reliability method was used and a reliability coefficient index of .896 was obtained.

Results of the Study:

Ho1- There is no significant difference in the mean scores of teachers’ perception on principals’ performances in Instructional supervision between public and private senior secondary schools in Kano State.

An independent samples t – test was conducted to compare principals’ supervisory performances in public and private senior secondary schools in north – west zone of Nigeria at .05 level of significant and an average mean of 3.07. The result of the analysis is presented on the table below.

Table 2: Independent sample t – test for school type and Principals’ supervisory performance in instructional supervision

SCT	N	Mean	Stand Dev.	Df	t	p	Ho	
Public	197	2.812	.404	363	- 19.19	.000	Rejected	0.05
Private	168	3.557	.325					

The table above, shows the result of the independent samples t - test conducted to compare principals’ instructional supervisory performances as perceived by teachers between public and private senior secondary schools. The result of the analysis indicated that, there was a significant difference in the scores between the two groups of schools, ($t(363) = -19.19, p < .05$, with private schools (Mean = 3.557 > 3.07 SD = .325) scoring higher than public senior secondary schools (Mean = 2.812 < 3.07; SD = .404). The magnitude of the effect size in the difference of the two means (mean difference = -.745, 95% CL -.821 to -.668), which according to Cohen (1998) is large effect (eta squared = 0.5) Therefore, the null hypothesis which stated that; there is no significant difference in the mean scores of principals’ performances in instructional supervision between public and private senior secondary schools in Kano State is hereby rejected.

Hypothesis 2: There is no significant difference on the mean scores of teachers’ perception on the influence of school – based supervision on teachers’ effectiveness between public and private senior secondary schools in Kano State. Independent samples t – test was conducted to test this hypothesis at .05 level of significant. The result of the analysis is presented on the table below.

Table 3: Independent sample t – test for school type and influence of school – based instructional supervision.

SCT	N	Mean	Stand Dev.	df	t	p	Ho
Public	197	2.845	.456	363	15.01	.000	Rejected
Private	168	3.519	.389				

0.05

The table above shows the result of the independent samples t - test conducted to compare the influence of school – based instructional supervision on teachers’ effectiveness between public and private senior secondary schools in Kano State. The result of the analysis indicated that, there was a significant difference in the scores of the two groups of schools, ($t(363) = 15.01, p < .05$, (mean = 3.519 > 3.07; SD = .389) for private senior secondary schools scoring higher than (mean = 2.845 < 3.07; SD = .456) for public senior secondary schools. The magnitude of the effect size in the difference of the two means, (mean difference = .673, 95% CL .585 to .761) is large effect, (eta squared = 0.4). Therefore, the null hypothesis which stated that; there is no significant difference in the mean scores of influence of school – based instructional supervision on teacher effectiveness between public and private senior secondary schools in Kano State is hereby rejected.

Discussion of the Findings:

The findings of this study were discussed in consideration of the related previous studies, experts’ opinions and other validated assertions. The finding from hypothesis one, revealed that a significant difference existed in school – based instructional supervisory performance of school principals, with private senior secondary schools’ principals scoring higher level of performance than principals in public senior secondary schools. This finding lends credence to Ensley (2014) who discovered that principals in Nigerian public schools are more concern with mere administrative duties leaving instructional activities in the hands of teachers alone. This finding implies that, students’ academic achievement is positively related to their teachers’ effectiveness. Teachers’ effectiveness on the other hand, is positively correlated with effective supervision given to them by the school principal.

This revelation, corroborated with the view of Ifedili and Ofa (2015) who suggested that, principals 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 colleagues, and follow up the curriculum strictly. This finding also concurs with Reche, Bundi and Riungu (2012) study which established that, the principal's frequency of instructional supervision is a major contributor toward better performance of teachers and the students. This means that, knowledge about teaching and learning and ability to share these insights with teachers is a key factor to good principalship.

The finding from hypothesis Two, revealed that a significant difference exists on teachers' effectiveness between public and private senior secondary schools, which is attributable to the influence of school - based instructional supervision by the private school principals to guide the teachers in the process of instructional delivery. This finding agrees with Tooley and Dixon (2012) discoveries that, due to rigorous supervision more teaching is occurring in private schools than in government schools. The influence of principal's supervision on teachers' effectiveness is a major factor in achieving the goals and objectives of the school system. Principals ensure that, students are well attended to and given challenging tasks that will stimulate their learning efforts through frequent assignments, class activity and so on, in order to stimulate them for scholarship and increase their thirst for knowledge. This finding therefore established the fact that, there is a significant positive relationship between frequent instructional supervisory performances of school principals and teachers' effectiveness and competencies.

Conclusion:

The following results of the study, the following conclusion were drawn:

1. The frequency of principal's performance in instructional supervision is a significant predictor of teachers' effectiveness.
2. The inadequacy in performing this all important function effectively on the part of public senior secondary schools principals is a major factor for the declining teachers' effectiveness and consequently poor academic achievement of the students regardless of factors such as class – size, modern technologies, teachers' professional qualification, etc.

Recommendations:

On the basis of the findings of this study, the following recommendations were made;

1. Principals of secondary schools must make concerted effort to identify teachers' instructional needs, and problems militating against effective instructional delivery should be identified and the underlying causes addressed. This implies that, principals should closely supervise instructional activities, be visible in all nooks and corners of the school, and should not to hide away in office all day long.
2. Principals should always encourage and enhance the professional growth of teachers through various activities that would improve their effectiveness in instructional delivery, through organizing workshops, seminars, orientation, in-service training, inter – school visitation and demonstration lessons to update teachers' skills in lesson delivery.

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ASSESSING ENTREPRENEURIAL SKILLS ACQUISITION THROUGH SIWES AMONG UNDERGRADUATES OF FCET BICHI AMIDST NATIONAL CHALLENGES

By

¹MUHAMMAD Sani Chado ²MUSTAPHA Inuwa Garo & ³ANAS Garba Usman

Correspondence Author¹ msanichado@gmail.com 08060268561

Correspondence Author² 08030523372

Correspondence Author³ anasgarba553@gmail.com 08064190189

Abstract

The students Industrial Works Experience Scheme (SIWES) was identified as a skills development programme designed for bridging the existing gap between theories and practical. This study focused on assessing entrepreneurial skills acquisition through SIWES among undergraduates of FCET Bichi amidst national challenges. The survey research design was used and the estimated population of the study consists of three hundred (300) undergraduates. The researchers employed a systematic random sampling technique in sampling one hundred and sixty nine (169) male and female undergraduates of FCET Bichi, Kano state. Two research questions were formulated to guide the study. The instrument for data collection was a questionnaire and the data were analyzed using mean and standard deviation for the research questions. The study revealed that the SIWES allowance to staff and students is not paid regularly, facilities, machineries and materials were insufficient for use by participating students, insufficient safety devices and many organizations were rejecting SIWES students due to economic and security challenges among other issues. Based on the findings of the study, it was recommended among other things that effort should be made by Government and other stockholders towards raising undergraduates awareness about the role and significance of learning vocational trades and self-employment in society, advocacy for financial intervention as support to organizations where students undertake SIWES, ensuring absenteeism, subordination and lateness to work a punishable offence and to promote safety, healthy working environment and utilizing functional safety devices at work.

Keywords: Acquisition, Entrepreneurial Skills, SIWES Programme, Undergraduates.

Introduction

Background of the study

Attempts aimed at addressing the issue of graduate unemployment and empowering the youth for self-employment in societies is inspiring and motivating the Government, Non-governmental organizations and Policy makers towards establishing agencies and formulating policies as an intervention. Studies revealed that these intervention strategies comprised National Directorate of Employment (NDE), Graduate Internship Scheme (GIS), African Youth Empowerment Nigeria (AYEN), Youth Empowerment Scheme (YES), National Economic Empowerment Development Scheme (NEEDS), National Poverty Eradication Programme (NAPEP), Family Economic Advancement Programme (FEAP), Subsidy Reinvestment Programme (SURE-P), N-Power Programme among others. These were meant for eradicating poverty and reduce graduate unemployment in Nigeria (Rita (2017).

Yet, all the above programmes and government interventions seem not to have addressed the real foundational problem which is hidden in the Nigeria education system and its products. Indeed, the Nigeria Universities were established to impart knowledge, inculcate moral attitudes, and relevant skills relating to occupation in various sections of economic and social life. In the meantime, the target to produce young graduates who possess adequate knowledge and skills that can further be employers of labour towards contributing to the socio-economic development of the nation with growing demand for well-trained craftsmen by industries is concurrently questing for entrepreneurial skills acquisition through short or long-time industrial training scheme in various sectors of economic and social life. This is aimed at 'ending poverty in all its forms everywhere' as outlined in the global trends of Sustainable Development Goals (SDGs, 2030).

According to Rita, (2017) the Students Industrial Works Experience scheme (SIWES) was meant for bridging the skills existing gap between theories and practical needed in the industries. The scheme was established by Industrial Training Fund (ITF) in 1973 with the headquarters in Jos Nigeria. It was designed to enable students in the Nigeria tertiary institutions acquire technical, vocational, business and engineering experiences for professional development in their course of study as it consolidate and complement theories and practical applications.

Similarly, Njoku, (2016) observed that prior the inception of the SIWES, there was a growing concern among Nigerian industrialists that graduates of higher institutions of learning lacked adequate practical background experience necessary for employment. The employers of labour were of the opinion that the theoretical education provided by higher institutions did not meet nor satisfy the needs of the economy (Abdullah et al, 2018). It was against this background that the Industrial Training Fund (ITF) during its formative years introduced SIWES to provide students with the opportunity of exposure for handling equipment and machineries in industry and to enable them acquire prerequisite practical knowledge and skills. In addition, the scheme is also meant to prepare students of Universities and other tertiary institutions for the industrial work situation they are likely to meet after graduation (Elijah, 2017).

Concept of Industrial Training

According to Abraham-Ibe (2016), the industrial training (IT) scheme is an educational programme where students participate in work activities while still attending school. This gives students the opportunities to be directly involved and be part of the actual work situation in laboratory, workshop or industry. It was specifically designed to provide students of tertiary institutions in specific courses, with the opportunities for acquiring practical skills and experiences on-the-job before graduation so that they can graduate as skilled entrepreneurs (Abdullah, Kasim & Balash 2018).

The scheme in this context mean a practical training programme organized for the students of Universities, Polytechnics and Colleges of Education under the auspices of vocational, technical, business and engineering professions to enable them acquire knowledge, experiences and practical skills so as to enable them be employable in the labour market and further become job creators. The objectives of SIWES as stated by the industrial Training Fund (2013) is to:

- 1) Provide an avenue for students in higher institutions of learning to acquire industrial skills and experience in their course of study.
- 2) Prepare student for the industrial work situation they will meet after graduation.

- 3) Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.
- 4) Make the transition from school to the world of work easier and enhance student's contacts for job placement.
- 5) Provide students with an opportunity to apply the knowledge in real work situation to their training thereby bridging the gap between theory and practice.
- 6) Enlist and strengthen employer's involvement in the entire education process and prepare student for employment in industry and commerce.

From the above, we can therefore established that the industrial training (IT) is aimed at promoting the much desired technological know-how for the advancement of the nation. In addition, to developing well-skilled and articulated human resources needed for self-reliant economy. Although, because of a growing number of institutions producing TVE graduates each year and the diminishing employment opportunities in the country, many employers of labour have raised the bar by looking for those graduates who are boots-trappers that have acquired the needed knowledge and relevant skills through long or short-time training in industry. It was for this reasons that parents and academicians were concerned about the quality of practical experience that the undergraduates are acquiring during their IT towards achieving the SIWES objectives. Hence, the general expectations was that young graduates through SIWES will possess functional entrepreneurial skills compatible or related to employment criteria established by the industrialists (Abdullah, 2018).

However, considering high rate of unemployment among young graduates in this era of national challenges and economic depression, it seems that the SIWES objectives have not been met. Indeed, inadequate technical and vocational experience acquired from schools and mismatch of Competency-Based training and skills acquisition in industry had given policy makers a source of concern. For instance, Omorugiewa (2016) said that all participating institutions in entrepreneurship training have come to a common decision that the knowledge and skills the undergraduates were able to acquire during their study process were not enough for a common (labour) market. Thus, it is imperative that university graduates must possess relevant functional skills during industrial training. It was for this reason that Nwanaka and Amaehule (2017) emphatically stated that it is only with skilled graduates (manpower) that materials can be harnessed, manipulated and transformed into products. They further stressed that SIWES is the period of consistent converting goods and ideas into productive and profitable commercial ventures as part of the goals of entrepreneurship.

In this context, entrepreneurship involves ability to think creatively, utilize available resources and become an effective problem solver in society (Maigida, Saba & Namkere, 2013). Subsequently, Rita, (2017) considered entrepreneurial skills as it encompasses occupational skill which one requires to function effectively in the turbulent business environment as independent or self-employed person in order to improve once economic status and the society at large. Therefore, it was expected that during the SIWES training, the students will be exposed to entrepreneurial skills acquisition in various trades or occupations towards becoming a committed entrepreneur in business environment as an independent or self-employed person.

Unfortunately, the Student Industrial Training Scheme is facing lots of constraints in this era of national challenges. For example, Abraham (2017), revealed in his study some of the challenges confronting the SIWES that inability of many participating undergraduates to secure acceptance in organization where they can acquire relevant work experiences as well as gaining functional skills due to massive rejection of students by some industries. Security threats, political and communal crises were among other current challenges. As a result, students who cannot find suitable organization end up in ill-equipped workplace that are willing to accept them. Similarly, the delay in payment of SIWES allowance to supervisors was one of the demotivating factors affecting prompt supervision. Elijah, (2017) observed that unco-operative attitude of employers was part of the factors militating against effective acquisition of knowledge as well as entrepreneurial skills through SIWES exercise.

Industrialists/employers are skeptical about students' ability and integrity. According to him, the fear of these employers is that students were in-experienced to operate some modern machines without damaging them. The consequences of these were that, many students on industrial training were only allowed to see these machineries but were not operating them. He further revealed that supervision of participating students during industrial training is inadequate. Many institutional supervisors visit students only once instead of the normal three visits. They blame this on poor transportation allowances, inaccessibility of some locations due to natural phenomenon and security threats. The students' attitude towards industrial training was stressed by Eze (2017) that generally, students' attitudes/behaviors towards industrial training are not encouraging. Many students cannot differentiate between school freedom and workplace ethics. In higher institutions of learning students are regarded as mature and are given a reasonable degree of freedom to participate in Student Unions Government (SUG) and on some social relationships. But many of the undergraduates extend these freedoms to organizations through acts of indiscipline and immaturity such as absenteeism, lateness to work, insubordination and other social vices during training.

Statement of the Problem

The SIWES was found to have greater influence on the job performance of fresh graduates, especially those in the field of technology, vocational, business education, engineering, and medicine among others Oranu, (2001) in Muhammad, (2018). They further affirmed that the industrial training scheme is exposing the learners' to practical experience rather than theories and abstractions taught in the classrooms. All these indeed indicated that SIWES has significance impacts on the intellectual abilities and performance improvement of young graduates' resulting to entrepreneurial skills development. Despite all the benefits that have been gained from SIWES, it is disheartening that the industrial training aims and objectives are almost defeated due to security threats, political crises, intimidations by thugs and economic problems. For example, inability of some public and private organizations to provide necessary facilities and materials needed for students practical were among other constraints. It is against this background that the researchers sought to assess entrepreneurial skills acquisition through SIWES among undergraduates of FCET Bichi amidst National challenges.

Objective of the study

The objectives of this study were to:

1. Identify the challenges affecting entrepreneurial skills acquisition through SIWES among undergraduates of FCET Bichi amidst National challenges.
2. Identify the strategies to be employed for promoting the entrepreneurial skills acquisition through SIWES among undergraduates of FCET Bichi amidst National challenges.

Research Questions

The following research questions guided the study:

- i. What are the challenges affecting the entrepreneurial skills acquisition through SIWES among undergraduates of FCET Bichi amidst National challenges.
- ii. What strategies could be employed for promoting the entrepreneurial skills acquisition through SIWES among undergraduates of FCET Bichi, amidst National challenges.

Methodology

The study adopted a descriptive research survey design which seeks to assess entrepreneurial skills acquisition through SIWES among undergraduates in FCET Bichi amidst National challenges. The estimated population for this study consists of three hundred (300) undergraduates. The study area is Federal College of Education (Technical) Bichi, Kano State.

The school of Technical Education has higher number of respondents with 79 representing (46.75%), the school of Science Education respondents were 52 representing (30.76%), and the school of Vocational Education has 38 respondents representing (22.49%). The systematic random sampling technique was used in sampling one hundred and sixty nine (169) males and females undergraduates across the School of Sciences, Technical and Vocational Education in the FCET Bichi. The purpose of using a systematic random sampling in this study is to ensure or allow each school to have equally number of participants and chance of being selected into sample.

The instrument for data collection was a questionnaire titled 'assessing entrepreneurial skills acquisition through SIWES among undergraduates in FCET Bichi amidst national challenges' (AESIWEUQ). It consists of two that is sections A and B. Section A was on the demographic or bio-data profile of the respondents while section B consist of items to elicit responses from the respondents on the entrepreneurial skills acquisition through SIWES among undergraduates in FCET Bichi amidst national challenges.

The research instrument was validated by two research experts (chief lecturers) from the School of Education FCET Bichi, Kano State. Modifications were made based on their observations before pilot or trial testing. The purpose of validating research instrument in this study is to ascertain how well the instrument measures what is intended to be measured. To ensure reliability of research instrument, a pilot or trial testing was used. The purpose of the pilot or trial testing in this study is to check for ambiguity, confusion, and poorly prepared questionnaire items.

Indeed, pilot test feedback can very useful for confirming the instrument. Moreover, a pilot testing or study was used to check vital aspects of instrument in the term of length, time required to complete the tool along for finding out whether the number of items are apt, as well as the ease or difficulty in completing the questionnaire (Muhammad, 2017). The research instrument was re-administered after two weeks on pearson's product moment co-efficient (r) formula and the reliability of 0.85.

The questionnaire were personally administered to the respondents with two (2) colleagues as research assistants, who had short training on how to distribute and retrieve data from the respondents. The researcher used 169 copies of questionnaire to elicit responses. Respondents were asked to respond to each items by selecting only one option from a five (5) point likert-type scale of Strongly Agree [5], Agree [4], Undecided [3], Disagree [2], and Strongly Disagree [1], respectively. Finally, the questionnaire was retrieved from respondents after duly completed. However, out of 169 questionnaires distributed, only 150 questionnaires representing (88.7%) were retrieved. The remaining 19 were the mortality rate.

Scoring Procedure

The data collected was analyzed using descriptive statistics in from the frequency count, simple percentage mean and standard deviation. The five (5) point likert-type scale was used in answering all the research questions. Any mean value of 2.50 and above was considered accepted while, less than the value of 2.50 was considered rejected,

Research Question 1: What are the challenges militating against entrepreneurial skills acquisition through SIWES among the TVE undergraduates of FCET Bichi amidst national challenges

S/N	Variables	Mean (X)	SD	Remark
1	The attendance and students' participation in pre-SIWES orientation was not made compulsory.	3.42	1.23	Agree
2	Many organizations did not accept SIWES students due to economic and security challenges.	3.36	1.22	Agree
3	Facilities, machineries and materials were insufficient for use by participating students.	3.50	1.25	Agree
4	Absenteeism and lateness to training were not properly controlled.	3.44	1.23	Agree
5	The SIWES allowance to staff and students is not paid promptly.	3.42	1.07	Agree
6	There was ere no sufficient opportunities to practice tasks/jobs under direct supervision of the Industrial-Based Supervisor.	3.96	0.98	Agree
7	There were insufficient safety devices for participating students to use.	3.75	1.18	Agree
8	Electricity power supply is sometimes not regularly available during working hours.	3.84	1.09	Agree

Grand Mean = 3.6

Data presented in Table 1 shows that the respondents agreed on all the items as challenges militating against entrepreneurial skills acquisition through SIWES exercise among the TVE undergraduates of FCET Bichi, amidst national challenges. The mean responses range from 3.36-3.96, standard deviation from 0.98-1.25 and grand mean is 3.6 respectively.

Research Question 2: What are the strategies to be employed for promoting entrepreneurial skills acquisition through SIWES among the undergraduates of FCET Bichi amidst National challenges.

S/N	Variables	Mean (X)	SD	Remark
14	Attendance & full participation on pre-SIWES orientation should be made compulsory.	3.75	1.44	Agree
15	Encouraging organizations to provide adequate opportunities for undergraduates' direct access & uses of materials, modern tools and machines.	3.95	0.49	Agree
16	Ensuring absenteeism, subordination & lateness to work punishable offences.	3.75	1.44	Agree
17	Advocacy to government for prompt payment of SIWES allowance to participating staff & students.	3.40	0.71	Agree
18	Collaborative efforts between higher institutions & organizations on adherence to the SIWES objectives.	4.19	0.79	Agree
19	Advocacy for financial intervention & other supports to organizations where students undertake SIWES exercise.	3.75	1.44	Agree
20	Raising undergraduates' awareness about the role & significance of learning vocational trades and self-employment in society.	3.14	0.12	Agree
21	Promoting safety, healthy working environment & uses of functional safety devices.	3.80	1.09	Agree

Grand Mean = 3.71

Data presented in Table 2 shows that the strategies to be employed for promoting entrepreneurial skills acquisition through SIWES among the undergraduates of FCET Bichi amidst of National challenges. The mean responses range from 3.14-4.19, standard deviation from 0.12-1.44 and grand mean is 3.71 respectively.

Discussions

In Table 1, it was found that there are challenges militating against entrepreneurial skills acquisition among the undergraduates of FCET Bichi amidst of national challenges. Some of these challenges include; poor attendance and participation of undergraduates in pre-SIWES orientation, inadequate modern facilities and machineries as well as absenteeism and lateness to training. These were part of the observations made by Abraham (2017), that some organizations lacked modern facilities, inadequate machineries and indirect access to materials for use by participating students. He added that absenteeism and lateness to training due to political, communal crises and intimidations by thugs were among challenges.

Similarly, Muhammad (2017) revealed from his study some challenges confronting SIWES that, the SIWES allowance to participating staff and students is not paid promptly, there were insufficient safety devices for participating students to use and electricity power supply is not available during working hours.

The findings presented in table 2 shows the strategies for promoting entrepreneurial skills acquisition through SIWES among the undergraduates of FCET Bichi amidst of National challenges. These are in line with the assertions of Elijah, (2017) and Eze, (2017), that the attendance and students' participation on pre-SIWES orientation should be made compulsory. They further explained that pre-SIWES orientation is the best avenue for students to understand SIWES objectives, rules and regulations of private organization among others.

The issues of advocacy to government for prompt payment of SIWES allowance to participating staff and students as well as for financial intervention to organizations where students undertake SIWES training were part of the observations made by Abdullah et, al (2018). Abraham-Ibe, (2017) suggested the need for raising undergraduates' awareness about the role and significance of learning vocational trades and self-employment in society, promoting healthy working environment and using functional safety devices.

Conclusions

Based on the findings of the study, it was concluded that the current challenges confronting SIWES programme is obstructing smooth acquisition of entrepreneurial skills as well as SIWES objectives.

Implications of the study

This study will have implications on the following agencies and individuals. The Industrial Training Fund (ITF), the National Commission for Colleges of Education (NCCE), the policy makers etc. The findings of this study will serve as strong evidence and warning to the ITF, NCCE, and legislatures towards realizing the current challenges affecting skills acquisition in SIWES programme. It will therefore, encourage Federal Government and other stockholders to explore strategies aimed at providing adequate modern training facilities and promoting safe learning environment for improving entrepreneurial skills acquisition as well as achieving SIWES objectives.

Recommendations

The following recommendations were made based on the finding of the study

- 1) 1). Advocacy to government for prompt payment of SIWES allowance to participating staff and students.
- 2) 2). Collaborative efforts between higher institutions and private organizations on adherence to the SIWES objectives.
- 3) 3). Raising undergraduates awareness about the role and significance of learning vocational trades and self-employment in society.
- 4) 4). Advocacy for financial intervention and other supports to organizations where students undertake SIWES exercise.
- 5) 5). Ensuring absenteeism, subordination and lateness to work punishable offences.
- 6) 6). Promoting safety, healthy working environment and using functional safety devices at work.

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CORRELATIONAL STUDY OF BIOLOGY STUDENTS' CRITICAL THINKING SKILLS AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN GASHUA EDUCATION ZONE, YOBE STATE, NIGERIA

Musa Mohammed Gerogasi¹, Ali Idris (PhD)² and Aminu Muhammad Gero³

^{1,2}Department of Science and Technology Education, Bayero University Kano-Nigeria

¹mmgerogasi12@mail.com, ²aidris.ste@buk.edu.ng, ³aminumgero@gmail.com

Abstract

*This study investigated the relationship between critical thinking skills and academic achievement of Biology students in secondary schools in Gashua Education Zone of Yobe State, Nigeria. For the conduct of the study, three research objectives, three research questions and three hypotheses were raised. The study adopted correlation design. The population of the study which comprised both males and females students was 2,924. A sample of 312 students was used which comprised of 180 male and 132 female students from eight government secondary schools (SS 2) through stratified sampling technique. The instruments used for the study were Biology Achievement Test (BAT) and Watson-Glaser Critical Thinking Appraisal (WGCTA). The BAT and WGCTA were validated and pilot tested to establish their reliability. Test-retest method was used for both the BAT and WGCTA and the Pearson Product Moment Correlation Coefficient (PPMC) yielded an index of 0.80 for BAT and 0.62 for WGCTA. Mean, Standard Deviation and Correlation Coefficient-r (PPMC) statistics were used for answering and analyses of the data respectively at $p < 0.05$ using statistical package for social sciences. The finding of the study revealed that there was no significant relationship between Critical Thinking Skills and Academic Achievement of students in Biology. Likewise, no significant relationship was found between Critical Thinking Skills and Academic Achievement of male as well as female students in Biology. Based on these findings, it is therefore, recommended that **Biology teachers should work towards** engaging students to think and reason in a critical way through embedding critical thinking components in their instructions in order to enable the students learn the skills of thinking critically that can help them improve their achievement academically.*

Keywords: *Critical Thinking Skills, Academic Achievement, Biology.*

Introduction

As a result of rapid technological advancement in our world today, accessing information from different sources now becomes possible. As such, a way of checking the durability and validity of these information is urgently needed (Rajesh, 2014). Therefore, to remain up to date and proficient in this fast-paced and competitive world, there is an urgent need for students to learn to think critically regarding his academic as well as every day activities. Critical thinking is defined as a meta-cognitive system which produce rational outcome to discussion and solve problems using thoughtful assessment (Dwyer, Hogan, & Stewart, 2014). It is a process of determining the authenticity, accuracy or value of something: characterized by the ability to seek reasons and alternatives, perceive the total situation and change one's view based on evidence (Harish, 2013).

The core skills of critical thinking, according to Watson and Glaser (2002) include:

Drawing inferences: The ability to evaluate the validity of inferences drawn from a series of factual statements.

Recognizing assumptions: The ability to identify unstated assumptions or presuppositions in a series of assertive statements.

Argument evaluation: The ability to determine whether certain conclusions necessarily follow from the information in given statements or premises.

Deductive reasoning: The ability to weigh evidence and deciding if generalisations or conclusions based on the given data are warranted.

Logical interpretation: The ability to distinguish between arguments that are strong and relevant and those that are weak or irrelevant to a particular question at issue.

However, Nwosu, Ebenebe and Unachukwu (2015) posits that 21st century learners cannot do anything without these skills. It is also, generally accepted that critical thinking promotes and enhances students' academic achievement in schools (Tafazzoli, Fakari, Ramazanzadeh & Sarli, 2015). Therefore, Chukwuyenum (2013) posited that, critical thinking is an essential concept that is required in any subject. This is because, learning critical thinking enable the individual to develop the skills of inquiry that are necessary in learning biology and science in general, such as observing, classifying, experimenting, measuring, inferring, organizing, analyzing and presenting/sharing data, which has great influence on developing mental processes (Shahali, Halim, Treagust, Won & Chandrasegaran, 2017). This could help the students face the challenges of this life and function as responsible citizens for the advancement of their nations and the world in general.

Nigeria, as a nation, is among the developing countries of the world, that is pursuing hard to reach excellence scientifically and technologically (Akinwumi & Bello, 2015). In response to this, biology education as a branch of science education and a foundation in everyday life for all people has become one of the best avenues to meet the global challenges facing the Nigerian nation (Umar & Samuel, 2019). Biology is defined as the science of life and of how living things work (Eyster, 2007). Biology enables the individual to understand the basic laws of nature that helps him to live in conformity with those biological principles (Satyaprakasha & Sudhanshu, 2014).

