



UBE JOURNAL

Vol. 8: 2022

A JOURNAL OF BASIC EDUCATION IN NIGERIA

*Education
for all
is the
responsibility
of all*

Universal Basic Education Commission,

7, Gwani Street, Wuse Zone 4

P.M.B. 5086, Abuja.

E-mail: ubeforumpublication@gmail.com

Website: www.ubec.gov.ng

ISSN: 1596-1649

Editorial Board

Chairman/Editor-in-Chief

Dr. Hamid Bobboyi
Executive Secretary, UBEC

Managing Editor

Mr. Osahon Igbinoba
Director, Department of Planning,
Research and Statistics, UBEC

Production Editor/Secretary

Zipporah K. Panguru
Head, Research and Publications
Unit, UBEC

Consulting Editor

Professor Thomas Kolawole Adeyanju

Review Team

Prof. Mohammed I. Junaid

Department of Educational Foundation,
Usmanu Danfodiyo University, Sokoto

Prof. Dan Enyi

Faculty of Education,
Ebonyi State University, Abakaliki

Prof. Gbenga Adewale

Institute of Education,
University of Ibadan, Ibadan, Oyo State

Prof. U. T. Muhammad

Department of Educational Foundation,
Federal University Birnin Kebbi, Kebbi State

Prof. Benedit O. Emunemu

Department of Educational Management,
University of Ibadan, Ibadan, Oyo State

Prof. Josephine E. Odey

Faculty of Education Arts and Social
Science Education Department,
Federal University Lafia, Nasarawa State

Prof. Muhammad Gurama
Dukku

Department of Educational Foundation,
Gombe State University, Gombe, State

Prof. Tony Afemikhe

Institute of Education,
University of Benin, Benin City,
Edo State

Dr. Victoria Adamu Pam

Federal University Lafia, Lafia,
Nasarawa State

Address

All manuscripts/ correspondences should be addressed to:

The Production Editor,

UBE Journal,

PRS Department,

UBEC Building,

Universal Basic Education Commission,

7, Gwani Street, Wuse Zone 4,

P.M.B. 5086, Post Code 900284,

Abuja.

E-mail: ubeforumpublication@gmail.com

Website: www.ubec.gov.ng

Please, address all subscription orders to:

The Executive Secretary,

Attention: Production Editor,

Universal Basic Education Commission,

7, Gwani Street, Wuse Zone 4,

P.M.B. 5086, Post Code 900284,

Abuja.

CONTENTS	Pages
From the Chairman/Editor-in- Chief	vi
From the Managing Editor	vii
Dare, E. Alaba¹ and Olowoniwa, S.T²: An Assessment of Teacher Quality in the Implementation of Universal Basic Education Programme in Kogi State	1
Amoramo, John Davis: Assessing the Implementation of Home-grown School Feeding Programme in Cross River State	9
Olawuyi, Oluseye M.¹, Osuji Nnedimma Chidunga², and Ibe, Georgeline C.³: Attitude of Junior Secondary School Students towards the Study of Science	21
Gambo Umar: Basic Entrepreneurship Education for Nigerian Youths: Implication for Counselling	33
Sebastian N. Igyudu¹ and Harrison Thompson²: Challenges Facing the Teaching of English Language in Primary Schools in Taraba State	42
Offem Odim Out¹, Okonkwo Enocharia Chinenye² and Oshia Eucharria Chinwe³: Classroom Management and Learning Achievement in Basic Education in Cross River State	51
Dennis S. Mutkires: Coronavirus Pandemic: The Impact of E-Learning and Google Classroom on Universal Basic Education	65
Monday Ujiakhien Okojie: Curriculum Mapping: Implications for Basic Education Curriculum	71
Atairet Clifford Atairet¹ and Monday Dickson²: Democratic Governance and Education Policy in Nigeria's Fourth Republic: 1999-2019	82
Princewill I. Egwuasi¹, Mercy U. Etteh², Moses O. Bassey³, and Hussaina W. Kyauna⁴: Home-grown School Feeding Programme and School Attendance in Calabar	95
Orji Evelyn Ijeoma: Home-School Partnership in Promoting Social Skills in Basic Education Learners	113
Evans-Obinna¹, Rosemary N.² and Charity Duru-Uremadu³: Implications of Truancy on the Academic Performance of Secondary School Students' of Business Studies in Ukwa West Educational Zone	122
Akpan, Anyanime O.: Infographics as Instructional Resource for Teaching Basic Science and Technology in Junior Secondary Schools in Akwa Ibom State	132
Jeremiah Samuel¹ and Foluke Bosede Eze²: Organization of Micro-teaching	148

Practicum in Colleges of Education

Adesoji A. Oni¹ and Titilayo Soji-Oni²: Parental Background and Socio-Psychological Factors as Determinants of Academic Performance of Junior Secondary School Students in Lagos	157
Joseph A. Akande: Preparation of College of Education Students towards Curriculum Implementation at the Basic Education Level	178
Anthony, Elizabeth Bebuo: Preservation of <i>Ekpe</i> Music in Cross River State	193
Muhammad Baba: Capacity-Building Needs of Head Teachers and Conduct of Professional Staff Development Programmes in North Central Zone	206
Aleshin, O. T.¹ and Oladipo, A.I.²: Rethinking the Universal Basic Education Programme for the Fourth Industrial Revolution	217
Gambo Kwara: Role of School Libraries and Information Services in Promoting Basic Education in Jigawa State	241
Uchechukwu Kizito Ogu¹ and Besonggen Ako²: Safe and Inclusive Schools and Quality Universal Basic Education (UBE)	250
Saleh Musa¹, Babagana Butu Mohammed² and Saleh Wasilatu Mamudo³: School Climate and Job Satisfaction among Primary School Teachers in Fika LGA, Yobe State	258
Abubakar Ukashatu: The Evolution and Development of Junior Secondary Schools in Nigeria: Issues and Insights	267
Simon Wale¹, Ezra Danjuma Danko² and Julius L.D. Nyasi³: UBEC Policy Implementation Strategies: A Critical Assessment	272

From the Editor-in-Chief

Over the years, the Universal Basic Education Commission (UBEC) has maintained its tradition and commitment to the development of Nigeria's basic education sub-sector by providing a distinct and integral forum for research in the area of teaching and learning across the three components of basic education delivery; Early Childhood Care and Development Education (ECCDE), Primary and Junior Secondary Education. This tradition, sustained through the publication of this UBE Journal, has been one of UBEC's priority contributions in education research and development.

This Volume 8 of the UBE Journal, in line with the established norm, presents a variety of scholarly information as well as new knowledge that attest to the value and dynamism of basic education delivery processes. In ensuring the sustenance of the quality of the journal, the articles contained herein have been properly scrutinized by very renowned and competent scholars with the view to ensuring that this edition is enriched, made very robust and has the capacity to transform knowledge to practice.

I wish therefore to express UBEC's gratitude and commendation to all the authors whose resources are published in this volume. Placing your scholarly and creative work in this Journal is proof that you have made a major contribution to the body of knowledge on basic education implementation in the country. Along the same line, I wish to commend the editorial team as well as external reviewers who worked tirelessly to actualize this publication.

As you acquaint yourself with these carefully prepared and skillfully crafted pages, I wish to challenge UBE stakeholders to draw from the depth of knowledge embedded on these pages and take further bold steps that will ensure best practices in basic education implementation. Furthermore, I wish to seize this opportunity in advocating for improved networking and partnership between the academia, basic education institutions and the social service sector where outputs from our schools are supposed to transit to and unleash their potentials.

I wish you a very pleasant and rewarding experience with this volume and remain optimistic that this will add value to the body of knowledge as well as best practices in basic education delivery.

Dr. Hamid Bobboyi
Chairman/Editor-in-Chief

From the Managing Editor

I am highly delighted to present the UBE Journal Vol. 8 to basic education stakeholders and the general public. The UBE Journal is a collection of academic papers, articles and researches related to basic education programme in Nigeria.

I would like to thank the Executive Secretary of UBEC, Dr. Hamid Bobboyi, for his support in ensuring that the the Journal is published. My appreciation goes to the contributors who responded to our request when we called for papers, articles and research findings. I also appreciate the resource persons who reviewed the papers as well as the editor who ensured that the journal meets the required standard.

Below are summaries of the 24 Articles contained in the Journal from the following contributors:

Dare E. Alaba and S. T. Olowoniwa, “An Assessment of Teacher Quality in the Implementation of Universal Basic Education Programme in Kogi State”

The researchers sought to verify the extent to which Kogi State complied with UBEC’s specification of a hundred percent professionally qualified staff for running the UBE programme. However, the researcher’s survey of 1,500 basic education teachers in Kogi State found that some 76.1% were indeed professionally qualified, possessing certificates that ranged from M.Ed. degrees, with Post-graduate Diploma in Education (PGDE), to the NCE. Researchers recommended the need for graduates professional training for all others, including those with BA/BSc and OND but no teaching qualification.

John D. Amoramo, “Assessing the Implementation of Home-grown School Feeding Programme in Cross River State”

The research sought the views of some 24,433 primary three pupils, in 109 schools and those of 409 cooks regarding the quality, quantity and regularity of school-feeding in Cross River State. They found that none of the three major expectations were met. The food served was of poor quality. It was inadequate and irregular. Funds were not sent promptly and were never sent directly to the cooks. They were also inadequate. The researcher concluded that the school-feeding programme in Cross River State was not achieving the aim of promoting school attendance for all school-age children, including out-of-school school-age children still on the streets. The situation, therefore, needed immediate improvement.

Oluseye M. Olawuyi, Chidumga N. Osuji, Georgeline C. Ibe, “Attitude of Junior Secondary School Students towards the Study of Science”

This research-based article examined the performance of girls (170) in science at the JSS level compared with that of boys (150) in eight junior secondary schools in Oke-Ero LGA, Kwara State, Girls neither enjoyed science nor performed well in it, as opposed to boys. Among other reasons teachers negative and bias against girls were partly responsible. The authors suggested

workshop for sensitization and the need to change teacher bias. Well-placed female scientists could be invited to schools as role models to motivate girls in particular.

Umar Gambo, “Basic Entrepreneurship Education for Nigerian Youths: Implication for Counselling”

Gambo investigated the potential benefits of entrepreneurial education in the light of current economic challenges. It would provide survival skills and alleviate poverty through job opportunities. Entrepreneurial education will also generate creativity, among others. To achieve these, schools should provide business counselling, e.g. for risk-taking and business management skills for individuals to enable them handle entrepreneurial challenges.

Sebastian Igyudu and Harrison Thompson, “Challenges Facing the Teaching of English Language in Primary Schools in Taraba State”

The authors enumerate the challenges facing the teaching of English in Taraba as lack of qualified teachers, poor attitude, lack of instructional materials, mother tongue interference, and lack of a conducive learning environment. They emphasised the role of English in Nigeria and particularly in education both of which should call for more concern about quality in schools. Their recommendations include recruiting well-trained English teachers and retraining, those in service. They also suggest compulsory use of teaching aids, motivating teachers, and an improved learning environment.

Odin O. Offem, Okonkwo C. Enocharia and Oshia C. Eucharria, “Classroom Management and Learning Achievement in Cross River State”

The researchers examine classroom management and evaluation strategies and how these relate to student achievement in Cross River State. For this, they tested three hypotheses, they administered questionnaires to 180 teachers (100 newly employed teachers and 80 highly experienced ones) teaching in upper basic education level. The researchers’ literature review identified effective evaluation strategies and the characteristics of conducive learning factors. They analyse the roles of classroom management and evaluation, instructional materials and teaching methods in quality education. They tested three hypotheses in the process. Their recommendations include updating teachers’ incurrent evaluation practices, monitoring by school headteachers or boards, among others. A multiple approach to evaluating students enables teachers to capture the three major educational domains – cognitive, psychomotor, and effective. Teachers should use such strategies and should be supported to do so effectively.

Dennis S. Mutkires and Nancin D. Mutkires, “Coronavirus Pandemic: The Impact of E-learning and Google Classroom on Universal Basic Education”

This article presents ideas on mitigating the impact of catastrophes such as Covid 19 on teaching and learning. They recommended e-learning such as Google classroom and examined the major challenges this poses in the Nigerian context. Their recommendations include careful selection of

soft and hardware for both teaching and learning, the need to ensure teacher computer literacy. They also recommend private sector assistance during such lockdowns.

Monday U. Okojie, “Curriculum Mapping: Implications for Basic Education Curriculum”

The author examines curriculum mapping, defined as the cataloguing of courses in the curriculum, including performance assessment tools and how all relate to learning outcomes. Curriculum mapping should facilitate learning and make it apparent to all stakeholders, including teachers and learners. The results of curriculum assessment can be used to improve teaching quality. Recommendations include the kind of institutional support needed, improved curriculum planning and implementation, among others.

Atairet C. Atairet and Monday Dickson, “Democratic Governance and Education Policy in Nigeria’s Fourth Republic, 1999-2019”

The article examines education policies within the stated period, focusing on their implementation. Researchers believe that there have been some significant improvements during the period, especially in respect of greater inclusiveness. Many more interest groups have been provided for in educational policies. The system’s theory was applied in the analysis and the focus was mainly on qualitative analysis. Researchers suggest the involvement of all stakeholders in education to ensure further improvement.

Princewill I. Egwuasi, Mercy U. Etteh, Moses O. Bassey and Hussaina W. Kyauna, “Home-grown School-feeding Programme and School Attendance in Calabar”

Some 375 teachers in 83 primary schools were the respondents in the investigation of the effects of school-feeding in Calabar, Cross River State. As expected, school attendance was significantly improved because of the school-feeding programme there. Researchers attributed the success of the school-feeding programme to community participation in particular, though other variables such as funding, supervision, and evaluation were also significant.

Ijeoma E. Orji, “Home-School Partnership in Promoting Social Skills in Basic Education Learners”

The article is a thematic analysis that focuses on the need for a united effort by the home and school in character education. Both are not only to promote social skills, but also monitor wards from character disorder such as delinquency. Social skills needed are basic communication skills, empathy, positive self-assertiveness, problem-solving skills, and accountability, each of which they elaborate on. School strategies that could reinforce the efforts of parents include co-curricular activities, homework, assignments, parent-teacher association meetings, encouraging parents to visit-schools as observers, organizing symposiums for parents among others. The overall goal would be collaboration between the home and school to ensure educated good character in all children.

Rosemary Evans-Obinna and Charity Duru-Uremadu, “Implications of Truancy on the Academic Performance of Secondary School Students of Business Studies in Ukwa West Zone Educational Zone, Abia State”

Some 400 respondents (14 teachers and 386 business students) in the zone were surveyed for the possible impact of truancy on academic performance. The result showed that truancy was caused by divorce, unhappy family situation, negative attitudes by teachers and peers. Truancy had a great negative implication on students’ performance. Truant students were deficient in schoolwork and homework and were also constantly absent from school. Guidance and counselling was recommended, among others.

Anyanime O. Akpan, “Infographics as Instructional Resource for Teaching Basic Science and Technology in JSS in Akwa Ibom State”

The author assesses the use of infographics as resources for better teaching of basic science and technology in the JSS, using a sample of 200 students from four classes of two secondary schools. The researcher was guided by three hypotheses and found significant differences when infographics were used as against teacher talk and traditional expository presentation of lessons. Location (rural or urban) and gender did not affect the impact of infographics. Lessons were more captivating and academic performance was enhanced when infographics were used. Teachers should, therefore, use infographics superiority in teaching science, especially as it also appears to promote critical thinking and creativity as well.

Jeremiah Samuel and Foluke B. Eze, “Organization of Micro-Teaching Practicum in Colleges of Education”

This is a thematic analysis of micro-teaching as an integral component of the pre-service teacher preparation curriculum. The authors analyse the pedagogical functions of micro-teaching and the roles of various relevant micro-teaching staff such as the coordinator, supervisor, and lecturer in facilitating an effective teaching practice preparatory workshop. The overall aims of such background training are to enhance student-teacher competence during teaching practice and ultimately produce pedagogically skilful teachers for schools.

Adesoji A. Oni, “Parental Background and Socio-Psychological Factors as Determinants of Academic Performance of Junior Secondary Students in Lagos”

This study examined parental background and socio-psychological factors, defined as socio-economic adequacy, family size, education, attitudes, influenced students’ academic performance and how they affected school achievement. Some 350 respondents from junior secondary schools were administered questionnaires. Hypotheses tested showed that there were significant differences occasioned by parental background variables in general (in 68.8% of the respondents), though family size was less influential than economic factors and parental attitudes.

Joseph A. Akande, “Preparation of Colleges of Education Students towards Curriculum Implementation at the Basic Education Level”

Akande investigates student-teachers mastery of the curriculum and its implementation. To that end, he sampled the above 709 NCE III student teachers from 118 colleges in seven states of the North-Central and Southwest zones. Also, there were some 120 lecturers and 115 headteachers among the respondents. Student teachers showed good mastery of knowledge in English, social studies and Nigerian languages, but were only fair in school management and poor in mathematics and basic science. On the whole, they demonstrated good skills in curriculum implementation. Researchers recommend that College of Education lecturers need to improve their student teachers’ mastery of mathematics and basic science courses in particular.

Elizabeth B. Anthony, “Preservation of Ekpe Music in Cross River State”

The primary aim of this unique article is to argue for the proper documentation of traditional music as art. The researcher delved extensively into the Ekpe music art of the Efiks of Cross River State. Anthony used a variety of research methods (historical, observatory, participatory, photographic, etc.) to fully describe Ekpe music and associated practices. The documentation of such art forms has been fragmentary, and the author advocates an analytical approach to documentation in order to ensure adequate preservation. He calls attention to UNESCO’s policy regarding the importance of doing so.

Muhammad Baba, “Capacity-building Needs of Headteachers and Conduct of Professional Staff Development Programmes in Primary Schools of North Central Zone of Nigeria”

For this research article, Muhammad Baba sampled 384 headteachers in North Central states. The study found that headteachers needed capacity-building training which would enable them to organize professional development for their own staff in turn. The information generated by this research could also be the motivation for such capacity-building training for headteachers elsewhere.

Aleshin O. T. and Oladipo A. I. “Rethinking the Universal Basic Education Programme for the Fourth Industrial Revolution”

The article is a critical analysis of the potential for reforming UBE in order to reflect the rapid changes captured in the term Fourth Industrial Revolution and how Nigerian education should reflect them. The authors spell out how this could be done. They also demonstrate/advocate the use of ICT in facilitating teaching beyond mere mentioning it in the national policy on education. The kind of work skills needed for the future should be prepared for now.

Gambo Kwara, “Role of School Libraries and Information Services in Promoting Basic Education in Jigawa”

The absence of good school libraries is a definite weakness in Nigerian education. Gambo Kwara in this article highlights the relevance of school libraries and their personnel in the delivery of quality education at basic education level. Gambo Kwara also identifies the various academic

activities that school librarians can engage teachers and pupils in. he cites guidance such as user education, cataloguing, and classification, organizing a library week, book exhibition or display, reader advisory, among others, that professional school librarians can offer to any school. All are at promoting a richer basic education environment.

Uchechukwu K. Ogu and Besonggen Ako, “Safe and Inclusive Schools and Quality Universal Basic Education (UBE)”

This very timely article is a contribution to the debate on safe schools (security) and education for all (inclusiveness). The authors reiterate the gruesome statistics of school kidnapping, banditry, and senseless destruction of school infrastructure, through mindless criminal adventures even into education, once considered almost sacred. The authors then call for greater security efforts for schools. They also harp on an inclusive education that takes care of all categories of school-age persons with diverse needs and challenges. Destroyed infrastructure should be urgently rebuilt and schools should be made safe with adequate facilities to ensure a fruitful learning atmosphere.

Saleh Musa, Babagana B. Mohammed, and Saleh Wasilatu Mamudo, “School Climate and Job Satisfaction among Primary School Teachers in Fika, Yobe State”

The authors analysed data from 300 respondents in sixty primary schools in Fika LGA, Yobe State, to test two hypotheses derived from the topic above. Their data analysis showed that there was a significant relationship between school climate and job satisfaction among teachers. A healthy school climate and its impact on job satisfaction also leads to professional commitment among teachers. The researchers therefore recommend improved school climate in order to derive better learning outcomes.

Abubakar Ukashatu, “The Evolution and Development of Junior Secondary Schools in Nigeria: Issues and Insights”

The author examines several key components of the UBE curriculum in line with its objectives, challenges, and prospects. According to Ukashatu Abubakar, certain policy statements and promises in the UBE Act are not reflected in the current UBE practice in schools. The author concluded that all identified anomalies that do not reflect stated objectives should be rectified. For example, JSS education should be genuinely free and properly managed by an independent commission of its own and should be adequately funded to achieve its objectives. There should be a certificate for the JSS level that is legitimate and could be used for employment.

Simon Wale, Ezra D. Danko, Julius D. Nyasi, “UBEC Policy Implementation Strategies: A Critical Assessment”

The article is a critical analysis of various components of the policy declarations of the UBE and the strategies expected to fulfil them. The criteria for the assessment were derived from literature on policy implementation by experts. A set of questions were directed at UBE delivery strategies and recommendations arrived at regarding the full actualization of UBE objectives as originally spelt out.

An Assessment of Teacher Quality in the Implementation of Universal Basic Education Programme in Kogi State

By

Dare, E. Alaba¹

alabada@gmail.com

Department of Social Science Education, Kogi State University

&

Olowoniwa, S.T.²

Department of Social Science Education, Kogi State University

Abstract

The research on this paper assessed the quality of basic education teachers in Kogi state. Survey research design was adopted for the study. Structured questionnaire were used for data collection. One thousand five hundred (1500) teachers were sampled using stratified random sampling techniques and Chi-square used to test the hypothesis. Findings revealed that the proportion of qualified teachers was significantly different from the one hundred percent (100%) stipulated by UBE implementation guidelines. The researcher suggested that Kogi State should adopt policies on teacher education, licensing, hiring and professional development to greatly improve teacher competence.

Keywords: Teacher quality, universal basic education.

Introduction

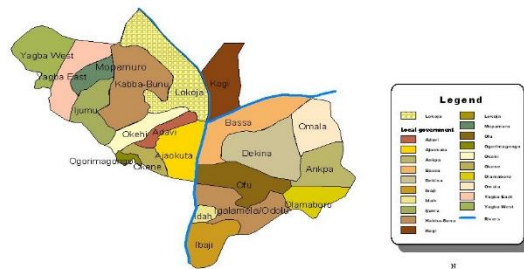
The Universal Basic Education (UBE) programme was introduced in 1999 to enhance quality education by ensuring uninterrupted access to nine-year free and compulsory basic education for every child of school age. The programme was also meant to drastically reduce school drop-out and ensure literacy, life-long education and useful living. According to Popoola (2001), UBE was also to universalize access to basic education, engender a conducive learning environment, and eradicate illiteracy in Nigeria within the shortest possible time. Thus, UBE is the hub of national development. In April 2004, the Federal Government enacted the compulsory, Free UBE Act (FRN, 2004). The act was to put the programme into law, thereby enabling all states and local government areas in the country to enforce the implementation of the programme.

The recruitment of adequate qualified teachers has always posed an obstacle to education world over, Nigeria inclusive. Successive Nigerian governments have had to grapple with the task of providing them. In 2000, the Federal Government approved an annual recruitment and training of thirty thousand teachers with minimum three credit passes in secondary school certificate examinations as basic qualification (Okorosea-orhbite in Kosomani, 2000). Against this lowering of entry standard was against the stipulation of the NCE as minimum by the National Policy on Education (FGN 2004: 39). The number and quality of qualified teachers required must be meticulously planned to ensure adequacy. However, there has been little inquiry into these in UBE schools in Kogi state. This paper reports on one such study.

Study Area

Kogi State is one of the states in the North central zone of Nigeria with a total land mass of approximately 29833Km². The state lies geographically within latitude 6⁰33’57.77’N to 8⁰43’56.8N of the Equator and 5⁰19’26.8E to 7⁰51’43.1E of the Greenwich meridian (fig, 1). The state is bordered in the north by the Federal Capital Territory, Abuja, and Nasarawa state, to the West by Kwara, Ekiti, Ondo and Edo states, to the south by Delta and Anambra states and to the east by Enugu and Benue states respectively. Kogi state has a population of 3,314.043 (NPC 2006 census). It is popularly known as the “Confluence State” because of the meeting of River Niger and River Benue. Lokoja, the state capital, was the first administrative capital of modern-day Nigeria. The predominant ethnic groups in Kogi state are Igala, Egbara, and the Okuns. The state is home to the largest iron and steel industry in Nigeria, known as Ajaokuta steel company limited, and one of the largest cement factories in Africa, the Obajana Cement Factory.