Teaching Biology in secondary schools enable students to acquire problem-solving skills that provide ways of critical thinking and inquiry which help them to respond to widespread changes in health, climate, technology development and advancement plus economic growth in society where they live thereby improving the standard of their living (Duyilemi & Bolajoko, 2014). Biology knowledge is a pre-requisite in national development. It contributes to new discoveries in such fields as medicine, veterinary, population control, food security, pollution control and sustainable resources (Ongowo & Hungi, 2014). Biology has also played a very important role in providing knowledge for such current biological issues as Biotechnology, Genetic Engineering and Waste Disposal (Samikwo, 2013). In line with this, the need for an individual to master biological literacy increases. Biological literacy is the ability to use scientific inquiry to understand and recognize biological issues in society and integrate these ideas into decision making and communicate results to others (McBride, Brewer, Berkowitz & Borrie, 2013). This therefore, necessitate the new generation of people (students) to be capable of understanding and

internalizing of science and accessing information (Bati & Kaptan, 2015). This can only be achieved through an educational system aimed at critical thinking that prepare senior secondary school students to develop the ability to think in a critical way by analyzing, evaluating, and explaining information (Ananiadou & Claro, 2009). Thus, minimizing them the risk of accessing deceptive and false information in the course of their learning (Association of College & Research Libraries, 2006).

However, according to Chinaka, Chukwudi, Afan, and Adebunola (2018), a critical study of the current New Secondary School Curriculum (NSSC) neither indicated the inclusion nor any consideration given to thinking skills. The conventional system of education, where teachers issue information as deposits which the students passively receive, memorize, and repeat fails to adequately engage students with critical thinking skills (Sewell, 2013; Huang, Hung & Cheng, 2012). Therefore, this study seeks to investigate the relationship between critical thinking skills and academic achievement of biology students in secondary schools.

Statement of the Problem

Teaching and learning Biology at the senior secondary school level in Nigeria failed to provide the desired academic outcome expected of the students, giving the education stakeholders such as teachers, parents, curriculum experts, counselors and evaluators a serious concern. Several researchers have pointed out different reasons for students' poor academic achievement in Biology (Krauja, Birzina & Cedere, 2018; Adewale, Nzewuihe & Ogunshola, 2016; Gambari, Shittu, & Taiwo, 2016). Some of these reasons are due to the abstract nature of certain concepts and terminologies in biology, teacher's not allowing students to ask questions and lack of understanding on the part of the students as a result of rote memorization (recalling and recognizing) of concepts rendering students to be mere passive receptors of information which in turn affect their thinking ability (Samikwo, 2013). In essence, what has been neglected in the teaching and learning process is the skills of critical thinking.

Meanwhile, the revised version of National Policy on Education of the Federal Republic of Nigeria (FRN, 2013) stated that the acquisition of appropriate skills that can foster students' learning and academic achievement that could enable them to live in and contribute to the development of the society as one of its goals. However, instead of teaching students "how to think", through learning and practicing the skills of interpreting, explaining, analyzing and evaluating information and questions, they are being taught "what to think" and as a result of which students are incapable of drawing inferences about what they learned. In consequence, students become bored and inattentive in class, record poorly in tests, become de-motivated resulting to massive failures and unemployment of students (Ijaiya, Alabi & Falabi, 2011). This may be one of the reasons of secondary school students' academic achievement failure in Biology subject. It is against this background that this study seeks to correlate between critical thinking skills and academic achievement of Biology students in secondary schools in Gashua Education Zone in Yobe State.

Objective of the Study

The study determine to:

1. Investigate the relationship between Students' Critical Thinking Skills and Academic Achievement in Biology.
2. Determine the relationship between Male Students' Critical Thinking Skills and Academic Achievement in Biology.
3. Find out the relationship between Female Students' Critical Thinking Skills and Academic Achievement in Biology.

Research Questions

1. What is the relationship between Students' Critical Thinking Skills and Academic Achievement in Biology?
2. What is the relationship between Male Students' Critical Thinking Skills and Academic Achievement in Biology?
3. What is the relationship between Female Students' Critical Thinking Skills and Academic Achievement in Biology?

Research Hypotheses

1. **H₀₁**: There is no significant relationship between Students' Critical Thinking Skills and Academic Achievement in Biology.
2. **H₀₂**: There is no significant relationship between Male Students' Critical Thinking Skills and Academic Achievement in Biology.
3. **H₀₃**: There is no significant relationship between Female Students' Critical Thinking Skills and Academic Achievement in Biology.

Methodology

The study adopted correlation design. The population of the study which comprises both males and females (SS 2) biology students consisted of a total number of 2,924 students in the public senior secondary schools in Gashua Education Zone of Yobe State. The sample of the study was 312 students which comprised 180 male and 132 female students from eight government secondary schools out of sixteen public senior secondary schools in the zone which were obtained through stratified sampling technique. The instruments used for the study were Biology Achievement Test (BAT) and Watson-Glaser Critical Thinking Appraisal (WGCTA).

Biology Achievement Test (BAT).

The BAT consists of two different sections. Section A requires demographic information of the respondents that include school, class, age, and gender of the students, while section B contains the BAT instrument containing 30 multiple choice objective questions items with four response option A-D (one correct response and three distracters). The multiple choice question items, which were originally 50 question items, are some past Biology questions drawn from West African Examination Council (WAEC). The Biology Achievement Test reflected three topics selected from senior secondary two (SS 2) syllabus. These topics are Ecosystem, Cell and Reproduction. This was used concurrently with the Watson-Glaser's Critical Thinking Appraisal (2002) (WGCTA) to examine the relationship between critical thinking skills and academic achievement of Biology students and to also investigate the relationship that exists between the critical thinking skills and academic achievement of students based on gender.

Watson-Glaser Critical Thinking Appraisal (WGCTA)

Watson-Glaser's Critical Thinking Appraisal (2002) WGCTA is a multiple choice test designed to measure five components of critical thinking which are inference, recognition of assumptions, deduction, interpretation and, evaluation of arguments. The test includes 16 questions that each question has 2 or 5 options only with one correct answer adapted from Watson-Glaser, (2002). In questions 1 to 5 there were 5 options and in questions 6 to 16 there were 2 options, response time was 40 minutes. Answering format for the test was also provided by the developer of the instrument. The two instruments were validated and tested for their reliabilities through test-retest method for reliability coefficient, using Pearson Product Moment Correlation Coefficient (PPMC). The instruments were found to have reliability coefficients of $r=0.80$ and $r=0.62$ for BAT and WGCTA respectively. Mean and Standard Deviation were used for answering research questions while PPMC statistics was used to analyze the data at $p < 0.05$ using statistical package for social sciences (SPSS) version 25.

Results and Discussion

The mean and Standard Deviation statistics of each research question is presented in the following tables:

Research Questions

1. What is the relationship between Students' Critical Thinking Skills and Academic Achievement in Biology?

Summary of the descriptive statistics in form of Means and Standard Deviations of this research question is presented in Table 1.

Table 1: Mean and Standard Deviation of Students' Critical Thinking Skills (CTS) and Academic Achievement in Biology (BAT).

Variables	N	Mean	Std. Deviation	r
Overall CTS	312	7.6763	2.10977	-0.0276
BAT	312	13.8558	5.02678	

The data presented in Table 1 shows overall critical thinking skills mean score of 7.67 and standard deviation of 2.10 as well as BAT mean score of 13.85 and standard deviation of 5.02. A correlation coefficient of -0.0276 was obtained. This result indicates that there is a very low negative relationship between critical thinking skills and BAT. Furthermore, the standard deviation shows that the responses of students on both critical thinking skills and BAT are tightly around the means.

2. What is the relationship between Male Students' Critical Thinking Skills and Academic Achievement in Biology?

Summary of the descriptive statistics in form of Means and Standard Deviations of this research question is presented in Table 2.

Table 2: Mean and Standard Deviation of Male Students' Critical Thinking Skills and Academic Achievement in Biology.

Variables	N	Mean	Std. Deviation	r
Male Students' CTS	180	7.7833	2.17470	-0.111
Male Students' BAT	180	14.6778	4.90656	

Data presented in Table 2 indicates male critical thinking skills mean score of 7.78 and standard deviation of 2.17 as well as BAT mean score of 14.67 and standard deviation of 4.90. A correlation coefficient of -0.111 was obtained. This result indicates that there is a very low negative relationship between male students' critical thinking skills and BAT. Furthermore, the standard deviation shows that the responses of male students on both critical thinking skills and BAT clustered around the means.

3. What is the relationship between Female Students' Critical Thinking Skills and Academic Achievement in Biology?

Summary of the descriptive statistics in form of Means and Standard Deviations of this research question is presented in Table 3.

Table 3: Mean and Standard Deviation of Female Students' Critical Thinking Skills and Academic Achievement in Biology.

Variables	N	Mean	Std. Deviation	r
Female Students' CTS	132	7.5303	2.01687	0.069
Female Students' BAT	132	12.7348	4.98985	

Table 3 shows Female Students' Critical Thinking Skills mean score of 7.53 with a standard deviation of 2.01 and BAT mean score of 12.73 with a standard deviation of 4.98. A correlation coefficient of 0.069 was obtained. This result indicates that there is a very low positive relationship between Female Students' Critical Thinking Skills and BAT. Furthermore, the standard deviation shows that the responses of female students on both Critical Thinking Skills and BAT are tightly around the means.

Research Hypotheses

The data analyses and the result of each research hypothesis are presented in the following tables:

Hypothesis One

H₀₁: There is no significant relationship between Students' Critical Thinking Skills and Academic Achievement in Biology.

Summary of the analysis is shown in table 4.

Table 4: PPMC Correlations of Students' Critical Thinking Skills and Academic Achievement in Biology.

Variables	N	r	P	Decision
CTS	312			
BAT	312	-0.0276	0.860	Retained

Result presented in Table 4 shows that the p-value 0.860 is higher than the alpha value 0.05 ($0.860 > 0.05$) indicating that it is statistically not significant. Thus, the null hypothesis which states that there is no significant relationship between Students' critical thinking skills and Academic Achievement in Biology is hereby retained. Therefore, critical thinking has no significant influence on students' academic achievement in biology

Hypothesis Two

Ho₂: There is no significant relationship between Male Students' Critical Thinking Skills and Academic Achievement in Biology.

Summary of the analysis is shown in table 5.

Table 5: PPMC Correlations of Male Students' Critical Thinking Skills and Academic Achievement in Biology.

Variables	N	r	P	Decision
Male CTS	180			
Male BAT	180	-0.111	0.137	Retained

Result presented in Table 5 shows that the p-value 0.137 is higher than the alpha 0.05 ($0.137 > 0.05$) indicating that it is statistically not significant. Thus, the null hypothesis which states that there is no significant relationship between Male Students' Critical Thinking Skills and Academic Achievement in Biology is hereby retained. Therefore, critical thinking has no significant influence on male students' academic achievement in biology.

Hypothesis 3

Ho₃: There is no significant relationship between Female Students' Critical Thinking Skills and Academic Achievement in Biology.

Summary of the analysis is shown in Table 6.

Table 6: PPMC Correlations of Female Students' Critical Thinking Skills and Academic Achievement in Biology.

Variables	N	r	P	Decision
Female CTS	132			
Female BAT	132	0.069	0.429	Retained

Result from Table 6 shows that p-value is 0.429, which is above alpha, 0.05 ($0.429 > 0.05$) indicating that it is statistically not significant. Thus, the null hypothesis which states that there is no significant relationship between Female Students' Critical Thinking Skills and Academic Achievement in Biology is hereby retained. This indicates that critical thinking has no significant influence on female students' academic achievement in biology.

Summary of Findings

The findings of the study are summarized as follows.

1. The result showed that there was no significant relationship between CTS and Academic Achievement of Biology Students.
2. Result also showed that there was no significant relationship between male Students' CTS and Academic Achievement of Biology Students.
3. Furthermore, the result indicated no significant correlation between female Students' CTS and Academic Achievement of Biology Students.

Discussion of the Findings

Result of this study as presented in Table 1 observed male critical thinking skills mean score of 7.67 and standard deviation of 2.10 as well as BAT mean score of 13.85 and standard deviation

of 5.02. Standard deviation shows that the responses of male students on both critical thinking skills and BAT are tightly around the means. A correlation coefficient of -0.0276 was obtained. This result indicates that there is a very low negative relationship between critical thinking skills and BAT. This indicates that when academic achievement increases, critical thinking of students decreases. This means that most of the students cannot critically analyze information, simply because they were not familiar with critical thinking. Furthermore, the study revealed that there was no significant relationship between Critical Thinking Skills and Academic Achievement of Biology Students. The null hypothesis was therefore retained. This finding was parallel to the findings of Mahmoud (2012) who showed that there was no significant correlation between critical thinking skills and academic achievement of students. Furthermore, the result of this study disassociates with the findings of Alcantara and Bacsa (2017); Abbasi and Izadpanah (2018) who showed that there was significant correlation between critical thinking skills and academic achievement of students. The possible reasons for these discrepancies may be due to design as well as variable differences. Some designs address relationship between WGCTA scores and an overall cumulative GPA, while others address only the relationship with the grade in a specific course as in the case of the present study. Similarly, some studies address relationship between critical thinking disposition scores and academic achievement scores, while others correlate between critical thinking skills and academic achievement scores, as the case with the present study too.

The result of this study, as seen in Table 2, observed male critical thinking skills mean score of 7.78 and standard deviation of 2.17 as well as BAT mean score of 14.67 and standard deviation of 4.90. Standard deviation shows that the responses of male students on both critical thinking skills and BAT clustered around the means. Furthermore, correlation coefficient of -0.111 was obtained. This result indicates that there is a negative low relationship between male students' critical thinking skills and BAT. This indicates that when academic achievement increases, critical thinking of male students decreases. This implies that most of male students have low critical thinking skills. Reason for this low correlation result may be as a result of lack of knowledge of the skills of critical thinking, since they were never taught the concept. Result also shows that the p-value 0.137 is higher than the alpha 0.05 ($0.137 > 0.05$) indicating that it is statistically not significant. Thus, the null hypothesis which states that there is no significant relationship between Critical Thinking Skills and Academic Achievement of Male Students in Biology is hereby retained. This finding was in agreement with the findings of Mohammadi, Moslemi and Ghomi (2016) who showed that there was no significant correlation between critical thinking and academic achievement of male students. Furthermore, the result of this study disassociates with the findings of Bakir (2015) who revealed a significant but weak positive relationship between male students' critical thinking skill and academic achievement.

Furthermore, Table 3 of this study shows Female Students' Critical Thinking Skills mean score of 7.53 with a standard deviation of 2.01 and BAT mean score of 12.73 with a standard deviation of 4.98. A correlation coefficient of 0.069 was obtained. This result indicates that there is a very low positive relationship between Female Students' Critical Thinking Skills and BAT. This indicates that when academic achievement increases, critical thinking skills of female students also increase. This implies that very few female students possess the skills of critical thinking. This may be due to the reason that critical thinking instruction is not included in the secondary school curriculum. Furthermore, result shows that p-value is 0.429, which is above alpha, 0.05

($0.429 > 0.05$) indicating that it is statistically not significant. Thus, the null hypothesis which states that there is no significant relationship between Critical Thinking Skills and Academic Achievement of Female Students in Biology is hereby retained. This finding was in line with the finding of Nordin (2015) who showed that there was no significant correlation between critical thinking skills and academic achievement of female students. Furthermore, the result of this study disagrees with the findings of Kamaei and Weisani (2013) who found out a significant positive relationship between female students' critical thinking skills and academic achievement.

Conclusions

This study investigated the relationship of students' critical thinking skills and academic achievement of Biology in secondary schools. From the findings of this study, it is established that:

1. There was no significant relationship between students' critical thinking skills and academic achievement in Biology.
2. There was no significant relationship between male students' critical thinking skills and academic achievement in Biology.
3. There was, furthermore, no significant relationship between female students' critical thinking skills and academic achievement in Biology.

Recommendation

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

1. **Biology students** should focus much on analysis and evaluation and less on memorization and recalling in learning biology (other science subjects inclusive) in order to improve in their academic achievement.
2. **Biology teachers should create a climate for thinking development that can allow students to learn not only what to think but also why and how to think** in order to become self and creative-learners.
3. Lastly, the study recommends that school administrators should, occasionally, be organizing teachers' in-service training, workshops, seminars and conferences for biology teachers, specifically meant to foster critical thinking initiatives.

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UTILIZATION OF OCCUPATIONAL SAFETY MEASURES AMONG FACTORY WORKERS IN KANO STATE, NIGERIA

N.M. Wali

Kano State Primary Health Care Management Board
nuramuhdwali35@gmail.com, 08060574668

&

A.I. Hassan, Ph.D

Department of Human Kinetics and Health Education,
Bayero University, Kano
aihassan.phe@buk.edu.ng, 07063757336

Abstract

This study investigated the utilization of occupational safety among factory workers in Kano state. One major hypothesis and two sub-hypotheses were formulated and tested. Descriptive research design of survey type was used for the study. The population of the study was 46, 253, which was all the factory workers in Kano state, out of which 400 respondents were selected as sample of the study. Multi-stage sampling procedure was used to select respondents from various factory in the state. A self-developed questionnaire named Utilization of Occupational Safety among factory workers in Kano State (UOSAFWIKSN) was used as instrument for data collection. The instrument was validated and a reliability index of 0.867 was obtained using split-half method. Four hundred (400) copies of questionnaires were administered but only 395 were duly filled and returned for data analysis. Frequency count and percentage were used to organize and describe the demographic information of the respondents, while Chi Square and Analysis of Variance (ANOVA) were used to test the hypotheses at 0.05 level of significance. The results showed that factory workers in Kano state have significant improper utilization of occupational safety measures ($\chi^2 = 35.85$ df 5 $p < 0.05$); utilization of occupational safety measures significantly differ among factory workers in Kano state based on their educational level ($F; 5, 388 = 7.053$ $P < 0.05$), those with post-graduate degree utilized occupational safety than those with SSCE; utilization of occupational safety differ among industrial worker in Kano state based on years ($F; 4, 390 = 3.239$ $P < 0.05$), those with 11 years and above working experience utilized occupational safety measures more than those with 1-5 years of working experience. It was concluded that factory workers in Kano state have improper utilization toward occupational safety, those with higher educational qualification and years of experience utilize occupational safety better than those with lower educational qualification and year of experience. Therefore, it is recommended among others that Kano State Ministry of Health in conjunction with ministry of Commerce should formulate strategies for educating factory workers on the importance of proper practice of occupational safety measures.

Keywords: Utilization, Occupational, Safety Measures and Factory Workers

Introduction

Working in an industry is full of potential risks. The hazards of which can be mitigated through the provision of adequate knowledge and improved practice of safety precautionary measures and use of Personal Protective Equipment (PPE) by workers (World Health Organization [WHO] & International Labor Organization [ILO], 2013). Occupational risks abound in many

organizations in developing countries where the rate of health hazards as a result of occupational exposures are five to six times higher compare with developed nation where the industries are more available. This situation produces adverse consequences for employees, organizations, and society. Therefore, creating a safe work environment is critical to the success of any business, and one of the best ways to retain staff and maximize productivity. According to ILO (2013), Occupational safety practice are sets of principles concerning safety and health in the use of machinery and defines safety and health requirements and precautions applicable to factory workers and employers, and also to designers, manufacturers and suppliers of machinery. Globally an estimated 2.3 million people die every year from work-related accidents and diseases in the world. Also, more than 160 million people suffer from occupational and work-related diseases, and there are 313 million non-fatal accidents per year (WHO, 2007)

According to ILO (2015), on an average, work-related accidents and illnesses kill more than 4 people in every single minute during the same period; more than 600 people sustain various work-related injuries across the world. Work-related accidents and illnesses cost the world about \$2.8 trillion U.S dollars annually. ILO (2015), further said that if industries are not well designed and appropriate safety measure are not adopted, serious adverse health consequences to the workers can occur.

In sub-Sahara Africa, public health problems of child mortality, malaria, water quality, and HIV, Aids have overshadowed occupational health problem. That is why governments are less concern about occupational safety measures. This is why the level of occupational health safety utilization in Africa is very low compared with the rest of the world (Buskin, 1993)

Occupational safety in Nigeria is largely based on the Factory Acts 1958, 1987 and 2004 which appears to be quite inadequate in terms of covering all aspect of health However, the Act is limited by bad management and corruption in various sectors this in turn result to deterioration of working and living conditions for millions of workers and their families. The major issue of concern is the governments' permissive and passive attitude towards employers who ignore health and safety laws, even when their negligence leads to the death of a worker. As a result of that many industrial workers have lost part of their bodies which may be attributed to lack of proper utilization of occupational safety measures Yusuf ,2011)

Proper occupational safety utilization plays a vital role in the prevention of occupational hazard, especially in plastic and chemicals industries where activities of worker involve the use of chemical compounds. Some of these chemicals which workers are exposed to are detrimental to workers health. Therefore, providing workers with personal health safety equipment and encouraging good health safety culture is important to workers health (WHO, 2007)

Kano state is the most populated state in Nigeria with a population of 16 186,891 according to National Population Commission (2019) projected population and then first industrialized city in Northern Nigeria with about 532 registered factory. Most of these factory are located in three industrial zones; namely Sharada, Bambai and Challawa. Workers in these companies are exposed to either natural or synthetic raw polymer, which is brought together at this stage with a variety of compounding chemical additives before being introduced into a mixer. Also, workers in these companies are also exposed to fillers compound which include carbon black, precipitated silica or silicates. Workers in the vulcanizing department may be exposed to

elements such as sulfur; all these chemicals are very dangerous to health. Likewise, workers in insecticide companies such as Panar limited and Gongoni industrial limited located in Sharada industrial layout may be exposed to illness or diseases such as silicosis, asbestosis lymphoma, hepatitis B&C, brucellosis, pancreas, liver, lung, and skin cancers, among others. In the researcher's opinion this may be due to inadequate occupational safety measures utilization among the factory workers (Occupational Safety Law [OSL], 2016).

In view of the above, the researcher observed that in Kano State, factory workers are frequently complaining and reporting of occupational related health problems such as respiratory tract infection, occupational dermatitis, and various types of cancers related to occupational problem, occupational dermatitis amputations of various body parts. Therefore, this study was conducted to appraise the utilization of occupational safety among factory workers in Kano State.

Research Questions

This study answered the following research questions:

1. Do factory workers utilize occupational safety measures in Kano state?
2. Does utilization of occupational safety measures differ among factory workers in Kano state based on their educational level?
3. Does utilization of occupational safety measures differ among industrial workers in Kano state based on years of experience?

Hypotheses

Ho₁: Factory workers do not significantly utilize occupational safety measures in Kano state.

Ho₂: There is no significant difference in the utilization of occupational safety measures among in factory workers in Kano state based on their educational level.

Ho₃: There is no significant difference in utilization of occupational safety measures among industrial workers in Kano state based on years of experience.

Methodology

Descriptive design of survey type was used for this study. The population of this study comprised of all factory workers in Kano state which is 46,253. Four hundred (400) factory workers in Kano state were used as sample. Multi stage sampling procedure was used to select the respondents for the study. A self-developed questionnaire of 15 items named Questionnaire for Utilization of Occupational Safety Measure among Factory Workers in Kano state (UOSAMAFW) was used as instrument for data collection. The questionnaire was made up of two sections, A, and B. Section A of the questionnaire sought demographic information of the respondents while Section B sought information on utilization of occupational safety measures. The instrument was validated and a reliability coefficient of 0.87 was obtained using split-half method. Four hundred copies of the questionnaire were administered and 395 were dully filled and returned for data analysis. Frequency count and percentage were used in organizing and describing the demographic information of the respondents, chi square and analysis of variance (ANOVA) were used to test hypotheses 1,2, and 3, respectively at 0.05 level of significance.

Result

Hypothesis 1: Factory workers do not significantly utilize occupational safety measures in Kano state.

Table1: χ^2 Summary on utilization of occupational safety measures among factory workers in Kano state

Utilization of Occupational Safety measures	Fo	Fe	χ^2	df	P
Utilized	138 (34.9%)	197.5	35.85	1	0.001
Not utilized	257(65.1%)				
Total	395				

χ^2 tab =3.84 df 1 p<0.05

Result of table 1, shows that 138 (34.9%) respondents utilized occupational safety measures while 257(65.1%) are not utilizing occupational safety measures. This shows that majority of the industrial workers in Kano state are not utilizing occupational safety measures. The statistical computation of shows a χ^2 value of 35.85, df 1, p<0.05. This means that majority of the respondents are not utilizing the occupational safety measures. Therefore, the null hypothesis is rejected. This means that factory workers significantly not utilize of occupational safety measures in Kano state.

Hypothesis 2: There is no significant difference in utilization of occupational safety measures among factory workers in Kano state based on their educational level.

Table 2: ANOVA summary on utilization of occupational safety measures among factory workers in Kano state based on educational level

Variable	Sum of square	df	Means square	F	P
Between groups	1056.598	5	211.320	7.053	0.001
Within groups	11625.395	388	29.962		
Total	12681.990	395			

F=2.31 df (5,388) p<0.05

Table 2 shows that there is significant difference in the utilization of occupational safety measures among factory workers in Kano state base on their educational level. The p value is .001 which is less than alpha level of (0.05). Therefore, Hypothesis is rejected. This indicated that utilization of occupational safety measures significantly differs among factory workers in Kano state based on educational level. Moreover, LSD post hoc analysis was conducted to determine where the differences lies.

Table 3: LSD post-hoc test for utilization of occupational safety among factory workers in Kano state based on educational qualification

(I)	Educational Qualification	Mean Difference	Standard Error	P value
Non-formal education				
	Primary School	-13.04000.	3.94720	.001
	Certificate	-9.057200.	3.90139	.015
	SSCE/GCE	-8.30565.	3.97661	.037
	NCE/Diploma	-9.55319.	3.91151	.015
	Degree	-7.99425.	3.91479	.042
	PG			
Primary School Certificate				
	Non-formal	13.04000.	3.9472	.001
	SSCE	3.46800.	.91594	.000
	Diploma/NCE	4.73444.	1.19647	.000
	Degree	3.48681.	.95812	.000
	Post Graduate	5.04574.	.97141	.000
SSCE				
	Non-formal education	9.57200.	3.90139	0.15
	primary school	-3.46800.	.1594	.000
	certificate	1.26644	.7479	.222
	diploma/NCE	.01881	.76426	.980
	Degree	1.577757.	1.03537	.040
	PG			
Diploma/NCE				
	Non-formal education	8.30556.	3.97661	.037
	Primary school	-4.73444.	1.19647	.000
	certificate	-126644	1.03537	.222
	SSCE	-124764	-1.24764	.246
	Degree	.31130	.31130	.774
	PG			
Degree				
	Non-formal	9.55319.	3.91151	.015
	Primary school	-3.48681.	.95812	.000
	certificate	-01881	.74729	.980
	SSCE	1.24764	1.07286	.246
	Diploma/NCE	1.55894	.81434	.056
	PG			
PG				
	Non-formal education	7.99425.	3.91479	.042
	Primary school	-5.04574.	.97941	.000
	certificate	-1.57775	.76426	.040
	SSCE	-31130	1.084375	.774
	Diploma/NCE	-1.55894	.81434	.056
	Degree			

Table 3 shows that difference exist on knowledge of occupational safety measures among Kano state factory workers with Non formal Education and those with Primary School Certificate. The Table shows that industrial workers with Primary School Certificate are more utilizing occupational safety measures than those with Non formal education. Meanwhile the table shows that difference exist on utilization of occupational safety measures among factory workers in Kano state with Primary school certificate and those with Non formal education, SSCE, DIP/NCE, Degree, and postgraduate Degree respectively. Those with None Formal Education, SSCE, Diploma/NCE, Degree, Postgraduate degree, are utilizing occupational safety measures then those with Primary school certificate. It was also revealed that difference exist among factory workers with SSCE and those with Primary school certificate this mean that workers with SSCE are utilizing occupational safety measures than those with Primary School Certificate. And also difference exist on utilization of occupational safety among Kano state industrials workers with degrees and those with Primary School Certificate the table reveal that workers with primary School Certificate are utilizing occupational safety measures more than those with Degree. And also, another difference exists on utilization of occupational safety workers with post graduate and those with Primary School Certificate the table revealed that workers with Primary School Certificate are having more utilization than those with post graduate.

Hypothesis 3: There is no significant difference on utilization of occupational safety measures among factory worker in Kano state based on years of experience

Table 4: Summary of one-way ANOVA on difference in the occupational safety measures among factory workers in Kano state based on years of experience

Variable	Sum of square	df	Means square	F	P
Between groups	408.086	4	102.021	3.239	0.012
Within groups	12282.851	390	31.494		
Total	12690.937	394			

F=2.02 df (4,390) p<0.05

The result on table 4 indicates that there is significant difference in the utilization of occupational safety measures among Kano state factory workers base on years of experience (F= 3.239, df: 4, 390, P<0.05). The hypothesis is therefore rejected. This indicated that utilization of occupational safety measures differs among factory workers in Kano state based of years of experience. However, since the difference exists, LSD post-hoc analysis was used to determine where the difference exist.