Fig. 1 Map of Kogi State



Source: Kogi State Ministry of Environment and Physical Development, 2005.

Review of Related Literature

For many years, educators and researchers have debated which school variables best influence students' achievement? As policy makers become more involved in school reforms, this question becomes greatly important, since there are many presumed relationships between various factors and learning outcomes. Some research has suggested that class size (Glass et al, 1982; Mosteller, 1995), teacher qualifications (Ferguson, 1991), school size (Haller, 1993) impacted on learning outcomes, while, others have suggested better qualified teachers. Research has shown that a highly knowledgeable and pedagogically skilled teaching force makes a difference in learning outcomes, especially in the early years. Quality teachers use their professional skills, energy and motivation for delivering quality learning.

In America, to be highly qualified according to the US **No Child is Left Behind Act** (NCLBA), teachers must meet three general requirements: have a bachelor's degree, be licensed or certified by the state and demonstrate subject matter competence in each of the academic subjects they teach. The definition differs, depending on the level of students being taught and whether a teacher is new or already teaching. In summary, in America a teacher is termed qualified when he/she is trained and certified by any recognized College of education or university (Ogunlade, 2013).

Researchers have shown that teacher shortage has been a common feature in many countries, including Nigeria (Adeyemi, 2011). The problem is even made worse by the increasing growth rate of student enrolment propelled by the UBE programme, which made education from basic one-to-nine compulsory and free. The supply of teachers refers to the number of qualified teachers available to teach in schools. This can also be referred to as the stock of teachers. The idea of teacher-student ratio is to provide-one-on-one attention to students in the course of the teaching-learning process. Thus, the more the number of students to a teacher, the lesser the attention the students get from the teacher. UNESCO, in Adeyemi (2011) encourages the ratio 1:40 in secondary schools, while the FRN (2004) advises the ratio 1:35 for secondary schools. Other countries such as Indonesia, Luxemburg, USA and UK have teacher-student ratios that are lower than 1:35 or 1:40 as prescribed by FRN (2004) and UNESCO, (2004) respectively. Omo-Ojugo (2009) observed that there is a shortfall in the supply of teachers with preponderance of under and unqualified teachers of the primary and secondary school levels.

Materials and Method

Structured questionnaires were used for data collection. One thousand five hundred (1500) teachers were sampled for the study, using stratified random sampling techniques in the three senatorial districts of Kogi state. The number of questionnaires per senatorial district were proportional to the estimated population of UBE teachers in the region. These were classified as Central, Eastern and Western senatorial districts. Table 1 presents the administration of questionnaires to the various senatorial districts in Kogi state.

Table 1: Questionnaire Distribution

Senatorial district	Population of teachers in state (UBE)	Number sampled	Number properly filled and returned
Kogi West	3500	350	347
Kogi East	6400	640	635
Kogi Central	5100	510	507

Source: Field study, 2021

Data Presentation, Analysis and Discussion

Research Question:

To what extent were qualified teachers stipulated the UBE programme in Kogi State?

Table 2: Provision of teachers for UBE in Kogi State by Educational Qualification

Qualification	Frequency	Percentage	Cumulative percentage
M.Ed	49	4.3	4.3
B.Sc, PGDE	42	3.7	8.0
B.A, PGDE	57	5.0	13.0
B.Ed	152	13.4	26.4
B.Sc	170	14.9	41.3
B.A	101	8.9	50.2
NCE	566	49.7	99.9
Other Qualifications	10	1.0	100
Total	1138	100.0	

Source: Author's field work, 2021

Table 2 above reveals that N.C.E holders were the largest category of teachers in Kogi. Teacher Quality Variables Constructed from Table 2 includes: The proportion of well-qualified teachers defined as the proportion of those fully certified with NCE, teachers with a bachelor's degree in education and those with first degrees in subject areas who also have a professional Post-Graduate Diploma in Education.

Hypothesis testing

Ho: the proportion of qualified teachers is not significantly different from the one hundred percent (100%) stipulated in the UBE implementation guidelines.

Table 3: Chi-square test on proportion of qualified teachers available for the implementation for UBE programme

Pearson chi-square	Value	Df	Assymp	Sig (2 sided)
	56.000a	49	.229	
Likelihood Ratio	33.271	49	.958	
Linear by Linear Association	7.000b	1	.008	
No. of valid cases	8			
b. the standardized statistic is	640			

Source: Authour's field work 2021

It can be seen from Table 3 above that the chi-square value is 56 at 49 degree of freedom and $p=0.000$. Since $p<0.05$, it implies that the proportion of qualified teachers is significantly different from the one hundred percent (100%) provided for in the UBE implementation guideline. Thus, the null hypothesis is rejected, and we accept the alternative hypothesis, which states that the proportion of qualified teachers is significantly different from the one hundred percent (100%) provided for in the UBE implementation guidelines.

Discussion of Findings

The findings indicated that adequate qualified teachers were employed for the UBE programmes and that the majority of teachers were NCE (49%) as required. However, a good number were not trained, e.g. those who hold B.Sc., B.A, etc. without any teaching qualification (24.8%). That is, staffing in Kogi State schools differed from the one hundred percent (100%) qualified teachers required by the UBE implementation guidelines.

Conclusion

The findings of the study being reported and other recent ones suggest that states need qualified teachers to improve students' achievement.

Recommendations

The research reported here evaluated the teachers and recruitment for the implementation of the UBE guidelines in Kogi State. The following recommendations were made based on the findings:

- i. More attention should be focused on the employment of professional qualified teachers.

- ii. There is need for capacity-building, which should include retraining, seminars, and conferences as well as Post-graduate Diploma in Education (PDE) courses for untrained graduates.
- iii. Teachers should be well-motivated through improved salary scale and prompt payment of salaries and arrears.
- iv. Instructional materials and teaching aids should be provided to enable students assimilate learning.
- v. There is need to ensure proper and adequate utilization of resources and accountability for budgeted allocations.
- vi. High performance of standards and quality assurance mechanisms should be sustained through school supervision by SUBEB.

References

- Adamarechi, B.C. and Romaine, H.A. (2000). Issues, problems and prospect of free, compulsory qualitative education in Nigeria. Onisha: Nigeria Educational Publishers Ltd.
- Adeyemi, T.O. (2011). Demand and supply of quality teaching manpower in secondary schools in Ekiti. *Current research journal of social science*. 3(4): 284-292
- Aghanta, J.A. (2000). Organization and management of Universal Basic Education in Nigeria. A paper presented at the 15th Annual academy congress publication 2000 of the Nigerian academy of education held in Uniben, pp-5-7.
- Daring, M.K., and Attah, B.G. (2000). Trends in primary education in Nigeria: implications for Universal Basic Education Sustenance. A paper presented at the 15th annual academy congress publication 2000 of the Nigerian academy of education held in UNIBEN, pp 1-3.
- Darling-Hammond, I. (1997a). Doing what matters most: investing in quality teaching. NY. National Commission on Teaching and America's Future.
- Federal Republic of Nigeria (2004). National policy in education (4th edition) NERDC.
- Ferguson, R.F. (1991). Paying for public education new evidence on how and what money matters. *Harvard Journal on registration*, 28, (2), 465-498.

- Glas, Giv, Cahen, L.S., Smith, M.L., and Filby, N.J. (1982) School class size. *Research and policy*. Beverly Hills CA: SAGE Publication.
- Mosteller, F. (1995). The Tennessee study of class size in the early school grades. The future of children, 5,2, 113-127.
- National Commission on America's Future (NCTAF) (1996). What matters most: Teaching for America's future New York.
- Odo, C.O. (2000). Towards enhancing the sources of the Universal Basic Education (UBE) scheme: The school administrator's role. A paper presented at the 15th annual academy congress publication 2000 of the Nigerian academy of education held in Uniben, pp.22.
- Ogunlade, P.E. (2013). Demand and supply of qualified teachers for quality senior secondary education in Edo State. Doctoral dissertation, Faculty of Education, University of Port Harcourt.
- Okorosaye-Orhbite (2000). The Universal Basic Education (UBE) programme matters arising in Kosomani (ed.) Nigeria Education matters arising. Abe, Port Harcourt.
- Rice, J.K. (2003). Teacher quality: Understanding the effectiveness of teacher attributes. Washington, D.C: Economic policy institute.
- UNESCO (2004). Education for All (EFA). *Global monitoring report: The quality imperative* Paris.
- World Bank (1995). Priorities and strategies for education: A world bank review. Washington, D.C.

Assessing the Implementation of Home-grown School Feeding Programme in Cross River State

By

Amoramo, John Davis

johnamoramo@gmail.com; +2348160938989

Department of Educational Management, University of Calabar, Calabar

Abstract

The purpose of the study was to assess the “implementation of home-grown school feeding programme in Cross River State”. Four research questions were posed to direct the study. The design adopted was a descriptive survey method. The population was 24,422 (24,015 primary three pupils and 407 cooks) in 1,109 public primary schools. Taro Yamane sample determination (1967) formula was used to draw a sample of 660 pupils in 40 (3.6%) public primary schools. The instrument for the study was Home-grown School Feeding Programme Questionnaire (HGSFPQ) with 20 items (5 items for each sub-scale), based on a 2-point rating scale of Yes and No answers validated by two experts of the University of Calabar. A pilot test was established through reliability coefficient based on Cronbach Alpha statistic. The data were analyzed, using frequency count and simple percentage for the items, while mean scores and standard deviation were used for the sub-scales. Decisions were based on the criterion mean of 7.50. The findings showed that the food served was below the required standard and irregular. Thus, the school-feeding programme in Cross River State did not achieve its goal which was inspiring to indigent parents to send their children to school and to get out-of-school children in school. Recommendations were made to improve the situation.

Keywords: Assessment, Cross River State, home-grown school feeding programme, and implementation.

Introduction

School feeding programme is one of the interventions launched in many countries of the world to tackle poverty, stimulate school enrolment, and enhance pupils’ performance. In developing countries, almost 60million children go to school hungry everyday and about 40 percent of them are from Africa. Providing school meals is therefore vital in nourishing children. Also, parents are motivated to send their children to school, instead of keeping them at home to work or care for siblings (Akanbi, 2013).

The commencement of the school feeding is traceable to the Millennium Development Goals (MDGs) initiative and several conferences held thereafter by African leaders which aimed at addressing topical matters, such as peace, security, good economic, political and corporate

governance and to make the continent an attractive destination for foreign investment. Some of these developments include New Partnership for African Development, aimed at eradicating poverty and positioning African countries on the path of sustainable growth and development and, active participation in world economy and politics. Also, the Comprehensive African Agriculture Development Programme and the 'Millennium Hunger Task Force, among others were initiatives designed to link school feeding to agricultural development through the purchase and use of locally produced food (Bundy, Burbano, Grosh, Gelli, Jukes & Drake, 2009).

Neeser (2012) reiterated that in developing countries most children who do not eat do not learn well, as healthy children learn better. School health and nutrition (SHN) interventions have been shown to improve not only children's health and nutrition, but also their learning potential and life choices both in the short- and long-term.

As a result of the importance attached to nutrition, the Federal Government came up with the Universal Basic Education Act in 2004, which provided the enabling legislative backing for the execution of the Home-grown school feeding and health programme. Towards the realization of the objectives of the Universal Basic Education programme and the central role of nutrition, the Federal Ministry of Education launched the Home-Grown school feeding and health programme in 2005, the overall goal of which was to reduce hunger and malnutrition among school children and enhance the achievement of UBE (Taylor & Ogbogu, 2016). More specifically, the programme aimed to provide pupils with an adequate meal during the school day (Federal Ministry of Education, 2007). Following its defects, the programme was re-launched in 2016 to solve the problem of malnutrition, especially in rural communities. The goal of the school feeding programme is to increase school enrolment by getting all out-of-school children back in school, while tackling malnutrition.

Psacharopoulos, as cited in Taylor and Ogbogu (2016), indicated that the quantified benefits of investing in education are highest at primary levels. This view provides a strong case for expanding investment in primary, rather than higher levels of education. Public interest in school feeding programmes has stemmed from the endorsement of the view that education is essential in the promotion of the quality of human life for economic and social development.

Yunusa (2012) noted that students in school feeding programmes have the potential for improving their performance because it enabled them attend school regularly and study more effectively. However, some have also observed that, although school feeding motivates parents to enrol their children in school, its impact on academic performance depends on various other factors in schools.

However, Awojobi and Tinubu (2020) revealed that each child is provided with one cooked meal per day and that a cook “a food vendor” prepares meals for an average of 50 pupils. To meet the dietary requirements of the menu, 40% of the programme funds for food purchases are spent on protein (poultry, chicken, and eggs), procured to the programme through consolidated farmer associations at regional distribution centres. The remaining 60% is spent on non-perishable staples such as vegetables and fruits. The results of a study by Shrestha, Schreinemachers, Nyangmi, Sah, Phuong, Manandhar and Yang (2020) showed a higher school meal quality as indicated by a higher dietary diversity score and a higher consumption of vitamin A-rich fruit, vegetables and eggs. The findings confirmed that children increased their consumption of nutritious food and reduced that of junk food. Therefore, increased quantity and quality meal were key nutritional outcomes of the preliminary.

The expansion of the school meal programme was to cover all children in hunger hot spots using locally produced food by 2006 (UN Millennium Project, 2005). Collaborating, World Food Programme (2019) revealed that school feeding goes far beyond the plate of food; it also aims at producing high returns in education, gender equality, health and nutrition as well as social protection and local economies and agriculture. Similarly, Machocho (2011) has also maintained that the value of a home-grown school feeding programme was recognized consistently by many governments and organizations as restoring food security and adequate nutritional levels among pupils. Belot and James, (2009) have equally opined that food quality affects educational outcomes even for children in a rich country who are not undernourished. This food is usually consumed in the school compound during lunch time. Similarly, World Food Programme (2019) ascribed that nearly half the world’s school-children, some 310 million, in low- and middle-income countries eat a daily meal at school.

Machocho (2011) also observed that in Kenya, the Government sends money directly to the targeted schools to purchase food. The funds are credited directly to the schools' accounts and the school feeding programme committees (SFPC) are expected to procure food commodities from the National Cereals and Produce Board or from competitive local stockists.

The study was based on Abraham Maslow's (1954) hierarchy of needs theory. For Hicks and Gallet, as cited in Kpee (2018), human needs are inherently arranged in hierarchical order such that the actualization of lower needs is necessitated by the desire to achieve upper needs. Maslow categorized these needs into five levels: physiological, safety, belongingness and love, self-esteem and self-actualization. The relevance of this theory to this present study is that pupils may fail to perform optimally in academic activities, if their basic need for food is not met.

Purpose of the study

The purpose of the study was to assess the extent to which the home-grown school feeding programme has been implemented in Cross River State. Specifically, the study aimed at ascertaining:

1. the extent to which pupils describe the type of food served;
2. the extent to which the food served was regular;
3. the extent to which the meal was served to pupils; and
4. the extent to which the cooks were funded.

Research questions

Specifically, the following research questions were posed to guide the study:

1. To what extent do pupils describe the type of food served in the home-grown school feeding programme?
2. To what extent is the food served regular?
3. To what extent is the meal served to pupils?
4. To what extent have you (the cooks) been funded to cook in the home-grown school feeding programme?

Methodology

This study was a descriptive survey method and was conducted in Cross River State which lies between Latitudes $5^{\circ} 45'$ and $5^{\circ} 75'$ North of the Equator and between Longitudes $8^{\circ} 30'$ and $8^{\circ} 50'$ East of the Greenwich Meridian (Cross River State Tourism Bureau, 2013). The population of the study was 24,015 primary three pupils and 407 cooks, making a total of 24,422

in 1,109 public primary schools in the 2020/2021 academic session (State Universal Basic Education Board, 2021). Taro Yamane sample determination (1967) formula was used to determine a sample of 394 pupils. Given this, the researcher drew a sample of 620 pupils and 40 cooks respectively, making a total of 660 respondents in 40(9.8%) public primary schools using proportionate and simple random techniques.

The instrument for the study was Home-Grown School Feeding Programme Questionnaire (HGSFPQ) with 20 items (5 items for each sub-scale), based on a 2-point rating scale of Yes and No with weight 2 and 1 for all positively worded items and weight 1 and 2 for all negatively worded items respectively. The instrument was divided into two sections (A & B). Section A with 15 items was administered on the pupils, while, section B with 5 items were on the cooks. The instrument was accurately faced and validated by two experts in the departments of Educational Foundations and Educational Management of the University of Calabar. To establish the internal stability of the instrument, a pilot test was carried out and the reliability coefficient based on Cronbach Alpha statistic obtained for the sub-scales ranged from .86 to .89. Therefore, out of 660 questionnaires administered on the respondents, 640 were retrieved and used for analysis, using frequency count and simple percentage for each item, while, mean scores and standard deviation were used for the sub-scales. Decisions for the sub-scales were based on the criterion mean of 7.50. Because the calculated mean was less than the criterion mean, the proposition was disagreed (D) but when it was more than the criterion mean it was accepted (A).

Results

Research question 1: The result of this question would be seen in Table 1 below, i.e. to what extent did pupils describe the type of food served in the home-grown school feeding programme in Cross River State?

Table 1: Mean rating of the research respondents on the extent to which pupils describe the type of food served in the home-grown school feeding programme in Cross River State (n = 605)

S/N	Extent to which pupils described the type of food served in the home-grown school feeding programme	Freq. of Yes	%	Freq. of No	%
1.	Usually eat once every school day.	2	0.2	604	99.8
2.	The meal served is always delicious.	10	0.8	610	99.2
3.	The meal being served is not usually very small.	40	3.3	585	96.7
4.	The meal is normally served during break time	140	11.6	535	88.4
5.	The meal is often served to every one of us in the class.	20	3.3	585	96.7
	Sum of frequency	212		2919	
	Overall Mean =5.18; Standard dev. = 1.04				

Criterion mean = 7.50

As can be seen in the statistics in Table 1, the respondents agreed that the type of food served in the home-grown school feeding programme in Cross River State was below the required standard.

Research question 2: Was on the regularity of the feeding, i.e. “to what extent is the food served in the home-grown school feeding programme regular”, and the results are presented on Table 2.

Table 2: Mean rating of the research respondents on the extent to which food served in the home-grown school feeding programme is regular in Cross River State (n = 605)

S/N	Extent to which food served in the home-grown school feeding programme was regular	Freq. of Yes	%	Freq. of No	%
1.	Been fed twice in every school day	0	0.0	605	100.0
2.	Never been fed since the resumption of school this term	605	100.0	0	0.0
3.	Nobody has brought food to our class this term	605	100.0	0	0.0
4.	The food is brought to my house	0	0.0	605	100.0
5.	My class teacher sometimes bought snacks for me	15	2.5	1180	97.5
	Sum of frequency	1225		2390	
	Overall Mean =5.97; standard dev. = 1.88				

Criterion mean =7.50

In Table 2, 100.0% of the respondents disagreed that they had been fed twice in every school day, and that they had also never been fed since the resumption in the term the study was conducted. Other percentages responses on the table speak for themselves.

Research question 3: “To what extent is the meal served to pupils in the home-grown school feeding programme in Cross River?” The results are presented on Table 3.

Table 3: Mean rating of the research respondents on the extent to which school meals were served to pupils in the home-grown school feeding programme in Cross River State (n = 605)

S/N	Extent to which meals were served to pupils	Freq. of Yes	%	Freq. of No	%
1.	Egg is usually served on bare hands	790	65.3	210	34.7
2.	The meal is always warm	100	8.3	505	91.7
3.	The meal is usually served with pure water	20	1.7	585	98.3
4.	Half egg is normally served on us	1090	90.1	60	9.9
5.	Those without their personal water usually lick the soya milk served to them	800	66.1	205	33.9
	Sum of frequency	2800		1625	
	Overall Mean = 7.31; Standard dev. = 1.09				

Criterion mean = 1.50

As can be seen in Table 3 above, there was agreement among the respondents that the meal served to pupils in Cross River State Schools feeding programme was very poor.

Research question 4: To what extent have you (the cooks) been funded to cook in the home-grown school feeding programme in Cross River State? The results are presented on Table 4.

Table 4: Extent of Funding Cooks Received (n = 35)

S/N	Extent to which the cooks have been funded in the home-grown school feeding programme	Freq. of Yes	%	Freq. of No	%
1.	The money received is always adequate to prepare enough food for the pupils	10	14.3	30	85.7
2.	Measurable quantity of food stuff is often collected from my immediate director instead of money	32	91.4	6	8.6
3.	Sometimes, I use personal money to cook for the pupils	2	5.7	66	94.3
4.	Always wait unnecessarily for government supply before cooking for the pupils	68	97.1	1	2.9
5.	Money has been given to start cooking for pupils this term	0	0.0	35	100.0
	Sum of frequency	112		139	
	Overall Mean = 7.17; Standard dev. = 1.33				

Criterion mean = 7.50

Thus, given the overall mean of 7.17 with standard deviation of 1.33, which is less than the criterion mean of 7.50, respondents agreed that cooks were very poorly funded for the home-grown school feeding programme in Cross River State.

Discussion of findings

The response to the first question regarding the type of food served in the home-grown school feeding programme is revealed that the food was below the required standard.

Response to research question two in the present study showed that the food served in the home-grown school feeding programme was not regular which was at variance with Awojobi and Tinubu (2020) who revealed that each child was provided with one cooked meal per day. This finding is also at variance with the United Nations Millennium Project (2005) expectation school meals programmes were to cover all children in hunger hotspots by 2006.

Results of research question three disclosed that the food served to pupils in the home-grown school feeding programme was very poor. This was a disappointing finding if one considers what Machochi (2011) asserted, that is, a school feeding programme has been recognized consistently by many governments and organizations, for assuring food security and adequate nutritional levels among pupils. There may also be no expected high returns for education as observed by World Food Programme (2019), nor other benefits such as health and nutrition, among others. The situation in Cross River State was unfortunate, considering the finding of Belot and James (2009) that food quality affects educational outcomes, even for children in a rich country who are not under-nourished.

Results of research regarding question four on the extent to which the cooks were funded in the home-grown school feeding programme in Cross River State, also showed that funding was very poor. The study by Awojobi and Tinubu (2020) referred to earlier revealed that, to meet

the dietary requirements of school menu, 40% of funds were allocated to poultry, chicken, and eggs were procured through consolidated farmer associations at regional distribution centres, while the remaining 60% was spent on non-perishable staples, such as vegetables and fruits. Machocho (2011) observed that in Kenya, the Government sent money directly to the targeted schools which were expected to procure food commodities from the National Cereals and Produce Board or from competitive local stockists. Perhaps, such an approach would have improved the situation in Cross River State.

Conclusion

The findings of the study showed that the type of food served in the home-grown school feeding programme in Cross River State was below the required standard. It was also irregular, very poor, and so was its funding. Thus, the expectation that the programme would inspire indigent households to send their children to school and to get out-of-school children back to schools may not be attained.

Recommendations

The following recommendations were made:

1. There should be improvement on the quantity and quality of the meals given to pupils in the on-going home-grown school feeding programme in Cross River State.
2. The programme should be strictly monitored by the Federal Ministry of Education and State Universal Basic Education Board for its sustainability.
3. The quality of home-grown school feeding should be upgraded in accordance with the international best practices.
4. Adequate funds should be paid directly to the cooks to avoid undue bureaucratic bottlenecks, which may breed financial diversion.

References

- Adebisi, O.A., Adebisi, L.O., Jonathan, A., Ajani, O.O., & Asogwa, U.G. (2019). “Effect of national home growing school feeding programme” (NHGSFP) on the nutritional status of children of rural households in Osun State, Nigeria. *Journal of Agriculture and Food Sciences*, 17(2), 148-163.
- Akanbi, G. O. (2013). Home grown school feeding and health programme in Nigeria: An innovative approach to boosting enrolment in public primary schools – A study of Osun State, 2002–2010. *African Symposium*, 11(2), 8-12.
- Akanbi, G. O., & Alayande, E. (2017). Home grown school feeding and health programme in Nigeria: an innovative approach to boosting enrolment in public primary schools –a study of Osun State 2002 –2010. *The African Symposium: An online journal of the African Educational Research Network*, 11(2), 20-28.
- Awojobi, O. N., & Tinubu, R. A. (2020). Impact evaluation of national home-grown school feeding programme in Nigeria: Preliminary findings from a mixed-methods approach. Retrieved from DOI: 10.13140/RG.2.2.31660.08327 on 10/6/2021.
- Belot, M., & James, J. (2009). *Healthy school meals and educational outcomes*. ISER Working Paper Series, Essex, UK: Institute for Social & Economic Research.
- Bundy, D., Burbano, C., Grosh, M., Gelli, A. M., Jukes, C.H., & Drake, L.J. (2009). *Rethinking school feeding: social safety nets, child development, and the education sector*. The World Food Programme and the World Bank, Washington, DC. Retrieved from <http://dx.doi.org/10.1596/978-0-8213-7974-5> on 23/07/2021.
- Cross River State Tourism Bureau (2013). *Cross River State, Nigeria: Tourism and Road Map*. Retrieved from *crossrivertourism.com* on 26/6/2021.
- Federal Ministry of Education (2007). *National guidelines for school meals planning and implementation*. Abuja, Nigeria.
- Kpee, G. G. (2018). *Theories and theoretical frameworks: The researchers’ handbook (2nd ed.)*. Port Harcourt: Uzopietro Publishing Company.
- Machocho, W. W. (2011). *Management of home-grown school feeding programme and its implication on access and retention in primary schools: A case of Kathonzweni District*. A Published Project Report Submitted for the Award of a Degree in Masters of Education, Department of Educational Management, Policy and Curriculum Studies, Kenyatta University.
- Maslow, A. (1954). *Motivation and personality*. New York: Harper & Row.

- Neeser, K. (2012). *Home grown school feeding: smallholder farmers providing local food for local children*. London: Imperial College.
- Shrestha, R. M., Schreinemachers, P., Nyangmi, M. G., Sah, M. S., Phuong, J., Manandhar, S., & Yang, R. (2020). Home-grown school feeding: Assessment of a pilot programme in Nepal. *BMC Public Health*, 20(28), 1-15.
- State Universal Basic Education Board (2021). *Enrolment of primary three pupils in public primary schools in Cross River State, Nigeria*. Calabar: State Universal Basic Education Board.
- Taylor, A. D., & Ogbogu, C. O. (2016). The effects of school feeding programme on enrolment and performance of public elementary school pupils in Osun State, Nigeria. *World Journal of Education*, 6(3), 39-47.
- United Nations Millennium Project (2005). *Halving hunger: It can be done*. New York: Task Force on Hunger.
- World Food Programme (2019). *The impact of school feeding programmes*. Pp. 1-4.
- Yamane, T. (1967). *Statistics: An introductory analysis*, (2nd ed.). New York: Harper and Row.
- Yunusa, I., Gumel, A.M., Adegbusi, K., & Adegbusi, S. (2012). School feeding programme in Nigeria: A vehicle for nourishment of pupils. *The African Journal*, 12(2), 53-67.

Attitude of Junior Secondary School Students towards the Study of Science

By

Olawuyi, Oluseye M.¹, Osuji Nnedimma Chidumga², & Ibe, Georgeline C.³

Department of Basic Sciences

School of General Studies

Alvan Ikoku Federal College of Education

Imo State

¹+234 703 259 4181, ²+234 8039301118, ³+234 806 902 9778

¹mojiseye213@gmail.com, ²nmedi_a@yahoo.com.

Abstract

This problem was studied in its proper perspective by analyzing the situation of girl child education in science subjects, in the junior secondary school (JSS). Using a stratified random sample of JSS students from public and private schools, the study investigated the attitudes of students towards the study of science. Three hundred and twenty (320) (150 boys and 170 girls) in JSS 3 were randomly selected from 8 schools in Oke-Ero LGA of Kwara state. Data were collected using questionnaire. The findings indicated that girls did not enjoy science as much as boys did. Teachers' attitude towards boys was more positive than the girl-child, i.e. teachers were gender-biased. There was need for wider sensitization of science teachers towards the girl-child's efforts in learning science. Workshops were called for to appraise classroom attitude towards girls learning science. Also, there was teachers' need to get students involved in researching science.

Keywords: Attitude, girls' education, gender, science and mathematics education.

Introduction

In Nigeria, as in other African countries, mathematics and science are used as key subjects for admission to tertiary education. Due to lack of adequate instructional resources and equipment, poor teacher preparation and remuneration, and uninspired curricula, neither boys nor girls perform well in science and mathematics (Female Education in Mathematics and Science in Africa [FEMSA], 2015). However, on average, girl's performance is far worse than that of boys. Some of the reasons attributable to this irregular school attendance due to household chores, teachers' low expectation of girls' performance, textbooks that stereotype girls as submissive and unintelligent, and rote learning which separates science learning from informal learning in the

local environment (Science, Technology and Mathematics Education [STME] clinic for girls, 2017). Some researchers (Adebule, & Aborisade, (2014); Eboutou, M.R., Masanja, V. Mulemwa, J, Quaisie, G. (2014) argue that elementary students of both sexes like science and hope to study science. Starting from grade nine onwards, boys express slightly more positive attitude to science and greater interest in studying it as well as choosing a science career. Individual, national, and international studies have also confirmed the notion that girls have less confidence in their science abilities, and are less likely to participate in extracurricular activities (Lazarides, & Lauerman, (2019).

The problem can be seen in the attention being given to it at both international and local levels. A number of international fora have been held to address the problem of gender stereotyping in the field of Science and Technology. In 2016, the United Nations Educational and Cultural Organization (UNESCO) held STEM clinics to boost girls' participation in STEM Education, and United Nations Children Education Fund (UNICEF) addressed the issue of education and stated some rights to provide education for all, females inclusive. Some of the stated rights are:

- i. The right of access to education.
- ii. The right to quality education.
- iii. The right to respect within the learning environment.
- iv. Provision of flexible labour market.
- v. Provide adequate learning facilities.

Not only do fewer women enter science and engineering fields, but there is also an increasing data suggesting that the experiences they had while growing up are distinctly different from those of their male counterparts. Within primary school classrooms, males receive more praise, direct questions, and behavioural warnings (Kersey, et. al. (2019); Etaugh, Harlow, (2012). They are also asked more often to assist with demonstrations and experiments in most cases, (Mensah, Oykere, & Kuranchie, (2019). Fernandez-Suarez, Perez, Juarros-Bastenretxea, & Rodriguez-Diaz, (2016) observed that because girls perform poorly in science, teachers and parents tend to stream them into non-science and non-technical subjects and careers with the result that girls fail to acquire knowledge and skills that are important, even for work that women normally do in health care, food cropping, environmental management and energy conservation.

Studies have documented the gender differences in involvement with the science content areas. Women who enter science fields tend to enter the biological sciences and males tend to enter the physical sciences and engineering. Many females regard the physical sciences as masculine and find the biological sciences more “girl friendly” (Berwick, (2019); Almasri, Hewapathirana, Ghaddar, Lee, & Ibrahim, (2019); Leon-Mantero, Casa-Rosal, Pedrosa-Jesus, & Maz-Machado, (2020). It is on this note that Garitipati, Kambhampati, (2020) suggests that: the practice of physics is associated with a masculine ability to manipulate and control inanimate matter rather than a feminine ability to empathize, communicate and care. As a consequence, the discipline of physics may come to be embraced by many schoolgirls as one of the sciences furthest removed from a stereotypically feminine realm of relating empathically and caringly to other human beings Biology ...with its concern for living things appears more of value and emotion which women are expected to inhabit. Choosing the biological science as opposed to the physical science thus involves girls in fewer contradictions, and they receive more encouragement and support in their choice.

In 1986, Nigeria initiated new educational reforms, designed to inject functionality into the Nigerian school system. The **6-3-3-4** system was fashioned (instead of previous **6-5-4**) to produce graduates who would be able to make use of their **hands**, the **head** and the **heart** (**3tts** of education), which now predisposes both boys and girls to wider choices in life. The new national curriculum requires both boys and girls, irrespective of their sexes, to study all stipulated subjects at the basic educational level. The educational reforms therefore take into consideration mainstreaming of women in education and does not discriminate at the basic level, thus helping to create equal opportunities for boys and girls. Also, at the basic educational level a great deal of emphasis is placed on the acquisition of skills and knowledge in pre-vocational, pre-technical and basic sciences. However, science- and technology-related school subjects are areas where students’ enrolments have been the least and performance has been poor. Female participation and performance have also been the poorest, especially at higher levels (Aja, S.N., Eze, P.I., & Eke, N., (2014). There had been reported cases of good performance of girls in science at junior secondary school level, and the enrolment of girls in science at secondary school level had gone up from 11.6% to 23.0% in 1995; that is, more than doubled within a decade (UBE, 2018). Indications are that the new educational reforms are going to predispose students, particularly girls to the scientific enterprise.

It is, however, a well-known fact that given the option to choose subjects to study in school, boys would normally choose subjects which are considered “masculine”, whilst girls would choose subjects considered “feminine”. This tradition has existed in many educational institutions in the world over, especially in institutions of higher learning. In general, one finds more boys studying physics, mathematics or mechanics and technical subjects such as woodwork and blockwork. On the other hand, more girls are found studying biology or social subjects such as languages, secretarial subjects, humanities or vocational subjects such as cookery and needlework (Mazana, Calkin, & Respickius, (2019).

Studies directed at gender issues in science and technology are well-documented. These studies have revealed misconceptions and stereotyped attitudes as being the major factors contributing to the negative attitudes of the society in general and also on the part of girls themselves. The literature continues to show that gender inequality in achievement, attitude and interest in science, technology and mathematics (STM) remain a contentious issue (Davis, (2016); Kuwonu, (2015); Uwaezuoke, & Charles-Ogan, (2015) and requires solution to enable an equitable basis for effective curriculum and instruction in these subjects to be developed. Several sources of differential achievement and participation in STEM include individual variables, cognitive abilities, attitudinal variables, home and family variables, and educational and school variables (Marc, & Ping Ching, (2015).

Studies conducted by Vleuten, Jaspers, Maas, & Lippe (2016) indicated that both teachers and students identified the hard-core science subjects with the boys. They felt that these subjects were irrelevant to girls’ future occupation. From the early stage children are socialized according to their gender roles through toys (Vleuten, *et al*, (2016)) and cultural games (Zirawaya, Olusanya, & Maduka, (2017). For instance, in childhood experience girls pretend to be mothers and cook for their “children” and “husbands”, whereas boys pretend to be husbands, build houses and drive cars.

Statement of the problem

There are marked differences in attitudes of junior secondary school boys' and girls' towards learning science subjects. This study sought to address the following problems:

- i. Lack of proper knowledge on attitudes of junior secondary school students towards the study of science.
- ii. Lack of mathematical determination on differences between boys' and girls' attitudes towards the study of science.
- iii. Lack of standardized knowledge of existing teachers' bias towards gender of students' learning science at junior secondary school level.

Purpose of the Study

The purpose of this study was to:

- (i) find out the attitudes of junior secondary school students towards the study of science;
- (ii) find out whether there was teacher bias towards gender of students learning science at junior secondary school level; and
- (iii) find out whether differences in attitudes existed between boys and girls towards the study of science.

Methodology

The study utilized cross-sectional survey designed to determine the attitudes of junior secondary school (JSS) students towards science. The target population was all junior secondary school (JSS) students in the Oke-Ero Local Government Area, Kwara State. The participants were 320 (150 boys and 170 girls) JSS 3 students from eight (8) randomly selected junior secondary schools. The schools consisted of four (4) public schools and four (4) private schools. In the four (4) public schools, there were 85 boys and 92 girls, giving a total of 177 students. In the four (4) private schools, there were 65 boys and 78 girls giving a total of 143 students.

A survey instrument adapted from Mathematics Attitude Scale, developed by Leon-Mantero, *et al* (2020) was adapted to determine JSS 3 students' responses to 16 items. The questionnaire was referred to as Student Attitude Scale (SAS). The survey based on construct on Student Attitude Scale (SAS) has four (4) subscales:

- a) Pupils' perception of each other [PPO],
- b) Enjoyment of Science [EOS],
- c) Confidence about Science [CAS], and
- d) Perception of Teachers' Attitudes [PTA].

Each subscale indicated a construct based on which students' attitudes toward science were measured. Each of the subscales had four (4) items. The students' attitudes toward science were ascertained by asking them to rate each statement in the questionnaire in terms of agreement or disagreement. Some of the statements in the survey were positive and some were negative. For positive statements, "Agree" was scored 3 points, "Uncertain", 2 points, and "Disagree" 1 point. For negative statements, the scoring was reversed. For each subscale, the maximum score for each participant was 12 and the minimum score was 4. For content validity, the instrument was given to a panel of experts in Government Secondary School, (GSS) Omu-Aran, in Irepodun Local Government Area, also in Kwara State for scrutiny. After corrections had been made, the Student Attitude Scale (SAS) instrument was piloted on forty-two (42) JSS 3 students in JSS of Government Secondary School, Omu-Aran, in Irepodun Local Government Area. This school did not form part of the sample, but has similar characteristics with the area of study. For the four (4) subscales the alpha co-efficient were 0.81, 0.74, 0.70, and 0.86 for PPO, EOS, CAS, and PTA respectively. The overall alpha value for the SAS instrument was 0.83.

Data for the study were collected on July 15th, 2021. The questionnaire was distributed to the students in each of the selected JSS 3 classrooms in the mornings, between 8:30 and 9:00am. The purpose of the study was explained to the students and explanations were given as how to respond to the items. The completed instruments were collected that same morning.

Results

Independent means t-test was used to analyze the data collected on each construct. The results are presented in Table 1.

Table 1: Independent mean t-test results between JSS boys and girls on the constructs of Student Attitude Scale (SAS).

Construct (SAS)	Sex of Student	Number	Mean	SD	T	p value
Perception of each other	Male	150	8.39	1.03	0.60	.512
	Female	170	7.81	0.90		
Confidence about science	Male	150	9.94	1.14	1.62	.152
	Female	170	8.24	0.95		
Enjoyment of science	Male	150	10.48	1.28	2.73*	.004
	Female	170	7.64	1.03		
Teachers' Attitude	Male	150	10.38	1.19	2.64*	.000
	Female	170	7.70	0.83		

*p<.05

Table 1 shows a significant difference between male and female JSS students' enjoyment of science and their perceptions of science teachers' attitude toward them. JSS male students (M = 10.48, SD = 1.28) enjoyed studying science more than JSS female students (M = 7.64, SD = 1.0). Also, JSS male students (M = 10.38, SD = 1.19) had a stronger perception than JSS female students (M = 7.70, SD = 0.83) that science teachers' attitude towards students and science learning was more positive towards male than towards female students. However, there was no significant difference existed between male and female students on the construct of students' perception of each other $t(320) = .60, p > .05$, and students' confidence about science $t(320) = 1.62, p > .05$.

Discussion of Findings

The findings of the study indicated that both male and female perceived science as belonging to both sexes which was inconsistent with the findings of Mensah (2006) that female students did not consider science as an exclusive female domain. With respect to students' confidence about

science learning, the findings suggested that both male and female students had confidence about science learning. This finding was however in sharp contrast with that of Mensah (2006) that girls lacked confidence in their ability to excel in science. The findings also revealed that girls did not like science as much as boys did. Girls were more likely to spend less time studying the subject and consequently, were less likely to perform as well as boys. Therefore, that girls enjoyed science less than boys was itself a failure.

Implications for Pupils, Teachers and Educational Leaders

Girls may be unaware of their contribution to their lack of interest in science and the factors within their schools, classrooms, home and the larger society which hinder their learning of science. And boys may not be aware of their contribution to hindering girls from science learning. Therefore, one way is to invite successful women scientists to speak about their education, work and other related issues to both boys and girls, in order to possibly inspire girls in particular to study science more seriously.

Teachers may also be unaware that their negative attitude toward girls in science learning may be the major contributory factor to girls' lack of enjoyment of science and not that the girls are afraid of science. If teachers are counselled they may begin to realize their fault and correct the erroneous impression that science is the preserve of boys. In so doing both boys and girls may be helped to enjoy science learning.

At the school level, three factors are particularly important influences on teacher and student performance:

- i. teacher's knowledge and pedagogical skills,
- ii. teacher's motivation, and
- iii. the situation or context in which teachers work (Feng, et al 2018).

There is mounting evidence that teacher knowledge and skills may be the single most important determinant of variations in student achievement (Nathan, et al 2019; Wright, Horn, and Sanders, 2017). Teacher knowledge and pedagogical skills determine his/her effectiveness in designing and delivering instruction both of which are directly affected by teacher policies and management practices, most importantly preservice training and licensure requirement (Nathan,

et al 2019). In combination with these “gatekeeper” policies, human resource policies, such as recruitment, compensation, evaluation, and professional development also have an important impact on teacher quality. Therefore, it is the responsibility of educational leaders and policy makers to institute and implement policies that will enhance teacher quality that in turn will influence student performance in all subject areas, especially in science, taking into consideration those factors that militate against science learning in junior secondary schools.

Recommendations

The attitude of pupils towards science in the study reported, among others, called for the following recommendations:

1. A wider sensitization of teachers should be organized regarding the difficulties girls have in learning science in the departments of science and basic education, post-secondary training colleges, in the colleges of education, and universities.
2. Workshops should be organized for science teachers at which they are required to reflect on their classroom practice. This is to get teachers involved in remedying the problems.
3. There is the need to ask women scientists to speak about their education, work, and other related issues to both boys and girls on the subject.
4. If pupil involvement is extended to being researchers, rather than only the subjects of research, they may awaken to a number of issues, which might help improve their beliefs, attitudes and practices with respect to science.

References

- Adebule, S.O., and Aborisade, O.J. (2014). Gender comparison of attitude of senior secondary school students towards mathematics in Ekiti State. **European Scientific Journal**, 10(19), 153 – 160.
- Adnot, M., Dee, T., Katz, V., & Wyckoff, J., (2017). Teacher turnover, teacher quality, and student achievement. National Bureau of Economic Research. 39(1). 54-76.
- Almasri, F., Hewapathirana, G. I., Ghaddar, F., Lee, N., & Ibrahim, B., (2019). Measuring attitudes towards biology major and non-major: Effects of students’ gender, group composition, and learning environment. PLOS ONE, 16(5), e0251453.

- Aja, S.N., Eze, P.I., & Eke, N., (2014). Overview of the progress and challenges of education for all in Nigeria. *Educational Research*, Vol. 5(7), 257-260.
- Berwick, C., (2019). Keeping girls in STEM: 3 Barriers, 3 Solutions. George Lucas Educational Foundation. edutopia.org.
- Cassidy, K., Franco, Y., & Meo, E., (2018). Preparation for adulthood: A teacher inquiry study for facilitating life skills in secondary education in the United States: **Journal of Educational Issues**, 4(1), 33-46.
- Davis, M., (2016). Preparing for cultural diversity: Resources for teachers. George Lucas Educational Foundation. edutopia.org
- Eboutou, M.R., Masanja, V. Mulemwa, J, & Quaisie, G. (2014). Status of girls participation in SMT3 subjects in secondary schools. FEMSA, Adea Publications. www.fawe.org
- EFA (2018). Education for all 2015 National Review Report. efa2018_review@UNESCO.org. 18, 25-43
- Etaugh, C., & Harlow, H., (2012). Behaviours of male and female teachers as related to behaviours and attitudes of elementary school children. **Journal of Genetic Psychology** 127(2), 163-170.
- FEMSA, (2015). Female education in mathematics and sciences in Africa. Adea Publications. www.fawe.org.
- Feng, L.S. & Tim, R., (2018). The impact of incentives to recruit and retain teachers in “Hand-to-Staff” Subjects. **Journal of Policy Analysis and Management**. 37(1). 112-135.
- Fernandez-Suarez, H., J., Perez, B., Juarros-Bastenretxea, J., & Rodriguez-Diaz, F., (2016). Risk factor for school drop out in a sample of juvenile offenders. University of Oviedo, Spain. 16(01993).
- Garitipati, S., & Kambhampati, U., (2020). Leading the fight against the pandemic: Does Gender

- Really Matter? University of Liverpool, U.K.
- Kersey, A. J., Csumetta, K.D. Cantlon, J.F., (2019). Gender simulation in the brain during mathematics development. *npj Science*. 4(19).
- Kuwonu, F., (2015). Millions of girls remain out of school: United Nations: African Renewal. September, 2015.
- Lazarides, R., & Lauerman, F., (2019). Gendered paths into STEM-Related careers: Girls' and boys' motivational beliefs and career plans in mathematics and language arts. 10(3389).
- Leon-Mantero, C., Casa-Rosal, J.C., Pedrosa-Jesus, C., & Maz-Machado, A., (2020). Measuring attitudes towards mathematics using Likert scale surveys: The weighted average. *PLOS ONE*, 15(10): e0239626.
- Marc, F., & Ping Ching, W.C., (2015). Academic outcomes of public and private high school students: What lies behind the differences? **Social Analysis and Modelling Division, Statistics, Canada.**
- Mazana, Y.M., Calkin, S.M., & Respickius, O.C., (2019). Investigating students' attitude towards learning mathematics, **International Electronic Journal of Mathematics Education**. 14(1). 207-231. www.iejme.com.
- Mensah, F., (2006). Attitude of junior secondary school students towards the study of science. **African Journal of Educational Studies in Mathematics and Sciences**. 4(1). 33-39
- Mensah, J., K., Oykere, M., & Kuranchie, A., (2019). Students' attitude towards mathematics and performance: Does the teacher's attitude matter? **Journal of Education and Practice**. 4(3). 132-139.
- STME (2017). Science, technology and mathematics education: Clinic for girls. **Federal Ministry of Education Forum Report**.
- UBE, (2018). Universal Basic Education: Performance of girls in examinations.

- Uwaezuoke, F. O., & Charles-Ogan, G., (2015). Teaching mathematics creatively in the junior secondary classes. **Global Journal of Educational Research**. 15(1), 1-6.
- Vleuten, M., Jaspers, E., Maas, I., & Lippe, T., (2016). Boys' and girls' educational choices in secondary education. **The Role of Gender Ideology**. 10(1080). 181–200.
- Wright, S.P., Horn, S. P., & Sanders, W. L., (2017). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. **Journal of Personnel Evaluation in Education**. 11(3). 57-67.
- Zirawaya, V. S., Olusanya, I. A., & Maduka, T., (2017). Gaming in education: Using games as a support tool to teach; **Journal of Education and Practice**. 8(15). 55-64.

Basic Entrepreneurship Education for Nigerian Youths: Implication for Counselling

By

Gambo Umar

Department of Educational Psychology

Federal College of Education, Yola

Email: ugambosharu@gmail.com/ 07067804534

Abstract

This paper examines entrepreneurship education for youths in the belief that it could make them responsible, enterprising entrepreneurs who also contribute to the economic growth of the community as well as the nation at large. For entrepreneurs, counselling is one of the processes of assisting an individual to overcome the challenges of developing markets and the environment through flexibility and creativity. It is effective in problem-solving in business. The challenges of entrepreneur education and possible solutions were outlined and recommendations suggested.

Keywords: Entrepreneurship, education, youths and counselling.

Introduction

Entrepreneurship is the ability or capacity of the individual to translate ideas into action. It does not entail creative and innovative skills that could be adapted to the environment, but entails the ability to take risk with a view to making money or producing dividends in business ventures. Entrepreneurship involves: creativity, innovativeness, risk taking, and ability to plan and direct action towards the achievement of set goals.

In Nigeria, as in many other countries, education is rightly seen as an instrument for effecting national development. It is also expected to be qualitative, functional and relevant to the needs of the society (FRN 2013). Hence, entrepreneurship education was introduced in schools. Entrepreneurship education is gaining global recognition everywhere as an established subject with growing interest both of policy makers and students. It is an intervention that shares the broad objectives of providing the individual with an entrepreneurial mind-set and skills for employment in a wide range of business activities.