Table 6 LSD post hoc tests summary of utilization of Occupational Safety among factory workers in Kano state based on years of experience

years of experience	mean difference	standard error	P
1-5			
6-10	-1.17573	0.67579	0.083
11-above	.73073	0.71905	0.310
6-10			
1-5	1.175713	0.67576	0.083
11-above	1.90646.	0.71211	0.008
11-above			
1-5	-0.73073	0.71905	0.310
6-10	-1.90606.	0.71211	0.008

Table 5 shows that difference in utilization of occupational safety measures among factory workers in Kano state based on years of experience exists between those with 6-10 and 11 and above years of working experience. Similarly there is no significance difference between those with 1-5 and 6-10 years of working experience. Therefore, this finding reveals that workers with 11 and above years of working are utilizing occupational safety measures more than those with 1-5 and 6-10 years.

Discussion

The finding of this study revealed that majority of factory workers in Kano state significantly not utilized occupational safety measure. It shows that out of 395 respondents 135 have good occupational safety measure utilization while 257 are not utilizing occupational safety utilization. The reason for non-utilization of occupational safety measure among factory worker in Kano state is attributed to poor working conditions and lack of orientation of factory workers, most of tasks in the factory such as lifting and moving are done manually, also availability of the safety equipment is another contributing factor, in almost all the factories most of the workers do not have access to safety equipment such as face mask, helmet among others. However, Wachter and Yorio (2014) suggested that when organizations invested in a safety management system it will help reduce accident and injuries among worker which can be achieve through proper occupational safety measures practice. Also, Fernández-Muniz (2009) further state that as utilization of safety measures increase the rate of accident, personnel injuries and material damage decrease and working conditions is enhance simultaneously, resulting to higher employee productivity and reduced absenteeism. The statement of Pagell (2013) also explains the importance of occupational safety utilization among industrial workers he argued that safety should be considered an important operational priority in addition to cost, quality, flexibility, delivery, and innovation. Therefore, occupational safety utilization is not a priority of a few numbers of big companies but it is a demand of governments and majority of citizens as a basic human right. In most of the factories personal protecting equipment are not provided which also limit the utilization of occupational safety which is in line with the present study. This finding is in line with Bill and Samuel (2012) on their study on key Issues on Occupational Health and Safety utilization in Ghana: A Review the study identifies factors that hinder lack of occupational safety utilization in Ghana which is also applicable to Nigeria industries this factory

includes inadequate occupational safety measures infrastructures and safety measures, ignorance and illiteracy and inadequate support from employers, employees, and the government.

There is significant difference in utilization of occupational safety measures among factory workers in Kano state based on educational level. This is in line with the study by Joseph (2014) in the paper knowledge attitude and compliance with occupational health safety utilization among Gongoni product and marketing company in Lagos the study reveal that 96.7 percent of the factory workers with lower educational qualification failed to used personal protective device such as apron had gloves, safety glasses etc but workers with higher qualification are compliance to use personal protective device.

Bharani and Devina (2015) conducted a study on knowledge on occupational hazard and utilization of safety among traffic police of south Canara District in India they found that 89% of the respondents have inadequate knowledge on prevention of occupational hazard while 7% of the respondents show low utilization of safety measure based on this finding majority of the respondent had very poor knowledge on the prevention of occupational hazard while only minimum number show low utilization of safety measures.

Meanwhile, the findings revealed a significant difference in utilization of occupational safety measures among factory workers in Kano state based on educational level. The finding indicated that the higher the qualification of industrial worker the better the utilization occupational safety, workers with higher educational qualification utilization of occupational safety than those with SSCE. This finding in line with Adebola (2014) study on Knowledge, Attitude and Compliance with Occupational Health and Safety Practices among Pipeline Products and Marketing Company (PPMC) Staff in Lagos the study revealed that 87.4% of workers with post-secondary school certificate are utilizing occupational safety measures while none of worker with secondary school certificate is utilization of occupational safety. Another study conducted by Bharani and Devina (2015) on knowledge of occupational hazard and utilization of safety among traffic police of south Canara District in India they found that 89% of the senior respondents have inadequate knowledge on prevention of occupational hazard while 7% of the juniors respondents show low utilization of safety measure based on this finding majority of the senior respondent had very poor knowledge on the prevention of occupational hazard utilization while only minimum number show low utilization of safety measures.

The study also reveals that utilization of occupational safety measures differ among factory workers in Kano state based on years of experience. A considerable body of literature has linked working experience to a range of organizational performances including risk-taking, accident analysis and safety management. Seth (2010) conducted the study on Organizational Safety Climate and Work Experience find out that workers with over 15 years' experience are rated contributions to workplace safety highest. Their inexperienced counterparts (1–12 months) expressed negativity. This statement showed that the more a worker is experiencing the more he knows and utilization safety in his place of work which is similar to the present finding.

Conclusions

Based on the outcome of this study it was concluded that:

1. Factory workers in Kano state are not utilizing occupational safety measures.
2. Factory workers in Kano state with higher educational qualifications utilized occupational safety more than with lower educational qualifications.
3. Factory workers in Kano state with higher years of working experience utilized occupational safety measures more than those with lower years of working experience.

Recommendations

Based on the finding of this study the following recommendations were made:

1. Recruitment of senior factory workers should be based on level of educational attainment
2. Workers should be encouraged and educated on major occupational safety measures and the value of utilizing the measure for health promotion.
3. Kano State Ministry of Health and Commerce in conjunction with Ministry of Health should formulate and implement a policy to compel factory workers to utilize occupational safety measures.

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INNOVATIVE INSTRUCTIONAL TECHNIQUES IN A DIGITALISED WORLD: TECHNO-PEDAGOGY AND A REDEFINITION OF TEACHER COMPETENCE AND EFFECTIVENESS IN THE MIDST OF NATIONAL CHALLENGES

By

Prof. Ahmed Iliyasu, SSHE, Mcasson, FICEN, FBMNN, FIRSA

Department of Education

Bayero University, Kano

&

Bashiru Mamman, Ph. D

National Teachers' Institute

Kaduna, Nigeria

Abstract

The paper critically assess the current challenges related to teacher effectiveness and competency in relation to carrying out their primary assignment of teaching and learning in the digital world of 21st century and utilization of techno-pedagogies that are more innovative in undertaking such responsibilities. It is commonly understood that, there are more emphasis on the utilization of innovative instructional technology in the current digital world where technology has bearing over every aspect of human endeavour be it economy, health, transport, private sector, public sector, entertainment industries, agriculture etc. It is therefore, imperative for teachers to be well acquainted with the need to develop their skills in line with the techno-pedagogies in a digital world that can make them relevant to students, parents and society as well as help in producing the desired manpower for the country with all the challenges facing education industry and other sectors of human endeavour. The paper therefore, recommends new innovative approaches like synchronous, asynchronous, blended approach, flipped classrooms to be employed by teachers so as to increase their competency and effectiveness in the midst of national challenges.

Key Words: *Digitalised World, Instructional Techniques, Teacher Competence and Effectiveness, Techno-Pedagogy*

Introduction

Education is considered to be an accepted veritable instrument for both individuals and national development. University education is a capital intensive that is expected to produce different kinds of high level manpower such as: engineers, teachers, lawyers, medical doctors, architects, soldiers, scientist, etc. needed by any country for sustainable development particularly university education. Hence it is popularly known that “no society can develop beyond its educational system” (Onyebueke, 2014). Education is the only veritable tool that can change and transform the character of learners and impacting positively on their behavior. This can only be attainable when there is qualitative education that is devoid of misplacement of values and priorities which is supported by all the resources needed from government and individuals. Education is a tool that can be utilized to transform societal norms and tradition for the betterment of the socio-economic lives of its people. In addition, education particularly university education is a social and private investment that is collaborated by individuals, students, their family members, employers, government and other international groups. Government in general is responsible for

payment of staff salaries, allowances. Purchase of necessary working equipment and facilities for teaching and learning and construction of additional structures and the like, are parts of the responsibilities of the individual institutions which could be supported by various sources as opined by Adamu (2021). Funding over a long period of time has remained a serious issue in the provision of functional education that can result into the desired sustainable national development. It was commonly known that, funding was central and germane to the success of all and the desired developments in education that can affect every aspect of human endeavour. Adequate funding is needed to provide the needs of Nigerian universities. Such needs are in the area of adequate human and material resources, teaching, learning and research activities.

It is evidently clear the world witnessed a lot of challenges and changes regarding educational practices in the 21st century, some of these changes involve communication among teachers and students in the art of teaching and learning, how students think and perceive concepts, ideas and general ability to attend to and solve complicated tasks presented to them and becoming more relevant in the society as well as challenges posed by highly skilled manpower. Need for capacity building of teachers that can utilize new innovation brought about by information and technology and its application to school situation. The need for the development of skills in the area of utilization of new techniques of teaching that are termed to be techno-pedagogy. This calls for the development of career-long learning for teachers to meet the institutional needs for sustainable development, considering teachers as one of the most influential factors of students learning (UNESCO, 2005). The teacher education sector is deeply involved in the global shifts in teacher education practices to improve learning for teachers that can adequately cater for the need of students in the digital era of 21st century coupled with the developmental challenges. These and other related issues made it mandatory for school systems to begin utilizing new approaches for teaching and learning (Omotosho, 2008).

Teaching is a very versatile field and it constantly requires at all times identification of factors of societal development. One has to appreciate that, a teacher is the reel of any educational process and student development in any society. Teacher's experience can contribute a lot to the developmental well-being of every child and it is what influences children in most of their decisions in life no matter what challenges a nation is facing. Ibenegbu, (2021) is of the view that, in a situation whereby teachers are not professionally groomed it can affect child future academic endeavor that could be detrimental to his social, psychological, physical, emotional well-being. It is therefore, important to note that, qualitative education cannot be obtained without qualitative teachers and this calls for teacher competence and effectiveness in the digital world. This signifies that, the future of a community, society or nation largely depends on the quality of education it provides for its citizens and upon inspired, satisfied and dedicated teachers.

Developing country like Nigeria has been witnessing a lot of social, religious, ethnic diversities, critical economic, and socio-political crises that need teachers with a lot of innovations that can effectively teach in the midst of such crises with new techno-pedagogy. This can make them effective in providing effective citizens that can promote the sustainable development needed at the midst of crises like insecurity, unemployment among graduates, poverty, COVID-19 pandemic etc. Teachers who are well acquainted with digital skills are quite relevant at this point of time where the education system needs solutions to make Nigerian education relevant in

providing the desired knowledge that can poster peace, harmony, tolerance, skills needed for self-reliance that can poster social and individual development as suggested by Iliyasu (2021).

The education system of Nigeria has been facing a lot of challenges some of which affect the way students learn and also how teachers could have access to some of the students in crisis period. This and other related issues call for a redefinition of teacher competence and effectiveness in the midst of National challenges. Anything that can hinder the smooth running of the learning and teaching activities could be termed as a challenge to education and it needs innovative techniques to curtail such situation in a digital world where educational technology can play greater role in bridging the gap of time, space, facilities etc. for educational development in the midst of national challenges (Iliyasu, 2021). Teachers must constantly be well informed of recent developments in their fields and also be conversant with the current pedagogical skills in respect of capacity building to function professionally in the midst of national challenges. Teachers need to always be capacitated in respect of latest developments in terms of skills, discoveries, theories and techniques of facilitating human understanding for appropriate skills acquisition in the midst of crises. This attest to the current situation where the whole world is in serious challenges of deploying innovative techniques of teaching and learning as a result of COVID-19 pandemic and other social and economic challenges.

Many issues in the current situation of crises call for the need of awareness on digital literacy among teachers and students that can help them cope with new situations Nigerians found themselves. It is now very common where many countries have diverted their attention towards teaching via innovative instructional techniques that provide more access to teachers in discharging their primary assignment and promote students learning. Below are some issues related to education that take account for effective deployment of digital skills schools

- a. Inadequate access at all levels.
- b. Poor state of infrastructure and facilities
- c. Lack of relevance, appropriateness and responsiveness in the curriculum.
- d. An over-emphasis on rote learning.
- e. Endemic strikes and work to rule action by lecturers, teachers, non-academics and students
- f. Persistence of gender gap in enrolment, participation and achievement.
- g. Problems of organization and management.
- h. Inadequate funding and lack of reliable statistical data.
- i. Insecurity and unemployment

Conceptual Clarification

Educational Technology, comprises two aspects in terms of the structure of the term that is education and technology. The central issue in respect of this presentation is the second part of the component 'technology' which is centred on the issue related to identifying the most suitable, appropriate and developed technology (both hardware and software) to be used in educational setting most especially when we pay attention to education in the midst of challenges that may limit its access. The focal point is to meet the educational needs and purposes of the students and the country at a specific point of life. It is a known fact that, there has been a progressive development in terms of utilization of technologies to improve educational practices and its products based on the capacity and competency of the teachers' engagements with students (Bruckner, 2015).

Educational technology, takes the form of all the Learning Resources that are designed and/or selected and/or utilized to bring about learning; these resources are identified as messages, people, materials, devices, techniques, and settings.

Educational technology is often confused with Technology in education which is the application of technology to any of those process involved in operating the institutions which house the educational enterprise. It includes the application of technology to food, health, finance, scheduling, grade reporting, and other processes which support education within institution.

Educational technology is confused with “instructional technology” which is a sub-set of educational technology. It is a complex, integrated process involving people, procedures, ideas, devices and organization, for analyzing problem, and devising, implementing, evaluating and managing solutions to those problems, in situation in which learning is purposive and controlled. Educational Technology as practice is the use of technology for teaching and learning. It can be examined across the spectrum, including independent learning at home to face-to-face learning with the incorporation of technology, and all that lies between.

Technology reflect the use of information and communications technology (ICT), specifically as a tool to facilitate education. ICT, includes the use of radio to the most sophisticated and interactive digital teaching and learning tools. Other tools could be Television, E- Readers, Mobile Phones, Smart Phones, Cables Satellite, Computers/ Lap Tops, Tablets, Hardware etc. (Tauson & Stannard, 2018).

It is to be clear that, there are two types of innovative phenomena which teachers in the 21st century need to be aware of: pedagogical innovation theory (innovations in the educational system) and innovative learning. The pedagogical innovation theory is related to “restructuring and modifying, improving and changing the educational system or its separate parts, characteristics and aspects (creating new legal acts, new structure, models, learning paradigms, forms of integration connections, etc.), innovation learning is defined as a specific type of mastering the knowledge and as a product of conscious, goal-oriented and scientifically-founded activity in the educational process” (Stukalenko et. al, 2016). Therefore, innovative instructional techniques entails integration and application of new approaches in developing and application of procedures for teaching and learning in a contemporary situation where the education is in the midst of social and economic crisis. The innovations are intended to affect the educational process organization and educational programs be it in universities or any innovative educational institutions. This indicates the transition from the traditional approach of engaging students to pedagogic technology (Selevko, 1998; Kukushkin, 2004).

Innovative Instructional Techniques entails employing and utilizing or delivery of instruction via Conventional/Open Distance Learning, Cross Over Teaching, teaching via Smart Boards, teaching through Collaboration, teaching through Virtual Reality, teaching through 3D Printing Technology, teaching through Cloud Computing (LMS), Flipped Classroom, Self-Learning. Spaced Learning etc.

Techno- Pedagogy

Pedagogy as commonly perceived by experts in education like Vijaya (2017) refers to the art of science and teaching while ‘techno’ derived from the Latin word ‘Texere’ connote ‘weave or construct’ (Gloria & Edward, 2014) is considered as a qualifier which intersect the meaning of pedagogy. It requires conscious consideration of mediated learning environment to maximize the ease of facilitative teaching and learning. Adopting techno-pedagogy is intended to increase the quality of learning among students most especially at the current period of high internet usage among students. It is on record that, India has 333 million internet users that made it to be the second in the behind China which has 721 million users (UNESCO, 2017). Techno- pedagogy therefore, is considered as electronically mediated courses that integrate sound pedagogic principles of teaching and learning (Connors, 2017). A techno-pedagogical teacher stands to influence learning of students in different ways like improving students’ digital skills for improved economic independence.

Synopsis on Innovative Approaches to Teaching

Synchronous Teaching

Synchronous teaching is where the teacher is present at the same time as the learner(s). This is almost always the case in a face-to-face environment. Synchronous teaching can also take place via online learning, through the use of video conferencing and live chat or instant messaging. As with the face-to-face environment, the learners in synchronous online teaching can have an opportunity of asking questions for clarification. It supports personal participation among learners and also relate with teachers directly online (Hrastinski, 2007).

If a course is delivered entirely through synchronous teaching, face to face or online, this can limit flexibility for learners. Because it entails that learners should be present at the same time (even if online), learners must work through the course at a similar pace, with minimal flexibility in scheduling (Murphy, et al. 2011). As everyone needs to be online together, if a learner is not available for a lesson, they miss it (although some learning organisations will record lessons for these students to view later).

Asynchronous Teaching

Asynchronous online teaching is where teaching materials are prepared by teachers and posted online, and learners work through them in their own time, communicating with each other and the teacher via discussion boards or forums, or even by email. Good asynchronous teaching will include a variety of media, including (but not limited to) audio and video clips. With an asynchronous mode of teaching, learners can work at their own pace and at times of the day which are convenient for them (Victor & Faga, 2015). The teacher may find that, the pattern of learners’ input is quite different from the synchronous environment, with many shorter visits to the discussion boards or forums being more valuable to the learners than one single, longer session where students work silently and enjoy their lessons (Hrastinski (2008). There may still be deadlines for work to be submitted for feedback, and there may be a recommended schedule for students to follow so that they have some idea of what they should be doing and when. A ‘blended’ approach can help teachers to bring together the advantages of synchronous and asynchronous teaching, and of online and face-to-face teaching, into a single experience.

Flipped Classroom

The flipped classroom approach is to be employed where learners have access to mobile learning gadgets and data wherever they may be in variety of subjects (Hao, 2016). Instead of receiving instruction in the classroom and being asked to put their learning into practice as homework, the process is reversed. Students watch video lectures as homework as a new and popular instructional model (Akçayir & Akçayir, 2018). The videos are specially prepared for learners, or teachers may select content from the open educational resources (OER) that are freely available online. This approach makes students to be active and progress at their own pace, replaying content they find challenging, and pausing if they need to take notes (Lai & Hwang, 2016). Afterwards, in class, they have opportunities to discuss what they learned and to explore further with the expert guidance of their teacher. This is more than a different approach to delivering content. Students have increased control of when and where they learn; classrooms become more flexible environments, where students engage in active learning and group work.

Blended Teaching

Blended learning usually refers to a course that includes both online and face-to-face elements (Graham, 2013). A blended approach will usually bring together three core elements: classroom-based activities with the teacher present; online learning materials; independent study using materials provided by the teacher, either online or in hard copy, to reinforce concepts or develop skills. It is highly adopted in higher education as claimed by Dziuban et al. (2018). Blend of activities means that the teacher also has a blend of roles, adding a ‘facilitator’ element to their role as they organise and direct group activities, both online and offline.

Redefining Teacher Effectiveness and Competence

Current societal challenges and needs has necessitated teachers and education stakeholders to device and migrate to new strategies of teaching and learning through the use of Information and Communication Technology (ICT). In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of an effective and competent teacher. In addition to providing students with learning opportunities to meet curriculum outcomes in the midst of challenges, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching and hence it could be best facilitated using technopedagogy in the current situation.

The National Policy on Education (2014) states the goals of teacher education as:

- Producing highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
- Encouraging the spirit of enquiry and creativity in teachers
- Helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals.
- Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions.

The policy also provides that “teacher education shall continue to take cognizance of changes in methodology and in the curriculum” and that teachers shall be regularly exposed to innovations in their profession to curtail unprofessional approach to teaching and learning (Azare, 2021).

Exposure to continuing professional development could make teachers possess the expertise to develop and help learners grow as reflective practitioners who understand complex learning situations. They are capable of giving constructive feedback on oral and written assignments, know how people learn, what causes a barrier to students’ learning, and have knowledge of strategies to overcome barriers posed by the current educational challenges in Nigeria. This goes on to require that teachers in public schools employ pedagogic knowledge that are technology based across all situations in which they may be teaching learners.

Teachers by being exposed to continuing professional development should not be people who work alone, even though they need to be able to work independently. This may be helped or hindered by the lack of a set of standards for teachers teaching in public schools. They need to engage with other teachers and other institutions in professional development and support, not least because, in an increasingly challenging environment (Obanya, 2004). Collaborative practice and professional communities of practice give mutual support and motivation. This is a duty of teachers teaching in public schools so that their students are saved from a restricted apprenticeship and lack of knowledge about a range of educational settings (Lambe, 2011).

Many of secondary and higher institutions students have access to mobile learning devices and modern learning gadgets and also affordable laptops or handheld computing devices. Some of which are customized smartphones, educational games, trackers for fitness. This provided them with an opportunity to share, collaborate and socialize with other students through the use of social networks, augmented reality and virtual environments. They can also create learning materials, explore free and open resources that potentially can enhance their performance and have a worldwide audience through Internet (Scanlon et al., 2013).

Collaboration

Collaboration between students, and between students and teachers, is an important factor in both synchronous and asynchronous online teaching, helping to create a sense of connection between all participants and to build a sense of community and shared purpose.

Collaboration in a synchronous environment can be achieved in much the same way as in a face-to face-classroom, with discussions and group tasks. In the asynchronous environment, collaboration can be trickier but is still very important in reducing the sense of isolation learners may feel when working online. Discussions and group tasks can work just as well asynchronously as synchronously. Indeed, because of the lack of time constraints, learners can spend time composing a quality response when contributing to an asynchronous online discussion.

Conclusion

The challenges that influence all areas of teacher education in Nigeria are the conditions that are naturally going on as the consequence of the competency level of our teachers' in relation to rapid development of science and technology. It is impossible to be avoided but have to be faced by using resources with high quality teachers that can be produced through in-service and pre-service training in the Nigerian teacher education institutions. To face the challenges of education in Nigeria there is need for considering teachers' competence and effectiveness due to their central position in teaching and learning process even in the midst of challenges. This call for the need of qualified human resources that can only be produced through authentic educational program and authentic educational process with high quality. Teachers' quality is the central issue that can provide teachers that would be relevant to the students in a digitalized world demanding innovative techniques. Therefore, there is need to sensitize both teachers and students on the proper utilization of e-learning, emphasis on computer appreciation training for all teachers at all levels, utilizing various training/retraining programmes offered for teachers' improvement and appreciation of digital skills.

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TOURISM AND CULTURE: A SUSTAINABLE PARTNERSHIP IN NIGERIA**Lawal Yazid Ibrahim**

Department of Human Kinetics and Health Education

Faculty of Education

Bayero University

Kano

Abstract

Culture is a pattern of responses (thinking, feeling, behaving) developed by the Society for solving problems arising due to the interaction of the group members and the environment while cultural tourism is the journey of people to specific destinations that offer cultural attractions, including historic sites, artistic, cultural events with the aim of acquiring new knowledge and experiences that meet the intellectual needs and individual growth of the traveler. The focus of this paper is to promote symbiosis rather than conflict, and particularly development cooperation to facilitate achievement of this objective. To achieve this partnership, is to pursue a well-managed tourism in sustainable cultural partnership settings and the challenge is to manage the future growth of the industry. In conclusion, government and the communities should consider culture tourism as a tool for attracting visitors to cultural sites and venues and also a source of attractive opportunities for cultural experiences to tourists. The paper recommends that government and the communities should maximize the benefits it brings in terms of jobs, wealth and support for local culture and industry through the protection of the natural environment.

Keywords: *Tourism, Culture, Sustainable, Partnership*

Introduction

Tourism is seen as a temporary movement of visit and the purpose of such visit include leisure (recreation, holiday, health, study, religion and sports), business, family, mission, meeting, e.t.c. (Robert, 2000). Tourism thus can be conceptualized as involving the movement of people from a given origin to specific destination(s) for the purpose of leisure, business, cultural familiarization, entertainment, education etc (Nelson, Butler and Wall, 1999). It is in line with the above views that tourism can be viewed as the aggregate of the 'relationship and phenomenon' resulting from the travel and stay of strangers and not to establish a permanent residence and does not involve a remunerated activity (Tunde, 2012). The word "culture" generally refers to a specific group's particular way of life. Culture includes the social meanings of various aspects of life, such as race, ethnicity, values, languages, religions and clothing styles (Turner, (2015). Cultural Tourism offers a strong motivation to preserve the elements of cultural heritage in tourist destinations and helps to preserve cultural elements as important tourist attractions (Borowiecki and Castiglione 2014).

Cultural tourism's notion is unlimited to visiting monumental attractions only, but it has also become an interactive experience with the social fabric of the community through attending exhibitions, festivals and events and the purchase of traditional local products (Borowiecki and Castiglione, 2014). In a modern term, tourism is connected with both domestic and international visitors, including all economic activities which are organized around the needs of such travelers. Thus, temporary and voluntary travels without an aim to earn any livelihood out of it (i.e. for

holidaying, business or professional trip) are a part of tourism. However, the essence of business or professional tourism is for exchanging views for seeking collaboration between different parties (Getis, Judith and Jerome, (2004). "Cultural tourism can be defined as that activity which enables people to experience the different ways of life of other people, thereby gaining at first hand an understanding of their customs, traditions, the physical environment, the intellectual ideas and those places of architectural, historic, archaeological or other cultural significance which remain from earlier times (EENCA, 2017). It is also considered among the most important means of cultural exchange, as it provides an experience for tourists to learn about the cultures inherited in local society as well as cultures from contemporary life (UNESCAP, 2008). Hence, tourism has been considered as a tool for attracting visitors to cultural sites and venues and culture is considered as a source of attractive opportunities for cultural experiences to tourists (EENCA, 2017). Unfortunately, tourism could have damaging multiple effects on cultural heritage sites (UNESCAP, 2008).

However, cultural tourism could be viewed as part of the solution to such tourism problems. According to Richards & Raymond (2000), cultural tourism had witnessed significant growth in recent decades, as tourists had to travel to explore new places and looking for changes in environment has been a permanent feature in human history. Yusuf (2011), sees tourism as travel to enjoy the world's amazing diversity of natural and human culture and further notes that service industries include transportation services such as cruise ships and taxis, accommodation such as hotels, restaurant, bars and entertainment venues and other hospitality industries services such as spas and resorts as relating to tourism (Yusuf, 2011).

Etiology of Tourism and Culture

The word tour is derived from the Latin, 'tornare' and the Greek, 'tornos', meaning 'a lathe or circle; the movement around a central point or axis' as the meaning changed in modern English to represent 'one's turn'(Atlas, 2009). The suffix-ism is defined as 'an action or process; typical behavior or quality', while the suffix-ist denotes 'one that performs a given action and when the word tour and the suffix-ism and -ist are combined, they suggest the action of movement around a circle (Bruner, 2005). Therefore, a tour represents a journey in that it is a round-trip, i.e. "the act of leaving and then returning to the original starting point and therefore, one who takes such a journey can be called a tourist". The term 'culture' is a Latin origin of the word 'cultus', which refers to cultivating or refining something, in such a way that it provides admiration and respect (Bob McKercher and Hilary du Cros, 2002). Culture is the way people live as reflected in the language they spoke, food they eat, clothes they wear and the Diety they follow or worship. It expresses the manner in which one thinks and do things. In other words, culture is the set of knowledge, experiences and behaviours which is commonly shared by a group of people and is something that a person gains through learning (Greg, 2007). Culture includes art, knowledge, belief, customs, traditions, morals, festivals, values, attitudes, habits and so on which are inherited by a person as a member of society. It is everything; an individual achieves as a member of a social group. It can be seen in the literature, music, dance forms, religious practices, dressing style, food habits, ways of greeting others, recreation and enjoyment (European Commission, 2012). Different cultures can be found in different places, as it varies from region to region. The term culture refers to a system of beliefs, customs, knowledge, behaviour, religion, practices, etc., which is commonly shared by a group of people (Milena, 2009). It is described as the people's way to live such as their learned behaviour, values, morals, art, law, symbols, lifestyle which they accept completely without any second thought in Mind (Nelson,

Butler and Wall, 1999). In general, culture is handed down through the generations, by communication, teaching and imitation. It is considered as the social heritage of the organized group.

Tourism deals with movement of people from their normal place of residence to another either for leisure, sport, business, health, recreation, religion, or conference (Robert, 2000). The whole world is infested with diverse problems; tourism serves as a temporary escape from usual, normal daily routine and can be termed as an escape from the crowded metropolitan problem to rural areas, secluded areas where there is true display of nature as it were (OECD, 2009). Thus, the tourism industry include hotels, resorts, airlines, travel agencies and other businesses that have direct influence on travel while travelers has been described as the world number one employer and in monetary terms, worldwide tourism industry generates an estimated trillion dollars annually (UNESCO, 2017; Awake, 2005).

According to Tylor (1871) culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society and the characteristic features of a civilization include its beliefs, its artistic and material products, and its social institutions. Culture and cultures are bounded entities with limits, specific characteristics and static, in that they could be captured by anthropological analyses and their customs, habits, mores, relationships, uniqueness could all be detailed, and in doing so, the ways in which each culture was separate from all others could be seen (Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe material objects and possessions acquired by a group of people in the course of generations through individual and group striving (Hofstede, 1997)

Roshan Cultural Heritage Institute (2009), refers culture to the following ways of life, that include but not limited to:

- Language: the oldest human institution and the most sophisticated medium of expression.
- Arts & Sciences: the most advanced and refined forms of human expression.
- Thought: the ways in which people perceive, interpret, and understand the world around them.
- Spirituality: the value system transmitted through generations for the inner well-being of human beings, expressed through language and actions.
- Social activity: the shared pursuits within a cultural community, demonstrated in a variety of festivities and life-celebrating events.
- Interaction: The social aspects of human contact, including the give-and-take of socialization, negotiation, protocol and conventions” Cultural tourism a general term referring to leisure travel motivated by one or more aspects of the culture of a particular area.” (Dictionary of Travel, Tourism and Hospitality Terms', 1996).

Concept of Tourism and Cultural Tourism

According to UNWTO (2019), Cultural Tourism implies “a type of tourism activity in which the visitor’s essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination. These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that

encompasses arts and architecture, historical and cultural heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions". UNWTO (2008) provides support to its members in strengthening cultural tourism policy frameworks, strategies and product development. It also provides guidelines for the tourism sector in adopting policies and governance models that benefit all stakeholders, while promoting and preserving cultural elements. The 'wide definition' of cultural tourism adopted by the World Tourism Organization (1996), includes "all movements of persons, from one place to the other for knowledge of educational purpose because they satisfy the human need for diversity, tending to raise the cultural level of the individual and giving rise to new knowledge, experience and encounters". This definition emphasized the learning aspect of cultural tourism, which is supposed to contribute to personal development and as 'that form of tourism whose object is, among other aims, the discovery of monuments and sites. In order to try and clarify the meaning of cultural tourism, a conceptual definition was proposed by Richards (1996), based on the way in which tourists consume culture. According to UNESCO (2011), culture can be viewed as comprising what people think (attitudes, beliefs, ideas and values), what people do in terms of normative behaviour patterns or way of life and what people make in terms of artworks, artefacts, cultural products). Culture is therefore composed of processes, ideas and way of life of people and the products of those processes buildings, artefacts, art, customs and atmosphere. Cultural tourism is not just about visiting sites and monuments, which has tended to be the 'traditional' view of cultural tourism, but it also involves consuming the way of life of the areas visited (UNWTO, 2015).

Both of these activities involve the collection of new knowledge and experiences. Cultural tourism can therefore be defined as the movement of persons to cultural attractions away from their normal place of residence, with the intention to gather new information and experiences to satisfy their cultural needs' (Richards, 1996). According to this conceptual definition, cultural tourism covers not just the consumption of the cultural products of the past, but also of contemporary culture or the 'way of life' of a people or region. Cultural tourism can therefore be seen as covering both 'heritage tourism' related to artefacts of the past and 'arts tourism related to contemporary cultural production (UNWTO, 2012). The conceptual definition proposed by ATLAS was therefore, the movement of persons to cultural attractions away from their normal place of residence, with the intention to gather new information and experiences to satisfy their cultural needs' World Bank (1998), also formulated a 'narrow definition' of cultural tourism which includes "movements of persons for essentially cultural motivations such as study tours, performing arts and cultural tours, travel to festivals and other cultural events, visits to sites and monuments, travel to study nature, folklore or art, and pilgrimages". The essential difference between the World Bank, (1999) 'wide definition' and this 'narrow definition' is that by monitoring the purpose of travel among tourists it is possible to separate the 'cultural tourists' from other visitors.

Cultural tourism is travel undertaken with the intention, wholly or partly of increasing one's appreciation of Europe's cultural resources (ITB). This definition allows one to distinguish between different types of cultural tourists. The ITB identified two groups' general cultural tourists' who visited cultural attractions but were not directly motivated by culture and 'specific cultural tourists' who were considered to have a more specific cultural motivation for visiting certain cultural attractions.

Resource based definitions tend to start from the premise that all people visiting cultural attractions are cultural tourists, so cultural tourism can be understood through a consideration of the resources involved (CHERPLAN, 2013) . In particular these definitions tend to emphasize the range of different types of cultural attractions. This has the advantage of illustrating the scope and diversity of the cultural tourism product, but often so many different types of attractions are lumped together that it is still difficult to say what cultural tourism is. A typical example comes from UNWTO (2019), who define the resources involved in cultural tourism as

- a) Archaeological sites and museum architecture ruins
- b) Famous buildings, whole towns)
- c) Art, sculpture, crafts, galleries, festivals, events
- d) Music and dance (classical, folk, contemporary)
- e) Drama (theatre, films, dramatists)
- f) Language and literature study, tours, events
- g) Religious festivals, pilgrimages
- i) Complete (folk or primitive) cultures and sub-cultures.

A form of tourism that allows tourists be immersed in local cultural related activities such as rituals, festivities and it leads the destination in providing opportunity for authentic cultural exchange between locals and visitors (Zorn, 2004). For destinations, it encourages local communities to embrace their culture and boost economic growth, developing culturally geared tourism programs; encourages destinations to celebrate and promote what distinguishes their communities for an authentic cultural exchange between locals and visitors. Culture is a type of tourism approach where the main visitor's motivation is to engage, discover, experience and meet with intangible and tangible attractions of a certain destination and is an economic activity that is related to events and organized trips and directed to knowledge and leisure with cultural elements such as: monuments, architectural complexes or symbols of historical nature, as well as artistic / cultural / religious, educational, informative events or of an academic nature (UNWTO, 2011). Tourism that values tangible and intangible aspects of the culture of a certain tourist destination, closely linked to the local community, heritage, history, architecture, traditions, arts and crafts, gastronomy, painting, dance, music, social practices, rituals, festive events are factors of identity and preserve authenticity (ICOMOS 1997). It is the visits of individuals, motivated to a certain extent, to discover and learn about the historical, artistic, scientific, cultural assets, life, and thinking styles of a society or region (UNWTO, 2017).

Cultural Tourism (CT) according to UNESCO, (2015) is effectively a synonym for heritage or ethnic tourism a way for travelers to access the charm of local communities' traditions, folklore, spaces, values and is a type of special interest tourism involving leisure travel for the purpose of viewing or experiencing the distinctive character of a place, its peoples and its products or productions. A wide range of destinations and cultural activities fall under the umbrella heading of cultural tourism, for example UNESCO (2011) states that visits to World Heritage Sites, tours of historic cities, architectural sites, cathedrals, and battlefields; excursions to museums; trips to sample typical regional foods; tours of ethnic neighborhoods; travel to local music festivals and cultural performances; visits to indigenous villages or distinctive cultural landscapes (e.g. observing farming practices in Asian rice fields). Although cultural tourists' motives vary, some common themes include the desire to experience an "authentic" cultural landscape, interest in

other cultures and an interest in scenery that fosters an engagement with the past. Smith (1989), proposed a more refined subdivisions to the broader category of cultural tourism, including ethnic tourism to see indigenous peoples, historical tourism focused on the glories of the past, museums, monuments, ruins and, in a separate category, cultural tourism, which she defines as travels to see “vestiges of a vanishing lifestyle that lies within human memory” and involves “rustic inns, folklore performances and costumed wine festivals” (Smith, 1989).

Recognizing that most tourists engage in a variety of activities on any given trip (ranging from sampling local delicacies to touring picturesque villages), more social scientific attention has been directed away from refining taxonomies and towards better understanding the socio-cultural transformations that are part and parcel of cultural tourism (ICOMOS, 1976). Tourism is a double-edged sword as noted by UNESCO (2015) that cultural tourism can encourage the revival of traditions and the restoration of sites and monuments. In its forecast on Tourism Vision 2020, WTO (1996), predicts that cultural tourism will be one of the five key tourism market segments in the future, and notes that growth in this area will present an increasing challenge in terms of managing visitor flows to cultural sites.

The World Bank (1998) defines culture as the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs. The desire to travel to varying degrees, to experience something unfamiliar; foreign cultures and their manifestations thus serve as important attractions. Culture is crucial to people's identity, self-respect and dignity and may be an avenue through which the conscious tourist starts to grasp a basic understanding of the past and/or living culture, which has adapted to and influenced the environment the visitor, is trying to make intelligible (ICOMOS, 1997).

Tourism, Culture and Sustainable Partnership: Concepts and Objectives

Tourism to sites of cultural and natural significance has existed at least since the time of Greek Antiquity, as reflected by Hellenistic world's invention of the Seven Wonders of the World. Tourism size and growth is considered to be one of the largest industries in the world, if not the largest (WTO, 2019). The concept of sustainable partnership has grown out of the concept of sustainable development (SD), whose most popular definition has arisen from the World Commission on Environment and Development (the Brundtland Commission). Their 1986 report (Our Common Future) defined SD as: development which meets the needs of the present without compromising the ability of future generations to meet their own needs (UNWTO, 2008). Cultural Tourism offers a strong motivation to preserve the elements of cultural heritage in tourist destinations and also helps to preserve cultural elements as important tourist attractions. Cultural tourism's notion is unlimited to visiting monumental attractions only, but it has also become an interactive experience with the social fabric of the community through attending exhibitions, festivals and events, and the purchase of traditional local products.

Thus, the human capital factor in tourism is linked to the quality of tourism products. With the growth of international tourism, the importance of sustainable tourism development has emerged to protect natural, cultural and human resources, in addition to achieving economic development. As non-sustainable tourism development has led to the deterioration of tourism resources.

CT has negative impacts; some impacts might be fast and direct, such as draining cultural heritage resources and infrastructure, this could take place through congestion, crowding and high demands. Other impacts are indirect and slow; such as socio-cultural values altering, high housing prices and the natural environment depletion (UNESCAP, 2008). Tourism aids host communities by providing motivation for local residents to care for their legacy and cultural practices (UNESCAP, 2008).

Due to the constant growth of worldwide tourism, Sustainable TD has emerged to protect natural, cultural, human resources, and achieves economic development, as unmanaged tourism expansion has led to the deterioration of tourism resources.

According to UNTWO, sustainable TD manages resources achieving economic, social and aesthetic needs (UNESCAP, 2008). UNWTO further defined ST as “Sustainable tourism development meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future. It is envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes and biological diversity and life support systems”(UNESCAP, 2008). It is essential that relevant stakeholders including the local community, conservationists, tourism operators, property owners, planners, site managers and policymakers are involved as this is required for the sustainable tourism industry and maintain heritage resources for future generations (UNESCAP, 2008). Previous international initiatives and conventions emphasized the significance of culture in sustainable development.

UNWTO in 2001 adopted the “Global Code of Ethics for Tourism” (CHERPLAN, 2013), that embodies the milestone of (ST). The key themes of cultural and eco-tourism according to UNWTO and (CHERPLAN, 2013): first, the contribution of tourism to create mutual esteem between people and their societies; second, tourism acts as an important factor of sustainable development, third, as tourism exploit cultural heritage, it also contributes to its enrichment. Fourth, an equitable share of socio-economic benefits that tourism activities generate should be targeted to local residents. According to UNESCO (2015), culture represents a key aspect that fosters sustainable urban development, this takes place through urban identity and environmental protection, encouraging relevant activities to attract visitors and creating a flexible economy

Partnership between Tourism, Culture and Community

The concept of sustainable tourism has grown out of the concept of sustainable development (SD), in their guide for policy makers on sustainable partnership published in 2005, UNWTO (2008) defined it as: Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, environment and host communities.

Sustainable tourism should:

- 1) Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity

- 2) Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values and contribute to inter-cultural understanding and tolerance.
- 3) Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

This view of sustainable tourism as constituting a relationship between environmental, cultural, social and economic processes reflects the ‘fourth pillar’ approach to sustainability (Stronza, 2001), which emphasizes the role culture plays in influencing sustainable behaviour: Culture concerns for example choice of lifestyle, consumption patterns, relationship to the environment and acceptance of the processes of change in society. Sustainable cultural tourism therefore presents a unique opportunity to use culture and creativity to link tourism and culture and local culture and tourist culture to promote more sustainable forms of tourism consumption and production. As Turner (2015) recognized, sustainable tourism as more than just environmental conservation of natural areas, but also includes the quality of life of those visiting it and those who are being visited. These positive relationships reflect the earlier UNWTO (2017) report on Cultural heritage and tourism development which argued that Culture and tourism have a symbiotic relationship. Arts and crafts, dances, rituals and legends which are at risk of being forgotten by the younger generation may be revitalized when tourists show a keen interest in them. Monuments and cultural relics may be preserved by using funds generated by tourism. In fact, those monuments and relics which have been abandoned suffer decay from lack of visitation. However, the report also went on to highlight the potential dangers of commercialization and commodification. Culture and tourism must be mutually supportive of each other to make the relationship sustainable. The nurturance of this relationship needs the full cooperation of the public and private sector working side by side with local communities.

Bob McKercher and Hilary du Cros (2002), highlighted three ways in which tourism and culture can work together:

1. Tourism and culture can work together for economic growth, as the responsible use of cultural assets for tourism creates new employment opportunities and generates income for local communities.
2. Tourism and culture can work together for social development and stability by exposing people to different ethnicities, religions and lifestyles. First-hand experience of living traditions supports global dialogue and increases understanding and mutual respect.
3. Tourism and culture can work for heritage protection and preservation through carefully managed tourism that promotes education among tourists and host communities and ensures coordination and cooperation between conservation and tourism.

Sustainable cultural tourism therefore depends on developing the positive synergies between tourism and culture, between tourists and local communities and between local and global culture. In order to achieve this, collaboration between the different stakeholders is essential. As Bnaface, (1995) points out in his analysis of the ‘cultural tourism sustainability mix’, the main factors involved have different interests in cultural tourism:

- 1) The cultural sector is particularly concerned with the conservation of culture and SCT guarantees the preservation of local culture and heritage
- 2) The host community is interested in participation in order to maximize the socio-cultural and socioeconomic benefits for local people
- 3) Cultural tourists seek personal experiences to optimize the experience value of the holiday
- 4) The tourism industry needs to make a profit, securing maximum return and continuity.

Reconciling these different stakeholder interests is important in order to achieve sustainable cultural tourism. Richards (2005), argues that different stakeholders do not need to give up leverage or compromise their interests for the sake of reaching consensus during any phase of the collaborative process. Rather it is a process of sharing power. In this process, many factors are important, including leadership, the relative power positions of the stakeholders and then language used by different groups. Gray also argues that stakeholder collaboration has to pass through many stages in order to be successful: •Problem- setting •Direction setting •Structuring.

Conclusion

Culture Tourism could be considered as a basis of sustainable partnership and can help conserve CT, attain profits to the hosting communities and increase incentives to preserve legacy and artistic practices and by taking shared certain key steps to achieve sustainable partnership, such as; developing tourism and culture through festivals and events spread throughout the whole year, renovation and rehabilitation of urban fabric, establish an institution to be responsible for the development of cultural tourism. The advent of tourism has transformed local peoples' conceptions of their own identities and cultural products and cultural tourism can fuel the commoditization of ethnic arts, dances and rituals.

Recommendations

It is recommended that:

- i. Establish an institution responsible for cultural tourism, develop cultural structure (cinemas, theaters, libraries, and festivals & events etc),
- ii. Develop human capital through education and training, set policies and regulations to maintain Nigeria's cultural tourism, in addition to develop handicraft products through financing and marketing.
- iii. Culture tourism should be considered as a tool for attracting visitors to cultural sites and venues and culture is considered as a source of attractive opportunities for cultural experiences to tourists
- iv. Promotion of culture tourism through prompting residents to become experts in marketing their own authenticity, playing the native and drawing on and manipulating the cultural symbols spotlighted in the tourist literature for economic gain or to enhance their cultural standing, other ethnic groups.

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STRATEGIES FOR IMPROVING ICT UTILIZATION AMIDST THE NATIONAL CHALLENGES FOR EFFECTIVE TEACHING IN TECHNICAL COLLEGES OF KANO STATE, NIGERIA

By
Shehu Haruna Jido¹
And
Abba Ibrahim²

1. Phone No: +234-8032078331 E-mail: shjido.ste@buk.edu.ng, shjido@gmail.com
2. Phone No: +234-8164222499 E-mail: aibrahim.ste@buk.edu.ng
Department of Science and Technology Education, Bayero University Kano, Nigeria

Abstract

The study discussed the strategies for improving ICT utilization amidst the national challenges for effective teaching in technical colleges of Kano state, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a survey research design. The population for the study consist of 135 respondents from the seven NBTE accredited technical colleges in Kano state. The instrument for data collection was structured questionnaire developed by the researchers. The instrument was validated by three senior lecturers from Department of Science and Technology Education, Bayero University Kano. The reliability coefficient of the instrument was 0.79 using Cronbach Alpha coefficient. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of z-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed the challenges affecting the utilization of ICT facilities and identified some strategies for improving ICT utilization for effective teaching in technical colleges of Kano state, Nigeria. The study recommended among others that Seminars, conferences and workshops should be organized for teachers on the use of ICT in education and government, NGOs and philanthropies should collaborate to provide ICT facilities to the schools for effective teaching and learning in technical colleges of Kano state, Nigeria.

Keywords: *Information and Communication Technology (ICT), Teaching, Technical College, Nigeria, Kano State.*

Introduction

The role and impact of information and communication technology (ICT) in all aspects of life cannot be over emphasized. ICT transforms not only industries and business but also other aspects of life activities such as education. It influences every aspect of human life and plays vital roles in work places, business and education. ICT is recognize as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information communication technologies (Ratheeswari, 2018). ICT utilization is important for giving students opportunities to learn and apply the required 21st century skills. ICT improves teaching and learning, helps teachers to present their teaching attractively, and helps learners to learn at any level of educational programmes. Therefore, ICT is an important focus for future education and need to be effectively integrated into formal teaching and learning especially in TVET institutions such as technical colleges.

Technical college is one of the formal institutions that offers skills acquisition programmes. Technical Colleges are post primary institutions where students are given full vocational training that will enable them acquire relevant knowledge, skills and attitude for paid or self-employment in various occupations in the world of work. Technical colleges trained individuals to acquire skills, knowledge and attitudes required for either self or paid employment (Ogunmilade, 2017). It is a segment of Technical Vocational Education and Training (TVET) designed to produce craftsmen at the secondary school level and master craftsmen at the advanced craft level. The National Policy on Education stated that the main features of curricular activities of Technical Colleges should be structured in foundation and trade modules and the curriculum for each trade shall consist of general education, theory and related courses, workshop practice, industrial training and entrepreneurial training.

Teaching and learning in technical colleges require engagement of students in practical work especially with range of information and communication technology tools. According to Oso (2015), learning occurs when students are actively involved in the learning process in which they construct knowledge. The world is constantly changing, it is becoming increasingly characterized by technology driven communication, which has transformed the world into a large global connected community with increased spread of information and communication technology (ICT) (Danner & Pessu, 2013). Today, we are living in 21st century as we move through the information age; technological advancements are changing including our educational sector. Use of ICT resources in classrooms for teaching technology has recently increased dramatically in many developed countries and proved to be the actual effective tool in the teaching of technology related subjects (Aramide, Olajo & Adekanye, 2013).

Nowadays, the education system all over the world has certainly been affected positively by the influence of information and communication technology ICT. The ICT has the potentials to accelerate, enrich, and deepen skill; to motivate and engage students in learning; to help relate school experiences to work practices; to help to create economic viability for tomorrow's workers, contribute to radical changes in school; to strengthen teaching and to provide opportunities for connection between the school and the world (Abdul-Salam, 2018). Utilization of ICT by teachers will enhance effective teaching through, good course organization, effective classroom management, content creation, self-assessment, self-study collaborative learning, task oriented activities, and effective communication between the actors of teaching learning process and research activities will be enhanced by the use of ICT based technology (Osadebe & Ojukonsin, 2018). With the aid of ICT, teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and create vital environments to experiment and explore.

Nigeria as a developing nation is making effort to align with the developed countries through TVET by utilization of information and communication technology (ICT) in schools to enhance conventional method. It is regrettably to report that numerous problems have been militating against the utilization of these ICT resources for effective teaching in technical colleges of Kano state, Nigeria. Many reasons have been attributed to the non-availability and underutilization of these ICT resources. Sabina (2012) observed that there is serious shortage of e-learning materials such as on-line/internet connected computers, e-mail facilities, multimedia television,

multimedia computer and digital library. Intermittent disruption of electricity is another challenge affecting the utilization of ICT resources for effective teaching. Upon this background, this study is poised to identify the strategies for improving ICT utilization amidst the national challenges for effective teaching in technical colleges of Kano state, Nigeria

Statement of the Problem

In recent times, the education system all over the world has positively been influenced by information and communication technology (ICT) utilization. ICT has the prospects to accelerate, improve, and develop expertise; to stimulate and involve students in learning; to help relate school experiences to work practices; to help to create economic feasibility for tomorrow's workforces, contribute to radical changes in school; to strengthen teaching and to provide opportunities for connection between the school and the world (Abdul-Salam, 2018). Therefore, utilization of ICT by teachers will improve effective teaching through, good course organization, effective class management, content creation, self-assessment, self-study collaborative learning, task-oriented activities, and effective communication between the teachers and students will be enhanced by the use of ICT based technology (Osadebe & Ojukonsin, 2018). With the aid of ICT, teachers can take students beyond traditional limits, ensure their adequate participation in teaching and learning process and create lively atmospheres to experiment and discover. Therefore, ICT is becoming an unavoidable aspect in every area of human endeavour. It is becoming compulsive for everybody within working age-range to get acquainted with ICT knowledge, skill, operations and applications in order to remain relevant and employable in the working environment.

Amadi, Ndimele and Aleru (2015) discovered that the use of ICT in Nigeria educational system is lagging behind expectation and desire. Technical Colleges provide full vocational training to students that will enable them acquire relevant knowledge, skills and attitude for paid or self-employment in various occupations in the world of work. Onwubuya and Chiyem (2018) observed that the nature and extent to which ICT is being adequately used in Nigerian schools (including technical colleges) has continued to witness unfitness, perhaps due to inadequate ICT facilities, lack of access to electricity, poor internet facilities and inability of teachers to utilize the available ICT facilities for effective teaching and learning processes. Mahmud, Jahun and Abubakar (2020) revealed that despite the efforts being made by Government, Corporate bodies, agencies, international bodies (among others), to spread the knowledge of ICT and application in all spheres of human activities, it is evident that most technical college teachers are still not aware of peculiar areas where ICT can be effectively use to enhance teaching and learning processes. This is what prompted the researchers to find out the strategies for improving ICT utilization for effective teaching in technical colleges of Kano state, Nigeria.

Objective of the study

The main purpose of this study is to find out the strategies for improving ICT utilization amidst the national challenges for effective teaching in technical colleges of Kano state, Nigeria. Specifically, the study intended to:

1. Identify the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria.
2. Identify the strategies for improving ICT utilization for effective teaching in technical colleges of the study area.

Research Questions

The following research questions guided the study:

1. What are the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria?
2. What are the strategies for improving ICT utilization for effective teaching in technical colleges of the study area?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study:

H₀₁: There is no significant difference in the mean responses of technical college teachers and administrators on the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria.

H₀₂: There is no significant difference in the mean responses of technical college teachers and administrators on the strategies for improving ICT utilization for effective teaching in technical colleges of the study area.

Research Methodology

A survey research design was adopted for the study. The study was conducted in seven technical colleges, accredited by National Board for Technical Education (NBTE) in Kano State, Nigeria. The population for the study consists of 135 respondents which were made up of 114 teachers and 21 administrators from the seven NBTE accredited technical colleges of Kano State. A structured questionnaire consisting of 24 items was developed and used for data collection. The questionnaire was divided into three sections (sections A - C). Section "A" was designed to elicit personal information of the respondents. Section B and C, answered research questions 1 and 2 respectively. Four point rating scale of measurement was used for sections B and C with response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The weight values assigned to the response options were 4, 3, 2 and 1 respectively. The instrument was validated by three senior lecturers from Department of Science and Technology Education, Bayero University Kano. The reliability coefficient of the instrument was 0.79 using Cronbach Alpha coefficient. The data collected was analysed using descriptive and inferential statistics of mean, standard deviation and Z-test. Mean and standard deviation were used to answer the two research questions, while Z-test was used to test the two null hypotheses at 0.05 level of significance.

Results and Discussion**Research Question 1**

What are the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria?

Table 1: Mean and Standard Deviation of the Responses of Respondents on the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria

N = 135				
S/N	Item	\bar{X}	SD	Decision
1	Lack of well-furnished computer laboratory in my school	2.94	0.82	Agree
2	Absence of support from government, NGOs and philanthropies to provide ICT facilities	3.82	0.78	Agree
3	Absence of training offered to teachers on the use of ICT in education by the school	2.54	0.81	Agree
4	Lack of school based ICT policy	2.61	0.79	Agree
5	Intermittent disruption of electricity in the school	3.65	0.77	Agree
6	Absence of internet connection in the school	3.70	0.92	Agree
7	Lack of maintenance to available ICT facilities in the school	2.50	0.81	Agree
8	Inadequate instructional software in different trade subject areas	3.92	0.87	Agree
9	Lack of awareness by the school administrators on the importance of ICT in teaching-learning purpose	2.34	0.86	Disagree
10	Absence of guidance and support by the school administration	2.80	0.85	Agree
11	Lack of motivation from the school administrators to use ICT for teaching-learning purpose	2.76	0.91	Agree
12	Lack of interest by teachers to use ICT facilities in the school for teaching-learning purpose	1.94	0.72	Disagree

The results presented in Table 1 revealed that the respondents agreed with 10 items out of the 12 items listed with mean rating ranging from 3.92 to 2.50. The remaining 2 items were disagreed by the respondents with mean rating ranging from 2.34 to 1.94. This implies that a number of challenges affect ICT utilization for effective teaching in technical colleges of the study area. The Table also shown that the items had their standard deviation ranged from 0.72 to 0.92. This disclosed that the respondents were not far from the mean and not far from one another in their opinion.

The analysis presented in table 1 revealed a number of challenges that affect ICT utilization for effective teaching in technical colleges of Kano state, Nigeria. Some the challenges include lack of well-furnished computer laboratory, intermittent disruption of electricity, absence of internet connection and inadequate instructional software in different subject areas among others.

Research Question 2

What are the strategies for improving ICT utilization for effective teaching in technical colleges of the study area?

Table 2: Mean and Standard Deviation of the Responses of Respondents on the strategies for improving ICT utilization for effective teaching in technical colleges of Kano state, Nigeria

N = 135				
S/N	Item	\bar{X}	SD	Decision
1	Provision of well-furnished computer laboratory in the schools	2.96	0.78	Agree
2	Government, NGOs and philanthropies should collaborates to provide ICT facilities in the schools	3.13	0.79	Agree
3	Seminars, conferences and workshops should be organized for teachers on the use of ICT in education	3.20	0.73	Agree
4	formulation of school based ICT policy by the schools	2.79	0.86	Agree
5	Provision of alternative power supply for the schools	3.71	0.93	Agree
6	Provision of internet connection to the schools	3.19	0.71	Agree
7	The available ICT facilities in the schools should be maintained at regular intervals	3.22	0.73	Agree
8	Provision of adequate instructional software for teaching different subject areas	3.21	0.81	Agree
9	School administrators should be sensitized on the use of ICT for teaching-learning purpose	2.87	0.91	Agree
10	Provision of guidance and support services by the school administrators to teachers on ICT utilization	3.02	0.85	Agree
11	School administrators should motivate teachers to use ICT facilities for teaching-learning purpose	2.89	0.92	Agree
12	Teachers should be rewarded for ICT utilization in teaching-learning process	3.35	0.85	Agree

The analysis of mean responses of the respondents in Table 2 have shown that the respondents agreed with all the 12 items listed with mean rating of 3.71 to 2.79. This result exposed a number of strategies for improving ICT utilization for effective teaching in technical colleges of the study area. The Table also exposed that the items had their standard deviation ranged from 0.71 to 0.93. This indicated that the respondents were not far from the mean and not far from one another in their opinion.

The analysis presented in Table 2 revealed the strategies for improving ICT utilization for effective teaching in technical colleges. The strategies include among others; provision of alternative power supply for the schools, provision of adequate instructional software for teaching different subject areas, provision of internet connection to the schools, teachers should be rewarded for ICT utilization in teaching and learning process and the available ICT facilities in the schools should be maintained at regular intervals for effective teaching in technical colleges.

Hypotheses Testing

Hypothesis One: There is no significant difference in the mean responses of technical college teachers and administrators on the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria.

Table 3: Z-test Analysis of the Responses of Technical College Teachers and Administrators on the challenges affecting ICT utilization for effective teaching in technical colleges of Kano state, Nigeria

Respondents	Mean	SD	N	df	z-value	Sig(2- tailed)
Teachers	3.35	0.45	132	133	-1.27	0.05
Administrators	3.44	0.38	33			

The result presented in Table 3 revealed that the mean responses of the technical college teachers and administrators were 3.35 and 3.44 respectively with regards to their opinions on the challenges affecting the utilization of ICT facilities for effective teaching in technical colleges. The z- value of -1.27 is less than the p-value (0.05). This suggests that there is no significant difference between the mean responses of technical college teachers and administrators with regards to challenges affecting the ICT utilization for effective teaching in technical colleges. Therefore, the null hypothesis was upheld.