Objectives of Entrepreneurship Education

Entrepreneurship education is a lifelong and work based learning that prepares learners to be future business owners (Ahmed, 2017). Entrepreneurship is necessary for sustainable national development, since it encourages innovation and promotes a business-orientated culture among youths. Its objectives, according to Mbiewa (2011), include to:

1. provide graduates with necessary skills that will make them to be creative;
2. provide small and medium size companies with opportunities to recruit graduates who posses relevant skills to manage business enterprises;
3. provide graduates with enough training skills that will enable them meet manpower needs of the society;
4. provide graduates with enough training in risk management due to uncertain business environment; and
5. stimulate industrial and economic growth of rural and less developed areas.

Also, Vein, Jimah and Unigbokhia (2011), in Adenike (2016), identified additional objectives of entrepreneurship education as to:

6. offer functional education for youths that will enable them to be self-employed and self-reliant;
7. provide youth with adequate training that will enable them to be creative and innovative in identifying novel business opportunities;
8. serve as a catalyst for economic growth and development;
9. reduce high rate of unemployment, underemployment and poverty among graduate youth.
10. reduce rural-urban migration of graduate youths; and

Entrepreneurship Education to Youths

Entrepreneurship provides an enabling environment for youth to develop their potential so they can contribute to the development of the society. The major instrument for them is entrepreneurship education. S.D. Samuel (2017) outlined what entrepreneurship education simply means to youth, noting that: young people can see the opportunity to create and build or initiate and achieve a greater sense of enterprise and self-help. It also provides survival skills for building their lives and a portfolio career in today's economic order. Samuel (2017) went further

to observe that the mindset, goals and skills or personal capabilities of young people should be equipped for a promising and fulfilling future, that economic and societal problems can be reduced to the barest minimum if young citizens have more entrepreneurship skills which help toward meeting their expectation.

Why Young People Require Entrepreneurship Education

Basic entrepreneurship education is needed as a career, the training for which requires the following:

1. How to plan new business ventures,
2. How to manage and grow a business,
3. How to develop successful business skills and behaviours,
4. How to acquire the relevant knowledge needed to develop and run a business and promote self-employment.

Attributes Needed for Entrepreneur

Great entrepreneurs come from all walks of life, i.e. there is no single personality profile. However, (Samuel, 2017) and Kekey M. (2020) have provided the following important attributes for starting a venture.

1. Capacity to innovate and create;
2. Capacity to cope with uncertainty and complexity in a globalised economy;
3. Vigour and persistence;
4. Honesty and responsibility;
5. Ability to take moderate risk;
6. Possession of high self-esteem;
7. Unique values and attitudes towards work;
8. Adaptability;
9. Curiosity;
10. Decisiveness.

The Benefits of Entrepreneurship Education:

The study of entrepreneurial education has never been as important as it is today when the world is confronted with big challenges that extend well beyond the global economy. It has also been spurred by the realization of the extent to which the phenomenon serves as a key factor in economic development. Some of the profound benefits of entrepreneurship education include the following:

1. Improving Academic Performance of Students

Entrepreneurship education goes beyond teaching on how to operate a business but extends to encouraging creative thinking and the promotion of self-esteem and accountability. Entrepreneurial education youths are uninterested in formal education. These include the gifted and the physically or financially challenged.

2. Enhancing Performance and quality of Schools

By achieving improved performance of children the quality of schools and their general performance are also improved. This rests on the fact that students who enroll into schools rather than being truants and dropouts are enabled to make success through entrepreneurship. Being enabled to be useful to themselves they would also impact on the gradings and quality of the schools.

3. Aids the Realisation of Goals of Education

The target of education across nations today is inclusive education and entrepreneurship education aims at the realization of this. It motivates students, sustains their interest, and tackles their challenges. It revives their interest in learning. Consequently, they benefit from education.

4. Increasing Economic Competitiveness

In the face of the global economic meltdown, the establishment of industries capable of creating jobs and wealth has come to be an index and cornerstone for the future economic growth of any nation. Only persons who are greatly skilled in entrepreneurship can establish and sustain such industries. The benefit of entrepreneurship in this area therefore cannot be over-emphasized. This stems from the fact that contrary to conventional wisdom that people are born entrepreneurs research has shown that this is not so. As observed by Gottleib and Ross (1997) entrepreneurs

are made and not born and elements of entrepreneurship can be taught and learnt. The expansion of training and educational opportunities for desiring entrepreneurs therefore affords them benefits that would enhance their level of economic.

5. New Programme of Study

Entrepreneurship education is also beneficial to mankind as it provides a new programme of learning for research and teaching. Entrepreneurship education also offers practical acquisition skills relevant to the needs of a changing environment as opposed to traditional business studies, which, though well-attended, emphasise large corporation over small ones or start up ventures. It is for these reasons that demand for entrepreneurship education by youths has increased. They are looking for a style of business education that will provide them with transferable skills Cooper, Bottomley, and Gordon (2004). Porter (1994) has also observed that entrepreneurial education emphasizes imagination, creativity and risk-taking in business whereas traditional business schools tend to over-emphasize quantitative and corporate techniques at the expense of more creative skills.

6. Poverty Alleviation and Economic Growth

Entrepreneurship empowers people to take advantage of opportunities for wealth creation and incentives that reward hardwork, among others. The generation of income leads to savings and investment, including the establishment of industries and companies which are key factors or indices of economic growth.

Within the first decade of Nigeria's independence (1960 – 1970) the country was mainly agrarian; it thus depended on agriculture both for local sustenance and export. The education system was directed at the production of graduates for government employment and continued graduating students without taking cognizance of the labour market. Unemployment and poverty were neglected because the economy flourished and the public service could absorb up to 70% of the labour force. The economy reinforced by the oil boom.

The Challenges of Entrepreneurship Education

The problems hindering the development of entrepreneurship education in Nigeria include the following:

1. Finance

There is need for substantial funds for teaching entrepreneurial education; for financing start ups and expansion of business ventures. These funds could come from internal sources such as: personal savings, financial support from friends, relations, traditional co-operative groups and societies or externally from banks, government agencies and nongovernmental organizations. This is because the cost of equipment is quite high and cannot be offered by most Nigerians especially young graduates. The solution may be affordable technologies.

2. Economic Pressure from Parents

There is often great pressure from some parents who prefer their children making money in the short term rather than waiting for long term benefits. This makes it difficult for youths to devote enough time for training in entrepreneurship. It is also as a result of such pressures that Nigeria is faced with a high rate of child labour without any skill in entrepreneurship.

3. Education

Entrepreneurship demands a talented workforce, but schools fail to provide the necessary foundation for it because of the absence of well-developed curriculum in that regard.

4. Entrepreneurial Attitude

Although there are adequate resources in the country, many Nigerians are not enthusiastic enough to engage in entrepreneurship which calls for a rugged and aggressive pursuit (Akpa, 2007).

5. Lack of Data and Inadequate Facilities

Data for entrepreneurship education has been lacking and there is hardly any programme designed for it. There is also the challenge of inadequate infrastructure such as: good roads, electricity, access to information, water supply, etc.)

Solutions to entrepreneurial challenges

Despite the listed challenges, there are many positive prospects for the development of entrepreneurship in Nigeria. Currently, the government is developing an economic transformation plan and there are efforts to create a conducive environment for business growth.

Solving the problems and challenges entrepreneurs face needs putting a lot of efforts by both the business men and the government. Small- and medium-sized businessmen need to increase their knowledge and develop the needed skills in the particular area of business. They need information about the target audience and seek help from partners and professionals to gain experience. They also need to keep in touch with developments in technology.

Counselling Implication

Parents and teachers equally need sensitization because in most cases, they influence the choice of career of their wards for economic, social or political motives. Wards should be allowed to make independent choice of careers that may satisfy their needs. Counselling is useful in that regard, especially where it helps business analysis and addresses practical issues.

Counselling and its Importance for Entrepreneurship

Generally speaking, businesses turn to counsellors when they feel the need to be advised or to find a solution to business-related problems beyond their expertise.

Recommendations

1. There is need to provide opportunities for youths to raise funds to enable them start up and expand their business enterprise in a manner that will be significant to them. This may be achieved through bursary awards, personal savings, and grants on graduation.
2. Government should mandate financial institutions to grant age-friendly loans with low interest rates and long repayments.
3. Youths should be exposed to training in technology from time to time to keep them in tune with trends in the technology.

4. There should be efforts to reinforce in youths the concept of risk taking and patience in wealth creation, i.e. inculcate a positive entrepreneurial attitude. They should know that life is full of risks and success comes from failure.
5. There is the need to involve youths in experiential training through internships in industries and involvement with experienced entrepreneurs in their training.
6. The government should formulate policies, provide enabling infrastructure such as good roads, water, electricity, etc. that support entrepreneurial activities.
7. There should also be foreign linkages for exchange of ideas and knowledge through access to research endeavours.
8. There should be strategies for the protection of intellectual property, as well as openness in handling of innovations. Any new discovery with high potentials for entrepreneurship should be encouraged and fully funded.

Conclusion

Entrepreneurship education is of paramount importance to Nigeria, especially its economic growth in the face of global economic meltdown. It can provide employment and poverty alleviation. It will help Nigeria to achieve the vision enshrined in NEEDS, which includes youth empowerment, employment generation and poverty alleviation. Therefore, youths should be enabled to access funds for entrepreneurship and be exposed to training in technology. They should have internship training in entrepreneurship and risk taking. Adequate infrastructural facilities are also needed.

References

- Adetayo J.O (2012). Assessment of teachers' level literacy and altitude towards ICT application in vocational and business education: Sokoto educational review.
- Adenike A.A (2016). Challenges of entrepreneurial in Nigerian universities towards a repositioning for impact, journal of education.
- Aja S.N (2018). Evaluating the entrepreneurship education programme in Nigerian universities for sustainable development, journal of entrepreneurship education.
- Eva H & F Dano (2017). Entrepreneurship and Counselling with Entrepreneurship development tendencies and Empirical approach.

- Georgina N.O (2015). Tropical issues in guidance and counselling, published by jorage enterprises, Zaria-Kaduna state Nigeria.
- Sokoto educational review vol.13 (2) October 2012, published by faculty of education and extension services, Usman Danfodiyo university, Sokoto, Nigeria.
- Osuala E.C (2010). Principles and method of business and computer education Enugu chestionency led pub.
- Ask & Vancouver (2022). Five keys attribute to successful on the process <https://smallbusinessbs.ca/a.tcle>
- Marlborough Five benefit of entrepreneurship education to students <https://www.marlborough.org>
- Hammard B.S Characteristics of successful entrepreneurship education <https://onlecbs.edu/blong/prpt>
- Federal Republic of Nigeria (2004) National policy on education. Lagos: NERDL prints.
- Nayi F.O & Bagudu T. A (2017). Entrepreneurship education strategy for youth empowerment & employment generation Nigerian journal of Business education (NIGJBED) volume 4 no 7.
- Samuel S.D (2017). Learning with ease a companion for memory improvement. Lagos: Some and associate limited Lagos.

Challenges Facing the Teaching of English Language in Primary Schools in Taraba State

By

Sebastian N. Igyudu¹ & Harrison Thompson²

Department of Primary Education

College of Education, Zing,

Taraba State

Abstract

This paper reports the challenges of teaching the English Language in primary schools in Taraba State. Carl Rogers' (1982) theory of humanistic learning constituted its theoretical framework. It then identifies the problems hindering the effective teaching and learning of the English language in primary schools in Taraba State and proffers solutions to them. Identified problems included: lack of qualified teachers of English, lack of proficiency even by the trained teachers of English, teachers' attitude towards the use of instructional materials, lack of teacher motivation, mother tongue interference, poor home background, and lack of a conducive learning environment. The solutions proffered include: recruitment of enough trained teachers of English, retraining of teachers of English through capacity building workshops and seminars, compulsory use of teaching aids in each lesson, incentives to teachers for motivation, solving interference problems, making intensive use of English communication throughout the schools, and provision of conducive learning environment support materials.

Keywords: Humanistic, communication, support materials, recruitment, and home background.

Introduction

The teaching and learning of the English language in Nigeria predates Nigeria's independence. With the advent of the British, English was used as a contact language and in education. After independence, the Nigerian government maintained this policy due to lack of a common indigenous contact language. English is also a school subject across levels. It is regarded as one of the most important subjects owing to its role as the medium of instruction.

However, there are many problems militating against the effective teaching and learning of this essential school subject in Nigeria at large. The focus of this paper is therefore to identify the problems militating against the effective teaching and learning of the English Language in primary schools in Taraba State of Nigeria and proffer solutions to them. But before that, it is

pertinent to first examine the status or role of the English Language in Nigeria; as well as point out the theoretical framework that constitutes the ideological praxis of this paper.

The Status or Role of English Language in Nigeria

The status or role of the English Language is that it is a second language. Crystal (2015) confirms this as he says that English has foreign Language status in Japan, but second Language status in Nigeria. A Second Language in this context means a non-native Language that is widely used for the purposes of communication. According to the National Teachers' Institute (NTI 200:86), English as a second language in Nigeria performs the following functions:

1. English is the language of government and administration. Government records, administrative instructions and minutes, legislation, court records, and proceedings are all done in English.
2. It is the language of business and commerce. Business records, contracts, and most advertisements are written in English.
3. It is the language of education. English is taught as a school subject and used as the language of instruction from primary school to university level.
4. It is the language of Mass Media. Most newspapers, journals, and periodicals make use of English. Similarly, in the broadcasting media, radio and television make great use of English.
5. English is the language of literature. The best-known Nigerian literary texts, for example, *Things Fall Apart*, *The Lion and the Jewel* among others are all written in English.
6. English in Nigeria is a lingua franca. This means it is the common contact language among the different ethnic groups in Nigeria.

Theoretical Framework

The theory on which this paper is anchored is Carl Rogers' Theory of humanistic learning, adapted from Daci and VaristeenKiste (2004, 23-24) and quoted by Patterson and Joseph (2007, 124) humanistic theory of learning developed out of the idea that the environment of the learner is indispensable in the enhancement of the learner's potential. In other words, the educational environment could contribute meaningfully to the academic achievement of the learner, irrespective of the quality of the individual's mental status. The humanistic school of thought

considers the importance of the individual's social feeling and emotion in teaching/learning situations. If the learner is emotionally sound, learning would easily take place. In other words, the educational environment has to nurture potential.

The Humanistic theory

The humanistic theory is based upon the idea that everyone has the potential to make a contribution to society and be a good and likable person – if their needs are fulfilled. This theory places emphasis on the personal worth of individuals, the centrality of human values, and the creative, active nature of human beings. It is optimistic and focuses on the noble human capacity to overcome hardship, pain, and despair, (McLeod, 2015).

The theory suggests that the achievement of happiness is frequently dependent upon achieving, or giving yourself the license to, investigate and pursue your own deepest interests and desires.

Humanistic Theory Application in Education

In education, humanistic theory grants educators an important conceptual understanding of the role of learners. From Maslow and Rogers, educators have a better insight into the elements of learners' style and dimensions of absorption of knowledge and utilization of skills and abilities. In his paper, "Humanistic Self-Instruction", the author, R. Craig Hogan (1978) suggested that instructors/educators should demonstrate their appreciation and value of the individual learners by viewing them as objects that have unique and specific needs. The negative implications of treating the learners as "empty jars or blank slates" is that many instructors/educators feel that learners are passive receivers only; filling the learners as the instructors/educators wish. These negative implications are serious enough to warrant attention as instructors/educators may force learners to be receptive and have no obligation whatsoever to consider her or his individuality and autonomy in learning, UK Essay 2003-2004.

According to Chris Argyris (1970: 15-16) "we see them (learners) and they see themselves as autonomous, responsible individuals committed to the direction of the intervention is taking, making free choices based on sufficient valid information about the means and ends." It is a common error that most instructors/educators, as well as educational institutions, assume that learners need to be instructed as to their learning. This assumption works on the premise that effective learning must follow a certain syllabus, instructional method(s), and assessment

grading. The education system in most countries is mostly rigid; built along the “tried and tested” formula of the existing structure of instructed teaching. In such cases, the classroom may contain students of varying levels of interest, self-management skills, independence versus dependent-minded, industrious versus sluggard, and bright as well as lesser bright ones. The teaching method would be uniform across all – All are fed the same fare at the same rate in the same way. The classroom atmosphere suppresses individuality, autonomy, and freedom by stifling students’ initiative to manage their own learning at every level of responsibility. Self-directed learning is minimized (Hogan, 1978, pp 262-263). As a humanistic psychologist, he was of the view that human beings are born with the natural tendency to be free and to have a self-tendency frustrated in their course of growth and development. This frustration emanates from the parents, teachers, and others who tend to constantly affect the self-worth of individuals. According to him, the individual’s sense of self-worth depends on the opinion about the self of the person. The task of the person is to provide a medium for the emergence of the self that has been identified, thereby preventing the conditions that inhibit self-growth. In this case, the parents or teachers provide to the learner unconditioned positive regard, listen to the learner intently, making the learner a point of focus. In this respect, the learner’s self-concept is built. Rogers maintained that individuals, due to experience, have a self-concept for themselves. He defined self-concept as an organized pattern of thought and perception about one’s self. This theory is therefore relevant to this paper because it focuses on what affects learning just as the paper focuses on what affects the teaching and learning of English at the foundation stage of formal education in Taraba State.

Problems Hindering Effective Teaching/Learning of English Language at Primary School Level in Taraba State

The teaching and learning of the English language in primary schools in Taraba State is faced with a lot of challenges. The most prominent are as follows:

1. Lack of qualified teachers of English. Investigation reveals that in Taraba State, people who read English in colleges and universities are few compared to the high demand of English teachers by Taraba state primary and secondary schools. Thus, in most primary schools, English is taught by teachers who studied other subjects. Thus, according to Snow (1992), such teachers lack the technical and professional skills needed to teach the Language effectively. Such technical and professional language skills include; knowledge

of methods of teaching English, competent knowledge of topics being taught, use of appropriate instructional materials, and not considering any child as being too dull to study English.

2. Lack of competency and proficiency even by trained English language teachers. According to Stern (2010:346), competence or proficiency in language refers to the intuitive mastery of the linguistics, cognitive, affective, and socio-cultural meaning expressed by the language forms; the capacity to use the language with maximal attention to communicate; and the creativity of language use. There are many trained teachers of English in Taraba state primary schools who are not proficient in all aspects of English. Thus, they find it difficult to teach perfectly those areas in which they are not competent. The oral aspect of English is the most outstanding aspect of English in which many trained teachers of English in primary and secondary schools lack competence and proficiency.
3. Teachers' nonchalant attitudes towards effective use of instructional materials. According to Florida policy on education (2014), instructional materials are items that are designed to serve as major tools for assisting in the instruction of a subject or course. They are things or objects, persons, places of interest that the teacher uses to drive home his/her lesson objectives. Instructional materials could also simply be defined as objects or devices which assist the teacher to achieve his/her stated objectives quickly and widely. It is however unfortunate that most teachers of the English Language in primary schools in Taraba state ignore the use of instructional materials in their lesson presentation on the ground that they are not provided by the state government. This usually hinders the most appropriate understanding of their lessons by their pupils who are elementary learners of English. We want to conclude this part with the Chinese adage that says "what I hear I forget, what I see I remember, what I touched stays with me forever". Therefore, the use of instructional materials for effective teaching/learning cannot be over-stressed.
4. Mother tongue interference: According to Awoniyi (2017), mother tongue (MT) is the language which a group of people considered to be the inhabitants of an area, acquire in their early years, and which normally becomes their natural instrument of thought and communication. In short, MT is one's native language. Interference according to Adeniyi (2017) is the negative transfer of what is obtained in Nigerian languages to the target language (English). According to NTI (2000), the MT of school children in Nigeria

(Taraba state inclusive) affects their study of English in different ways. First, while the English language has up to 20 vowels and 24 consonants, most languages in Taraba state have only a few vowels and consonant sounds. For example, according to Bangbose (2006), there are eighteen (18) consonants and twelve vowels (12) sounds in the Mumuye language which constitutes the major tribe in Taraba state. The vowels sounds include: /e/, /o/, /u/, /a/, /an/, /en/, /i/, /in/, /u/, /un/, /ɔ/, /ɔn/. The vowels and consonants that are not in the Taraban's language then present problems for Taraban's children learning English as a second language, and they often give such vowels and consonants the wrong pronunciation. In addition to that, mother tongue interference has negatively affected the syntactic features of the primary school pupils in Taraba state. This is evident by the fact that one often hears them making statements such as: "I am coming" instead of "I will be back". "I can hear the smell" instead of "I smell something", among others.

5. The pupils' home background: Some pupils have educated parents who encouraged them to speak English at all times and are surrounded by books and reading materials. This surely helps to improve the child's mastery of English. Some pupils on the other hand have illiterate parents who are poor farmers or labourers and are not encouraged to speak English because whenever they speak in English, the parents and other members of the family make fun of them and so they are discouraged (Obanya, et al, 2014).
6. Lack of a conducive learning environment: There is no doubt that a conducive learning environment facilitates easy learning. But investigation shows that many primary schools in the state particularly in the rural areas lack classrooms, seats, and office accommodation for teachers. Thus, learning takes place under trees in many schools, while in other schools teachers teach in overcrowded available classrooms. Worse still, the recommended English textbooks are not provided or not sufficient; and due to the high prevalence of poverty, many parents find it difficult to purchase the recommended English textbooks for their wards. All these make it difficult for the teaching and learning of English to effectively take place in primary schools in Taraba state in particular and Nigeria at large.
7. And finally, lack of computer knowledge by most primary school teachers of English. The 21st century has witnessed modern inventions such as information technology commonly called the internet. The internet is an information network linking computers to computers. It connects hundreds of thousands of different networks from over 200 countries. And like

the library can be used to access information on almost any topic (Baba and Gireh 2010: 150-151). But it is only those who are computer literate that can access information on the internet. Thus, many primary school teachers of English in Taraba state being computer illiterate cannot use the internet to get the latest information or resources on the topics they teach.

Possible solutions

Having unveiled the challenges facing the teaching and learning of the English language in primary schools in Taraba state, it is now pertinent to proffer solutions to them.

1. Concerning the lack of qualified teachers of English in primary schools, recruitment of enough trained teachers of English both within and from outside Taraba state is a necessary step towards solving the problem.
2. Teachers' lack of competence and proficiency in the teaching of English could be overcome by retraining them, organizing capacity-building workshops and seminars for them to update their knowledge, and equipping them with the latest methods of English language teaching.
3. With regards to teachers' nonchalant attitudes towards the use of instructional materials, teachers of English should imbibe the culture of the use of appropriate instructional materials in each of their lessons to make learning more meaningful to their pupils.
4. Concerning lack of motivation, their salary should be paid to them regularly and they should be promoted as on the due date as a way of motivating them.
5. On the problem of mother tongue interference, teachers of English should always anticipate problems of English learning associated with mother tongue interference and try to help the learners overcome them.
6. The challenges of poor home background affecting pupils' learning of English could be surmounted by introducing and emphasizing the spoken language at the early stages of language teaching and learning (Obanya, et al, 2014).
7. On the problem of lack of a conducive learning environment, the government should establish a conducive environment by building classroom blocks and offices as well as providing relevant reading texts for pupils.

8. Finally, concerning the problem of lack of computer knowledge by teachers, primary school teachers of English should undergo computer study in order to make use of the internet for improved performance.

Conclusion

This study shows that despite the importance of English as a unifying factor for the diverse people of Nigeria and as a sinequanon for the survival of Nigeria's education sector, its teaching and learning at the foundation stage of formal education in Taraba state in particular and Nigeria at large is bedeviled with numerous challenges. These include; lack of qualified teachers of English, teachers' nonchalant attitude towards the use of instructional materials, lack of teachers' motivation, mother tongue interference, pupils' poor home background, and lack of conducive learning environment. However, these problems are shown to be surmountable. This means they are portrayed as problems that could be overcome given the commitment on the part of the teachers, government, and the community. Thus, if the solutions proffered in this study are implemented, it would go a long way to ensuring effective teaching and learning of English in primary schools in Taraba state in particular and Nigeria in general.

Recommendations

Based on the identified challenges facing the teaching of English in primary schools in Taraba state, these researchers would want to recommend as follows:

1. Government and teachers should ensure the availability of teaching aids for teaching English and other subjects as well.
2. Teachers of English should update their knowledge of their profession by going for further studies, researching, and attending capacity-building workshops and seminars to acquaint themselves with modern techniques of teaching.
3. No lesson note should be devoid of instructional materials, which must be used during lesson delivery.
4. Teachers of English should be motivated with incentives, considering the important role English plays in Nigerian education and the nation at large.
5. Teachers of English should brace up for the challenges of mothertongue interference in each lesson.

6. Teachers of English should talk to the pupils in English not only during lessons but also outside the classroom during school hours.
7. Government, the community, NGOs, and wealthy individuals should combine to provide a conducive learning environment for primary school pupils.

References

- Adedimeji, B. (2017). Psycho-socio-linguistic factors that facilitate high achievement in senior school certificate in the English language. **Journal of Education and Development**, 1 (1):67-72.
- Awoniyi, C. (2017), *Foundation of bilingual education and bilingualism* (3rd ed.). Clevedon: Multilingual Matters.
- Baba, T.A. and Gireh I.M. (2010). The educational use of the internet to search for information: Tools and strategies. **Applied Journal of Educational Thought and Practice**, 1, (1):150-151.
- Bamgbose, A. (2006). Investigating the difficulties of Algerian EST students with regard to their general knowledge. **Arab World English Journal**, 4 (1): 203-212. Copyright (2003-2004),UKessay.com/essay/education/humanistic-theory-according-to-abraham-maslow-education-essay-php.
- Crystal, D. (2015). Analyzing and counteracting interference errors. **Education Language Testing Journal**, 37 (3): 256-261.
- Florida policy on education (2014). Instructional materials.Mcleod S.A. (2015 December 14). Humanism simply psychology.www.simplypsychology.org/humanistic.html.
- NTI (2000). *Nigeria Certificate in Education (NCE/DLS) English language circle 1*. Kaduna: NTI.
- Obanya, B.B. (2014). The teaching of selected difficult English sounds in Nigerian junior secondary schools: A learning theory approach. In Ojeyokan J. et'al **NATECEP Journal of English and Communication Studies**. (1) Jos: WAIS printing press.
- Snow, D. (1992). *Eight approaches to language teaching*. Amity Foundation: CAL.
- Stern, L.M. (2010). *Born to talk: An introduction to speech and language development*. Boston: Allyn and Bacon.

Classroom Management and Learning Achievement in Basic Education in Cross River State

By

Offem, Odim Otu¹

offemodim22@gmail.com

08067081392

Department of Educational Management
University of Calabar, Calabar

Okonkwo, Enocharia Chinenye²

ec.okonkwo@unizik.edu.ng

&

Oshia, Eucharia Chinwe³

ec.oshia@unizik.edu.ng

08037098331

Department of Educational Management and Policy
Nnamdi Azikiwe University

Abstract

The study examined classroom management and strategies for the effective evaluation of students' learning achievement in upper basic education in Cross River State. It adopted a descriptive survey design. Three research questions and three null hypotheses were formulated to guide the study. A structured questionnaire with 20 items on a four-point rating scale was used to collect data for the study. The instrument was face validated by three experts and the reliability co-efficient of 0.82 was obtained using Cronbach Alpha coefficient. The population of the study consisted of 100 less-experienced (newly employed) universal board education teachers and 80 highly experienced ones in Cross River State. No sample was used due to the fact that the population size was considered manageable. Data collected were analysed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study identified strategies for effective evaluation, conducive learning. Among the recommendations were that UBEC teachers should submit their evaluation records to the principal/school board, and also ensure that they adopt the correct methods of evaluation. In-service training programmes should always be organised to up-date teachers' knowledge and teaching methods.

Keywords: Classroom Management, planning, strategies, evaluation, learning achievement, and upper basic education.

Introduction

Education is a process of being initiated into knowledge and understanding, which in turn regulates the recipients' attitude, emotions, wants and actions. The teacher is a facilitator of learning and his/her ability to manage the classroom effectively determines the quality of education the student receives. The extent to which the teacher is effective shows the difference between a well-managed class and the one that is not (Ekpoh, 2016). Ogunu (2001) maintained that classroom management involves all actions of the teacher to create, implement and maintain a learning environment within the classroom. Effective teaching and learning process cannot be accomplished without good classroom management.

According to Adeleke (2011), management can be defined as the process of making use of human and material resources to achieve organisational goals.

Conceptualised classroom as the "power house in which the success or failure of the learning process is generated and also sustained". The classroom is where students are assembled for teaching and learning and additionally given ample change for group socialisation through exposition to learning experience. Furthermore, it suggests that classroom is the ground on which educational plan and policies findings are tried out. According to Ezeocha (1990) a classroom operates under a form of rationality which specifies that activities involving all students must have an educative justification.

Hence, basic education involves the acceptance of different paths to learning towards its goals. No matter the path taken, the importance of basic education is highlighted in "Project 2000 + Declaration" which states that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development (Hawe in Nwogwugu, 2005; Commonwealth Secretariat, 1993). Therefore, some of the aims of UBE programmes are the development of a strong consciousness for education in the entire citizenry, catering for the learning needs of young persons who for one reason or another have their schooling interrupted, and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative skills, as well as ethical, moral and civil values needed for laying a solid foundation for life-learning (FRM, 2000). Based on the objectives and types of programmes encompassed, it becomes evident that the evaluation of learning outcomes under the UBE programmes should cover such areas as learners' interest, achievement, computational skills, manipulative skills, ability to collect information and organise them, ability to explain concepts either orally or in writing, ability to solve both real-life problems, learners' productive works, ability to work co-operatively with others, as well as people's desire to be accurate in their solution of problems etc. Therefore, UBE programme requires different types of evaluation techniques.

UBE encompasses the following:

- Programme/initiates for early childhood care and socialisation, education programmes for the acquisition of functional literacy, numeracy and life-skills, especially for adults

(persons age 15 and above). Out of school, non-formal programmes for up-dating the knowledge and skills of persons who left school before acquiring the basics needed for life-long learning, non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education; the formal school system from the beginning of primary education to the end of the junior secondary school (Federal Republic of Nigeria, 2000).

Classroom management is increasingly being emphasised in the educational system. Izuk (2012) opined that class is the principal venue for teaching and learning and therefore becomes the platform for realising the objectives and expectations, of formal education. It holds the teachers, students and learning resources together for productive interaction and group socialization. Akubue in Offem and Anashie (2021) maintained that the importance of proper classroom management is order to realise the aims and objectives of education. The teacher, therefore, needs to know or possess the classroom control behaviour. In the light of the above discussion, the classroom teachers need to adopt some strategies in order to effectively handle students' learning evaluation in upper universal basic education. Hence, it becomes imperative for teachers to be well equipped with appropriate strategies for evaluating students learning in the context of universal basic education.

Strategies are a well-planned series of action for achieving an aim (Longman, 1995). The Universal Basic Education (UBE) programme will always usher in so many children into the school system from parents who were not able to send their children to school previously because of the number of students in the school system. Therefore, teachers need good and detailed evaluation strategies to evaluate the performance of these children such strategies are; constant testing; there is need for teachers to give testing to these students regularly to ensure that they are following what is being taught. Continuous association; the use of continuous assessment should be intensified. Projects; projects that can test the children's brain should be given enough time to ensure that they carryout the projects well. According to Ikediugwu (2008), Anambra State examination development centre is already developing strategies for introducing project work in primary schools.

Evaluation is a procedure for determining the extent or level of achievement made in attaining the objectives of a programme, and providing feedback on the unachieved outcome. It is a process by which we find out how far the learning experiences as developed and organised, are actually producing the desired results (Adagwu, 2016, Gbamenja, 2015). It enables the teacher and the school personnel to make decision regarding the children they serve (Idowu and Esere in Agwi, Orikoha and Ibe, 2018).

Evaluation is the systematic collection of descriptive and judgment information necessary to make effective decision related to the selective, adoption, value and modification of various instructional activities. Also it is the process of finding out and agreeing if what you are doing is worth doing, if you are doing it well and how you can do it better (Goldstein, Thackway in Ikediugwu, 2005).

Evaluation is a very important part of education. Education has always been the greatest hope for both individuals and society and for education to be functional, evaluation is highly needed. Therefore, educational evaluation refers to the collection of data and the use of such data to assess the quality of student's performance and the effectiveness of a programme (Okpala, 2000).

According to Okwelle and Agwi (2018), evaluation can be either formative or summative. Formative evaluation takes place as instruction progresses while summative evaluation is done at the end of a programme. There are many reasons why teachers should evaluate students' learning achievement in Universal Basic Education programme, for it is through this that the teacher can find where the student belongs, how the student progresses, his/her learning problems and overall growth. Ozobokeme and Oghorodi (2013) stated that the effort and time spent in teaching and learning can only be justified when there is a commensurable positive learning outcome on the part of the students which can only be determined by evaluating students' learning achievement.

Evaluation needs to be an integral part of the course development process providing feedback on the products at each and every stage, at a time when it can be acted upon and used to help improve the products before further developing them.

Educational assessment and evaluation shall be liberalised by being based in whole or in part on continuous assessment of the progress of the individual (FRN, 2013). Evaluation of students' academic performance or achievement forms an essential link in the chain of control enabling the modification of teaching programmes so as to attain objectives and to improve curriculum design and presentation in educational programmes. Uzougwu (2015) maintained that the instruments intended to be used by the teacher for evaluation must be valid, reliable, objective, usable and continuous. Similarly, Adeleke (2016) observed that there are many methods and techniques that could be adopted in evaluating students' achievements, some of the common ones being teacher made tests, continuous evaluation, performance tests, observation of behaviour in life-like situations and questionnaire method.

Evaluation in the UBE Programme

1. It will help teachers to improve the performance.
2. Teachers can evaluate their own practices.
3. It will create an opportunity for teachers to gain feedback about their classroom practices.
4. The students will be encouraged to work hard because they know they will be evaluated.
5. It will keep parents informed.
6. Evaluation will help in advancement of educational progress.
7. It will help to inform the relevant educational authorities of achievement attained in the school system.
8. It will provide the education authorities and government a picture of whether the UBE is succeeding or not.

9. It will provide a feedback to the educational policy makers on the impact of the UBE policies.
10. It will provide an objective record by which an assessment of the system can be made from time to time.
11. It will help to advise teachers on the maximum utilisation of available scarce resources (Ikediugwu, 2005).

For an evaluation technique to be effective, it must be able to help the learners develop concepts, clarify specific competence learners have achieved, identify what is yet to be achieved, and contribute in motivating the learners to remedy their deficiencies. Evaluation should be continuous, formative and diagnostic (Aziz, Ahmed, Baker and Rodwell, 1991).

Statement of the problem

The achievement of the goals of UBE depends largely on classroom management and the strategies for evaluating learning outcomes accurately.

Purpose of the study

The main purpose of this study was to examine classroom management and the effective strategies for evaluating learning achievement in Cross River State schools. Specifically, the study sought to:

1. determine whether the instructional resources available in Cross River State were adequate;
2. determine whether teachers utilised the correct method of evaluating students' learning achievement; and
3. ascertain strategies to be adopted by teachers for classroom effective evaluation.

Research Questions

The following research questions directed the study:

1. What are the instructional resources available for effective evaluation of students' learning achievement in Universal Basic Education in Cross River State?
2. What are the methodologies utilised by teachers to evaluate their students' learning achievement in Universal Basic Education in Cross River State?
3. What strategies are to be adopted by classroom teachers for effective evaluation of students' learning achievement in Universal Basic Education in Cross River State?

Hypotheses

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

Ho₁: There is no significant difference between newly employed teachers (less experienced) and in-service teachers (highly experience) UBE teachers regarding the availability of instructional resources for effective evaluation of students' learning achievement.

Ho₂: There is no significant difference between the newly employed teachers (less experienced) and in-service teachers (highly experienced) universal basic education teachers regarding methodologies of evaluation that teacher utilize to evaluate students' learning achievement.

Ho₃: There is no significant difference between the newly employed teachers (less experienced) universal basic education teachers regarding strategies to be adopted for effective evaluation of students' learning achievement.

Methodology

A descriptive survey research design was used in this study. The design was considered suitable for the study. Nworgu (2015) recommends that for studies which aim at collecting data on, and describing them systematically the characteristics, features, or facts about a given population or its representative sample on existing phenomena.

Area of study

The area of this study was Cross River State which comprised three education zones, comprising: Calabar, Ikom, and Ogoja zones.

Population of the study

The population of the study comprised all the 3,200 teachers in the three zones.

Sample and sampling technique

The sample of the study comprised 180 teachers, i.e 100 newly employed UBE teachers (less experienced) and eighty (80) in-service UBE teachers (highly experienced). Stratified- random sampling techniques were adopted.

Instrument for Data Collection

The instrument used for data collection was a 30-item structured questionnaire titled "Classroom Management and Strategies for Effective Evaluation Questionnaire". Section "B" contained the items of the questionnaire, a 4-point scale structured: Strongly Agree (SA = 4 point); Agree (A = 3 point); Disagree (D = 2 point) and Strongly Disagree (SD = 1 point)

Validation of the Instrument

The instrument was duly validated by three experts one of whom was from the Department of Educational Management and two others from the Department of Measurement and Evaluation, all at the University of Calabar.

Reliability of the Instrument

The reliability co-efficient of 0.80 was obtained using Cronach Alpha method to analyse data collected from 30 teachers who were not part of the study population. This reliability index was considered accurate and highly adequate for the study.

Administration of the Instrument

The researchers administered the instrument to the teachers with the aid of three research assistants who were familiar with the scope of the study. All items that got 3.50 and above were interpreted as an agreement, while, those below 3.50 were interpreted as disagreement with the opinion of the researchers.

Method of Data Analysis

Mean and standard deviation were used to answer the research questions, while t-test was used to test the three null hypotheses at 0.05 level of significance.

Presentation and Data Analysis

The data collected were presented in tables to highlight the findings.

Research question 1 asked what the instructional resources available for effective evaluation of students' learning achievement were.

Table 1: Mean and standard deviation on instructional resources available for effective evaluation of students' learning achievement in Universal Basic Education in Cross River State

S/N	Items	\bar{X}_1	SD ₁	Remarks	\bar{X}_2	SD ₂	Remarks
1.	Laboratories are enough for the number of students' during practical period.	2.43	0.75	Disagree	2.38	0.73	Disagree
2.	Number of mixing tools in the laboratory is enough for the number of students' during practical period.	2.49	0.78	Disagree	2.20	0.72	Disagree
3.	There are enough measuring tools in your laboratory.	2.40	0.74	Disagree	2.32	0.74	Disagree
4.	Marking tools in your workshops are enough for the number of students' during practical period.	2.31	0.73	Disagree	2.23	0.71	Disagree
5.	There are enough gripping tools in your laboratory.	2.23	0.71	Disagree	2.20	0.70	Disagree
6.	Striking tools in your laboratory are enough for the number of students' during practical period.	2.34	0.74	Disagree	2.25	0.74	Disagree
7.	There are enough driving tools in your school laboratory.	2.46	0.79	Disagree	2.39	0.73	Disagree
8.	Struck tools in your laboratory are enough for the number of students' during instruction period.	2.35	0.75	Disagree	2.32	0.72	Disagree
9.	Brazing tools in your laboratory are enough for the number of students' during instruction period.	2.21	0.71	Disagree	2.30	0.73	Disagree
10.	There are enough flaring tool sin your school laboratory for the number of students' during practical period.	2.20	0.70	Disagree	2.26	0.74	Disagree
	Grand mean/SD	2.35	0.74	2.29	0.73		

The result in Table 1 shows that all the respondents disagreed with all of the items on the availability of instructional facilities in UBE in Cross River State for the effective evaluation of students' learning achievements. Furthermore, the standard deviation, which ranged from 0.70 to 0.70, indicates closeness in the opinions of both categories of respondents.

Research question 2 wanted to know what teachers used to evaluate their students' learning achievement.

Table 2: Mean and standard deviation on methods of evaluation that UBE teachers' used to evaluate learning achievement

S/N	Items	\bar{X}_1	SD ₁	Remarks	\bar{X}_2	SD ₂	Remarks
11.	Teacher – made test is normally used to evaluate students' learning achievement.	3.45	0.89	Agree	2.54	0.86	Agree
12	Assessment is regularly used to evaluate students' learning achievements.	2.67	0.84	Agree	2.50	0.80	Agree
13.	Interview and questionnaire method.	2.35	0.75	disagree	2.32	0.71	disagree
14.	Observation of behaviour in life-like situation.	2.37	0.78	disagree	2.45	0.78	disagree
15	Performance test method is used by teachers to evaluate students' learning achievements.	2.45	0.79	disagree	2.39	0.77	disagree
16.	Continuous evaluation method is used by teachers to evaluate students' learning achievements.	2.59	0.81	Agree	2.50	0.81	Agree
17.	Essay method of evaluation is used by teachers to evaluate students' learning achievements.	2.68	0.83	Agree	2.53	0.82	Agree
18.	Out of class behaviour pattern is used by teachers' to evaluate students' learning achievements.	2.32	0.75	Disagree	2.40	0.75	Disagree
19	Speed and accuracy method is used by teachers to evaluate students' learning achievements.	2.31	0.74	Disagree	2.29	0.72	Disagree
	Grand mean / SD	2.57	0.80		2.15	0.78	

The result in Table 2 indicates that the respondents agreed with items 11, 12, 16 and 17, while they disagreed with items 13,14,15,18 and 19 as methods used by teachers. The standard

deviation which ranged from 0.71 to 0.84 indicates closeness in the opinion of both less experienced UBE teachers' and highly experienced ones.

Research question 3: What strategies are to be adopted by classroom teachers for effective evaluation of students' learning achievement in Universal Basic Education in Cross River State?

Table 3: Mean and standard deviation on strategies to be adopted for effective evaluation process of students' learning achievements

S/N	Items	\bar{X}_1	SD ₁	Remarks	\bar{X}_2	SD ₂	Remarks
20.	Teachers' to ensure that no event influences evaluation process.	3.00	0.88	Agree	2.53	0.08	Agree
21	Teachers' to ensure that evaluation materials are collect promptly.	2.58	0.82	Agree	2.51	0.82	Agree
22	Students being motivated to do best during evaluation.	3.02	0.89	Agree	2.58	0.84	Agree
23.	Teachers' ensuring that evaluation process directive is followed closely.	2.63	0.85	Agree	2.63	0.85	Agree
24.	Time of evaluation process to be accurately kept.	2.57	0.82	Agree	2.51	0.81	Agree
25.	Teachers' should not allow students' to cheat during evaluation.	3.43	0.90	Agree	2.50	0.80	Agree
26.	Sufficient time to be given during evaluation of students' learning achievement.	3.02	0.87	Agree	2.63	0.85	Agree
27	Ensuring conducive learning environment.	3.31	0.89	Agree	0.03	0.86	Agree
28.	Proper planning process before evaluation.	2.60	0.84	Agree	2.57	0.83	Agree
29.	Teachers' to ensure that learning objectives are properly covered during evaluation.	2.71	0.86	Agree	2.59	0.85	Agree
	Grand mean / SD	2.89	0.86		2.61	0.83	

Data in Table 3 indicate that the respondents agreed with all of the items as appropriate strategies to be adopted for effective evaluation of students' learning achievements. The standard deviation

which ranged from 0.80 to 0.90 indicates closeness in the opinion of both less experienced teachers' and highly experienced UBE teachers.

Hypothesis 1

There is no significant difference between the mean responses of less experienced UBE teachers' and highly experienced UBE teachers' regarding the availability of instructional facilities for effective evaluation of students' learning achievements.

Table 4: T-test of difference between the mean responses of two groups of UBE teachers' regarding the availability of instructional facilities for effective evaluation of students' learning achievement

Respondents	N	X	SD	Df	P	t-cal	t-crit.	Decision
Less experienced teachers'	98	2.36	0.74					Ho ₁
				170	0.05	0.02	1.96	Accepted
Highly experienced teachers'	77	2.29	0.73					

The result in Table 4 shows that the calculated t-value of (0.02) is less than the critical t-value of (1.96) at df=170 and 0.05 level of significance an indication that there is no significant difference between the mean responses of less experienced UBE teachers' and highly experienced teachers' regarding the availability of instructional facilities for effective evolution of students' learning achievement in Cross River State.

Hypothesis 2

There is no significant difference between the mean responses of less experienced UBE teachers' and highly experienced UBE teachers' regarding methods of evaluation that teachers' uses to evaluate students' learning achievements.

Table 5: T-test of difference between the mean responses of two groups of UBE teachers' regarding methods of evaluation that teachers use to evaluation students'

Respondents	N	X	SD	Df	P	t-cal	t-crit.	Decision
Less experienced teachers'	98	2.57	800.74					Ho ₂
				170	0.05	0.02	1.96	Accepted
Highly experienced teachers'	77	2.15	0.79					

The result in Table 5 shows that the calculated t-value of (0.10) is less than the critical t-value of (1.96) at df=170 and 0.05 level of significance, an indication that there is no significant difference between the mean responses of less experienced UBE teachers and highly experienced

UBE teachers regarding method of evaluation that teachers' uses to evaluate students' learning achievements in UBE in Cross Rivers State. The second null hypothesis was therefore accepted.

Hypothesis 3

There is no significant difference between the mean responses of UBE teachers and highly experienced UBE teachers' regarding strategies to be adopted for effective evaluation of students' learning achievement.

Table 6: T-test of difference between the mean responses of two groups of UBE teachers' regarding strategies to be adopted for effective evaluation of students' learning achievements

Respondents	N	X	SD	Df	P	t-cal	t-crit.	Decision
Less experienced teachers'	98	2.86	0.86					Ho ₃
				170	0.05	0.06	1.96	Accepted
Highly experienced teachers'	77	2.61	0.83					

Table 6 revealed that the calculated t-value of (0.06) is less than the critical t-value of (1.96) at df=170 and 0.05 level of significance, implying that there is no significant difference between the mean responses of UBE teachers and highly experienced teachers regarding strategies to be adopted for effective evaluation of students' learning achievement in Cross River State. The third null hypothesis was therefore accepted.

Conclusion

The study concluded that the evaluation of students' learning achievements should include observation methods, rating methods, socio-metric methods, interview and the use of questionnaires because these methods, especially when used together, complement each other and provide ample opportunity for the teacher to evaluate the three domains of learning which are cognitive, affective, and psychomotor. The evaluation of these domains of learning helps teachers to gather vital information on the performance and learning achievement of their students. The researchers strongly believe that the application of strategies determined by the study is a potential force for effective evaluation of students' learning achievement in universal basic education.

Recommendations

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

1. Government at all levels should, as a matter of urgency, ensure that modern instructional facilities are supplied to teachers to enhance effective teaching and learning.
2. Teachers should utilize all the correct methods of evaluation in assessing the three domains of learning.
3. Teachers should be effectively supervised to ensure that they use the correct methods of evaluating learning achievement.