Hypothesis Two: There is no significant difference in the mean responses of technical college teachers and administrators on the strategies for improving ICT utilization for effective teaching in technical colleges of Kano state, Nigeria.

Table 4: Z-test Analysis of the Responses of technical college teachers and administrators on the strategies for improving ICT utilization for effective teaching in technical colleges of Kano state, Nigeria

Respondents	Mean	SD	N	df	z-value	Sig(2- tailed)
Teachers	4.00	0.54	132	133	-1.66	0.05
Administrators	4.11	0.44	33			

The result presented in Table 4 have shown that the mean responses of the technical college teachers and administrators were 4.00 and 4.11 respectively with regard to their views on the strategies for improving ICT utilization for effective teaching in technical colleges. The z-value of -1.66 is less than the p-value (0.05). This implied that there is no significant difference between the mean responses of technical college teachers and administrators on the strategies for improving ICT utilization for effective teaching in technical colleges of the study area. Hence, the null hypothesis was accepted.

Discussion

The findings from the study in table 1 revealed that a number of challenges affect ICT utilization for effective teaching in technical colleges of Kano state, Nigeria. Based on this finding, some the challenges include lack of well-furnished computer laboratory, intermittent disruption of electricity, absence of internet connection and inadequate instructional software in different subject areas among others. This finding agrees to the findings of Sabina (2012), who observed that in public secondary schools there is acute shortage of e-learning materials such as on-line/internet connected computers, e-mail facilities, multimedia television, multimedia computer and digital library. Hence, non-availability of these ICT resources were the challenges affecting their utilization.

Intermittent disruption of electricity is another challenge affecting the utilization of ICT resources for effective teaching. This is supported by the findings of Mohammed and Yarinchi (2013), who reported that inadequate power supply is one of the challenges confronting the teaching and learning process in Nigeria with particular reference to computer among others as it brings about digression. They further stressed that the major challenges confronting teaching and learning processes is inadequacy of computers and knowledge for its proper application. According to Osakwe (2012), failure to achieve the desired goals and objectives in time, electricity is essential for the operation of all ICT appliances without which they cannot function effectively. Agbo (2015) observed that the level of accessibility and cost of ICT resources, lack of ICT training to teachers, teachers and students attitude towards computer usage and lack of parents and community support are among the factors affecting the utilization ICT in teaching and learning.

However, z-test analysis on Table 3 revealed that there was no significant difference between the mean responses of teachers and administrators on the challenges affecting ICT utilization for effective teaching in technical colleges of the study area. Consequently, the null hypothesis was upheld. This indicated that all the respondents agreed with challenges affecting the utilization of ICT facilities for effective teaching in technical colleges of Kano state, Nigeria.

The results in Table 2 revealed the strategies for improving ICT utilization for effective teaching in technical colleges. The strategies include; provision of alternative power supply for the schools, provision of adequate instructional software for teaching different subject areas, provision of internet connection to the schools, teachers should be rewarded for ICT utilization in teaching and learning process and the available ICT facilities in the schools should be maintained at regular intervals for effective teaching in technical colleges. The results also discovered that government, NGOs and philanthropies should collaborate to provide ICT facilities in the schools, Seminars, conferences and workshops should be organized for teachers on the use of ICT in education among others.

This finding is supported by Mandefro (2013) who stated that majority of teachers who are participated in his study did not receive any ICT training or workshop in their schools to integrate ICT in teaching and learning process. In addition, Agbo (2015) recommended that government, parents and the community should collaborate to improve in the provision of ICT equipment to enhance the level of accessibility and decrease the cost of the ICT equipment for effective teaching in schools. He further suggested that there should be regular teachers ICT training to enhance their skills and parents, community, governmental and non-governmental organizations should give all the necessary supports on ICT utilization to boost the effective use of ICT for effective and efficient teaching and learning in schools.

ICT can make a very profound and significant impact on the quality and quantity of teaching and learning when they are effectively integrated in teaching and learning process. However, Vincent, et al (2016) observed that majority of the schools were not equipped with adequate ICT facilities to improve the quality of teaching and learning. As a result, both teachers and students are isolated from and less benefitted to modern ICT facilities recommended and commonly used for teaching and learning purpose. Hence, teachers would be demotivated and failed to contribute

a lot in bringing professional growth, improving the teaching and learning process in strengthening student performance so as to bring quality of education at all.

However, z-test analysis on Table 4 have shown that there was no significant difference between the mean responses of teachers and administrators on the strategies for improving ICT utilization for effective teaching in technical colleges of Kano state, Nigeria. Therefore, the null hypothesis was accepted. This implied that all the respondents agreed with strategies for improving ICT utilization for effective teaching in technical colleges of the study area.

Conclusion

Based on the findings from this study, it was concluded that a number of challenges affect ICT utilization for effective teaching and learning in technical colleges of Kano state, Nigeria. The challenges include lack of well-furnished computer laboratory, intermittent disruption of electricity, absence of internet connection and inadequate instructional software in different subject areas among others. Similarly, the study concluded that strategies such as provision of alternative power supply for the schools, provision of adequate instructional software for teaching different subject areas, provision of internet connection to the schools among others should be adopted to improve ICT utilization for effective teaching in technical colleges of the study area.

Recommendations

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

1. Government, non-governmental organizations and philanthropies should collaborate to provide adequate ICT facilities in the schools for effective teaching and learning in technical colleges of Kano state, Nigeria.
2. Seminars, conferences and workshops should be organized on regular basis to sensitize technical college teachers on the use of ICT for effective teaching in technical colleges of the study area.

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**SPECIAL NEEDS EDUCATION IN THE MIDST OF NATIONAL CHALLENGES:
INCLUSIVE EDUCATION PERSPECTIVE****By****Umar Abdullahi Taura (PhD)**

Department of Special Education

Bayero University, Kano

&**Ali Abdullahi Taura (PhD)**

Department of Education,

Sule Lamido University. Kafin-Hausa Jigawa State.

Abstract

The fact that education is a key to national development can hardly be contested. Special needs education as a sub-discipline within the frame work of general education is not an exception. Accordingly, the paper provides basic clarification on what special needs education is all about. The categories of individuals in need of special education have been clearly pinpointed. Besides, inclusive education which is given particular emphasis in the world of special education has been expressed. Some of the national challenges that constitute a stumbling block to the effective provision of inclusive education have been clearly elaborated. These include; current economic meltdown, non-availability of inclusive schools, damaging attitude on the part of the public, the prevalence of Covid-19 pandemic, poor funding of education, absence of inclusive school's curriculum, lack of experts to shoulder the task of inclusion, gap between policy formulation and implementation among other things. To overcome the challenges, some fundamental issues worthy of consideration have been clearly highlighted. Based on the discussion, conclusion was drawn in terms of what is expected on the part of both regular and special teachers, authorities responsible for education as well as other stakeholders with a view to ensuring a more worthwhile and effective provision of special needs education.

Key words: *Special Needs Education, Inclusive Education, National Challenges, Regular Teachers, Special Teachers and Inclusive Setting.*

Introduction

Education is expected to inculcate desirable habits, attitudes and skills so that an individual could be made to become a good citizen (Chauahan, 1991). The philosophy of Nigerian education aimed at building a united, strong and self-reliant nation, a land of bright and full opportunities for all citizens among other things (FRN, 2004). Impliedly, each an every member should be considered in realising this philosophy. In other words, regardless of whether a citizen is having one form of special needs condition or the other, he/she should be adequately educated in order to realise his potentials special needs education emerged in order cater for the divergent needs of learners who may not be able to benefit maximally from the regular school/classroom instructions. This is because education contributes to the development and progress and children. Inclusive education as an aspect of special needs education is directed towards integrating learners to learn in the same learning environment irrespective of their condition. It actually tries to include all children in learning situation thereby doing away with exclusion phenomenon. In fact under inclusive education arrangement, education system should be designed and

implemented taking into consideration the wide diversity of characters and needs and that children with special needs condition have a right to regular schools (Salamanca, 1994.) this paper therefore attempted to clarify the extent to which inclusive education could be provided in the midst of numerous national challenges.

Special needs education

Special needs education as area within the frame work of general education has been subjected to different interpretations for instance, it has been referred to as an education for children and adult who have learning difficulties because of different sorts of handicaps; blindness, partial sightedness, deafness, hardness of hearing, mental retardation, etc.--- (FRN, 2004). It has also been regarded as teaching training and learning which is directed towards meeting the abilities and disabilities of all persons (Kolo, 1994). Regardless of the way and manner it is defined, the fact remains is that, it is a form of education that caters for the unique needs of all learners. In order words, it takes into considerations the strengths and weaknesses as well the abilities and disabilities of all persons. That's why it has been explicitly stated that special education aim at giving concrete meaning to the idea of equalizing educational opportunities for all persons regardless of their physical, social or emotional disabilities. The essence is to adequately educate those with special needs condition so that they can contribute their quota economically, scientifically, as well as technologically. Thus the need to ensure effective provision of special needs education to the category of individuals who find it difficult to learn in the regular settings can hardly be con tested.

Categories of persons in need of Special Education

Actually, there are specific categories of individuals who fall under the umbrella term referred to as exceptional persons or persons with special needs. They deviate from the normal or average child in terms of a number of characteristics. In fact, their deviation marks them out for special education programmes, services and facilities. Exceptional persons are categorise as follows:

- i. The mentally retarded
- ii. The behaviourally and emotionally disturbed
- iii. The learning disabled
- iv. The physically/health impaired
- v. The hearing impaired
- vi. The visually impaired
- vii. The speech and communication disordered
- viii. The gifted/talented. (Okeke, 2001 & Abang, 2005).

As mentioned above, these individuals have deviations which may be so significant that the individual concern is unable to function adequately within the community or school. Also the deviation requires that normal school curriculum has to be modified before a special need person can educationally benefit. (Abang 2005;Kirk & Gallagher, 2006)

Inclusive education

The concept of inclusive education has been defined in different ways. Although, all the definitions are explained in different ways, they tend to portray the same meaning. For instance, inclusive education has been defined as a new approach towards educating the children with disabilities and learning difficulties with that of the normal ones within the same roof. It brings

all children together into one classroom and community regardless of their strengths and weaknesses in any area and seeks to maximise the potential of students (Singh, 2016) Acedo (2019) interviewed the Director IBE of the UNESCO who described inclusive education as a process of addressing and responding to the diversity to the needs of learners through increasing participation in learning, cultures and communities. The goal is that the whole education system will facilitate learning environments where teachers and learners embrace the challenge and benefits of diversity.

Certainly, the inclusion phenomenon is embedded in the Universal Basic Education (UBE) agenda of providing universal access to education for all categories of individuals. In fact the goals of the UBE are to universalise access to basic education, engender and enabling learning situations within the shortest primary school system (Odiba, 2001). Therefore, educating all categories of children in the same learning environment is one good method of actualising equality of educational opportunities since all children are brought under one umbrella. No doubt, within the context of inclusive education approach, learning environments are fostered where individual needs are met and every child has an opportunity to succeed (Acedo, 2019) The idea behind inclusion means that all students should be educated together with their peers in the same physical location. It is form of education that brings children of different social, economic and cultural background together. Inclusion in the educational sense means that all students with special needs must have the opportunity to be enrolled in the regular classroom of the neighbourhood school with age appropriate peers or to attend the same school as their brothers and sisters. (Vandeh, 2013).

Benefits of inclusive education

Actually inclusive education has series of benefits. One of such benefits is that it enhances social relationships among peers. Such relationships evolve from day to day interactions of both the regular and special needs learners. This helps in reducing fears among learners and encourages co-operation. Certainly, this is very crucial as friendship increases social initiation, relationships and network (Daramola & Kadahur, 2013). Besides, inclusive education enables the special needs learners to have greater access to general education curriculum as opposed to special curriculum in a segregated setting which is not an all encompassing. The inclusive curriculum is supposed to have contents and structures in such a way that it caters for the divergent needs of the special needs learners (Chukuka, 2013) . All children in an inclusive setting are likely to benefit from the inclusive curriculum because of its flexibility. Inclusive education also fosters the spirit of cooperation and team work among both the regular and special teachers. This is because in an inclusive classroom, general educational teachers work together to meet the individual and unique needs of each students. Also, this type of classroom gives special education students the support they need and allows them to stay in the least restrictive learning environment. Therefore, all students can benefit from the additional resources and supportive techniques used in inclusive setting

Goals of inclusive education

Inclusive education is aimed at achieving some fundamental goals Ozoji (2010) listed the following goals:

- a) To provide education for children with diverse learning needs.
- b) To make special needs children active members of school community and make them achieve social competence.
- c) To build a supportive school community that is able to identify and minimise barriers to learning and participation.
- d) To educate more children better.
- e) To ensure successful learning and social experience.
- f) To empower children who are hitherto excluded and isolated.
- g) To enable students to participate in mainstream education to the best of their abilities.
- h) To build inclusive schools that can respond to diverse needs.
- i) To study pressures that leads some people in school feel excluded and separated
- j) To attend imaginatively to diverse learning needs in the classroom.
- k) To ensure improvement of student learning outcomes.
- l) To develop a unit planning for diversity and understanding this diversity.

National challenges

The curriculum is one of the major tools to facilitate the development of more inclusive system the fact that the curriculum is centrally designed, constitute a great challenge. This is based on the fact that it is not easy to be adapted so that it can suit the specific peculiarities of the special needs. The content of the curriculum and the delivery strategies both within the regular system and for children with special needs cannot fit in an inclusive setting. Certainly, it could be observed that the preparatory skills on pre-vocational and vocational orientation as well as recreational faculties for the handicapped are either not there or insufficiently provided in the so called special schools (Adetero, 2014). Therefore, in a situation where regular classes are overcrowded, it would be difficult if not impossible to cater for the needs of the learners on the one hand, and on the other hand the standard teacher pupils ratio for the inclusive classroom may remain far from reality.

Inadequate funding constitutes a great source of worry as far as effective provision of inclusive education is concerned. In order to be able cater for the needs of learners with disabilities in an inclusive settings modifications of additional classroom and other facilities for learning including teaching both regular and special have to be provided. This will be difficult if not impossible in a situation where there are inadequate funds. In fact, articles of Salamanca framework function, (1994) advocates that schools should accommodate all children regardless of their physical, intellectual emotional, social and linguistic condition. But since 1994, some countries of the world including Nigeria has been very slow in implementing this framework, probably because of poor funding (Ajayi, 2020) . Ajayi, E.O.(2020). In fact, inadequate funding has been regarded as the prime reason for the slow pace of development in special needs education services in all levels of educational system as experienced in the regular school system (Ejimanya & Komolafe, 2020). Inadequate funding can hinder professional development that helps in equipping specialists and regular teachers with the necessary skills and strategies for inclusion.

Damaging societal attitude is also a fundamental factor to reckon with when it comes to the issue of inclusive education. Actually, it is this unfavourable attitude that mostly leads stigmatization which consequently may have a psychological effect on the special needs individuals. This discrimination has penetrated into all aspect of lives of such category of individuals. In fact persons with disability are denied employment as a result of ignorance and wrong perceptions of their capabilities at works. Some employees even believe that offering them jobs is based on philanthropic basis not production (Chukuka, 2020). It has been strongly asserted that the society and its institutions are oppressive, discriminatory and disabling (Okeke, 2001).

The current economic melt -down is also an important factor to consider as it constitutes an impediment to the effective provision of inclusive education. An economic melt-down is an expected event that can occur at any point and has no standard cycle. It can occur due to financial deregulation. The poor economic condition in Nigeria which was primarily caused by insufficient foreign exchange in the Central Bank of Nigeria coupled with other possible reasons is a serious challenge to provision of education in general and special needs education in particular. Accordingly, the peculiar needs and the requirements of learners with special needs on the one hand, could not be adequately met. And on the other hand, the necessary equipment and facilities for learning that will go a long way in ensuring effective provision of inclusive education could be achieved.

Lack of experts to shoulder the task of inclusion also poses serious challenge to the implementation of inclusive education. Actually, for inclusion to prosper, the presence of numerous personnel is needed. Unfortunately, they are either grossly inadequate or even completely lacking. These include the experts in Braille reading and writing, speech interpreters for the hearing impaired, learning disabitologist for learners with learning disability, behaviour therapist for those with Emotional and Behavioural disorders . Many experts including teachers have not been trained to teach students with special needs. The teachers are expected to teach learners of diverse background in spite of the fact that they do not possess the skills for teaching learners with special needs.

Poor architectural design is certainly among the barriers constituting a nuisance to the provision of inclusive education. Most of the structures including classrooms and hostels in our public schools were erected devoid taking into consideration learners with special needs. It is therefore apparent that those with physical and sensory impairments in particular will find difficult to cope with the learning environment. In fact, the poor architectural design is exhibited in form of non-disability friendly learning environment where accessibility to most of the school buildings and facilities are usually difficult. In most cases the school environment is usually not conducive. Actually, a student a student with disability cannot learn in an inclusive classroom if he cannot enter the classrooms, dormitories and hostels. Besides, some schools are still inaccessible to students on wheel chairs and those that require the use of elevators, ramps, paved pathways and lifts to get in and around building (Dawaki, Edaci & Oji,2020).

The presence of Covid-19 pandemic is another source of worry as far as effective inclusion of learners with disabilities is concerned. It is a well known fact that one of the protocols required for day to day interaction to guard against being infected by the virus is that of spacing. This may be seems to be difficult if not impossible given the congested nature of our public schools.

Education is among the sectors that may have a devastating impact of Covid-19 pandemic. In fact, before the pandemic, the Nigerian education system has adopted purely face to face approached to teaching and learning in primary and secondary schools (Eze et al, 2021). Besides, persons with disabilities generally have more health care needs and needs linked to impairments and therefore, more vulnerable to the impact of low quality or inaccessible health care services than others. Some learners with disabilities might be more likely to be infected than others.

Way Forward

In view of the prevailing national challenges that have been highlighted above, it is imperative to discuss some fundamental issues which are considered worthwhile and panacea to the problems. One of such solutions is need for changing attitudes the part of the regular teachers, special teachers, the so called non-special needs learners and the society at large. Fundamentally, both the regular and special teachers should accept learners with special needs just like their non-special needs counter parts as individuals of worth. All forms of segregation should be avoided. Thus, for inclusion to be a success, positive attitudes are essential since it has been emphasised that teachers' attitudes is one of the major catalyst that affect integration, interaction and achievement (Abng, 2003).

Modification of learning environment is worthy of consideration as far as effective provision of inclusive education is concerned. Hence, there is the need to modify school buildings with a view to suiting the peculiarities of the learners. Specifically, ramps and elevators and other necessary facilities should be provided to facilitate mobility of the special needs learners as well as easy access to their classrooms.

The issue of curriculum modification is imperative. It is a known fact that in special education, the child's needs dictate the curriculum. Regular teachers must therefore be prepared to work hand in glove with the special needs teachers so that they can adapt the schools' curriculum with a view to meeting the needs of learners in an inclusive setting. The curriculum is one of the major tools to facilitate the development of more inclusive system the fact that the curriculum is centrally designed, constitute a great challenge. This is based on the fact that it is not easy to be adapted so that it can suit the specific peculiarities of the special needs.

School-Community relationships is very central to the success of inclusion essentially, a positive attitude on the part of the parent is highly desirable. In fact, most of the time relationship between school and family is weak. It has been observed that in most cases schools only contact parents when they need money or have some problems, and therefore of this unhealthy trend in special education, parents are never involved in the education of their special needs children (Jurmang & Jikukka, 2014).and even some parents themselves had lamented that they never had the opportunity to participate in the child's education. Hence, for success of inclusion phenomenon, good school-family relation is imperative.

Fundamentally, school in collaboration with hospitals or clinics where available should have comprehensive procedures to manage Covid-19. In a situation where a member of staff or a particular child has symptoms matching those of Covid-19 he/she should be asked to go home for testing and self-isolation. Actually, for students with Covid-19 symptoms, the parent should be contacted and asked to collect the students as soon as possible. It is relevant to emphasised

that in cases where the suspected student cannot remain alone in isolation area while waiting to be collected, the staff member looking after them should wear personal protective equipment in accordance with the training and guidance of the school. Additionally, appropriate measures are to be taken by the school in responding to the suspected cases including cleaning the school environment, reminding the school community about good Covid-19 pandemic safe practices such as washing hands regularly, personal hygiene, wearing face mask and monitoring for symptoms among other things.

Removing the architectural barriers is worthy of consideration for an effective inclusion practice. There is the need to modify school buildings with a view to suiting the peculiarities of the learners. Specifically, ramps and elevators as well as other necessary facilities should be provided to facilitate mobility of the special needs and have easy access to their classrooms

Conclusion

In conclusion, it cannot be strongly posited that inclusive education entails making all children to have access to the knowledge, skills and values necessary for meaningful life. Under this arrangement, each and every member is given equal opportunity to acquire basic education in the regular school/classroom settings. However, there are certain national challenges that constitute obstacles to the effective provision of inclusive education accordingly, some of the ways that can be employed to serve as panacea and a more worthwhile means of ensuring effective implementation of inclusive education.

Recommendations

1. There is the need to remove the obstacle so that people with impairment will participate in the life of the society and in changing institutions
2. Adequate and relevant equipment and facility should be provided. These will include Braille machine for the students with visual impairment, hearing aids, and well equipped libraries among other things.
3. There is a need for teachers to accept and embrace the inclusive practice as this could influence the intellectual, social and emotional adjustment of children particularly those with visible special needs conditions.
4. A policy framework and legislature support of the national level must be in place as a necessary prerequisite to access and equal participation in inclusive education
5. Teachers should be properly trained and be given enough resources to teach students with diverse needs.

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EARLY CHILDHOOD EDUCATION AND INCLUSIVE EDUCATION AMIDST NATIONAL CHALLENGES

By

Umbaru Yusha'u

Department of Education
Bayero University, Kano.
ummaruyushau@gmail.com
08038297383

&

Bushira Wada Kura²

National Institute for Hospitality and Tourism (NIHTOUR)
bushirawada@gmail.com
08037018866

Abstract

The education of young children is foundational, therefore crucial; even more so for children with special needs. It is believed that, there is benefits gained by young children with special needs when they are included in quality early childhood programs. Inclusion is important because through our diversity we certainly add to our creativity. With diverse classroom or a diverse world, an individual improve his/her levels of creativity and thinking by learning and competing others. Inclusive education is based on ethical, social, educational and economic principles. It is a means to realize the right to high quality education without discrimination and having equal opportunities. While, early childhood education is a starting point for a child's development and the key foundation of the Nigerian Educational System. In the National Policy, provisions were made stating the objectives and guidelines taken by the government to achieve early childhood education goals. The purpose of this paper is to highlight the issue of early childhood education and inclusive education. The paper outline the meaning of early childhood education, inclusive education, why inclusive education is important, challenges in achieving inclusion and early childhood education as well as recommendations for the remedy to the problems mentioned.

Keywords: *Early childhood Education, Inclusive Education, National Challenges*

Introduction

All children have the right to good early care and education. To fulfill this right, ECCE programmes should be made inclusive and equitable, that is, every child should be able to access an ECCE service that is welcoming and responsive to her/his characteristics and needs. In particular, states need to ensure this right for the need of the children. All children have the right to good early care and education. Inclusive education refers to the educational practices to include all children in a class, regardless of their ethnics, abilities and needs, and to provide them with opportunities of positive interaction with normally developing children (Wilson, 2003). Inclusive education practice is a collection of educational approaches implemented by teachers, the primary interventionists, in different forms of education provisions. There are enormous barriers in the implementation of inclusive education, where teachers incorporate their beliefs about inclusion into practice. The critical factors to the success of inclusive education include the

teachers' adequate qualification, the collaborations among specialists and administrators, and practitioners' attitudes or beliefs (Buysse et al., 1998).

Early Childhood Education

Early childhood education is a starting point for a child's development and the key foundation of the Nigerian Educational System. This type of education is recognized by the Nigeria National Policy on Education (FRN 2004). In the National Policy provisions were made stating the objectives and guidelines taken by the government to achieve early childhood education goals. This policy encourages and endorses private participation in the provision of pre-primary education. This article examines the implementation of the policy, pointing out the purposes of early childhood education, achievements made so far, current problems, and recommendations to address these problems.

Objectives of Early Childhood Education

The objectives of early childhood education according to FRN (2004) are:

- i. Effect a smooth transition from home to school
- ii. Prepare the child for the primary level of education
- iii. Provide adequate care and supervision for the children while their parents are at work (on the farm, in the market or offices)
- iv. Inculcate social norms
- v. Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys and so on.
- vi. Develop a sense of cooperation and team spirit
- vii. Learn good habits, especially good health habits and.
- viii. Teach the rudiments of numbers, letters, colours, shapes, forms and so on through play.

Inclusive Education

Inclusive education is where all children and young people are engaged and achieve through being present, participating, learning and belonging. There is a wide range of tools to help your school or early learning service support students with diverse needs. The term inclusion has different interpretations in various countries, it is sometimes associated with those students living in marginalized or poor contexts, but frequently it is related to the participation of the disabled or those with special educational needs in mainstream schools. In this way inclusion is considered to be almost the same as integration, when they are in fact two different approaches with different visions and perspectives. As a consequence of this misconception, inclusive policies are regarded as a responsibility of special education, restricting the analysis of all the common forms of exclusion and discrimination that take place within education systems.

UNESCO defines inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized. The concept of Education for All does not imply the concept of inclusion. Even though both are intended to ensure access to education, inclusion involves access to high-quality education without discrimination of any kind, whether within or outside the school system. This requires an in-depth transformation of the education systems. Without inclusion, certain groups of students are likely to be excluded.

Inclusion should be a guiding principle for educational policies and programs so that education can be for all and not only for the majority.

Rationale for Inclusion

According to Obi, (2008) inclusive education is viewed as right issues where persons with disabilities are not discriminated based on religion, race, ethnicity, tribe or disability. Obi noted that the Dakar World Education forum recognized rights of all children, the disabled, at-risk and vulnerable to have access to qualitative education by 2015 through:

- Expansion of educational opportunities for all children especially the disabled, vulnerable and disadvantaged.
- Promotion of innovative programmers that encourage those with special needs and disabilities to help them enroll, attend and successfully complete their programmes in inclusive settings.
- Ensuring accessibility in inclusive settings for children with special learning needs and children with various forms of disabilities (Unisef, 2004).

Early Childhood Education and Inclusive Education

In the international literature on early intervention programs, inclusion is repeatedly described as one of the critical components of quality programming for young children with disabilities. Three common principles of inclusive practice are identified in the early childhood literature: (a) instruction must be individualized for each child in all settings; (b) services must be delivered in inclusive settings, including at home; and (c) there must be systemic support for inclusive practice through policy and professional relationships (Booth et al, 2006; Guralnick, 2008; Lero, 2010; Frankel & Underwood, 2012). We consider these key principles in relation to programs that support equity for young children with disabilities.

The 2014 Preschool Inclusion Survey was conducted, in part, because there is a strong research base supporting high-quality preschool inclusion. The survey builds on a 1992 paper published by Smith, Salisbury, and Rose on policy options for preschool mainstreaming.

That report and other more recent research describe the following results:

1. Children with disabilities can be effectively educated in inclusive programs that use specialized instruction.
 2. Inclusion benefits all children, both with and without disabilities.
 3. Families of all children generally have positive views of inclusion.
 4. Inclusion is not more expensive than separate instruction.
 5. Children with disabilities do not need to be “ready” for enrollment in inclusive programs.
- Additionally, policy makers and professionals specializing in education for children with disabilities promote inclusive early childhood programs. Federal programs offering services under the Individuals with Disabilities Education Act (IDEA) Part B Section 619 identify inclusive preschool programs as the preferred placement option for early education. The Division for Early Childhood and the National Association for the Education of Young Children issued a joint statement in 2009 endorsing inclusion in early childhood programs.

Why is Inclusive Education Important in Solving National Challenges?

Inclusive education is based on ethical, social, educational and economic principles. It is a means to realize the right to high quality education without discrimination and having equal opportunities. Education is a public good and an essential human right from which nobody can be excluded since it contributes to the development of people and society. The right to education in its broadest sense goes beyond the access to free and compulsory education. In order to fully enjoy this right, a high quality education must be provided, promoting the highest development of the multiple abilities of each individual, that is to say, the right to education is the right to lifelong learning. To conceive education as a right and not as a mere service or product, implies that the State is obliged to respect, guarantee, protect and promote this right. The infringement of this right also affects the exercise of other human rights. With inclusive education the following national challenges will be solve:

1. Security: - Most of security challenges in Nigeria are byproduct of ignorance among some individuals. So that, when ignorance was eradicated through inclusive education security challenges will surely minimize and control.
2. Self-reliance: - majority of physically challenge individuals were beggars and dependent to members of their families. Inclusive education will help in providing job and occupation that will ensure self-reliance among citizen.
3. Manpower development: - with inclusive education demand of the county for manpower will be achieved.