References

- Adeleke, A. (2011). Management concept and application. Lagos: Concepts Publishers Ltd.
- Adeleke, M. S. (2016). Strategies for improving students' interest in learning mathematics in Osun State. *International Journal of Research in Education*, (5), 15-27.
- Agwi, V. I. A; Oriko, E. & Ibe, C. C. (2018). Strategies for effective evaluation of students' learning achievement in technical colleges in Rivers and Bayelsa. *Global Journal of Academic/Research Forum*, 6(1), 35.
- Aziz, A. Ahmed, S. H. Baker, F. A. Rodwell, S. (1991). Quality in basic education: curriculum reform. London: Commonwealth Secretariat.
- Commonwealth Secretariat (1993). Project 2000 + Declaration. In improving the quality of basic education in science, technology and mathematics. A report of commonwealth regional workshop on training of trainers in SMT held in Kaduna, 30 May – 11 June, 1993.
- Ezeocha, P. A. (1990). "Concept of classroom organisation and management". In: P. A. Ezeocha, C. P. Nosiri & O. A. Eferakaya, O. A. (eds) Essentials of classroom organisation and management. Owerri; International University Press.
- Federal Republic of Nigeria (2000). Implementation guidelines for the Universal Basic Education (UBE) programme, Abuja: Federal Ministry of Education.
- Federal Republic of Nigeria (2013). National policy on education (6th edition). Lagos: Nigeria Educational Research and Development Council (NERDC).
- Gbamanja, S. T. P. (2015). Essentials of curriculum and instruction: Theory and practice. Ado-Ekiti: Global Publishing Company.
- Ikediegwu, N. P. (2005). Evaluation strategies needed in the Universal Basic Education (UBE) in Nigeria. In Emeh, J. U., Umoinyang, I. E. & Oden, S. M. (Eds) Dimensions of Universal Basic Education in Nigeria: Theoretical and practical issues. Calabar: University of Calabar, pp 80 – 83.
- Iwuchukwu, C. B. (2003). Philosophy of education. A First Course. Owerri: Col-Bez & Co Publishers.
- Izuka, I. (2012). Towards effective strategies for improving classroom management in climate change. *Ebonyi State Science*, 1(2) 278.

- Mohammed, A. A. (2017). Strategies for sustaining management of technical education for sustainable national development. *Journal of Advancement in Teaching*, 2(1), 30-45.
- Nwogwugwu, P. C. (2005). Toward an alternative education strategy for the universal basic education programme. In: Emeh, J. U.; Umounyang, I. E. & Oden, S. N. (Eds) *Dimensions of Universal Basic Educational in Nigeria: Theoretical and practical issues* Calabar: University of Calabar Press. Pp 97-104.
- Nworgu, B. G. (2015). *Educational research: basic issues and methodology*. Nsukka: University Trust Publishers.
- Offem, O. O. & Anashie, A. I. (2021). Towards effective strategies for improving health issue and classroom management in Covid-19 Epidemic Global Challenge: *African Journal of Innovation and Reforms in Educational Management*, 2(1), 23-30.
- Ogunu, M. (2001). *Introduction to educational management*. Oti-Odibi Avenue: Maboyun Publishers.
- Okpala, J. & Uche, A. (2000). Evaluation practices and national development and integration. A Head Paper Presented at the National Conference on the Theme “Education for National Development and Integration. Faculty of Education Nnamdi Azikwe University, Awka, 20-24 June.
- Okwelle, P. C. & Agwi, V. I. A. (2018). Vocational teachers’ perception of their uses of assessment in government technical colleges in River State. *Internal Journal of Educational Research*, 25(1), 100-115.
- Ozobokeme, J. K. & Oghorodi, D. (2013). Personality types and students’ performance in mathematics and computer science. *The Journal of Advancement in Teaching*, 1(1) 144 – 159.
- Uzougwu, B. E. (2015). *Measurement and evaluation in education with revision exercise*. Lagos: Max Publishers Ltd.
- Wordi, C. C. (2014). Impact of instructional facilities in teaching technical and vocational education programmes. *Academic Scholarship Journal*, 19(1), 100 – 115.

Coronavirus Pandemic: The Impact of E-Learning and Google Classroom on Universal Basic Education

By

Dennis S. Mutkires¹

Department of Geography, Plateau State College of Education Gindiri

cefochic@yahoo.com, cefoedchaa@gmail.com, (07061283561)

&

Nancin D. Mutkires²

LEA Primary School Jwakkom – Mangu, Plateau State (08165588627)

Abstract

Though the COVID-19 pandemic is novel, it has had some noxious effects on humanity, creating education disruptions and global health concerns very difficult to manage. It has limited the freedom of people to move, trade or associate. Nigerian Universal Basic Education remains one of the worst-hit by the COVID-19 outbreak. This paper focuses on mitigating its impact on the teaching and learning using e-Learning programme and Google classroom as alternatives. The paper also discusses the major challenges facing the use of such programme intervention. Some of the recommendations of the paper include proper monitoring of software and hardware meant for teaching and learning as well as training of personnel that are not computer literate. The private sectors and concerned individuals should also come to the rescue of basic education from the effects of the lockdown caused by the COVID-19 pandemic.

Keywords: Coronavirus, teaching, e-learning, programme, google classroom, universal basic education.

Introduction

The sudden outbreak of COVID-19 has become a major public health challenge all over the world, resulting in the total lockdown of most activities world-wide. The World Health Organization (WHO) announced that the outbreak has constituted a public health emergency of international concern (Samuel, 2020).

Basic Assumption to the Study

As elsewhere, the coronavirus pandemic led to unanticipated experiences for the Nigerian education sector by disrupting it.

Therefore, the basic assumptions of this study were that:

- The outbreak of coronavirus pandemic has created a gap in Nigerian educational system.
- Basic Education was one of the worst –hit by the outbreak.
- There were closures of schools due to COVID-19 pandemic.

- The best alternative of mitigating the impacts of COVID – 19 pandemic on teaching and learning was the use of e – learning and google classroom.
- There were challenges facing the use of e – Learning programme and google classroom in the face of COVID – 19.
- Corona virus has proved very difficult to manage by global health sectors.

E-Learning Programme Intervention

E-learning is the type of learning that utilizes electronic technologies to access educational curriculum outside of a traditional classroom. It refers to a course, programme delivered completely online. It is classified as computer-based and internet based (Arkorful and Abaidoo, 2014). The type depends on the user mode. Computer-based learning involves the use of ICT, while internet-based learning is purely online. Furthermore, computer-based includes the use of computer software and hardware; the internet-based comprises e-mail, blog, and other references (Kola and Opeyemi, 2020; Samuel, 2020). The e-learning required the utilization of some tools for instruction in education for its effectiveness. According to Kola and Opeyemi, (2020), Weblog, Social bookmarking, Wiki, RSS, Podcasting, Instant messaging, Text chat, and internet forums are essential tools for any e-learning. The advantages of e-learning are enormous. Some of the advantages according to Pande et al., (2016) in Kola and Opeyemi, (2020), include flexibility, efficiency in knowledge and qualification enhancement, motivation of students' interaction, cost-effectiveness, and others. Despite the vital roles e-learning plays in education institutions in many countries of the world: most developing nations including Nigeria are yet to unlock the full potentials of it. E-learning attempts to shift the focus of the educational environment away from the physical teacher-student context while disseminating information (Franklin and Nahari, 2018). The e-learning in some parts of the globe is not a new phenomenon in promoting education, but Nigerian schools are using it to promote distance education and lifelong learning (Ajadi et al., 2008). Several studies have been documented on how e-learning helps students to receive instruction from teachers and learn adequately at all times, including the vacation period (Franklin and Nahari, 2018; Aina and Olanipekun, 2018; Samuel, 2020).

Different types of e-learning could be explored as practised in most developed nations. The typical elearning in most Nigerian institutions during the pandemic was the distance learning programme. There were concerns about how they could effectively teach online students by exploiting ICT technologies and collaboration to enhance in-depth interactive engagement. Some devices used for this distance learning programme were TV, CD-ROM, Radio and the mobile phones (Aina and Olanipekun, 2018). E-learning became critical as it was used for information and communication technologies to support and enhance teaching and learning and, therefore, to mitigate the impact of COVID-19. Due to the rule of social distancing, and the avoidance of physical contact google classroom with an extensive literature search showed the best e-learning suitable for teaching and learning at this period of COVID-19.

Google Classroom

Google Classroom is a free web-based platform that integrates your G Suite for Education account with all your G Suite services, including Google Docs, Gmail and Google calendar. Google Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized. Google classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets and so on. But what separates Google Classroom from the regular Google Drive experience is the teacher/student interface, which Google designed for the way teachers and students think and work. Google Classroom is a Google Apps for Education that helps the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their learners easily (Shaharane, I. N. M., Jamil, J. M., and Rodzi, S. S. M. 2016). Research studies indicate that the application helps students to learn more electronically and teachers spend more time with students than with papers (Rabbi, M. M. F., Zakaria, A., and Tonmoy, M. M. (2018). Google classroom is an emerging technology in education since 2014 which had impacted on teaching and learning in most developed and developing nations (Shaharane et al., 2016). Previous studies also show that Google classroom enhances ongoing learning on the basis that the students and the teacher can be sited in various geographical contexts (Mafa, 2018; Samuel, 2020; Kola and Opeyemi, 2020). Google Classroom sits between you and Google Drive and provides a teacher/student-friendly way of managing classroom documents.

In summary, according to Kola and Opeyemi, (2020), Google Classroom provides the same instruction to every student, irrespective of their parents' background. It will offer students the same classroom context as against the present situation where some students attend school well-equipped while some do not. Research shows that many countries are using Google Classroom in their schools because of its effectiveness. It allows teachers to post notes and assignments as well as group students, invite another teacher to the class. It is flexible and can be accessed anytime and anywhere. Students do not need to get a traditional classroom before receiving lessons. Parents and guardians can track the progress of their wards (Mafa, 2018). It minimizes the paperwork for the teachers, helps classroom management and evaluation of student's performance. It enhances the student-teacher interaction as well as communication.

a. Make assignments: The main thing a teacher does with Google Classroom is make homework assignments for his students. When he creates an assignment, he can upload the necessary documents for the students to read or work on. Students receive e-mail notification of new assignment and "turn in" the assignments when finished. The teacher then grades the assignments.

b. Make announcements: The teacher sends announcements to his class by email and saves documents such as his students assignments in his store classroom students can interact and comment on assignments and announcements by e-mailing each other through the Classroom interface.

The Google Classroom framework would provide the same instruction to every student irrespective of their parents' background. It will offer students the same classroom context as against the present situation where some students attend school well-equipped while some do not. Research shows that many countries are using Google Classroom in their schools because of its effectiveness. It allows teachers to postnotes and assignments as well as group students, invite another teacher to the class. It is flexible and can be accessed anytime and anywhere. Students do not need to get a traditional classroom before receiving lessons. Parents and guardians can track the progress of their wards (Mafa, 2018). It minimizes the paperwork for the teachers, helps classroom management and evaluation of student's performance. It enhances the student-teacher interaction as well as communication.

Challenges facing E-learning and the Use of Google Classroom in UBE

Though e-learning has challenges that could make them not suitable at this period of COVID-19, the inadequacy of Nigeria's weak and underdeveloped broadband infrastructure is a significant shortcoming (Trucano, 2014). Inequalities could be one problem of distance e-learning because of the differences existing between urban and rural students; between the rich and the poor who cannot afford the cost of internet. The problem of bandwidth and diversion of intention on the net are some of the problems associated with e-learning. Earlier studies show that Google Classroom enhances learning as both students and teacher can use it in different geographical locations (Mafa, 2018). Thus, Google Classroom launched less than a decade ago has been one of the compelling ways technology is impacting on teaching and learning in the world. Based on that, one can suggest that one way to mitigate the impact of COVID-19 on Nigerian education is to adopt the e-learning mode in teaching, despite the limitations cited above. But other online e-learning approaches could be the best for instruction in Nigeria in the face of COVID-19.

Some of the major challenges include:

- 1. There is need for sensitivity to innovation in education and for consistency.**
- 2. Lack of proper monitoring and inadequate personnel:** Proper monitoring ensures that the correct software and hardware are purchased and adequately installed in every institution of learning. In the present situation, the reverse is the case. Software and hardware purchased are not properly monitored, because most contracts are given to themselves or to known persons. Similarly, academic personnel inadequately trained through seminars and conferences and many are not computer literate. Ajadi, et al. (2008) has also noted poor bandwidth. Nigeria's fragile and underdeveloped broadband infrastructure is a drawback to e-learning, a problem attributable to the government and heads of educational institutions. Funds are not made available to buy

good internet materials to improve bandwidth or broadband infrastructure. Where funds are made available, the heads of institutions often misplaced their priorities. There are cases where fund budgeted for e-libraries were misappropriated, due to corruption in educational institutions. The use of Google Classroom cannot be successful, unless teachers are ICT compliant.

Conclusion

E-learning programme intervention and Google Classroom can be effective during catastrophies such as COVID-19 to teach students. Although, there are some challenges associated with e-learning, they are not strong enough to discourage its implementation, during such periods. They are indeed surmountable if taken seriously.

Recommendations

E-learning intervention through Google Classroom would be an innovation in the education system and worthy of adoption for effective teaching and learning in the face of COVID-19, if the following recommendations can be implemented.

- E-learning and Google Classroom should be adopted without any political bias and the laws on COVID-19 should be enforced and visible serious sanctions attached to any infringement in order to enhance compliance.
- Government should make adequate funds available to strengthen and develop the Nigerian broadband infrastructure in the education system.
- There should be proper monitoring to ensure the correct software and hardware are purchased and adequately installed in every institution of learning.
- Academic personnel of every institution should be adequately trained and all made computer literate.
- Private sectors and concerned individuals should assist financially during catastrophies such as the COVID-19 pandemic.

References

Aina, J. K. and Olanipekun, S. S. (2018). Mobile-learning (M-learning) through WhatsApp messaging, Facebook, and YouTube, Nigeria. *Education Journal*, 1(1).

Ajadi, T. O., Salawu, I. O. and Adeoye F. A. (2008). E-learning and distance education in Nigeria.

The Turkish Online Journal of Educational Technology, 7(4), 1-10.

Arkorful, V. and Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. *International Journal of Education and Research*, 2(12).

European Centre for Disease Prevention and Control (2020). Considerations relating to social

- distancing measures in response to the COVID-19 epidemic. Stockholm: ECDC.
- Franklin, U. E. and Nahari, A. A. (2018). The impact of e-learning on academic performance: Preliminary examination of king Khalid University. *International Journal of Academic Research in Progressive Education and Development*, 7(1).
- Kola, A.J. and Opeyemi, A.A. (2020). Mitigating the impact of COVID-19 on the teaching and learning of science in the Nigerian higher education. *International Journal of Research and Innovation in Social Science iv (vi)*.
- Mafa K. R. (2018). Capabilities of google classroom as a teaching and learning tool in higher education. *International Journal of Science Technology & Engineering*, 5(5).
- Omaka-Amari, L.N., Aleke, C.O., Obande-Ogbuinya, N.E., Nwakwe, P.C., Nwankwo, O. and Afoke, E.N. (2020). Coronavirus (COVID-19) pandemic in Nigeria: Preventive and control challenges within the first two months of outbreak. *African Journal of Reproductive Health (Special Edition on COVID19)*.
- Rabbi, M. M. F., Zakaria, A., and Tonmoy, M. M. (2018). Teaching listening skill through google classroom: A study at tertiary level in Bangladesh. Retrieved April 16, 2020, from <https://www.researchgate.net/publication/324561428>
- Sahu, P. (2020). Closure of Universities due to coronavirus disease 2019 COVID- Impact on education and mental health of students and academic staff. *Cureus 12(4)*,
- Samuel, A.I. (2020). Coronavirus (COVID-19) and Nigerian education system: Impacts, management, responses and way forward. *Education Journal*, 3(4).
- Shaharane, I. N. M., Jamil, J. M., and Rodzi, S. S. M. (2016). Google classroom as a tool for active learning. Proceedings of the International Conference on Applied Science and Technology 2016 (ICAST'16). AIP Conf. Proc. 1761, 020069-1–020069-6.
- Trucano, M. (2014). Education and Technology in age of Pandemics (revisited). Revised April 23, 2020, from <https://www.universityworldnews.com/post.php>
- UNESCO (2020). COVID-19 Educational Disruption and Response. Retrieved 13 April, 2020, from <https://en.unesco.org/covid19/educationresponse>.

Curriculum Mapping: Implications for Basic Education Curriculum

By

Monday Ujiakhien Okojie
Department of Social Studies,
FCT College of Education, Zuba, Abuja
Tel: +2348069312670
Email: okojiemon@yahoo.com

Abstract

Curriculum mapping which creates a visual map of all courses and includes assessment and how they relate to learning outcomes. Assessment tools/activities are often included in the curriculum map. The goal of curriculum mapping is to determine its relationship to learning outcomes and level of such outcomes. The mapping and assessment activities will reveal potential gaps and redundancies in course content, as well as student ability to meet standards for competency. Curriculum mapping makes learning more transparent to all the stakeholders, including teachers, and students, among others. The paper explains curriculum mapping as a tool, examines the key functions of curriculum mapping to basic education, the content and delivery thereby increasing the quality of learning. Recommendations are made regarding institutional support, curriculum planning and implementation, among others.

Keywords: Curriculum, curriculum mapping, learning outcomes, assessment, and UBEC.

Introduction

A curriculum is defined as the knowledge and skills students are intended to learn and comprises learning outcomes, courses, course materials, and assessments (Curriculum, 2014). Student learning is enhanced when the knowledge and skills in the curriculum is not only built upon each other, but fitted together into a cohesive whole. However, the *planned* curriculum, or the content and skills students are intended to learn as they progress through the courses, do not always align with the *operational* curriculum, or the actual content and skills the students are taught and/or learn (Hale, 2008). Curriculum maps provide visual representations of all parts of the curriculum and show the relationships among those parts. These maps can help align the operational curriculum with the planned curriculum by allowing the entire curriculum to be viewed as a whole (Harden, 2001; Zelenitsky, Vercaigne, Davies, Davis, Renaud, & Kristjanson, 2014). To determine the degree of alignment, each course is evaluated in terms of curriculum learning outcomes or other agreed-upon standards for alignment and depth of coverage. When completed, the curriculum map allows students, teachers, and programme coordinators to understand how each individual course fits into the curriculum and which courses build upon

each other (Harden, 2001; Zelenitsky, *et al*, 2014). Gap and redundancies in coverage can also be identified and corrected using curriculum mapping (Liu and others 2010; Zelenitsky, *et al*, 2014).

Curriculum mapping is concerned with what is taught (the content, the areas of expertise addressed, and the learning outcomes), how it is taught (the learning resources, the learning opportunities), when it is taught (the timetable, the curriculum sequence) and the measures used to determine whether the student has achieved the expected learning outcomes (assessment) (Harden, 2001). Curriculum mapping provides curriculum developers, teachers, students and managers with a handle on the curriculum that they may not have had. It is a powerful tool for managing the curriculum. This guide illustrates how curriculum maps achieve this by making the curriculum more transparent and by linking the different aspects of the curriculum: learning outcomes to learning opportunities, different learning outcomes to each other, assessment to teaching and so on.

Curriculum mapping is about representing spatially the different components of the curriculum so that the whole picture and the relationships and connections between the parts of the map are easily seen. A curriculum is a programme of study where the whole is greater than the sum of the individual parts (Harden, Davis & Crosby, (1997). It supports this through assembling the different pieces of the curriculum jigsaw together. This complete picture is more meaningful to the teacher, the student or the manager than the picture presented by the random collection of pieces, which is often what they have.

The guide explains why curriculum mapping is an important tool in education, facilitating, as it does, many of the trends such as integrated teaching (Harden, 2000), outcome-based education (Harden, Crosby & Davis, 1999), the core curriculum (Harden, 1995) and multi-professional education (Harden, 1998). The guide explains the concept of curriculum mapping and suggests how, if used properly, curriculum mapping can lead to more effective and efficient education. It builds on previous work on the subject including that of English (1984) on curriculum mapping, Novak & Gowin (1984) on concept mapping and Du Bois & Kiewra (1989) on matrix representation systems. The guide suggests how teacher educators can use curriculum mapping to improve their own teaching. It has to be recognized, however, that experience of curriculum mapping in education is limited. It is hoped that readers of this guide find that the suggestions and information it contains will give them an understanding of the subject, encourage them to explore the technique and assist them to formulate an approach appropriate to Universal Basic Education Commission (UBEC) setting.

Why UBEC Needs Curriculum Map?

The primary target of the UBE was ensuring that every Nigerian child acquires a minimum of nine years basic education. Given the unstable and consequently unreliable socioeconomic realities in Nigeria, one cannot but wonder how far the UBE programme can go in meeting its target and achieving its set objectives. In every society, including the very advanced ones of

Europe and America, education has remained the major social structure for capacity building. As such if Nigeria must compete favourably with other societies in today's globalized world in the area of skilled manpower capable of effecting desired societal change, the issue of education must be accorded utmost priority (Etuk, Ering & Ajake, 2012).

The curriculum mapping exercise has been designed to explore how **knowledge** can be taught together with **skills** (e.g. critical thinking, creative thinking, collaboration, meta-cognitive skills) as well as **attitudes** and **values** (e.g. curiosity, respect, empathy) and will enable countries to identify or confirm the extent to which 21st century competencies (specific knowledge, skills, attitudes and values) are included in their own curriculum and the curricula of other countries (Organisation for Economic Cooperation and Development (OECD), 2016). Given that basic education provides the foundation for any educational pursuit, it becomes necessary for the basic education programme to be given fundamental attention.

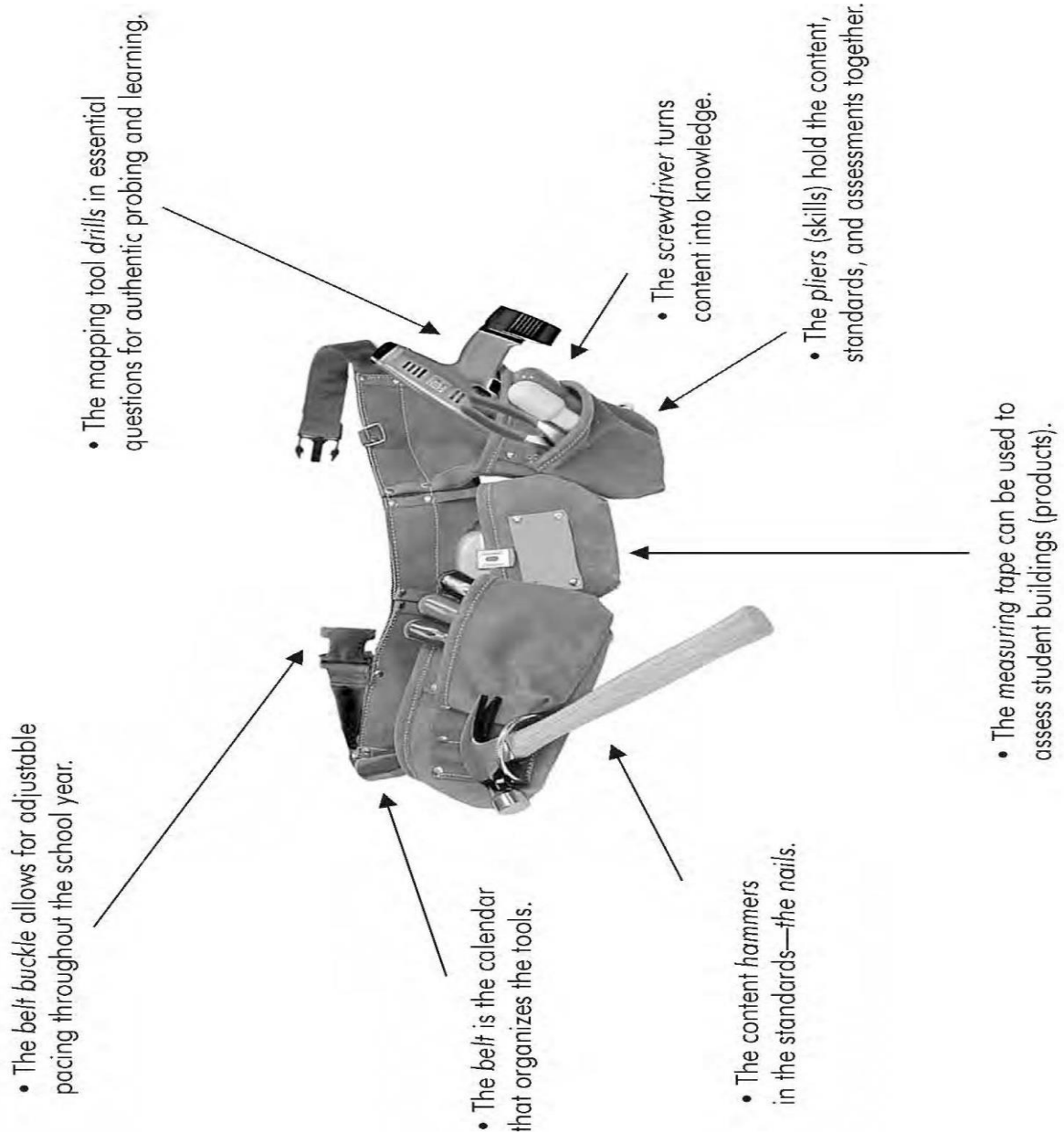
Curriculum maps according to Harden (2001), like road maps, serve two key functions.