Definition of Early Childhood Inclusion

Maduwesi (1999) refers to early childhood care and Education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. FRN (2004) refers to Early childhood care and Education (pre-primary education) as an education given in an educational institution to children aged 3-5 plus prior to their enrollment in the primary school.

According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed.

The concept of special educational needs was originally meant to be broad and to refer to a wide range of difficulties that all types of learners might experience, temporary or permanently. In practice, it often has a narrower (typically disability-related) focus, but has been, and can continue to be a key influence on and support for inclusive education development.

Inclusive education is one dimension of a rights-based quality education which emphasizes equity in access and participation, and responds positively to the individual learning needs and

competencies of all children. Inclusive education is child-centered and places the responsibility of adaptation on the education system rather than the individual child. Together with other sectors and the wider community, it actively works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, is supported to meaningfully participate and learn alongside his/her peers, and develop to his/her full potential.

Education as a right has been enshrined for all children in numerous international declarations since the 1948 Universal Declaration of Human Rights, most notably through the Convention on the Rights of the Child (CRC) as well as focused treaties reiterating the right to education for children with disabilities, girls, racial minorities, and migrant workers.

Debates about the definition of inclusive education are important. There is no standard model for ensuring that education is inclusive and responsive. Education which is inclusive ensures the presence, participation and achievement of all learners in places of learning. It often requires working to change the policies, systems, practices and cultures in schools so that they can respond to the diversity of learners in their locality, as well as working closely with the communities and society at large. Interventions may therefore need to happen at different levels at the same time, from national policy advocacy to teacher education, and from demonstrating good practices to raising public awareness on rights and responsibilities. This handbook is designed to guide you through the different attitudes and barriers that could be causing educational exclusion, as well as to identify key strategies to address them.

Education cannot be inclusive without being of quality, nor can it be of quality without being inclusive. A growing body of international research has demonstrated that quality does not directly depend on the cost of education. Learning outcomes relate much more to the quality of teaching than to other factors such as class size. By working towards quality learning environments where all children are educated side-by-side in inclusive classrooms, children are provided with the chance to truly accept and learn from each other. Studies also show that inclusion is “more cost effective, and academically and socially effective, than segregated schooling”.

Furthermore, as mentioned above, numerous human rights treaties protect the right to education for all children, including the Convention on the Rights of Persons with Disabilities, which states that “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning.

Challenges of Early Childhood Education and Inclusive Education

Among the challenges that faces early childhood education and inclusive education was as follows: Attitudes and beliefs, Policies and procedures and, Resources. As outline by Obi (2008),

- 1. Attitudes and Beliefs:** Attitudes and beliefs about inclusion of children with disabilities were barriers to developing more inclusive preschool programs. These include:
 - a.** Lack of communication or collaboration among school districts and other regular early childhood programs.
 - b.** Belief that some children will “lose” in inclusive settings;

- c. Staff preparedness to provide high-quality services, among both regular early childhood staff members and special education and related service staff;
 - d. Lack of awareness or understanding of the facts about preschool inclusion;
 - e. Turf issues between regular early childhood and special education programs and personnel.
- 2. Policies and Procedures:** The second largest category of challenges identified is related to policies and procedures affecting early childhood programs. It was indicated that general policies related to early care and education presented challenges to inclusion. Most challenges related to local policies and procedures, with State-level and Federal-level policies and procedures cited less frequently. Most policy and procedure challenges identified were in the areas of:
- a. Implementing effective fiscal policies and procedures, such as contracting and blending funding streams; • approving non-public school programs as placements for children with disabilities where they would receive their special education and related services according to their IEP; and
 - b. Providing transportation for children to program sites.
- 3. Resources:** The primary challenges related to program resources identified were that of:
- a. Lack of available spots for children in community programs;
 - b. Lack of resources for transportation for typically developing children; and
 - c. Lack of resource for itinerate (transport) services.

Ways Forward

Many of the attitudes and beliefs described as discouraging preschool inclusion boil down to misunderstandings or a lack of information about the processes for and effects of including young children with disabilities in regular early childhood programs.

1. Educate local program administrators about the benefits of pre-school inclusion.
2. Provide user-friendly materials on the benefits and laws related to inclusion.
3. Provide models of high-quality, inclusive programs that teachers, parents, and administrators can visit to see inclusion in practice.
4. Provide opportunities for practitioners, administrators, and families to explore concerns, benefits, and possible solutions related to inclusion.
5. Establish cross-disciplinary teams.
6. Establish an inter-agency inclusion team.
7. Provide materials and opportunities for administrators to learn about preschool inclusion and how to achieve it.
8. Provide joint professional development for school district and community personnel to learn and work together.
9. Ensure support to community programs for early childhood special education and behavior support.
10. Build a culture of collaborative problem solving around inclusion.

A number of strategies to address inclusion challenges related to policies and procedures for early childhood programs. Strategies related to local-level policies and procedures include the following:

1. Require a co-teaching practicum covering both early childhood and early childhood special education for educators seeking certification.
2. Provide training and coaching to community programs and itinerate early childhood special education services.
3. Create memoranda of understanding and contracts with community programs that address program quality.
4. Provide paraprofessionals who can support children in community programs.
5. Create tuition-based access to district early childhood programs for children without disabilities.
6. Ensure that State-funded pre-kindergarten, Title programs, and programs for children with high needs are inclusive.
7. Provide State training and technical assistance to district and community early childhood programs.
8. Create a State-level inclusion team for "barrier busting" that responds to local concerns.
9. Disseminate materials from the State to districts highlighting creative ways to provide inclusion, examples of inclusion, and incentives for inclusion.
10. Inform stakeholders that inclusive early childhood services do not cost more than separate services for children with disabilities.
11. Integrate and blend funding streams from different programs.
12. Increase collaboration among programs serving young children.
13. Redistribute resources among itinerate or consultative programs and separated services.
14. Raise public awareness of the benefits of preschool inclusion in an effort to increase the potential resources available.

Conclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. While inclusive education on the other hand is where all children and young people with special need are engaged and achieve through being present, participating, learning and belonging. There is a need for proper provision and implementation of early childhood education and inclusive education that will result into productive and long lasting learning and among children. Also government and other non-governmental organization should take a pen in supervising activities involve in early childhood education and inclusive education.

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EMPOWERING UNDERGRADUATE STUDENTS THROUGH ENTREPREURSHIP EDUCATION: ADVOCATING FOR PARADIGM SHIFT IN NIGERIAN UNIVERSITIES

Usman Abba Idris, Ph.D

Department of Adult Education and Community Services
Faculty of Education
Bayero university, kano
usmanabbaidris1@gmail.com
(070) 60738185, (081) 23953161

Ladi Muhammad Bello (Doctoral Student)

Shehu Shagari College OF Education
Department of Adult Education and Non-Formal Education, Sokoto
gamiladi@gmail.com
(070) 68898935

&

Sa'adatu Abubakar Adamu (Doctoral Student)

Kano State Senior Secondary School Management Board
saadatuabubakaradamu1@gmail.com
(080) 38273276

Abstract

Entrepreneurship education occupies a central role in contemporary education globally. There has been an increasing interest in entrepreneurship because of its inherent value in increasing national prosperity and reducing the scourge of unemployment among young people, especially graduates of tertiary institutions of learning. In Nigeria, entrepreneurial studies have been brought to the fore in the curriculum of university education by the National University Commission by making courses in entrepreneurship compulsory for undergraduates in the country. This initiative is being pursued vigorously because of the potentials it holds for the incubation and execution of entrepreneurial ideas in young people and the multiplier effect it could have on Nigeria's economy. Entrepreneurship Education is aimed at equipping students with entrepreneurial skills, attitudes and competencies to be job providers and not job seekers. Entrepreneurship education has been an important research field among academics for a considerable length of time. Entrepreneurship education was made compulsory for all tertiary institutions in the country, hence every undergraduate students must take the course irrespective of his or her course of study. Most of the universities both public and private keyed into this presidential directive that came through the Federal Ministry of Education in 2006. Entrepreneurship is linked to several pressing universal economic imperatives like empowerment, employment, innovation and poverty reduction. However, to achieve this, entrepreneurship education will require a paradigm shift not only in what is taught and the way teaching and learning occur, but, possibly, also in the place of learning. This paper therefore examined how undergraduate students could be empowered through entrepreneurship education in Nigeria: Advocating for paradigm shift.

Keywords: Empowerment, Entrepreneurship, Education, Entrepreneurship Education, Paradigm Shift

Introduction

Entrepreneurship education occupies a central role in contemporary education globally (Charney and Libecap, 2000). It is an important subject in both academic research and educational policy designs. Indeed, policy makers in education in several countries have taken steps through curriculum designs to ensure that education contributes to entrepreneurship, the development of entrepreneurs and that the influence is widespread and sustained (Nabi and Holden, and Walmsley, 2010). This is largely due to the part that entrepreneurship plays in the development and growth of economies (Fellnhofer and Kraus, 2015; Bosma, Content, Sanders, & Stam, 2018). The question of developing entrepreneurs who will propel the economy of nations through entrepreneurship education programmes (EEPs) has attracted global attention for decades (Liu, Ma, & Li, 2019). Of particular relevance is the nurturing of entrepreneurial intentions in university graduates through entrepreneurship education programmes with a view to empowering learners.

The recognition of the important role of entrepreneurship in economic development and growth precipitated the teaching of entrepreneurship in schools to raise potential entrepreneurs (Shane and Venkataraman, 2000; Kuratko 2005; Chiu, 2012). Consequently, EEP developed as a course of study in universities and colleges and has been growing rapidly (Katz, 2003; Kuratko, 2003). It has indeed become an area of study that is important (Zhao, Seibert, & Hills, 2005) and a part of the process of building a more solid culture of entrepreneurship and entrepreneurial intentions (Chiu, 2012). The growth of EEP is driven by the recognition of the role that entrepreneurship plays in employment generation, innovation, productivity and economic growth (Shane & Venkataraman, 2000; Kuratko 2005; Chiu, 2012).

Nigeria is blessed with probably the most dynamic and innovative population in the continent of Africa. The country produces the largest number of educated men and women in Black Africa. However, the country is confronted with social, economic and political challenges. The unprecedented increase in the number of unemployed graduates from tertiary institutions is alarming.

Nigeria is plagued by unemployment especially among graduates (Longe, 2017). Graduate unemployment has been on the increase since the mid-1980s and has been accompanied by socio-economic complications (Adeyeye & Tugbobo, 2011). To accentuate the unemployment level among graduates in Nigeria, a former minister of finance who doubled as the coordinating minister of the economy, Dr Okonjo-Iweala, noted in 2014 that Nigeria had a pool of 5.3 million unemployed graduates. Similarly, Adejimiola & Tayo-Olajubutu (2009) found that 80% of university graduates are unable to secure jobs annually. This alarming figure of unemployed graduates has consistently been a subject of concern to successive governments in the country. Worst still, Nigeria has been experiencing rapid growth in university education in the past five decades (Iruonagbe, Imhonopi, & Egharevba, 2015). This is reflected in the growth of universities in the country from five in the early 1960s to 199 by 2021, comprising 43 federal, 48 state and 99 private universities (National Universities Commission, 2021). The growth in the number of universities inevitably precipitated an increase in graduate turnout. Some authors believe that the large turnout of university graduates has worsened the country's unemployment problems (Kayode-Ajayi, Adeniji, & Adu., 2008; Magaji *et al.*, 2013). Meanwhile, the economy is not growing at such a pace that it can absorb these graduates in the job market, resulting in

many graduates remaining unemployed for several years after graduation. Some of these unemployed graduates end up engaging in social vices such as armed robbery and cultism (Adejimola and Tayo-Olajubutu, 2009; Salami, 2011; Akhuesonkhan, Raimi, & Sofoluwe, 2013). The unemployment problem in Nigeria is thought to manifest in three dimensions, namely unemployment, underemployment and poverty (Federal Ministry of Education: Technology and Science Education Department, 2002).

However, to address graduate unemployment, Nigeria introduced a compulsory EEP in the university undergraduate curricula in 2002. The programme is aimed at developing entrepreneurial intentions, entrepreneurial skills, attitudes and competencies in university graduates and consequently producing enterprising individuals who will produce jobs rather than seek jobs (National Universities Commission, 2011). The essence of this is to tackle graduate unemployment through the graduates themselves. The target of entrepreneurship education among Nigeria youths is basically to quell unemployment, by generating employment among Nigerian youths especially the graduates and once again, place the economy on a proper footing. This will help graduates to recognize business opportunities, mobilize resources and exploit the opportunity for self-employment which will be beneficial for community and national development (Ukoha, 2012).

Currently, entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labor. It is on this premise that this paper examined how undergraduate students are empowered through entrepreneurship education in Nigeria Universities.

Conceptual Clarifications

The concept of Entrepreneurship

Entrepreneurship is more than simply "starting a business." It is a process through which individuals identify opportunities, allocate resources, and create value. This creation of value is often through the identification of unmet needs or through the identification of opportunities for change. It is the act of being an entrepreneur which is seen as "one who undertakes innovations with finance and business acumen in an effort to transform innovations into economic goods hence Entrepreneurs see "problems" as "opportunities," and then take action to identify the solutions to those problems and the customers who will pay to have those problems solved. Entrepreneurial success is simply a function of the ability of an entrepreneur to see opportunities in the marketplace, initiate change (or take advantage of change) and creates value through solutions. Entrepreneurship is known as the capacity and attitude of a person or group of persons to undertake ventures with the probability of success or failures. It demands that the individual should be prepared to assume a reasonable degree of risks, be a good leader in addition to being highly innovative. In business management, Entrepreneurship is regarded as the "prime mover" of a successful enterprise just as a leader in any organization must be the environmental change agents.

Nwangwu (2007) asserted that entrepreneurship transcends skill acquisition. It is the acquisition of skills creativity, confidence, drive, courage in order to create employment for self and others. It involves exploring, evaluating, exploiting business opportunities and pursuing such opportunities to a successful end in the form of business enterprise. It is a concept that is focused on learning for achievement and desire to build and surmount obstacles in order to achieve success irrespective of seen and unforeseen difficulties. Oladejo (2012) posits that entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy.

The term entrepreneurship has been associated with several activities concerned with the establishment and operations of business enterprises (Gibson, 2011). According to Ugorji (2009), entrepreneurship has to do with encouraging and inspiring the people (especially the youths) on how to be independent both in thinking and being creative in business activities. Business being an economic activity that man engages himself in order to satisfy his needs requires planning for and managing in order to ensure effectiveness. From a micro perspective, Sexton and Bowen (2007) see entrepreneurship as the creation of business plan, cases and lectures. Likewise, from technological perspective, entrepreneurship is referred to as setting up new enterprise by individuals or corporations to exploit technological innovations. It can further be described as the commercialization of emerging technological discoveries or innovations.

More so, Obele (2009) in his contribution, believe that entrepreneurship is a style of business leadership that involves identifying high-potential, technology-intensive, commercial opportunities, gathering resources such as talents and capitals, and managing rapid growth and significant risk using principled decision-making skills. He precisely defined the term as the process by which entrepreneurs assemble organizational resources, technical systems and the strategies used by entrepreneurial firms to pursue opportunities. Adewumi (2010) positioned entrepreneurship as being needed to make full use of the knowledge of science and technology currently available in meeting market needs, thereby making the country in question more productive and more competitive internationally. These suggest the necessary involvement of a process of industrial innovation in the states' area of strength and endowment to generate productivity and ensure economic empowerment. Entrepreneurship is therefore, a key priority area with the potential to stimulate job and wealth creation in an innovative and independent way. According to Ekekwe (2006) entrepreneurship provides young people across the globe with valuable life skills and tools to empower them to build sustainable and prosperous future for themselves and their societies at large. In essence, Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities, establish, and run an enterprise successfully. Expatriating more on the meaning of entrepreneurship, Stevenson (2013) see it as the ability to create and build something from practically nothing. It involves initiating, doing, achieving, risk-taking, and building an enterprise. Enterprise here means resourcefulness, initiative, drive, imagination, enthusiasm, zest, dash, ambition, energy, vitality, boldness, daring, audacity, courage, get up, and go (Kanothi, 2011) This spirit of entrepreneurship is required for the overall economic growth of any nation, especially, developing ones like Nigeria. This is in line with the view of Ojeifo (2013) who stated that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption.

Shane (2003) described entrepreneurship as the act of being an entrepreneur. The word entrepreneur which is a French word means “one who undertakes innovations, finance and business acumen in an effort to transform innovations in economic goods”. He continued that the result of entrepreneurship may be a new organization or a part of revitalizing mature organization in response to a perceived opportunity. The most obvious form of entrepreneurship to him is that of starting a new business. However, in recent years the term has been extended to cover such areas as socio-cultural, political, and educational forms of entrepreneurial activity. As a result when large companies venture into entrepreneurial activities within the organization, it is described as “intrapreneurship” or “corporate spin-off”.

Concept of Entrepreneurship Education

Entrepreneurship Education means many things to many people. Nwabuama (2004) view entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time survival of an organization after the acquisition of occupational skills. Olawolu and Kaegon (2012) confirms that entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ememe (2010) observes that entrepreneurship education enables youths to seek for success in ventures through one's effort.

To Ebele (2008) entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Swarland (2008), entrepreneurship education aims to stimulate creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context. Amusan (2004) agrees that entrepreneurship education will provide opportunities for students to access their attitude, aptitude and skills relating to those necessary for developing and running business.

Entrepreneurship education entails teaching students, learners and would-be businessmen, the essential skills required to build viable enterprises, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees (Ezeani, 2012). According to Abefe-Balogun (2012). Entrepreneurship education involve a dynamic process of creating wealth through the process of creating something new and in the process assumes both attendant risks and rewards. Izedonmi (2006) states categorically that it is a process of preparing trainees for self-employment. Okereke and Okorofor (2011) assert that entrepreneurship education has been acknowledged world wide as a potent and viable tool for self-empowerment, job and wealth creation. To Atakpa (2011) Entrepreneurship education is an aspect of education which equips an individual and create in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. Also to Fashua (2006) entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. Hence, the overall purpose of entrepreneurship education is to develop expertise as an entrepreneur.

Entrepreneurship education entails philosophy of self-reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade and Akinlabi, 2012)

Entrepreneurship Education is, defined as the process of providing individuals with the concepts and skills to recognize opportunities that other have overlooked, and to have the insight, self-esteem and knowledge to act where others have hesitated. According to Tan, and Frank, (2006), Entrepreneurship Education is considered a multi-dimensional discipline which promotes creativity, cross-functional thinking and ambiguity tolerance and therefore requires an integrative and holistic approach. Entrepreneurship Education is an essential component of teaching entrepreneurship along with other skills, such as: tacit knowledge, entrepreneurial experience, including that of failure; and a supportive social climate that recognize entrepreneurs' merits. Entrepreneurship Education influences both the current behavior and future intentions of students.

Okiti (2009) describes entrepreneurship education as the gateway to job opportunities and job creation which would constantly enhance self-reliance and self-employment among university graduates. Nwangwu (2007) articulates the objectives of entrepreneurial education at the tertiary level to include:

- i. Offering functional education for youths so as to enable them to be self-employed and self-reliant.
- ii. Providing graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
- iii. Offering graduates adequate training in the acquisition of skills that will enable them to meet the manpower needs of the society

These objectives buttress the need for youth entrepreneurial empowerment through entrepreneurship education at the tertiary level to harness their potentials and intellectual creativity for job creation. Ijaz et al. (2012) in their study pointed out that entrepreneurship education provides various opportunities for students in social interactions with their teachers and peer groups which effects on the entrepreneurial learning process and provides a source for entrepreneurial intention. They recommended that entrepreneurship education should be included at all educational levels which develop entrepreneurship intention and can contribute in social development of entrepreneur as well as the country. In support of this, Postigo and Tamborini (2002) maintain that entrepreneurship education stimulates and develops in the individuals the zeal to be an entrepreneur as well as equipping the person with the tools necessary to set-up of new ventures. This means that entrepreneurship education aims at empowering the youth through the adoption and promotion of problem-solving pedagogical approach, familiarity with information and communication technology, environmental awareness and entrepreneurship skills (Enaohwo, 2009). It is therefore, a major source of job creation, empowerment and economic dynamism in the globalizing world. In support of this, Donaldson and Scannell (2000) stress the need for the teacher to trigger the desire to learn in the learner by relating the benefits of learning to personal and job needs of the students.

In this regard, entrepreneurial education programme should be designed to meet the relevant needs of the students for job creation on graduation.

Introduction of Entrepreneurship Education Programme in Nigeria

Educational interventions are necessary for the development of interest in entrepreneurial activities (Gasse and Tremblay, 2006). As entrepreneurship is linked to several pressing universal economic imperatives like employment, innovation and poverty reduction, and it is essential mechanism for the attainment of steady flows of income especially among vulnerable populations (Karlan and Valdivia, 2011), interventions with EE have become commonplace. In line with this, Nigeria has employed EE intervention aimed at providing learners with the tools, skills, information and knowledge in entrepreneurship primarily for the development of entrepreneurial intentions and eventually, new venture creation. The objective of the Entrepreneurship Education Programme is to develop an entrepreneurial mindset in graduates to recognise business opportunities in a variety of settings and to take advantage of the opportunities in venture creation (NUC, 2011). The programme is expected to eventually reduce graduate unemployment and in the long run accelerate the economic growth and development of the country. Consequently, its teaching is expected to focus on knowledge, skills and strategies that will facilitate the production of potential entrepreneurs.

The Federal Government's mandate for the injection of entrepreneurship studies into the Nigerian universities' curriculum was in 2002 (National Universities Commission, 2011). Other documents from the NUC indicate that following the Federal Government's mandate, the National Council on Education instructed that entrepreneurship studies should be included in Higher Educational Institutions (HEIs) as a compulsory programme for all students irrespective of their programme of study in 2006. The introduction of the programme was to develop entrepreneurial attitudes among the participants as a deliberate attempt to provide knowledge and skills about entrepreneurship in the hope that the rate of graduate unemployment could be reduced through self-employed graduates (NUC, 2011).

Although the inauguration of the programme was applauded by the academics with the belief that it would reduce unemployment there were however some doubts that the compulsory programme could achieve its set goals and objectives given its delivery technique that indicated a lack of appropriate preparation needed in the programme (Ifedili and Ofoegbu, 2011).

The delivery of entrepreneurship development programmes in Nigeria according to Ekpeyong (2007) was characterized by poor training of teachers and use of low quality materials. Similarly, the period of training is often inadequate and follow-up activities are neglected.

Empowerment of Undergraduate Students Through Entrepreneurship Education

All over the world youths pursue different types of education for several reasons. These reasons could be political, economic, social, and technological and so on. One of these types of education is Entrepreneurship Education. This is the education that seeks to provide youths with the knowledge, skills and motivations necessary to enable them make successes anywhere. It prepares them to be employers of labour, makes them able to turn ideas into action (Ememe, 2010). Recipients of entrepreneurship education could be self employed rather than roam the streets in search of jobs.

In addition, youths are equipped with skills that can lead them to sustainable living, economic growth and wealth creation (Ememe 2009). Skills are the ability for doing something well

especially as gained by learning and practice. Through entrepreneurship education, most skills are learnt, several others are developed.

Entrepreneurship skills enhance job creation due to potency of making the graduates perceive business opportunity to be exploited. It provides the trainees opportunity to run their organizations successfully. Egbo (2009) stated that people fail in their entrepreneurial endeavours because of lack of necessary skills, attitude and knowledge of entrepreneurial efforts. Entrepreneurial skills facilitate growth, profitability, and expansion of entrepreneurial outfits. Entrepreneurs by virtue of the skills acquired are able to manage their on-going businesses efficiently (Akande, 2011). Additionally, Uche, Nwabueze & Ememe (2009) posited that to succeed in business, there is need for the youths to be focused. Goals have to be reached, customers satisfied, employees motivated, have vision of where they want their businesses to be in future and be flexible that is understand that the world and the environment in which they operate are constantly changing.

Unachukwu (2008) maintained that entrepreneurship success in the new economy requires behavioural skills such as ability to think critically, communicate well and work effectively in teams. It is emphasized that concepts like creativity, risk taking and flexibility in the face of change are becoming increasingly important in the development of entrepreneurial education skills acquisition (Ememe, 2011).

Entrepreneurship is all about survival and survival is about life (Ugwu, 2009). All these skills are essential for the overall entrepreneurial successes.

Advocating for Paradigm Shift in Entrepreneurship Education

For some time, there has been considerable and growing interest in entrepreneurship education. There is no common agreement, however, over what constitutes entrepreneurship education or how it is taught. Inevitably this has influenced entrepreneurship educators around the globe in determining programme aims, contents and processes.

Entrepreneurship educators are beginning to suggest, therefore, that the purpose should be not just to equip students with the functional management competences to start a business on graduation. For some, it is concerned with raising awareness of entrepreneurship – with teaching students *about* entrepreneurs and, in particular, their roles and functions in the economy and society (Carter and Jones-Evans, 2000; Glancey and McQuaid, 2000; Swedberg, 2000). For others, it is about developing in their students the attributes of the successful entrepreneur (Kirby, 2003b; Ray, 1997). This is education *for* enterprise. In contrast, others (perhaps a small minority) are more concerned with education *through* enterprise – with using the new venture creation process to help students acquire a range of both business understanding and transferable skills or competences.

However, it is contended that the education system is being required to go beyond the traditional pedagogic process of teaching students *about* entrepreneurship. Rather, it is being challenged to help create entrepreneurs – to develop in its students the attributes and behaviour of the enterprising or entrepreneurial person.

Hence, there is the need to change the education system so that it helps develop the right-brain thinking skills of its students as well as their left-brain analytical skills, thereby embracing a divergent model of education that includes lateral as well as logical thinking and emotional as well as rational intelligence. To do this, it is contested, will require a paradigm shift not only in what is taught and the way teaching and learning occur, but, possibly, also in the place of learning.

Changing the paradigm

1. Proposed changes to the content of courses

While students still need to develop their business skills and understanding, more attention needs to be paid to the development of their entrepreneurial skills, attributes and behaviours. This means introducing modules and courses specifically designed to develop in them the awareness and characteristics of the entrepreneur. According to Ray (1997), these need to include, amongst others:

- a. Communication skills, especially persuasion
- b. Creativity skills
- c. Critical thinking and assessment skills
- d. Leadership skills
- e. Negotiation skills
- f. Problem-solving skills
- g. Social networking skills
- h. Time management skills.

2. Proposed changes to the process of learning

From a neuropsychological perspective (Ornstein, 1977), it would appear that the brain is divided into two hemispheres.

- a. The left side handles language, logic and symbols. It processes information in a step by-step fashion. Left-brain thinking is narrowly focused and systematic, proceeding in a highly logical fashion from one point to the next.
- b. The right side takes care of the body's emotional, intuitive and spatial functions. It processes information intuitively, relying heavily on images. Right-brained thinking is lateral, unconventional, unsystematic and unstructured. It is this right-brained lateral thinking that is at the heart of the creative process and the ability to see opportunity and cope with chaos and ambiguity.

According to Lewis (1987, pp. 38–9): while the left brain requires hard facts before reaching a conclusion, the right is happier dealing with uncertainties and elusive knowledge. It favours open-ended questions, problems for which there are many answers rather than a single, correct solution . . . The left specializes in precise descriptions and exact explanations; the right enjoys analogies, similes and metaphors. The left demand's structure and certainty; the right thrives on spontaneity and ambiguity.

Thus, those who have learned to develop their right-brained thinking skills tend to:

- a. Ask if there is a better way of doing things
- b. Challenge custom, routine and tradition
- c. Be reflective – often deep in thought

- d. Play mental games, trying to see an issue from a different perspective
- e. Realize that there may be more than one 'right' answer
- f. See mistakes and failures as pit stops on the route to success
- g. Relate seemingly unrelated ideas to a problem to generate a solution
- h. See an issue from a broader perspective, but have the ability to focus on an area in need of change.

Gibb (1987), argued that the focus of the education system needs to be shifted away from the traditional to what he terms 'the Entrepreneurial'

According to Olsen and Bosserman (1984, p. 53). it is necessary to adopt an approach to learning that:

- a. Gives students ownership of their learning, including negotiating with their tutor their own learning objectives, the resources, activities and processes required to meet these objectives and, importantly, the way in which it will be determined whether these objectives have been met (to stimulate motivation, reduce dependency and provide experience of role orientation)
- b. Involves students in problem solving in real-world situations, possibly in teams (to develop both intuitive and rational thinking, to recognize the multi-faceted nature of problem and solution and to encourage communication and co-operation)
- c. Encourages students to formulate decisions on data that are immediate, incomplete, 'dubious' and, as appropriate, personally generated (to stimulate effectiveness and the ability to cope with uncertainty)
- d. provides students with role models who are involved in both the learning and assessment processes (to demonstrate role orientation, ability and motivation).

3. Proposed changes to the 'place' of learning

Universities are not equipped to meet the emerging demands being placed upon them. Apart from not possessing the requisite entrepreneurial cultures (Kirby, 2006), staff are often philosophically opposed to the objective and may not possess the requisite expertise to meet it, whilst at the same time there are frequently timetabling constraints and the constraints imposed by traditional raked lecture theatres and large classes. All militate against the creation of the sort of environments in which a new paradigm for entrepreneurship education may flourish. However, developing entrepreneurs in the classroom require 'a very significant transformation in not only what is taught but how it is taught' (ibid., p. 371).

Conclusion

Entrepreneurship education has been generally acknowledged as a tool for graduate empowerment. In Nigeria efforts is currently being made to encourage entrepreneurship among university graduates through entrepreneurship education and training. This approach would enhance creativity, ingenuity, and innovativeness in graduates to start small ventures of their own after graduation. Entrepreneurship is not gender specific. Thus both male and female should benefit from programmes and opportunities which are capable of inculcating the entrepreneurial spirit in young graduates. However, to ensure entrepreneurship education that is responsive to the ever changing needs of learners and the society, there is need for paradigm shift in the course content, process of learning, and place of learning.

1. Recommendations

1. Training, on a regular basis of all lecturers and instructors on entrepreneurship education: lecturers should be recruited, trained and retrained in the area of entrepreneurship education. They should be sponsored to attend local and international conferences to acquire more knowledge so that they can effectively transfer entrepreneurial skills into the students.
2. National University Commission should review the entrepreneurship education curriculum for tertiary institutions to make it relevant to the changing needs of the learners and the society.
3. University management should provide appropriate instruction materials and local infrastructure and support services to ensure relevance to the Nigerian situation.
4. University management through School of Entrepreneurship Education should encourage the use of learner-centred approaches to teaching with emphasis on problem solving and actionable practices by the students.
5. Undergraduate students should be mandated to go for internship with a successful entrepreneur for at least a period of two months. This will also help them to practically acquire entrepreneurial skills that will enable them initiate, establish and run their businesses after graduation.
6. Community agencies, concerned individuals and groups should support the undergraduate students with working tools and environment for successful application of entrepreneurial knowledge and skills into practice.

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**EDUCATIONAL PSYCHOLOGY IN THE MIDST OF NATIONAL CHALLENGES:
ISSUES AND PROSPECTS****Usman Rabe**

Email: Usmanrabe020@gmail.com
Mariri Boarding Primary and Junior Secondary School

Murja BabaYaro Bichi

School of General Education,
Department of Educational psychology
Federal college of Education (Technical) Bichi

&**Murjanatu Mohammed Lawan**

School of General Education,
Department of Educational psychology
Federal college of Education (Technical) Bichi
Email: murjanatumuhdl@gmail.com

Abstract

Educational psychology as a discipline has tremendous contributions to make to the debate on national challenges, because human behavior is viewed as cardinal focus in addressing many challenges particularly educational challenges. This paper extensively discusses the concepts of education, and educational psychology. It also explains the importance of Integrating Educational Psychology in addressing National Challenges. The paper also gives insight on the visible challenges of Education in Nigeria which cripple the system and thwarted the development of the country, because no country will move forward without standard Education. The paper highlights how Educational psychology had made the most impact in addressing Educational problems Through psychological research, and application of the research into current issues and problems of Education that . The paper also highlighted some challenges and prospects of psychology in Nigeria. The paper also aimed to inspire psychologists to outline strategies for strengthening the discipline in the years ahead. The age-long perception of psychology as irrelevant by the general population has started to change; people now seemed to appreciate the utility of psychology in addressing the national challenges. The paper concluded that psychology in Nigeria hold good opportunities and potentials for future development. It also recommended that since Educational Psychology has potential contributions to make to the Nigerian society. There is need to deepen the nation's young democracy; because democracy is about the management of individual differences expressed in capabilities, opinions, performances, contributions and so on. It also emphasizes that Individual differences need to be recognized, respected and used for the benefit of humanity and meeting different challenges of life.

Key words: Educational Psychology, National challenges, Prospect, Issues

Introduction

National challenges are multi-dimensional in nature, ranging from educational, economic, social, religious political, Covid-19 pandemic, insecurity, dwindling economy inflation, terrorism and other related problems have cumulatively cause psychological challenges to all and sundry, not only in Nigeria specifically but the globe at large. This paper focused on educational challenges bedeviled our system of Education and thwarted the development of the country in to vicious cycle. The challenges facing education today in Nigeria are countless but few among are schools' closure, students' abduction, schools' destruction to mention but few among the challenges faced as a result of insecurity and covid 19 pandemic. However, there are problems that stagnated the system prior to above mentioned problem among are poor funding, lack of standard. Lack of facilities, lack training and many more other problems that cannot be mentioned. The potential impact of a discipline like Educational Psychology will be inspired not only through technological products, but through its response on the elimination of harmful social obstacles to mental health, improving the learners and learning environment which will tremendously improve human conditions in Nigeria.

Concept of Education

The term education as a concept is quite elusive and not easy to define. The complexity of the discipline is necessitated by the function's education has to perform in society as one of its institutions. It has different interpretations thus making it difficult to arrive at a consensus definition of the concept. The philosophers, sociologists, Psychologists, political scientists, Authors among other professionals in different fields had defined education to reflect their careers. It's however worthy to note that the concept takes its root from the Greek word 'educare', meaning 'knowledge'. According to Kneller (1963), cited in Owolabi (1996), it is the process by which the society, through schools, colleges, universities, and other institutions deliberately transmit its cultural heritage from one generation to another. Owolabi (1996) defines it as the social mechanism designed to bring about, certain skills and attitudes that are judged useful and desirable in the society. From the etymological point of view, the word 'education' is derived from two Latin words "educare" which means "to lead out" and "educare" which means 'to bring up'. This means that education bring out skills in someone and build them up. Okoorosaye-Orubite (2019) defined education as a social creation, designed to meet the specific needs of the society at any particular point in time. Education is the bedrock of any society and a tool for addressing National challenges. (Adebegsan,2011) Nzewu (1985) sees education to play a role of preparing or nurturing individuals to live in society and thus being able to perform specific functions for society. Clark cited in Vikoo (2016) aptly describe education as an interaction between a teacher and a student under the teacher's responsibility in order to bring about the expected change in the student's behavior. Adelowo (2010) conceptualized education as an enterprise which sets out to instil values, attitude and skills in members of the society. This was aptly supported by Pauley and Buseri (2019), that see education as a socializing agent that equips all its beneficiaries with the necessary tools such as knowledge, skills, attitude, cultural values, language and social skills to enable them conform to the desires/demand of their society.

From the various definitions of education in literature, it can be deduced that education has to do with man in all aspects of his being (i.e. physical, mental, spiritual and emotional encourages a wholesome development of individual through participation in the activities of his/her social group; - begins from birth and continues throughout life; - leads to full self-realization of one's

potential power and aptitudes; - prepares one for happy and useful living; - gives the feeling of satisfaction that comes through faithful and selfless service;

In Nigeria, Education is expected to: - inculcate national consciousness and unity; - inculcate the right type of values and attitudes for the survival of individual and the Nigerian society; - train the mind in the understanding of the world around; and enable a child acquires appropriate skills, abilities and competences both mental and physical, as equipment to live in and contribute to the development of the society (Federal Republic of Nigeria, 2004 p.8).

Educational psychology

Educational psychology as a field of study and a focus of psychological research is a relatively recent phenomenon that is growing and becoming widely debated globally due to its potential contributions in the educational context. However, Educational psychology is the applied branch of psychology and is the combination of education and psychology. The psychological principles, laws and techniques are applied to the development of educational strategies, teaching-learning situations, results/findings are applied in the field of education and it is concerned with the scientific study of human learning, including both cognitive and behavioral aspects. According to Skinner “educational psychology is the branch of psychology which deals with teaching and learning” (as cited in Kumari, Sundari and Rao, 2006). It is a scientific in approach that uses psychological constructs and tools to understand the various characteristics of learners, teachers, learning tasks, learning environment and educational settings interacting to modify or change behaviors of learners in school settings. According to Peel “educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the process by which they learn and their social relationships” (as cited in Manichander, 2015). It provides information about the many factors that affect teaching-learning and offers useful and tested ideas for improving instruction. It is educational psychology which makes teachers effective. Give positive verbal/non verbal reinforcement and corrective feedback to the learners. Communicate to students about expectations

Educational psychology is Concerned with the application of the psychological principle’s techniques and other resources of psychology to the Solutions of the problems Confronting the teacher as he attempts to direct the growth of Children to wards worthy Objectives the learning situation and the teachers who provide the learning opportunity confronting the teacher as he attempts to direct the growth of children towards worthy objectives. It is also concerned with what to teach when to teach and how to teach, it is the psychology of learning and instruction. Educational psychology is defined as that branch of psychology that is concerned with the study of the mental processes and behaviors associated with human learning and instruction. Educational psychologists ask questions about the nature of learners and learning, the characteristics of effective teaching, and how the nature of classrooms affects learning. Educational psychologists study a wide range of phenomena associated with learning, both in the laboratory and in the classroom and through Psychological research.

Psychological research is one of the cardinal issues to address Educational challenges. There are so many challenges that are threatening to devastate the Educational development of our Nation. this problems can only be curtailed through psychological research. Psychologists in Nigeria have conducted many basic and applied researches. Basic research has no immediate practical

goal, whereas applied research aims at solving specific problems, such as, how to cure bedwetting or improve memory performance. In reality more basic research are done by Nigerian psychologists, and because it takes quite a while for concepts developed in basic research to find some useful application in society, people often dismiss psychological research as irrelevant. This explains why psychology attracts the least research grants from government and the private sector. It has been said that the best way to stifle research in Nigeria is “to keep insisting on relevant research that will solve the problem of the” (Banjo, 1998, p.S

Impact of Educational Psychology: as branch of psychology which study learning processes, from both cognitive and Behavioural perspectives, allows researchers to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, and self-concept, as well as their role in learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan. Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. It is also informed by neuroscience. Educational psychology in turn informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

The field of educational psychology involves the study of memory, conceptual processes, and individual differences via cognitive psychology in conceptualizing new strategies for learning processes in humans. Educational psychology has been built upon theories of functionalism, structuralism, constructivism, humanistic psychology, Gestalt psychology, and information processing. Educational Psychology has seen rapid growth and development as a profession in the past twenty years. University psychology began with the concept of intelligence testing leading to provisions for special education students, whom could not follow the regular classroom curriculum in the early part of the 20th century. However, "University Psychology" itself has built a fairly new profession based upon the practices and theories of several psychologists among many different fields. Educational Psychologists are working alongside psychiatrists, social workers, teachers, speech and language therapists, and counsellors in attempt to understand the questions being raised when combining Behavioural, cognitive, and social psychology in the classroom setting.

Educational Challenges in Nigeria and Possible Solutions

The educational sector in Nigeria has been severally lampooned for failing to contribute to the development of the nation. In return, educators and stakeholders in the sector have listed several reasons for the failings in the educational sector. some the major problems facing the sector in Nigeria include:

1. Poor Funding

The most prominent problem facing the educational sector is that of funding. It will be a grave mistake to mention any other problem that doesn't have to do with funding. At all levels of government in Nigeria, education is not funded adequately. Take, for instance, in 2020, Nigeria's education budget is far away from the 26 per cent of the national budget recommended by the United Nations.

2. Poor Governance

Another problem bewildering the educational sector in Nigeria is bad governance and mismanagement, which has affected every other sector in the country. There is quite a neglect for the educational sector in Nigeria, and this reflects heavily in the low amount budgeted for education yearly. At the local, state, and federal levels, more attention is given to other sectors which are not as important as the educational sector whose activities affect the society more.

3. Corruption

Without saying much, corruption affects the cradle of all activities in Nigeria, and the educational sector is not left out. In tertiary institutions, there are cases of lecturers collecting bribes from students to pass them; students pay senior colleagues to write exams and tests for them. This also happens at the secondary school level, where students pay a lump sum to get examination answers or be taught during exams. Also, funds meant to be used to pay salaries of workers in the educational sector are used for something else or mismanaged.

4. Lack of Responsibility and Control

A major problem of the educational sector in any country where there is no central control for the educational sector is the lack of control. However, this problem is not peculiar to Nigeria alone. Take, for instance, some primary schools are under the control of local governments, while some others are under the control of the state and federal governments. This is a problem for the basic level of education. Without a particular level of government taking full control of the sector, it will be difficult to hold anyone responsible for the failings in the educational sector.

5. Politicization of Education

In addition to the lack of control and responsibility, there is a form of competition by all the different levels of government to outdo each other, especially at the state level. This leads to an establishment of several institutions which will be difficult to manage. This results in a reduction in the quality of education being offered to students.

Also in a bid to outdo each other, state governments especially give people who are ill-equipped opportunities to own private schools.

6. Lack of Infrastructure

A major consequence of inadequate funding for the educational sector is the lack of infrastructure. Over time, many schools in Nigeria have collapsed due to bad infrastructure. Many tertiary institutes do not offer the level of practicality being offered when students go abroad to study.

It would not be untruthful to say that majority of the educational facilities from the public to the privately-owned are not conducive for learning. Libraries in schools are not adequately equipped, and even those who have textbooks are filled with outdated information.

7. Indiscipline

This is evident in cases of examination malpractices, Indiscipline is now rampant in schools that secondary school students have started joining cultist, thus expanding the fight against cultism, which so far has proven to be far from over. Almost every day, there is a record of cult killings in schools, which has moved the educational sector concerned about academic excellence.

8. Lack of instructional materials:

Apart from the poor pay given to teachers and lecturers, the lack of teaching aids including audio, video, books, DVDs, Projectors, computers etc. used to improve the instruction being passed to students also contributes to the decay in the educational sector. Admissions, less than five per cent applied for courses in education. These data.

Prospects of Psychology in Nigeria

Psychology is still a fledging discipline in Nigeria. Akin-Ogundeji once wrote that Psychology in Nigeria “is still largely a classroom research enterprise” with little practical relevance “to the problems of living in contemporary Nigerian society” (Akin-Ogundeji, 1991, p. 3). Akin-Ogundeji critique seems to decry the low impact of psychology to nation building. Psychology’s seemingly poor contribution to national development during the period of that critique was due to the scarcity of well-trained psychologists in Nigeria not for dearth of needs. At the time, most psychologists who worked in Nigeria worked in universities where they fulfill a three-part mandate of teaching, research and service to community.

Psychologists who were not absorbed in the universities spread thin across many other domains. But considering the range of services that should be rendered to well over 150 million Nigerians, the few psychologists who are left to handle people’s psychological needs are overwhelmed by the demand. The ratio of psychologists to the population was grossly low. Although there were no official records, the ratio was probably as low as 50 psychologists per 150,000 citizens. Today, psychology has begun to experience exponential growth and development starting five years ago. There are now more psychologists in consultancy, advocacy, and other citizenship projects in Nigeria than other professionals in the social sciences. As the need for psychological expertise is increasingly being recognized by more and more people in Nigeria, one can only hope that the future looks bright for psychology in Nigeria. Psychology has many contributions to make to the Nigerian society. One of the most current areas of national concern is the need to deepen the nation’s young democracy; a challenge Nigerian psychology has squared up to. Democracy is about the management of individual differences expressed in differences in capabilities, opinions, performances, contributions and so on. Psychology with its major focus on individuality has developed means of assessing and identifying individual potentials. Individual differences need to be recognized, respected and used for the benefit of humanity. Indeed, the prospect for sustained democracy depends on respect for individuality and the inculcation of democratic values in as many people as possible. Nigerian psychology had organized many conferences in the past with the aim to eliciting the content of democratic attitudes to guide knowledge for sustained and sustainable national development. Similarly, the pervasive context of primordial territoriality which characterized the Nigerian society has created space for psychologists to develop strategies to educate the people on the anatomy of ethnicity. The Nigerian society has been described as multi-ethnic, multi-lingual, multi-religious, and so on. These labels make Nigerians perceive themselves in fragmented terms rather than to aspire for collective unity. Psychologists are pointing out the consequences for mental health of morbid social arrangements, and these efforts have positioned psychologists as opinion leaders in the Nigerian society today. Despite the functional malaise that characterized the Nigerian Psychological Association (NPA) for the better part of its thirty years of existence, psychologists in Nigeria still trust the Association to fight for the protection of her professional interest. During the anti-intellectual military government that ruled Nigeria for four decades, many psychologists

never identified with the Association for fear of intimidation by the military government. That government had distrusted professional Associations; it saw them as breeding grounds for agitators and anti-government demonstrators. But with a more tolerable and less venal democratic government in place, a window of opportunity seems to have opened for NPA to constructively engage the government on several issues. This has restored trust to the Association. For instance, NPA has begun to complain about non-psychologists that are assigned to perform services in many settings that require psychological expertise; the NPA has begun negotiating with government to create career structure and job classification for psychologists working in the civil service; and more importantly, the NPA has undertaken public campaigns in the newspapers, as well as public exhibitions to help Nigerians to know what psychology is and what psychologists do. These efforts have put psychology in a special position among the social sciences in Nigeria. As an area of university study, it is immensely popular; professionally too the discipline shows strong growth.

Challenges of Psychology in Nigeria

The growth of Psychology in Nigeria has been fraught with so many challenges. One of the major challenges to education, training and practice of psychology in Nigeria has to do with the content of psychology itself. The subject matter of psychology, its vocabulary and its framework have been founded on the culture of Western industrialized societies of Europe and America. The west centric nature of several psychological concepts has made Western psychology difficult to teach and learn in Nigeria. A major difficulty to the development of psychology in Nigeria then is how to domesticate Western psychology accused of theoretical and empirical ethnocentrism (Holdstock, 2000; Richards, 1996).

Nigerian psychology has become intellectually and theoretically colonized. For instance, the call to enthrone quality assurance in the publication regime is one of the ways Nigerian psychology is fast losing its cultural identity. Erinsho (2004) argued that “Nigeria cannot help Africa to carve a niche in world knowledge if time-tested ideas/contributions are not accessible to the rest of the world” (p.34). What this inevitably suggests is that home-based scholars, including psychologists, must strive to publish in truly reputable international journals that are widely read. Not surprisingly, the bulk of research activities coming out from Nigeria today are dominated by foreign theorizing, largely American theories and concepts. The reason for this is obvious, if psychologists should seek outlet for their research through reputable international journals, they must need to employ ‘internationally acceptable’ theories and concepts.

Internationalizing western developed theories and concepts, even when the theories are not culturally relevant to the Nigerian society diminishes the opportunity of Nigerian psychology to advance new theories that have not been covered by international psychology or an opportunity to challenge existing theories where necessary. In other words, rather than encourage original thinking; western psychology forces Nigerian psychology to lose its cultural identity and to integrate Western theories as final commentaries on man and human condition. Another impediment to the growth of psychology in Nigeria relates to scarcity of funds, which makes it difficult to keep facilities in the various Departments of Psychology across the country in full operational state. University education is in hot demand in Nigeria, but the facilities for providing quality education are not expanding to cope with the demand.

The agency charged with regulating undergraduate training in Nigerian universities - the National Universities Commission (NUC), had recommended that the minimum requirement for running a Department of Psychology in Nigeria is that the department must have a functional laboratory. But only few Departments of Psychology have what would qualify as functional laboratory (Gire, 2004), the rest are either saddled with obsolete equipment's or no equipment at all. The universities were not only starved of the essentials for teaching and research, but staff salaries are not also taken seriously. The interlocking combination of poor funding and a dismal reward system has put the entire university system in great jeopardy. Lecturers in the universities have embarked on incessant strikes in order to redress poor conditions of service and the disreputable state of facilities in the universities. Although many scholars still devote their lives seeking to extend the frontiers of knowledge despite severe underfunding brought about by lack of proper planning, politics and a wrong perception of the nature of universities, a not insignificant number have emigrated to places, even within the continent of Africa, where their labours are better rewarded. This form of job turnover has been described as 'brain drain'. Brain drain refers to a phenomenon of some highly-gifted experts, including psychologists, leaving the country for better opportunities abroad. This has left many Departments of Psychology in the country to be operating below par, in terms of quality of service delivered.

Conclusion

This paper extensively discusses on the concept of Education as a bedrock of any societal development and a tools for addressing Educational challenges. The meaning of Educational Psychology has been highlighted, the overall impact of psychology as a discipline in Nigeria has been Discussed. Educational challenges has been highlighted. Thus, the study also highlighted some challenges and prospects of the discipline of psychology in Nigeria with the aim that examining these factors can help Nigerian psychologists (especially) to understand how the discipline has fared these past fifty years. The factors militating against optimum development of psychology in Nigeria may be linked on the one hand to the role of government and those that are self-inflicted by Nigerian psychology on the other hand. The good news is that some of these short-comings have started to receive good attention and there is great optimism that psychology in Nigeria has better days ahead. Education is a determining factor of change for the development of any country; therefore, it is of the utmost importance that there is a generalized commitment towards its improvement. We can all do our bit, from governments with better public policies, teachers with continuous training and citizens with close monitoring of issues related to education.

Recommendations:

The problems we have highlighted so far are some of the challenges facing the education sector in Nigeria, below are some possible ways to surmount these challenges:

1. The background of the myriads of problems facing the educational sector in Nigeria is funding. With adequate funding, there would be an acquisition of quality training facilities, renovation of schools and provision of other infrastructures to ensure conducive learning for students. Also, funds should be properly managed to avoid embezzlement, which leads to decay in the educational sector.
2. There is a need for government at all levels to come together and coordinate responses and activities in the sector. Governments at all levels need to be committed to delivering a competitive and high quality and standard of education across the country.

3. Include preschool education in compulsory basic education, to facilitate access to this educational level for vulnerable populations.
4. Propose curricular changes that encourage greater educational equity between boys and girls.
5. The Federal government should provide well equipped and functioning laboratories for the full practice and operation of psychology departments in Nigerian universities to meet the recommendations of NUC
6. There is need for psychological expertise: The government should create career structure and job opportunities, to psychologist, in all governmental parastatals, in order to identify workers potentialities and weakness for the development of the nation.
7. Lack of training is one of the main Impediments to the discipline. The government should provide enough fund for training psychologist personnel

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EFFECTS OF CONCEPT-MAPPING INSTRUCTIONAL STRATEGY ON RETENTION AND PERFORMANCE IN ECOLOGY AMONG GEOGRAPHY STUDENTS IN LERE EDUCATIONAL ZONE KADUNA STATE, NIGERIA

By

Dr. Yakubu Abubakar

Department of Science Education_Faculty of Education_Kaduna State University,
08035665683, abubakarayakubu77@gmail.com

Fatima Abdulkadir Sidi

Department of Science Education_Faculty of Education_Kaduna State University,
08032079254

&

Samira Dahiru Hunkuyi

Department of Science Education_Faculty of Education_Kaduna State University, 0
8036888146, samiradhky@gmail.com

Abstract

This study investigates the Effects of Concept-making instructional strategy on Academic performance and Retention in ecology among Geography students in Lere Educational Zone. The design of the study was quasi-experimental design. Specifically non randomized control group pre-test was used for the study. Two randomly selected intact classes from schools were used and the students in the classes were assigned to be an experimental group and a control group. The population of the study comprised of 3368 senior secondary school Geography students in Lere Educational Zone which consist of 1551 male and 1817 female. Two schools were randomly selected through balloting system. 49 students were in experimental group this consist of 20 males and 29 females while the control group consist of 43 students 18 males and 25 females. The experimental groups were taught with concept-mapping instructional strategy, while the control groups were taught using lecture method. Geography Performance Test (GPT) was the instrument used for data collection and was validated by expert with a reliability coefficient of 0.7 was established. T-test was used to analyze the data that were collected. The result of the study revealed a significant difference between the experimental group and the control group in their retention and a non-significant difference in their performance. Based on these findings it is recommended that, concept-mapping instructional strategy enhances retention in geography and therefore, should be used in teaching geography in secondary schools.

Key Words: *Concept-Mapping, Retention, Performance, Ecology*

Introduction

Geography is one of the course of study in science education curriculum and a core subject in senior secondary schools in Nigeria. Geography is important not only for studying the earth surface and the atmosphere, but for the study of the natural phenomena within the environment. Geography education equips learners with the basic knowledge and skills that are essential in the study of climatology, ecology, geology, anthropology and other related disciplines.

Performance in Geography over the years, just like other science subjects, have been poor for example, the West African Council Annual Reports show that less than 50% candidates pass Geography at credit level and above between 2018 and 2019 (Obamanu & Adaramola, 2018). Boujabode and Barakat (2018) posited a reason for these poor performances. According to them the teaching method adopted by teachers do not make the learning of Geography easy for students. Similarly, Oloyode (2019) identified that the method used by teachers of science contribute to students' poor performance in science subjects Geography. Francisco, Necol and Tantma (2017) posted that prevailing teaching practice do not involve the learners in the learning process and seem to drive the learners of taking charge of their learning thus, affecting their performance in examinations.

Performance in education is directly related to knowledge retention. Learners must regain knowledge acquired during teaching/ learning process for them to achieve maximally in geography Oloyode (2019) define retention as a preservation of the mind. Materials in the mind should be preserve inform of images for knowledge to develop. Gatlin (1998) reported that for knowledge to be retained for long time by the learners the teachers must use effective instructional techniques in the classroom. According to him effective instructional techniques is one which encourages students' active participation in the teaching/learning process. Gatlin went further to report that students' who receive constructivist approach have a higher retention over-time than those who receive lecture method. Gatlin (2018) concluded that poor retention of materials by students have contribute enormously to their poor performance of science subjects like geography, Physics, chemistry and agricultural science. He continued by saying that retention of materials in science depends so much on the instructional techniques employed by teachers of science in the classroom. This study attempted to ascertain the effect of concept mapping instructional techniques on retention in geography.

Ecology is the study of the relationship between living organisms including humans and their physical environment. Ecology consider organisms at the individual, population, community, ecosystem and biosphere level. Ecology provides information about the benefits of ecosystems and how we can use earth's resources in way that leave the environment healthy for feature generations. It's quite important to study ecology because of its diversity in nature and its complications when it comes to curriculum implementations. Therefore, concept mapping teaching strategy will help to improve the understanding of this concept. Concept mapping is one of the newest instructional approaches develop by Novak. It is a process of organizing information or knowledge in form of maps as two-dimensional diagram that consist of or nodes linked by labeled lines to show relationships between and among those concepts. According to Novak (1990) concept mapping makes learning easier and easily understandable.

Lecture method remains one of the popular methods of teaching geography in Nigeria secondary schools. Most teachers of geography adopt lecture method than any other method because it provides for an effective use of time and manpower. It enables teachers to present many ideas to a large group in a short period of time. However, according to Bimbola and Daniel (2017), lecture method makes learners passive in the teaching/learning process.

Statement of the Problem

Many studies have shown that secondary school students are exhibiting dwindling interest in science (Esiob, 2015). This is more apparent in geography which has been tagged one of the difficult science subjects in the school science curriculum, (NERDC, 2010). Studies have revealed that the performance of students in SSCE geography has been generally and consistently poor over years (Inomesia, 2016). This poor performance in the subject is evident by the Chief Examiners Report 2013-2019 in the statistics published by West African Examination Council (WAEC) 2017, as shown in Table 1.1

Table 1.1: Students' Performance in Geography in Kaduna State WAEC May/June, 20013-2019

Year	Total Sat	No with A1-C6	%with A1-C6	No with D7-F9	%with D7-F9
2013	126,821	59657	47.04	67161	52.96
2014	134,852	56570	41.95	78282	58.05
2015	130,653	56155	42.98	74498	57.02
2016	150,925	72204	47.85	78722	52.17
2017	143,936	62008	43.08	81928	56.92
2018	149,162	61028	40.90	88134	59.10
2019	136,916	58284	42.60	78633	57.40

Source: West African Examination Office, Kaduna Office (2019).

Table 1.1 Shows Performance of Students in geography WAEC 2011 – 2017 with total candidates who sat for the examination percentage of students with A₁ – C₆ (credit) and those with D₇ – F₉ (Fail).

This consistent poor performance of students in geography at Senior Secondary Certificate Examination leaves one in doubt about the effectiveness of the teaching methods popularly used by geography teachers for teaching the subject. Some researchers such as Bichi (2002) and Danjuma (2017) have discouraged the use of chalk-and-talk method of teaching which leads to memorization of facts and concepts. Therefore, the need to find out the effectiveness of other teaching strategies relative to the traditional. The use of teaching strategy has been advocated by researches such as Njoku (2004), and Garba (2017). They Conclude that the use of teaching strategy that improved learning of science subjects at Secondary School level is needed, such strategy that help students to improved Retention and performance of students to interact with each other and can conceptualize the conceptualize the concept better than traditional method of teaching. Omosewo (2009) Concludes that any study carried out on teaching methodology cannot be a wasted effort. This is because the teaching-learning situation was crowded with reputable methods before an effective communication can bring about ideal permanent change. Ali (2008) feels that the major difficulty level in learning geography is via the methods by which the subject is being taught without regard to instructional materials, students' ability level to understand and retain learnt materials. The study therefore seeks to investigate the Effects of Concept-Mapping Strategy on Retention and Performance in Ecology among geography Students in Lere Educational Zone, Kaduna, Nigeria

Objectives of the Study

The objectives of this study are to:

- 1- Investigate the effects of concept-mapping instructional strategy on students' performance in geography.
- 2- Determine the effect of concept mapping instructional strategy on student's retention in geography.