- a. They make the curriculum *more transparent* to all the stakeholders: the teacher, the student, the curriculum developers, the manager, the profession and the public. Curriculum maps make transparent the area of study and what is expected of the student during the course, in terms of the areas to be mastered as prescribed in the curriculum. The map makes explicit the essential core areas to be covered and how students can achieve this. The curriculum map, by making explicit what it is that the students should learn, offers a number of obvious advantages. English (1978) described the 'fictional curriculum'. This is the declared curriculum-what it is assumed the student is learning. This may differ from the 'real' or taught curriculum-that is, the curriculum as it is delivered to the student. It may also be different from the 'tested' curriculum-what students actually learn. The curriculum map makes explicit the implicit curriculum and helps to ensure that what is assessed is in line with the declared curriculum. The curriculum map, by making what is covered explicit, helps the curriculum developer and teacher to ensure that there are no gaps in the curriculum and that the same area is not unwittingly visited twice with unnecessary repetition. Students and teachers can use the map to discuss which areas should be visited as part of the students' programme of studies and also the depth to which each area should be explored at the different stages of the curriculum.
- b. curriculum maps demonstrate the *links* between the different elements of the curriculum, for example, between learning outcomes and learning opportunities and between the parts within one element, for example, between different learning outcomes. A curriculum map, like a road map, shows the different aspects of the curriculum and the relationships and the nature of the connections between them. With the curriculum map, the user can look at how the different content areas relate to each other, and how the course content relates to the learning opportunities available, the learning outcomes, and the assessment. Concept mapping can serve as a blueprint for developing curricular goals and learning objectives, suggested Weiss & Levison (2000) and 'might be used to transform education

by making it more integrated and interdisciplinary'. The introduction of integrated teaching has been widely advocated (Harden, Crosby, Davis, Howie & Struthers, 2000). By demonstrating the relationship between the different elements of the course content, the curriculum map offers powerful support for this strategy.

The curriculum map makes possible a level of familiarity with the curriculum, on the part of both students and teachers, which is important for the successful implementation of an integrated approach. In the traditional curriculum, teachers are used to looking at the curriculum from the perspective of their own discipline or content area. In an integrated curriculum, teachers are faced with new boundaries. The problem our teachers face, suggests Edmondson (1993), is how to reconceptualise the subject matter in a way that eliminates redundancy, creates a smooth transition between courses, and demonstrates the conceptual interrelationships the faculty hope students will develop as a result of integrated, meaningful learning. She described mapping as a useful tool for the development of an integrated curriculum and how a map can be used to ensure coherence across the integrated curricula.

Figure 1: Curriculum mapping as a tool belt for basic education teachers



Source: Valerie, Claire & Lucas (2004:12).

Curriculum mapping provided useful tools to help build a strong, cohesive learning community. As can be discerned from diagram in Figure 1, one can compare the tools of curriculum mapping to those on a worker’s tool belt - a useful metaphor that focused the UBEC’s work. For instance, curriculum mapping is like a tool belt because it contains or holds information about what a teacher *really* teaches:

- The **belt** is the calendar that organizes the tools.

- The *belt buckle* allows for adjustable pacing throughout the school year.
- The content *hammers* in the standards - the *nails*.
- The mapping tool *drills* in essential questions for authentic probing and learning.
- The *pliers* (skills) hold the content, standards, and assessments together.
- The *screwdriver* turns content into knowledge. The *measuring tape* can be used to assess student buildings (products).

Table 1: Curriculum maps and their specific needs to basic education curriculum

SN	Users	Particular needs	Examples of questions
1	Curriculum planners	<p>a - Overall picture of present curriculum.</p> <p>b - Working draft of future changes to the curriculum.</p>	<p>a-What learning outcomes are covered in year 1?</p> <p>b- How does course K contribute to the learning outcomes?</p> <p>c- What will the curriculum look like if K is changed?</p>
2	Teachers	<p>a- Ease of access and simplicity of use.</p> <p>b- Ability to expand sections of map relating to their personal input.</p> <p>c- General overview of the curriculum with more details relating to the area for which they are responsible.</p>	<p>a- How does my teaching session fit into the curriculum?</p> <p>b- What have the students learned before they start my unit?</p> <p>c- What should they learn by the end of the unit for which I am responsible?</p> <p>d- How is my subject or professional discipline addressed in the curriculum?</p>
3	Student	<p>a- Integration with study guides.</p> <p>b- A learning tool, e.g. as an advance organizer.</p> <p>c- Self-assessment.</p>	<p>a-How will a particular learning experience help me?</p> <p>b- What is expected of me in a particular course?</p> <p>c- Where can I get help if I have a problem?</p>
4	Examiner	<p>a- Identification of learning outcomes to be assessed.</p> <p>b- Basis for portfolio assessment.</p> <p>c- Security and selected limited access.</p>	<p>a- How can we be sure that the assessment reflects the curriculum?</p> <p>b-How does this assessment relate to the assessments of the student?</p>
5	Administrators	<p>a- Management tool.</p>	<p>a- What contribution does a department</p>

		b- Teaching activity data. c- Confidentiality.	make to the curriculum? b- Who is responsible for this part of the course?
6	Accrediting body	a- Provision of information at required level of detail and emphasis.	a- Does the curriculum meet the requirements?
7	Potential students and public.	a- Simple to access. b- Main features presented with no jargon.	a- Does this programme of studies appeal to me?
8	Educational researcher	a- Detailed information in areas of interest.	a- What is the role of an intervention in the curriculum? b- Who are the stakeholders?

Implications for basic education curriculum

Curriculum maps offer a powerful tool which can be used by all stakeholders in the curriculum.

❖ Curriculum planners

The curriculum map is an essential tool for curriculum planners or developers. It helps them to plan changes based on a full understanding of the present position, and helps them to study the possible implications of any changes made. It is particularly valuable in the context of an integrated curriculum or where one is hoping for a seamless interface between the different phases of basic education. Curriculum mapping offers the potential of applying an artificial intelligence approach where the curriculum mapping process itself identifies further possible changes in the curriculum.

❖ Teachers

The curriculum map helps teachers to match a part of the course or teaching slot to the students' level of understanding and to learning outcomes. Teachers can provide additional information about the curriculum for which they are responsible such as references on a topic, or questions with associated feedback. The curriculum map provides the teacher with a framework on which they can chart the progress of students towards the exit learning outcomes. This may include an increase in the scope of the students' learning, both in depth and in breadth, an increase in the application to educational practice and an increase in the students' proficiency.

❖ The student

A curriculum map makes more accessible to the student the areas to be studied and the learning opportunities available. With the move to student-centred learning, the challenge, suggested O'Loughlin (1992), is 'to define a pedagogy that is truly empowering rather than one that merely gives the illusion of power'. Curriculum maps offer the potential to do just that. The maps indicate to students what, of all the things that they might learn, are the things they must learn and identify for them the most appropriate learning opportunities available to achieve this. Lee (2000) found out that a curriculum map could transform students' learning and make a major

contribution to students' knowledge management. Edmondson (1993) has pointed out that it is paradoxical that the design of a curriculum that aims to be student centred requires extensive faculty planning and that faculty need to delineate the information that students will discover on their own. This is a role for curriculum mapping.

Just as a travel itinerary is planned and agreed by the traveler and travel agent or tour guide, so the curriculum map can be the basis for the development of a learning contract between the student and the teacher. Students can plan their trail or path through the map, helped by the signposts at the intersections. For example, if they are on the learning outcomes trail they may be led to the most appropriate learning resources or to self-assessment questions.

❖ *Examiner*

A curriculum map, if used appropriately by teachers and examiners, can help to correct the mismatch that often exists between the teaching and the assessment process. The map can help the examiners to construct a valid examination - one that assesses what should be assessed. The map may also be used more directly as an assessment tool. It may be used as a framework on which the students submit personal electronic portfolios. These can be used to provide the evidence that the students have achieved the expected learning outcomes.

❖ *Administrators*

The curriculum map provides a valuable tool for administrators. It helps them to meet their responsibilities in administering the curriculum and provides them with a useful management aid. Using the map, they can identify who is responsible for the different teaching-related activities, and they can assess the accommodation and resource requirements. Where funds are allocated to departments or units in relation to their contributions to the teaching programme, the curriculum map can provide the necessary information that allows the teaching activity to be measured.

❖ *Accrediting bodies*

A curriculum map can be a valuable resource when it comes to monitoring the curriculum and undertaking an internal or external audit. If appropriately designed, the map can be customized to meet the needs of the auditors, so that the required information is provided.

❖ *Potential students and public*

The map may be used to provide for the public at large and for potential students an overview of the curriculum and a flavour of the types of learning experiences on offer.

Conclusion

The key to an effective curriculum is to get teachers to exchange information about what is being taught and to coordinate this so that it reflects the overall goals of the school. This has become more difficult, however, with the increasing complexity of curricula. A number of factors have contributed to this. These include increased vertical and horizontal integration, and the provision of a wide range of learning opportunities in different sites and settings including the community, and other settings such as skills learning area, and the implementation of core curricula with options or special study modules.

Recommendations

If curriculum planning is to be effective, however, there are a number of recommendations:

- The curriculum mapping initiative must have full institutional support and must be recognized as a mainstream curriculum planning and implementation activity.
- Sufficient time from educational and computer experts must be assigned to the task of creating the map. Appropriate carrots need to be identified to encourage staff to take part in the exercise. For example, only teaching activities recorded in the map are counted in the estimate of teaching activity of individual members of staff and work on the curriculum map is itself recognized as a teaching activity which attracts credits.
- One member of staff should be identified who will provide the academic leadership. It is important that protected time is allocated for coordinating the curriculum mapping activities.
- The map must meet the needs of all stakeholders and must be user friendly. No matter how complex its underlying structure and how comprehensive the information contained in it, the map must be simple to use at the point of access by the wide range of users. It has to be recognized that users will wish to consult the map at different levels of detail.
- It has to be recognized that some teachers will find the map threatening because of its perceived complexity, and because of its reliance on technology. It may be seen as a threat to the staff member's autonomy with regard to his or her teaching. Why the map was introduced, the value of using the map and how to gain maximum benefit from it must be made clear to students, teaching staff and administrators. The opportunity, using the curriculum map, to take a multi-dimensional look at the curriculum using different lenses or through different windows should be emphasized as an attractive feature.
- The map must be flexible so that, as the need arises, it can be added to or changed in terms of what is recorded in the windows or the links. The map should be a living tool, evolving with the curriculum.
- The map must be able to record the past curriculum, in so far as it is relevant to the current cohorts of students, the present curriculum and the curriculum being planned for the future.
- An element of interactions should be incorporated into the map. Students can record their progress on the map or use it as the basis for their personal portfolios. Staff may annotate their own contributions to the curriculum.

References

Curriculum. (2014). The glossary of education reform. Available from: <http://edglossary.org/curriculum/>. Accessed September 2, 2015.

- Du Bois, N. F. & Kiewra, K.A. (1989). Promoting competent study skills: some new directions, paper presented at the National Conference on the Freshman Year Experience, Columbia, SC.
- English, F. W. (1978). *Quality Control in Curriculum Development* (Arlington, VA, American Association of School Administrators).
- Edmondson, K.M. (1993). Concept mapping for the development of medical curricula, paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, Georgia.
- English, F. W. (1984). Curriculum mapping and management, in: B.D. Sattes (Ed.) *Promoting Schools Excellence through the Application of Effective Schools Research: Summary and Proceedings of a 1984 Regional Exchange Workshop*.
- Etuk, G. R., Ering, S. O., & Ajake, U. E. (2012). Nigeria's Universal Basic Education (UBE) policy: A sociological analysis. *American International Journal of Contemporary Research*, 2(7), 179-183.
- Hale, J. A. (2008). *A guide to curriculum mapping*. Thousand Oaks, Calif.: Corwin Press.
- Harden, R. M. (2001). AMEE Guide No. 21: curriculum mapping: a tool for transparent and authentic teaching and learning. *Med Teach*, 23(2), 123–37.
- Harden, R. M. (1995). AMEE Medical Education Guide No 5: The core curriculum with options or special study modules, *MedicalTeacher*, 17, 125–148.
- Harden, R. M. (1998). Effective multi-professional education-a three-dimensional perspective, *Medical Teacher*, 20(5), 402–405.
- Harden, R. M. (2000). The integration ladder: a tool for curriculum planning and evaluation, *Medical Education*, 34(7), 551–557.
- Harden, R. M. Crosby, J. R. & Davis, M. H. (1999). Outcome based education, Part 1: AMEE Medical Education Guide No 14, *Medical Teacher*, 21(1), 7 –14.
- Harden, R. M., Crosby, J. R., Davis, M. H., Howie, P. W. & Struthers, A. D. (2000). Task-based learning: the answer to integration and problem-based learning in the clinical years, *Medical Education*, 34(5), 391–397.

- Harden, R. M., Davis, M. H. & Crosby, J. R. (1997). The new Dundee medical curriculum: a whole that is greater than the sum of the parts, *Medical Education*, 31, 264–271.
- Liu M, Wrobbel D, Blankson I. (2010). Rethinking programme assessment through the use of programme alignment mapping technique. *Commun Teach*, 24(4), 238–46.
- Novak, J. D. & Gowin D. B. (1984). *Learning how to Learn* (Cambridge, Cambridge University Press).
- OECD. (2016). *Future of education and skills: the OECD education 2030 – Curriculum content mapping*. Paris: OECD.
- O’Loughlin, M. (1992). Rethinking science education: Beyond Piagetian constructivism toward a sociocultural model of teaching and learning, *Journal of Research in Science Teaching*, 28(8), 791–820.
- Valerie. T. Claire, T. and Lucas M. (2004). Use of curriculum mapping to built a learning community in H. H. Jacobs. *Getting results with curriculum mapping* (pp.12). Association for Supervision and Curriculum Development Alexandria, Virginia USA.
- Weiss, L. B. & Levison, S. P. (2000). Tools for integrating women’s health into medical education: clinical cases and concept mapping, *Academic Medicine*, 75(11), 1081–1086.
- Zelenitsky S, Vercaigne L, Davies N. M, Davis C, Renaud R, Kristjanson C. (2014). Using curriculum mapping to engage faculty members in the analysis of a pharmacy programme. *Am J PharmaceutEduc*, 78(7), 1–9.

Democratic Governance and Education Policy in Nigeria's Fourth Republic: 1999-2019

By

Atairet Clifford Atairet¹

Department of Public Administration, Faculty of Management Science

Akwa Ibom State University, Obio Akpa Campus,

atairetatairet@yahoo.com

&

Monday Dickson²

Department of Political Science, Faculty of Social Sciences

Akwa Ibom State University, Obio Akpa Campus,

mondaysdickson@aksu.edu.ng

Abstract

Before the advent of democratic governance in Nigeria's Fourth Republic, the nation was under military rule for almost two decades in which little or no attention was given to the education sector. However, with the enthronement of civilian rule on May 29, 1999, the Federal Government introduced different policies aimed at improving the nation's standard of education. This paper identifies these education policies and the extent to which their implementation has helped to improve the standard of education in the country. The study reported here adopted the System's theory as the theoretical framework and gathered data from secondary sources. The data were analyzed qualitatively, using the content analysis technique. Findings from the study revealed remarkable improvement in the education sector during Nigeria's Fourth Republic because various interests were considered in the formulation of the policy, which is technologically driven. The paper enjoins the National Assembly to carry out its oversight functions regularly to ensure implementation of educational policy. There should also be adequate representation of various stakeholders in the education sector involved in the implementation stages, among others.

Keywords: Democracy, democratic governance, policy implementation, and education policy.

Introduction

Democracy as a form of governance has gained popularity in almost all the countries of the world. It is practised in the family, community, state and even in religious settings. Democracy has gathered momentum across the globe as a result of its immense advantages and

by implication because of the negative consequences of bad governance (Bello – Imam & Obadan, 2004). Nigeria as a nation state is not left out in this global trend. Before the present democratic dispensation in Nigeria, Nigeria had been under military rule. It was in May, 29 1999 that the military relinquished power to a democratically elected government in Nigeria. The military dictatorship in Nigeria had brought upon the country several challenges, namely: religious crisis, corruption, poverty, abuse of fundamental human rights, weak institutions, nepotism, ethnicity, favouritism, abuse of office, poor policy implementation strategies and so on, and all these appeared to have affected the educational sector. With this in mind, the political gladiators who already were tired of authoritarian rule embraced the emergence of democracy, which many thought would redeem the lapses of military rule. However, there are still some teething problems confronting Nigeria's democracy, such as electoral malpractices, inter- and intra-ethnic rivalries, religious crisis, insecurity, inadequate and weak democratic institutions, poverty and institutionalized corruption, among others (Ogbonnaya, Oluwasola & Nnadozie, 2012).

In the words of Vanhanem (1990), “for democracy to be meaningful, it must be characterised or underlined by the principles of openness, representation, accountability, transparency and the defence protection and preservation of individual and group rights”. However, it is important to note that in every government, be it military or civilian, policies are formulated for its citizenry. The education sector is one of the sectors that yearly budgetary provisions are made, because of the importance of education.

Nigeria, like several other countries, has its historical antecedence, as relates to education policy. There were several pre-colonial and post-colonial education policies and prior to colonial administrations, there was traditional education whose curriculum was informal and which developed the child's physical and intellectual skills, character, and gave him/her a sense of belonging to the community as well as understanding and appreciation of community's cultural heritage (Fafunwa, 2004). From the colonial rule, till date, several policies have been introduced mostly shaped by the quest for national development and based on political and socio-economic considerations (Imam, 2012). These policies have continued to play an important role in national and educational development. It is generally acceptable that education is the key to development worldwide.

Policy Implementation

Policy is a principle or a protocol that guides, and directs decisions to achieve the needed outcomes. It is a statement of intent, and is implemented as a procedure or protocol. They are generally adopted by the board or group of senior officials in an organisation, its procedures and protocols are developed and adopted by the Chief Executive. It is a plan or course of action, as of a government, political party, business, group or individual intended to influence and determined decisions, actions and other related matters. Policies can be understood as political, management, financial and administrative mechanisms arranged to reach explicit goals. Policy implementation

is broadly defined as “what happens between the establishment of an apparent intention on the part of the government to do something, or to stop doing something and the ultimate impact in the world of action” (O’Toole, 2000). Policy implementation comprises of those actions by public or private individuals (or groups) that are directed at the achievement of set goals. It should be noted that there is a clear distinction between the interrelated concepts of implementation, performance, impact and stress. On their part, Mazmanian and Sabatier (1983) cited in Tom, (2015) see policy implementation as carrying out of a decision, usually incorporated in a statute, but which can also take the form of important executive orders or court decisions.

According to Fischer and Forester (2007), an ideal process of policy implementation would include the following core elements:

- i. Specification of programme details (i.e, how and by which agencies/organisations should the programme be executed? How should the law/programme be interpreted?).
- ii. Allocation of resources (i.e, how are budgets distributed? Which personnel will execute the programme? Which unit of organisation will be in charge of the execution?).
- iii. Decision (i.e, how will decisions of single cases be carried out?)

The awareness of the missing link between policy formulated and policy implantation became so popular in the 1970s and since then has been regarded as an innovative introduction into policy research. Earlier, implementation of policies was not recognised as a separate stage within or element of the policy-making process.

In summary, implementation played a major role in triggering the move for policy research away from a state centred endeavour which was primarily interested in enhancing the internal administration and governmental capacities and in fine-tuning programme design and implementation.

Democratic Governance in Nigeria’s Fourth Republic

Democracy is a very popular form of government in the world. Its popularity is not limited to constituted authority only; it is practiced even in the nuclear family, village, social groups, religious groups and so on. The concept of democracy has a lot to do with the majority. In democracy, political processes are decentralized and flexible. Democracy utilised interest groups, elections and political parties to articulate and integrate a wide variety of opinions into public. In Narang (2002), some pre-requisites are believed to be key factors leading to democracy. These include: (a) social structure and socio-economic development (b) good political leadership (c) a political culture conducive to democracy (d) long – term increases in economic wellbeing.

The features of democracy have made it very popular in almost every country of the world which some are seeing as a movement. According to Idada and Whunmwuango, (2012) democratic movement all over the world is among other things, an insistence on expression on

the will of the people. Nigeria as the most populous country in Africa has joined the trend. However, democracy, especially in Nigeria, has its fundamental problem affecting its smooth operation, and they include:

1. Fragmented societies
2. Corruption
3. Military interventions
4. External influence
5. Lack of internal democratic system in the political parties
6. Structural weakness
7. Lack of transparency
8. Electoral malpractice/violence
9. Ethnic and religious crises
10. Poverty
11. Insecurity, etc

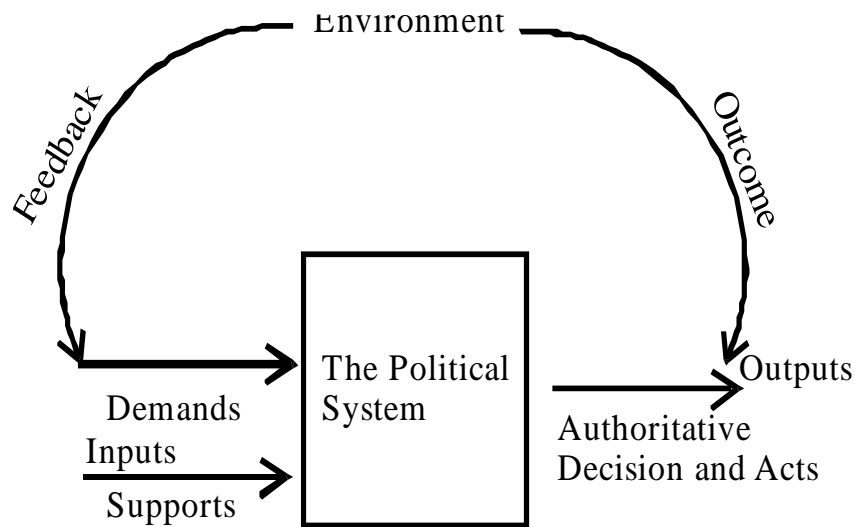
After many years of military dictatorship, Nigeria was returned to a civilian rule on May 29, 1999 marking the beginning of Nigeria's Fourth Republic. The fourth republic is the Republican Government of Nigeria and since 1999, Nigeria has been governed according to the Fourth Republican Constitution.

The fourth republic witnessed a lot of activities in the formulation of democratic and educational policies.

Theoretical Framework

The theoretical framework adopted for this study was the systems theory of David Easton (1953) which sees the political or social system as the proper unit of analysis. Easton (1973), cited in Enemuo (2005), defines a political system as "the system of interaction in any society through which binding or authoritative decisions are made and implemented". The theory maintained that political activity involves environment, the political system and output. Political system is a wide concept, embracing all the factors which affect political decisions, not just the formal institutions of government. It consists of the institutions, processes and personnel of government. The political system acts as the processor of input into outputs, which are authoritative allocation of values, Ikelegbe (2006)

Diagrammatically, the Eastonian system has been summed up thus:



Source: Austin Ranney (1975), "The Governing of Men", 4th ed., cited in Enemuo(2005)

The political system takes input from society, consisting of demands for particular policies and expressions of supports for the regime, and converts them into outputs.

In considering education policies in Nigeria, there are several demands from the public with regard to education and when the political system takes decisions, it comes out as policies. It is the responsibility of the government to use her feedback mechanism to assess the level of implementation of those policies. As stated earlier, some of the policies are good but implementation has been the concern. To this end, the effective use of feedback will be very useful to the system. This is why this theory is adopted for this study.

Education Policy in Nigeria: A Reflection

The education sector, like every other sector, has its own historical antecedents and policies. The colonial administrators administered education through the promulgation of the education ordinances, and education codes such as:

1. The 1882 Education Ordinance
2. The 1887 Education Ordinance
3. The 1916 Education Ordinance
4. The 1926 Education Ordinance
5. The 1948 Education Ordinance
6. The 1952 Education Ordinance

7. The Ashby report of 1959

Each of these ordinances had its major highlights and served as an instrument for the administration of education in Nigeria before independence in 1960.