Research Questions

The following research questions were formulated to guide the study;

- 1- What is the mean difference in the performance scores of student's taught using concept-mappings strategy and those taught using lecture method?
- 2- What is the difference in mean retention scores of students taught geography with concept mapping instructional strategy and those taught with lecture method?

Hypotheses

The following hypotheses are formulated at 0.5 level of significance

HO₁: There is no significant difference between the mean performance scores of students taught geography with concept-mapping instructional strategy and those taught with lecture method.

HO₂: There is no significant difference between the mean retention scores of students taught geography with concept mapping instructional strategy and those taught with lecture method.

Methodology

The design adopted for the study was quasi-experimental design with pretest-posttest and post-post-test. The quasi-experimental design was used because the participants were not randomly drawn and assigned to experimental and control groups, rather intact classes were used. The students were grouped into experimental group (A) and the control group (B)

The experimental groups were taught ecology using concept mapping instructional strategies while the control group were taught ecology using lecture method for six weeks.

The population of this study consists of all Government secondary school geography students in Lere Educational Zone with a total population of 2868. The schools involved are the same with similar condition in terms of recruitment, staff and staff training or workshops, provision of equipment or instructional materials, student enrolment, uniformity in terms of curriculum and the same academic calendar among others.

The sample for the study was ninety-two SSII students randomly selected from the population. GSS Lere and GSS Unguwan bawa are the Experimental (A) and Control (B) School respectively.

Each item in the multiple-choice test was accompanied with four answer options from which the participants made their choices. The instrument, Geography Performance Test, (GPT) was validated by two experts in geography education and measurement and evaluation in order to determine its effectiveness in measuring what was expected to measure. The research instrument used was trial-tested by administering the instrument to 54 senior secondary school two students. By Kuder-Richardson formula (KR-20) the reliability coefficient calculated to be 0.77. The choice of KR-20 is because it is most suitable for items scored dichotomously.

Concept mapping and lecture instructional strategies were used as treatment of the study. The Participant in the randomly selected intact classes in the randomly selected secondary schools were categorized and assigned into experimental and control groups. The experimental groups were taught with concept mapping while the control groups were taught with lecture method. Geography teachers of senior secondary two in the selected secondary schools were used as the research assistants administered the pretest (GPT). This was done to ascertain the level of Performance of the participants in geography. The Researcher prepared the lessons plans that were used by the assistants to ensure uniformity of content. Teaching lasted for four (4) weeks. Retention test (post-test) was carried out two weeks after the end of teaching to determine the degree of retention of geography materials by the participants for a period of time.

Results

Table 2: Analysis of t-test Result of Mean Performance Scores of Students Taught Geography with Concept Mapping Instructional Strategy and Lecture method.

Group	N	Mean	Std.	Std. t-test	dfp-value	Remark	Dev.	Error
Exptal (A)	49	11.71	2.51					
			.287	11.31	0.60	Non Sig.		
Control (B)	43	10.3	2.14					

Table 2 revealed that students in the experimental group taught geography with concept mapping Instructional strategy had a mean performance score of 11.71 in the post-test. Similarly, the students in the control group taught with lecture method obtained mean scores of 10.30 in the post test. Although the post test scores of the experimental group is higher than the control group, it implies that use of concept mapping strategy is not effective in enhancing student's performance in geography than lecture method.

Research Question 3: What are the mean retention scores of students taught geography with concept mapping instructional strategy and those taught with lecture method?

Table 3: Analysis of t-test Result of Mean Retention Scores of Students Taught Geography with Concept Mapping Instructional Strategy and Lecture Method

Group	N	Mean	Std.	Std. t-test	dfp	-value	Remark	Dev.	Error
Exptal (A)	49	11.71	2.51	.38	-5	.6790	Significant		
Control (B)	9.0	9.2	2.01	22	5	.5484	Sig.		

Table 3 shows that the students in the experimental group taught geography with concept mapping instructional strategy had a mean retention score of 11.71 in the post-posttest. Similarly, the students in control group taught with lecture method obtained mean scores of 9.09 in the post test. Since the post-post test scores of the experimental group is higher than the control group, it implies that used of concept strategy is effective in enhancing retention in geography than lecture method.

Testing Hypothesis One

Null Hypothesis (Ho): There is no significant difference between the mean retention scores of student taught geography with concept mapping instructional strategy and those taught with lecture method.

This was observed from table 4 which contradict the null hypothesis that shows a significant difference in their retention score, with t-test value of -5.676 and the p-value of (0.044) which is less than the confidence level of 0.05. The null hypothesis was therefore, rejected. This implies that there was significant between the mean retention scores of students taught geography with concept mapping instructional strategy and those taught with lecture method.

Testing Hypothesis Two

Null Hypothesis (Ho): There is no significant difference between the mean performance scores of students taught geography with concept mapping instructional strategy and those taught with lecture method.

This was observed from table 3 which shows a t-test value of 11.312 and the p-value of (0.604) which is greater than the confidence level of 0.05. The null hypothesis was therefore, accepted. This implies that there was no significant difference between the mean performance scores of students taught geography with concept mapping instructional strategy and those taught with lecture method.

Findings

The findings in the study show that:

- a. Performance scores of subjects in the concept mapping group is higher than the lecture method group.
- b. There is no significant difference in the mean performance score in the experimental and control groups.
- c. The result of the study revealed a significant difference between the experimental group and the control group in their retention.

Discussion of Findings

The results in table 2 shows that the experimental group obtained mean retention score higher than the mean retention score of the control group in the retention-test. It follows that concept-mapping instructional strategy is more reliable in enhancing student's retention of geography materials than lecture method. This is in line with the observation of Garba (2017) who carry out a similar study title "Effect of concept mapping Teaching Strategy on the Performance of secondary students In Niger state. His findings revealed that concept mapping instructional Strategy Facilitate the Performance and retention of students in Biology. This observation might be due to the fact that concept-mapping encourages student's active participation during teaching/learning process, which is less achieved by the use or lecture method.

The result in Table 3 revealed that the experimental group obtained mean academic performance score higher than the mean score of the control group in the post-test. The result also shows the p-value of more than 0.05 this result indicates a non-significant difference in the performance of students taught with concept-mapping instructional strategy and the lecture method. The

observation of Danjuma (2017) that concept mapping aids students understanding and tend to perform better. These results also contradict the findings of Jibrin and Zayum (2012) has a significant difference in their performance when compared with lecture method. This observation might be due to the fact that the students were not familiar with the new method of teaching (concept-mapping) even though the students taught with concept mapping performed higher than those taught with lecture method.

Conclusion

In the study it was observed that concept-mapping instructional strategy is more effective than the traditional lecture method in enhancing and encouraging student's retention in geography. It, therefore, follows that concept-mapping instructional strategy is a good instructional tool which can be employed by geography teachers to improve student's retention and performance in geography.

Recommendations

Based on the findings of the study, it is recommended that:

1. Teachers of geography in secondary schools should adopt concept-mapping as an instructional strategy since it encourages retention in geography when effectively used.
2. Teachers of geography in secondary schools should encourage their students to learn the process of concept mapping as this would assist them to retain information about concepts and meaning in geography, this will help to enhance their performance.

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EFFECTS OF GUIDED DISCOVERY METHOD OF TEACHING ON LEARNING ARABIC LANGUAGE AMONG PRIMARY SCHOOL PUPILS IN KADUNA STATE, NIGERIA

By:

Dr. Abubakar Magaji Abdullahi

Department of Arts and Social Science Education (Arabic)

Faculty of Education,

Department of Arts and Social Science Education (Arabic)

Ahmadu Bello University, Zaria

&

Mardiyya Ahmad Bello

Department of Arts and Social Science Education (Arabic)

Ahmadu Bello University, Zaria

Abstract

The study examined the effects of guided discovery method of teaching on learning Arabic Language among primary school pupils in Kaduna state. Experimental research design was employed to generate data which were analyzed to test the hypothesis developed. The study population comprised all primary school pupils in the state from which a sample of 100 pupils was selected and divided into experimental and control groups. A teacher-made test of the same contents and level of difficulty was developed and administered on the two groups after the treatment given to experimental group. The results of data analysis indicated that guided discovery method of teaching has positive effects on pupils' ability to understand Arabic language, among others. The study recommends, refresher courses for Arabic teachers to be well-informed about modernized pedagogical approaches applicable in teaching Arabic at basic level of the conventional schools.

مستخلص البحث

تهدف هذه المقالة إلى التعرف على أثر طريقة الاكتشاف الموجه في تعليم اللغة العربية لدى تلاميذ الصف الرابع الابتدائي. ولتحقيق هدف الدراسة استخدم الباحثان المنهج شبه التجريبي معتمدان على اختبار أعداه لهذا الغرض، وتم تطبيقه على أفراد عينة الدراسة وعددهم مائة تلميذا وتلميذة (100)، في مدارس اللغة العربية الابتدائية بولاية كادونا نيجيريا. ولمعالجة البيانات إحصائياً تم استخدام المتوسطات الحسابية والانحرافات المعيارية واختبار "ت" لدلالة الفروق الإحصائية بين المجموعة التجريبية والمجموعة الضابطة. وأظهرت نتائج البحث وجود فروق ذات دلالة إحصائية في أثر طريقة الاكتشاف الموجه في تعليم اللغة العربية بين المجموعتي التجريبية والضابطة حيث تفوقت المجموعة التجريبية على المجموعة الضابطة، وعلى ضوء نتائج البحث يوصي الباحثان بضرورة إعادة النظر في منهج تعليم اللغة العربية في المدارس الابتدائية بحيث يشتمل على مختلف طرق تدريس اللغات الأجنبية لتعليم اللغة العربية.

مقدمة:

تعد طريقة الاكتشاف الموجه من الطرق المتبعة في مجال التعليم، والتي جاءت رداً لفعل الطرق التقليدية القديمة التي تعتمد على الحفظ والتلقين. فطريقة الاكتشاف الموجه تهدف إلى تشجيع المتعلم على التفكير في كيفية تتبع الدلائل وتسجيل النتائج حتى يتمكن من التعامل مع المشكلات الجديدة. وقد ظهرت هذه الطريقة منذ عهد النبي - ﷺ - فكان يستعمل أسلوب الحوار والاستنتاج في إثارة انتباه الصحابة رضوان الله عليهم، وتوجيه أفكارهم ليدركوا ما يريد أن يتعلموه من تعاليم الدين الإسلامي، وقد اتبعه علماء التربية الإسلامية في استخدام هذه الطريقة.

وأما في العصر الحديث، فكانت الطريقة جزءاً من الفلسفة التربوية للعديد من الفلاسفة، واهتمامهم بها يتمثل في كونها إحدى الطرق التي تركز عليها العملية التربوية بمفهومها المعاصر، وقد كان ذلك نتيجة جهود جيروم برونر Bruner 1961، أوسوبيل، وهانسيان Hanesian 1978. ليلي وفوري، (2004، ص 57). وزاد اهتمام التربويين بهذه الطريقة حيث إنها تهتم بإثارة تفكير المتعلم ومشاركته مشاركة حقيقية في عملية التعلم عن طريق التعاون بين الطلبة أنفسهم وطلب العون من المعلم عند الضرورة. تناول المقالة المفردات الآتية:

- مفهوم الاكتشاف
- نشأة التعلم بالاكتشاف
- الاكتشاف الموجه في الموقف التعليمي
- أهداف التعلم بالاكتشاف الموجه
- خطوات التعلم بالاكتشاف الموجه.
- مزايا التعلم بالاكتشاف الموجه.
- دور المعلم والتلميذ في طريقة الاكتشاف الموجه.
- معوقات التعلم بالاكتشاف الموجه.
- منهجية الدراسة وإجراءاتها.
- الخاتمة.

• مفهوم الاكتشاف

المفهوم اللغوي للاكتشاف

وردت كلمة الاكتشاف في المعجم الوسيط (مصطفى، والزيات، وعبد القادر، والنجار، 1972م:)، بمعان عدة من كلمة (كشف) وهو المصدر الأصلي لكلمة الاكتشاف:

- 1- كشف الشيء: رفع عنه ما يواريه ويغطيه.
- 2- كشف الأمر: أظهره وكشف الله غمه: أزاله.

وردت تعريفات كثيرة لمفهوم الاكتشاف اصطلاحاً تذكر الباحثة منها ما يأتي:

1- ترى هلدا تابا (Hilda Taba) (1963) " أن الاكتشاف كطريقة للتعليم، يعني خلق مواقف تعليمية أمام المتعلم بحيث تتضمن مشكلات تنمي لديه الشعور بالحيرة، ثم يقوم بعد ذلك بعمليات 2- ويرى جابر (2005: 212) أن التعلم بالاكتشاف "هو التعلم الذي يتحقق نتيجة لعمليات ذهنية انتقائية عالية المستوى، يتم عن طريقها تحليل المعلومات المعطاة، ثم إعادة تركيبها وتحويلها إلى صور جديدة، بهدف الوصول إلى معلومات واستنتاجات غير معروفة من قبل، كما يهتم بالوسائل والطرق التي يسلكها الإنسان مستخدماً مصادره العقلية والجسمية". ستقصاء من أجل استدعاء السلوك الذي يؤدي إلى البحث". يلاحظ من التعريفين السابقين أن عملية الاكتشاف عملية عقلية يقوم المتعلم خلالها بتنظيم معلوماته السابقة، وخبراته المكتسبة، من أجل الوصول إلى معرفة شيء جديد لم يكن يعلمه من قبل. ويمكن إضافة القول بأن طريقة الاكتشاف هي أن يتم من خلالها جعل التلاميذ يكشفون الحقائق المراد تعلمها بالتفكير الذات والملاحظة الفاعلة سواء كان ذلك بحوار قصير أو طويل، وقد يكون تفكير فردي ليس فيه حوار.

• نشأة التعلم بالاكتشاف:

ذكر العمودي (2003: 85) أن أسلوب التعلم بالاكتشاف ظهر في التعليم الإسلامي، حيث استعمل الرسول ﷺ أسلوب الحوار والاستنتاج في إثارة انتباه الصحابة، وتوجيه أفكارهم، لإدراك ما يريد تعليمه لهم، من تعليم الدين الإسلامي. أما في العصر الحديث، فقد بدأ الاكتشاف كجزء من الفلسفة التربوية للعديد من الفلاسفة، ولقد بدأت الحركة التربوية علي يد جان جاك روسو الذي دعا إلى الاكتشاف الحر المطلق مع الطفل، ليكسب لنفسه المعرفة دون الاعتماد على غيره، أما كلمة (التعلم بالاكتشاف) فلم تستخدم إلا بعد منتصف القرن العشرين من قبل برونر (Bruner) أصدر بين عامي (1960-1970م) عدة مؤلفات تناول آراءه التربوية حول طبيعة التدريس والفلسفة التربوية، وقد وجدت معظم أفكاره مؤازرة من التربويين. (الصائغي 2006: 50).

• الاكتشاف الموجه في الموقف التعليمي:

إن التعليم بالاكتشاف يتم من خلال أنشطة التعلم التي أعدها المعلم ويريد تقديمها إلى المتعلم. ويؤكد كارول (1993:212)، أن الأنشطة المتقدمة لابد أن تعطي فرصة للطلاب ليتعلم من خلال البصر والاستماع واللمس والممارسة للأنشطة، إثارة الأسئلة والابتكار وليس الإنصات أو الاستماع فقط.

• أهداف التعلم بالاكتشاف الموجه:

- طريقة الاكتشاف أهداف تميزها عن غيرها من الطرق الأخرى منها ما يأتي:
- 1- يساعد المتعلم في كيفية تتبع الدلائل وتسجيل النتائج، وبذلك يتمكن من التعامل مع المشكلات الجديدة.
 - 2- تُعوّد المتعلم على الاستقصاء والتتبع وإعمال العقل للوصول إلى نتائج جديدة .
 - 3- تؤكد على نشاط المتعلم وإيجابيته في الوصول إلى المعلومات والحقائق مما يساعده على الاحتفاظ بنتائج التعلم.
 - 4- تساعد على تنمية الإبداع والابتكار.
 - 5- تزيد من دافعية المتعلم نحو التعلم بما يوفره من تشويق وإثارة يشعر بها المتعلم أثناء نشاطه الكشفي بنفسه. ليلي وفوزي (2004، ص: 60)
- يلاحظ من أهداف التعلم بالاكتشاف أنه يساعد المتعلم على الاعتماد على النفس في تنمية أفكاره، وابتكاراته، ويساعده أيضا في معرفة كيفية تتبع الدلائل وتسجيلها، كما يزيد من دافعيته نحو التعلم.

• خطوات التعلم بالاكتشاف الموجه:

- إن المتعلم يمر بخطوات في التعلم بالاكتشاف للوصول إلى الهدف وهي:
- 1- خطوة التفكير: وهو الشعور بالمشكلة.
 - 2- خطوة الانتباه إلى أشياء أخرى في الموقف.
 - 3- خطوة التأكد من الحدس. الربيعي (2006، : 166)
- من اللازم في خطوات التعلم بالاكتشاف أن يشعر التلميذ بوجود المشكلة، ثم ينتبه للأنشطة التي تقدم إليه ويفهمها قبل البدء في عملية الاستقصاء للوصول إلى الابتكار والاكتشاف.

• مزايا التعلم بالاكتشاف الموجه:

- طريقة الاكتشاف مميزات تميزها عن غيرها وهي:
- 1- تجعل المتعلم مشاركا في الموقف التعليمي.
 - 2- تنقل المركز التعليمي من المعلم إلى المتعلم.
 - 3- تزيد من دافعية المتعلم وتحمسه لما يتعلمه.
 - 4- تجعل المتعلمين أكثر قدرة على الاحتفاظ بالمعلومات.
 - 5- تنمي أساليب التفكير ومسارها الصحيحة لدى المتعلمين. (1965 Kerch)
- يبدو من مميزات التعلم بالاكتشاف أنه يهتم بالمتعلم أكثر، وينقل المركز التعليمي من المعلم إلى المتعلم كما هو معروف في التعلم المؤثر، وتشاركه في عملية التعلم مشاركة الفاعلة، فالتلميذ لا يجلس أمام المعلم ويأخذ كلما يلقي إليه بدون أن يقوم هو بأي مشاركة.

• دور المعلم والتلميذ في طريقة الاكتشاف الموجه:

- إن الأساس في التعليم والتعلم بالاكتشاف الموجه ألا يدخل المدرس بدون داع في نشاط التلاميذ. بمعنى عدم التدخل المباشر أثناء عملية اكتشاف التلاميذ للمعلومات. إبراهيم، (1992 : 55).
- ويمكن إجمال دور المعلم في النقاط التالية:
- 1- تحديد المفاهيم العلمية التي سيتم عرضها في شكل الأسئلة أو المشكلة.
 - 2- إعداد المواد التعليمية اللازمة لتنفيذ الدرس.
 - 3- تحديد الأنشطة التي سينفذها المتعلمين. محمد (2010 : 152).
 - 4- استثارة الدافعية لدى الطالب للاكتشاف.
 - 5- توفير الأجواء المناسبة، التي تشجع على الاكتشاف.
 - 6- استثمار خبرات التلاميذ ومعارفهم السابقة كأساس لاكتشاف أمور يمكن أن تبني على هذه الخبرات. جابر (2005 : 216).
 - 7- تقويم المتعلمين ومساعدتهم على تطبيق ما تعلموه في مواقف جديدة. محمد (2010 : 152).

يفهم من المعلومات السابقة أن طريقة الاكتشاف الموجه تعتمد على الاستقراء، وتحتاج أن يكون المدرس باحثاً متجدداً، مطلع على كل ما هو جديد، مؤهلاً تأهيلاً جيداً بحيث يكون قادراً على إدارة وضبط الصف عند التدريس والقيام بالأنشطة.

أما دور التلاميذ فيتمثل في الآتي:

- 1- يقوم التلميذ بالأنشطة الاستقصائية.
 - 2- يستثمر التلميذ خبراته السابقة في جمع المعلومات.
 - 3- يرتب التلميذ أفكاره بنفسه.
 - 4- يجمع البيانات والمعلومات اللازمة التي يتوصل بها إلى التعميمات المراد تعليمها له بنفسه. إبراهيم، (1992 : 57)
- يلاحظ أن هذه الطريقة تساعد التلميذ في ترتيب أفكاره بنفسه، ويعتمد على نفسه أكثر من اعتماده على أستاذه، وتساعد أيضاً في عدم التسليم للغير دون التأكد من صحة المعلومات وفعاليتها في التعليم.

• معوقات التعلم بالاكتشاف الموجه:

- مع أن طريقة الاكتشاف من الطرق التي تساعد المتعلم في ترتيب أفكاره بنفسه وعدم التسليم للغير بغير حجة، إلا أن هناك معوقات للتعلم بالاكتشاف تذكر الباحثة منها ما يأتي:
- 1- لا يمكن استخدامها في فصول الدراسية الدنيا.
 - 2- تحتاج إلى وقت أطول، مما تحتاجه الطرق الأخرى.
 - 3- لا تلائم هذه الطريقة تدريس كل الموضوعات الدراسية، وقد لا تناسب جميع التلاميذ.
 - 4- يصعب استخدام هذه الطريقة في الصفوف ذات الكثافة المرتفعة. جابر (2005: 214).
- يفهم من المعوقات السابقة أن هذه الطريقة مكلفة من حيث استخدام وسائل تعليمية بصرية، سمعية، ثابتة ومتحركة، كما تحتاج إلى جو مناسب وفناء مدرسي مؤهل للدارس القيام بأنشطته.

• منهجية الدراسة وإجراءاتها:

منهج البحث:

اتبع الباحثان المنهج شبه التجريبي الذي عرفه عدس (1996، ص 82) أنه تغيير معتمد ومضبوط للواقع أو الظاهرة التي تكون موضع الدراسة؛ وذلك باستخدام مجموعة تجريبية ومجموعة ضابطة.

مجتمع البحث:

يتكون مجتمع الدراسة من جميع تلاميذ الصف الرابع الابتدائي للعام (2018/ 2019) في المدارس العربية الابتدائية بولاية كدونا البالغ عددها (1200) طالبا وطالبة بولاية.

عينة البحث وأسلوب اختيارها:

أ- العينة الاستطلاعية:

قام الباحثان بتطبيق الاختبارات التحصيلية على العينة الاستطلاعية بلغت عددهم 30 طالبا وطالبة، وقد طبق الباحثان الاختبارات على هذه العينة للتأكد من صدقها وثباتها.

ب- العينة الفعلية:

تم اختيار العينة الفعلية بطريقة قصدية حسب التقسيم السياسي لولاية كدونا بلغ عددهم 100 طالبا وطالبة، وتم توزيعها على ثلاث مدارس. المدرسة الأولى المجموعة التجريبية وبلغ عددهم 50 طالبا وطالبة، أما المجموعة الضابطة فهي عبارة عن مدرستين وبلغ عددهم 50 طالبا وطالبة. والجدول التالي يبين توزيع عدد أفراد العينة حسب المجموعة.

الجدول رقم (1)

يبين توزيع أفراد العينة تبعا للمجموعة

النسبة%	العدد	البيانات
50%	50	المجموعة التجريبية
25%	25	المجموعة الضابطة
25%	25	المجموعة الضابطة
100%	100	المجموع

أداة البحث:

قام الباحثان بإعداد اختبارات مهارة الكتابة لطلاب الصف الرابع الابتدائي حسب المعايير الآتية:

1. تحديد هدف الاختبار.
2. صياغة مفردات الاختبار.
3. وضع تعليمات الاختبار.
4. التجربة الاستطلاعية للاختبار.

صدق الأداة:

إن الاختبار لا يمكن الاعتماد عليه إلا بعد معرفة صدقه، ومعنى صدق الأداة: قدرة الاختبار على قياس ما وضعت من أجله؛ لذا قام الباحثان بعرض الاختبار على عدد من المحكمين المتخصصين في مجال المناهج وطرق التدريس، واللغة العربية في جامعة أحمد بلو زاريا وخارجها للتحقق فيما يأتي:

1. سلامة التراكيب من الأخطاء اللغوية.
 2. ملائمة الأسئلة لمستوى تلاميذ الصف الرابع الابتدائي.
- وفي ضوء الآراء والملاحظات التي أبداهها المحكمين، قام الباحثان بتعديل بعض الفقرات وحذف بعضها، كما قاما بإعادة تشكيل الاختبار وتوزيع الأسئلة بشكل أفضل على مهارات الكتابة.

3.8- تجريب الأداة:

بعد إعداد الاختبار، قام الباحثان بتطبيقه على العينة الاستطلاعية البالغ عددها (30) طالبا وطالبة من طلاب الصف الرابع الابتدائي، بهدف إجراء ما يلي:

أ. **تحديد زمن الاختبار:** تم حساب زمن تأدية التلاميذ للاختبار عن طريق حساب المتوسط الحسابي لزمن تقديم العينة الاستطلاعية، فكان زمن متوسط المدة الزمنية الذي استغرقه التلاميذ يساوي (50) دقيقة.

ب. **حساب صدق الاختبار:** قام الباحثان بحساب معامل الارتباط بين درجة كل سؤال والدرجة الكلية للاختبار حيث تم حساب معامل ارتباط (بيرسون) بين درجات كل سؤال من أسئلة الاختبار، والدرجة الكلية للاختبار الذي تنتمي إليه، وذلك باستخدام البرنامج الإحصائي (spss).

3.9- **ثبات الاختبار:** ومعنى ثبات الاختبار أن يعطي الاختبار النتائج نفسها إذا أعيد تطبيقه على التلاميذ أنفسهم مرة ثانية. وقد قام الباحثان بالتحقق من ثبات الاختبار باستخدام طريقتي التجزئة النصفية ومعادلة ألفا كرونباخ.

أ- **طريقة التجزئة النصفية:** قام الباحثان بقياس معامل الثبات بطريقة التجزئة النصفية، حيث قاما بتجزئة الأسئلة إلى نصفين، وتم حساب معامل ارتباط (بيرسون) بين النصفين من الاختبار فكان (0.83)، واستخدم الباحثان معادلة (سبيرمان براون) لحساب معامل ثبات الاختبار الكلي فحصلوا على معامل الثبات (0.87).

ب- معادلة كرونباخ: وقد تأكد الباحثان من ثبات الاختبار باستخدام معادلة ألفا كرونباخ فحصلوا على معامل الثبات (0.81) وهو معامل ثبات قوي ومقبول، ويمكن الاطمئنان عليه.

ما أثر طريقة الاكتشاف الموجه في تعليم اللغة العربية لدى تلاميذ الصف الرابع الابتدائي؟ وللإجابة عن هذا السؤال طبق الباحثان اختبارين القبلي والبعدي على المجموعتين التجريبية والضابطة كما سيوضح ذلك

الجدول رقم (4، 1)

الجدول رقم (4، 1)

يبين الفرق بين متوسطات المجموعتين في الاختبار القبلي والبعدي في أثر طريقة الاكتشاف الموجه باستخدام الصور التعليمية في تنمية مهارة الكتابة.

المجموعة	العدد	المتوسط الحسابي	الانحراف المعياري	الخطأ المعياري	الفرق	التعليق
المجموعة التجريبية	50	75.72	11.29	1.59	27.5	تفوقت المجموعة على التجربة الضابطة
المجموعة الضاب	50	48.22	8.79	1.24	27.50	

يتبين من الجدول السابق أن المتوسط الحسابي في المجموعة التجريبية يساوي (72.75) وهو أكبر من المتوسط الحسابي للمجموعة الضابطة الذي يساوي (48.22) وهذا يعني أنه يوجد فروق ذات دلالة إحصائية بين المجموعتين التجريبية والضابطة.

ويمكن القول بأن المجموعة التجريبية التي تلقت تدريباً خاصاً قد استفادت من التدريب حيث تفوقت على المجموعة التي لم تتلق التدريب.

الخاتمة

تناولت هذه المقالة الحديث عن أثر طريقة الاكتشاف الموجه في تعليم اللغة العربية لدى تلاميذ الصف الرابع الابتدائي بولاية كونا حيث اشتملت على مفهوم الاكتشاف ونشأة التعلم بالاكتشاف، والاكتشاف الموجه في الموقف التعليمي، وأهداف التعلم بالاكتشاف الموجه، وخطوات التعلم بالاكتشاف الموجه، ومزايا التعلم بالاكتشاف الموجه، ودور المعلم والتلميذ في طريقة التعلم والتعليم بالاكتشاف الموجه، ومعوقات التعلم بالاكتشاف الموجه، ومنهجية الدراسة وإجراءاتها، والخاتمة.

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