According to Imam (2012), education policy under colonialism, the period 1944 – 1960 can be reviewed thus:

1. The role of state and that of missionaries in the governance of education was defined.
2. The school system was geared towards producing the desired manpower for the civil service, thus the recipients of western education ultimately became misfits in their own local rural setup but were suited for blue collar or white collar job in the city.
3. The integration of the plural traditions was not addressed by the policies. This sowed the seeds of mistrust, hatred and suspicion amongst peoples from different parts of the country, and religious intolerance was born.
4. Introduction of universal primary education in the 1950s in Western and Eastern regions respectively further widened the education gap between the Northern and Southern parts of the country; and
5. Western, qur'anic, and traditional education thrived as parallel modes with qur'anic education being the preferred mode in the largely Muslim North, especially amongst the rural communities.

On the attainment of independence and subsequent creation of states, various states promulgated edict for the regulation of education, and its provision and management. Examples include East Central States Public Education Edict No.5 of 1970, Lagos State Education Law (Amendment) Edict No.11 of 1970, South Eastern State Education (School Board) Edict No.20 Of 1971 and Mid-Western State Education Edict, No.5 of 1973. Each state amended its education laws when necessary and all the Edicts had common features such as state take-over of schools from individuals and voluntary agencies, establishment of school management board and unified teaching services (Fabunmi, 2005). Educational policy at independence was mostly concerned with using school to develop manpower for economic development and Africanisation of the civil service (Woolman, 2001). In 1976, the Federal Government introduced Universal Free Primary Education programme which was aimed at giving children between the ages of 6-12 free primary education so that the literacy rate can improve.

Also the period witnessed the takeover of schools from the Missionaries by the Government resulting in a unified educational system of based on the 7-2-3 educational policy which replaced 8-5-2-3.

The year 1977 saw the introduction of another education policy which was aimed at addressing the problems of educational relevance to the needs and aspirations of Nigeria as well as promoting Nigeria's unity and laying the foundation for national integration. In order to achieve the objectives of the policy, the policy made education in Nigeria the Federal Government's responsibility in terms of centralised control and funding of education (Imam, 2012).

With the coming in of civilian rule in 1979 and a new constitution which provides a legal basis for education, the objectives of education were as provided in Chapter II, Section 18, Sub-section 1-3. Education was in the concurrent list. The revised policy in 1981 made it mandatory for students to study at least one of the major three languages, and in the 1998 and 2004 revised editions. The national policy on education led to the introduction of the UBE which was aimed at achieving equal educational opportunities and eradicating illiteracy.

Education Policy in Nigeria's Fourth Republic (1999-2018)

The National Policy on Education was adopted by the Federal Government as an instrument par excellence for effecting national development and had the following highlights, among others:

- a. Minimum standard for entry into the teaching profession was raised from Teacher Grade II to the Nigeria Certificate in Education (NCE)
- b. The source of financing of education were diversified
- c. Introduction of education tax fund.

The policy was revised to encourage technological development

- a. Integration of Qur'anic school programme
- b. Introduction of pre-primary education with children aged 3-5 plus and Teacher-pupils ratio of 1:20
- c. Primary education with children aged 6-11 plus and teacher-pupils ratio 1:35
- d. Secondary education
- e. Technical and vocational education
- f. Tertiary education
 - (i) University Education
 - (ii) Teacher Education
 - (iii) Polytechnic Education
- g. Mass literacy, adult and non-formal education
- h. Special education

The 2004 National Policy on Education was formulated with new guidelines on teacher education. Ademola –Olateju (2013) on his part summarised the policy thus as it relate to teachers:

- (a) Produce highly motivated classroom teachers at all levels
- (b) Encourage creativity in teachers
- (c) Help teachers to fit into the community and enhance their commitment to national goals.
- (d) Provide teachers with the professional background to make them adaptable to changing situations.
- (e) Enhance teacher's commitment to their profession.

Fabunmi (2005) summarised education laws of 1999-2014 thus:

- (a) The constitution of the Federal Republic of Nigeria (Promulgation) decree of 1999, chapter II, section 18 re-stated the objectives of education in Nigeria as contained in the 1979 constitution of Nigeria and the third edition of the national policy on education: the inculcation of national consciousness and unity.
- (b) The inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society.
- (c) The training of the mind in the understanding of the world around; and
- (d) The acquisition of the appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society.

The policy provided for regulatory bodies such as

- (i) Basic and Secondary Education Commission
- (ii) Tertiary Education Regulatory Commission
- (iii) National Education Resource Commission
- (iv) National Examination Certificate Commission
- (v) National Examinations Council
- (vi) Education Trust Fund, amongst others

From the educational policies, it is evident that various interests were considered in the formulation of the policy and it is technologically driven. The curriculum seemed to have been tailored towards global best practices. At the tertiary level, emphasis was placed on entrepreneurial skills to meet global market demands and the nation's focus of being self-reliant.

However, despite these educational policy thrusts, the education sector is still faced with challenges of not meeting the United Nations (UN) standard of education for all as contained in Article 26 of the 1948 universal declaration of Human Rights which states that "everyone has the right to education". These efforts were to ensure equal and adequate educational opportunities at all levels irrespective of sex, tribe, and status, also promotion of science and technology, eradication of illiteracy as well as meeting the needs of the physically challenged person(s) in Nigeria.

In addressing the issue of equal education for all, Adiele (2006) maintained that "the promise of equal education opportunity to all citizens at all levels of education has not been adequately achieved". There is wide gap in terms of quality of education between the rich and the poor in Nigeria. Most children of the privileged class are either being trained in private schools in Nigeria or outside the shores of Nigeria, while others are left at the mercy of public schools. The Nigerian school system has been characterised by frequent industrial actions, making it practically impossible for one to state exactly when to complete educational programme. Facilities in most public secondary schools are very poor. According to Ikeanyibe (2013), "most public schools, especially at the primary and secondary levels, are an eye sore. As such, it is only the children of very poor households that attend such public schools". The public

schools are supposed to be a pride to the country but the reverse seems to be the case. Most government plans and policies are perfect on paper, but translating into action has been a great problem. The cost of educational services in public schools is considered reasonable in most states of the federation; it is now derogatory for one to send his/her child to a public school contrary to what the situation should be (Ikeanyibe, 2013). The apparent underperformance of public schools in Nigeria occasioned by frequent industrial actions has affected the delivery of quality education in Nigeria. Public schools are supposed to set the pace but the reverse is the case. On ratio of students/pupils to teachers, it is clear that what is presently obtainable is a far cry from the provisions of policy guidelines.

The problem of funding is one major factor that has affected the education sector. Proper budgetary provisions should have been given to it, even higher than the UN benchmark of 26 percent of the total budgetary provision.

Budgetary Provision for Nigeria's Educational Sector, (1999 – 2019)

S/N	Year	Budget	%
1	1999	27, 712 000, 000	6.61
2	2000	56, 668, 169, 766	8.36
3	2001	62, 567, 055, 443	7.00
4	2002	73, 435, 499, 300	6.90
5	2003	13, 900, 000, 000	1.82
6	2004	93, 770, 000, 000	5.07
7	2005	92, 000, 000, 000	4.98
8	2006	92, 000, 000, 000	4.84
9	2007	186, 000, 000, 000	8.09
10	2008	210,000000000	13.00
11	2009	221,019,000,000	7.249
12	2010	249,009,000,000	4.826
13	2011	306,003,000,000	6.155
14	2012	400,015,000,000	8.202
15	2013	426,053,000,000	8.543
16	2014	493,000,000,000	9.936
17	2015	392,002,000,000	7.735
18	2016	396,006,000,000	6.534
19	2017	550,000,000,000	7.389
20	2018	605,008,000,000	7.025
21	2019	620,005,000,000	7.05
	Total	4,038,115,000,000	

Source: Central Bank of Nigeria Statistical Bulletin and Information [2013] available on www.nigeria.gov.ng as cited in Onuma (2016), Punch Newspaper (2019).

The table above reveals that it was only in 2008 that Nigeria budgeted half of the benchmark of 26% of the total budget. In general, the budget has been a far cry from the UN benchmark. In addition, challenges of implementation of education policy in Nigeria include the following:

1. Inadequate data for proper planning.
2. Inadequate manpower in relevant field and lack of training.
3. Bribery and corruption in the sector.
4. Insecurity in both public and private schools.
5. Cultural beliefs: The perception that education is a Whiteman's culture imposed on them has adversely affected education in Nigeria. Some cultures do not encourage women education.

6. Lack of proper monitoring/evaluation by relevant authorities.

Despite these challenges, the educational sector has witnessed a remarkable improvement, for instance, free education policy, improvement in educational facilities, improvement in curricular design to meet with global trends, more opportunities for adult literacy, formulation and planning of education policy in Nigeria is now participates in educational summits and so on and listed challenges are surmountable, if deliberate efforts are made.

Conclusion

This study outlined the historical background to educational policies in Nigeria and has also considered the role of democratic governance in the formulation and implementation of educational policies in Nigeria. From our analysis, the coming of democracy to Nigeria has played an important role in the education sector. Regular review of education policies has been helpful. However, education has not been funded according to the UN provision and some objectives in current policies have not been fully achieved. Lack of full implementation has a tremendous effect on the educational sector, and efforts should be made towards ensuring proper implementation of the policy in line with democratic principles.

Recommendations

Arising from the study, the following recommendations are hereby proffered:

1. The National Assembly and other supervisory agencies should regularly carryout their oversight functions on the education sector to ensure its implementation.
2. The government should increase budgetary provisions in line with UNESCO's benchmark and funds budgeted should be released as and when due.
3. The government should consider full implementation of the policy.
4. Different stakeholders in the sector should be involved with implementation of the policy.
5. Regular review of education policy should be encouraged to meet with the current situation.
6. Education policy should not be seen to be the responsibility of the government alone, individuals and corporate bodies should be involved.
7. Research grants should be given to researchers.

References

Ademola–Olateju, B (2013) “Education in Nigeria: the missteps, the Gap (Part one) from <http://sahorrareporter.com/2013/04/08/education-Nigeria-missteps-gaps-part-one> – BarmideleAdemola – Olateju.

- Adiele, E. E (2006) “Reflections on the philosophical base of the Nigerian education and the attainment of equality of access to primary education”. *International Journal of African & African American Studies*. Vol. 5(1) 23-28.
- Bello-Imam, L.B, & Obadan M.L (2004), “Democratic governance and development management in Nigeria fourth republic 1999 - 2003”. The Prologue. Ibadan: Jodah Publishers. *Benin Journal of Social Sciences*, 13 (i): 192.
- Central bank of Nigeria Statistical Bulletin (2018)
- Central Bank of Nigeria: Statistical Bulletin (2013)
- Enemuo, F.C, (2005) “Approaches and methods to the study of politics” in Anifowose, F. & Enemuo, F., *Elements of Politics* (ed). Lagos: Sam Iroanusi Publications.
- Fabunmi, M. (2005) “Historical analysis of education policy formulation in Nigeria: Implication for educational planning and policy” *International Journal of African and African American Studies*. Vol. iv (2).
- Fafunwa, A.B (2004). *History of education in Nigeria*. Ibadan: NPC Educational Publishers Ltd.
- Fischer, F. & Forester, J. (1997) *The Argumentative turn in policy analysis and planning*. Durham: N.C. Duke University Press.
- Idada, W. and S.O. Uahunmwangho (2012) “Problems of democratic governance in Nigeria. The way forward” *Journal of Sociology & Social Anthropology*, 3 (1): 49-54.
- Ikeanyibe, O. M (2013). *Public Policy in Nigeria: Perspective of social policy and Administration*. Enugu, John Jacob’s Classic Publishers Ltd.
- Ikelegbe, A. (2006) *Public policy analysis: Concepts, issues and cases*. Lagos: Imprint Services.
- Iman, H (2012) Educational policy in Nigeria from the colonial era to the post– independence Period *Halian Journal of Sociology of Education* 1, 2012, 181 -204 A.S. Halian.
- Narang, (2002). *Cooperative government and politics*. New Delhi: Gitanjali Publishing House. U.M.
- O’Toole, L.J. (2000) Research on policy implementation, assessment and prospects. *Journal of Public Administration Research and Theory*, 19(2), 263-288.
- Ogbonnaya, U. M, Oluwasola E.O., Nnadozie D.U (2012) “The challenges of democratic governance in Nigeria’s fourth republic”. *Mediterranean Journal of Social Sciences*. Vol.3 (11) 685 – 693.
- Onuma, N. (2016) “Financial allocation to secondary education in Nigeria: Implementation for students’ performance *IOSR Journal of Research Method in Education* 6(3), 42 – 47.

Punch Newspaper, 4th January, 2019.

Tom, E. (2015) “Public policy implementation in Nigeria: Evidence and reality” in Bassey C.O & Agbor U.I. (Eds). *Public policy and politics in Nigeria: A critical discourse*. Lagos, Concepts Publications Ltd.

Vanhanem, T. (1990). *The process of democratization: A comparative study of 172 states, 1980 – 1988* New York: Russak Publishers.

Woolman, D.C. (2001). Educational reconstruction and post – colonial curriculum development: A comparative study of four African countries. *International Education Journal*, 2 (5), 27 – 46.

Home-grown School Feeding Programme and School Attendance in Calabar

By

Princewill I. Egwuasi¹
Department of Curriculum Studies
Educational Management and Planning
University of Uyo, Uyo
princewilliegwuasi@uniuyo.edu.ng
<https://orcid.org/0000-0003-4484-7214>
+2348094454419

Mercy U. Etteh²
Department of Curriculum Studies
Educational Management and Planning
University of Uyo, Uyo

Moses O. Basse³
Department of Curriculum Studies
Educational Management and Planning
University of Uyo, Uyo
&
Hussaina W. Kyauna⁴
Department of Curriculum Studies
Educational Management and Planning
University of Uyo, Uyo

Abstract

Educational development world-wide is based on the premise that it will bring about societal, political and economic progress. This study was embarked upon to investigate the implementation of home-grown school feeding programme and teachers' perception of school attendance in primary schools in Calabar Education Zone, Cross River State. To achieve that purpose, four research objectives, two research questions and hypotheses were formulated to guide the study. The study adopted two Total Quality Management Theory (TQMT). The study was carried out in Calabar Education Zone, Cross River State, Nigeria. The correlational research design was used for the study. The population stood at 1245 drawn from 83 public primary schools from Calabar Education Zone, Cross River State. The sample was made up of 30% of the total population of teachers in public primary schools in the zone and stood at 375. A multi-staged sampling procedure was employed in selecting respondents. The two research questions were answered using mean rating and percentages, while, the hypotheses were tested using Pearson Product Moment Coefficient. The null hypotheses were rejected because the calculated r-values were greater than the r-critical values at .05 level of significance. Research

findings revealed that the implementation of the home-grown feeding programmes had a significant relationship with pupils' school attendance. Relevant recommendations were made.

Keywords: Home-grown, school, feeding programme, teachers' perception, attendance, and Calabar education zone.

Introduction

In recent times, efforts by successive governments have been targeted towards expanding access to basic, functional and quality education for all children of school going age nation-wide. The rationale, achieve sustainable growth in school enrolment, attendance, retention and completion of basic education. The Universal Basic Education Commission (UBEC) showed that there were 13.2 million children of school going age who are out of school (UBEC, 2014). According to United Kingdom Aid (2017), out of the population of enrolled primary school pupils in Nigeria some 40% - 50% do not attend school regularly due to hunger and other socio-economic factors. Based on the researcher's observation, in Calabar Education Zone, very many primary school children are often out of school, though enrolled. Possible reasons for poor attendance could be hunger, finance and socio-economic issues. This population of 5-13 years popularly referred to as "Skolombo children" found around bus stations and markets constitute a threat to society and should be returned to school. They are a security threat.

The introduction of the Home-Grown School Feeding Programme by the Federal Government of Nigeria is geared towards improving the nutritional levels of primary school children, boosting enrolment, attendance and completion rates of primary school pupils across the country. Adekule and Ogbogu (2016) stated that school feeding programme is a critical intervention by governments which have been introduced in both advanced and underdeveloped countries of the world to tackle food insecurity, poverty, low school enrolment and enhance pupils' school attendance. In Bangladesh for example, findings from a research conducted by Food Policy Institute on the effects of school feeding programme, found that due to the effective implementation of the programme, school enrolment rose significantly by 14.2%, reduced drop out of school children by 7.5% and increased school attendance by 1.3% (United Kingdom Aid, 2017).

However, no matter how lofty a programme or a policy of government may appear, if the implementation is faulty, then the objectives may never be actualized. This has always been the case of policy initiatives in Nigeria over the years, which in most times after introduction; they however never saw the light of the day. A good example was the UBE Scheme which was introduced by the military government in 1976, but due to poor implementation strategies failed to achieve its purpose. The launching of the Home-Grown School Feeding Programme by the Federal Government in 2017 was anticipated to not only to enhance primary school enrolment, but boost agricultural development in the country. It was envisaged that all the agricultural

products needed in preparing the meals would be sourced locally, thereby encouraging local farmers and improving local content development (Nigeria Education Data Survey, 2017).

However, there have been a lot of complains from stakeholders about the management and implementation of the scheme. Some argued that if urgent steps are not taken, the programme may go the way others before it has gone without success. Funding has remained a huge impediment confronting the smooth implementation of the school feeding programme throughout the country. A programme like this requires a steady supply of funds to ensure its sustainability. Another factor to look into in the smooth running of the programme is effective supervision. Lack of supervision may be responsible for the less quality of meals offered to children by the food vendors. There have been reported cases where most items distributed to the vendors are not accounted for, a situation that can hinder smooth implementation of the scheme. Another factor considered in implementation of the programme is community participation. What is the level of participation, involvement and collaboration among members of the community in the implementation process of the scheme? Community inclusion suggests ownership and active involvement in monitoring, supervising and ensuring quality is attained in all aspects. The thrust of this study is therefore to assess the implementation of the Home-Grown Feeding Programme and its implication on teachers' perception of school attendance in Calabar Education Zone of Cross River State.

Statement of Problem

The problem that necessitated this study was the state of teachers' perception of school attendance among primary pupils in Calabar Education Zone. According to records obtained from Nigeria Education Data Survey (2017), there has been a decline in teachers' perception of school attendance among primary pupils in the country specifically in the rural areas. NEDS observed that between 2015-2016, 38% of primary school aged children who were already in school did not attend school regularly. Low school attendance by primary school pupils within the study area has continued to be a source of concern to the general public for reasons stated earlier.

However, to curb the problem of out-of-school children, the government launched the Home-Grown School Feeding Programme aimed at providing meals to pupils, with the hope of improving school enrolment, attendance and completion. However, in the last four years, little or no evaluation mechanism and less community participation have threatened the programme. The study reported here sought to investigate these and how they related to teachers' perception of school attendance in Calabar Education Zone.

Research Questions

The following research questions guided the study:

- i. What is the mean rating of previous evaluation of home-grown school feeding programme and teachers' perception of school attendance in primary schools?

- ii. What is the mean rating of community participation of home-grown school feeding programme and teachers' perception of school attendance in primary schools?

Hypotheses

To give the study a direction, the following hypotheses were formulated and utilized:

- i. There is no significant relationship between previous evaluation of home-grown school feeding programme and teachers' perception of school attendance in primary schools in Calabar Education Zone.
- ii. There is no significant relationship between community participation of home-grown school feeding programme and teachers' perception of school attendance in primary schools in Calabar Education Zone.

Theoretical framework

The Total Quality Management Theory (TQMT) by William Deming (1980) is the foundation of the study. The proponent of the TQM theory was an American named Deming in 1980. Deming explains total quality as a description of the culture, attitude and organization of a company that strives to provide customers with products and service that satisfy their needs. The theory advocates the following assumptions:

- i. The organization at all levels must accept and practice its commitment continuously.
- ii. Quality improvement must be embedded in the organizations culture from top.
- iii. Aim for constant improvement in products and processes.
- iv. Provide adequate training and equipment and encourage pride in employees own work and he product.
- v. Encourage co-operation and team work and to develop trust throughout the organization.
- vi. Encourage self-improvement and education at every level.
- vii. Choose suppliers for quality and reliability rather than price.

Total quality management theory is relevant to this study because it enhances quality delivery of services. The theory enables the HGFP managers to be aware that for quality to be ascertained in the implementation process, much is expected from them. This entails that they must be the custodians of whatever quality the government wants to exhibit through the implementation of the programme. The Theory is also relevant as it encourages the spirit of team work and co-option between school management and teachers.

Conceptual Framework

Evaluation of Home-grown School Feeding Programme

The role of monitoring and evaluation in ensuring that programme goals and objectives are actualized cannot be over emphasized. Kibet (2017) maintained that monitoring and evaluating the extent of progress on the implementation process of programme is one of the most critical functions of programme management. Kerzer (2013) stressed that monitoring and

evaluation determines the degree to which educational programmes are successfully implemented. Ideally, it is important to take stock of activities during the implementation of any programme. The rationale is to know in time how the programme is faring, whether standards have been followed, whether funds are adequately released and to assess the level of challenges confronting the implementation process.

Monitoring and evaluation are often regarded as activities because both concepts are parts of the essential management responsibility and are mostly interchangeably used. Monitoring and evaluation are the most critical management tools used in maintaining checks, balances and control of activities so as to sustain performance level and improve productivity. Although they are most time interchangeably used, there seems to be a difference between the two concepts. Monitoring entails a well-structured strategy for overseeing or assessing the level of achievement of a programme, so as to ascertain whether the goals are still achieved or not. While, evaluation on the otherhand, refers to a scientific process of weighing the level of achievement of a programme.

Mauricion and Carlos cited in Kibet (2017) noted that monitoring and evaluation provides the necessary checks and balances needed in guaranteeing the attainment of plans and objectives of educational programmes. Suffice to say that success programmes are determined not only by the plan or the availability of funds, the absence of monitoring and evaluation may potentially mar the success of the programme. Thus, the effective monitoring and evaluation of the school feeding programme by stakeholders will not only guarantee quality results but will ensure that the huge government investment in education does not end up like other programmes before it that eventually failed.

Through monitoring and evaluation delays, project dissimilarities and other discrepancies are easily identified through frequent visits, reports, assessments and other actions taken on time to put things in proper perspective (Lawal and Enonaebi, 2010). Currently at the state level of the implementation of the school feeding programme, there is little or no organized monitoring and evaluation activities to check the level of implementation. Peel (2016) and Osiemo (2014) explained that monitoring and evaluation system is critical in ensuring the attainment of desired results. The school feeding programme is a huge government programme which requires an effective monitoring and evaluation system at all levels of implementation that will guarantee the attainment of objectives of the programme.

Evaluation is an essential ingredient for effective implementation of programmes. This is so because, to ensure goals and objectives of a programme is achieved, there must be a mechanism to monitor the level of progress and evaluate the amount of result achieved in comparison with the set goals. Kerzner (2012) pointed out that evaluation is a critical determinant of success in my programme. There is the need to be equipped with accurate and relevant information about the level of progress duration, time and whether the level of implementation meets standards set for the programme. The absence of evaluation in the implementation process of a programme such as the school feeding programme may eventually lead to failure and waste of financial resources. Kibet (2017) noted that monitoring and

evaluation by relevant stakeholders of a programme is essentially necessary due to the ‘improved insight they provide’ concerning the successful completion of the programme.

Mensah (2016) conducted a study on contract management and evaluation and school feeding programme in Ghana. Data were collected from 80 respondents comprising 29 school pupils and 51 other actors through the use of questionnaire and interview guide. It was found that evaluation was a significant tool in the implementation process of the programme. The study found a significant relationship between effective evaluation and successful implementation of the school feeding programme. Even when a programme such as the home-grown school feeding programme is adequately funded by all concerned, if there are no modalities in place to guarantee quality and efficiency, things may go wrong in all the process of implementing the programme. In a study carried out to investigate the factors influencing the implementation of school feeding programme public primary schools in Baringo County Kenya, Kibet (2017) found a positive relationship between evaluation and implementation of school feeding programme. The study further concluded that monitoring and evaluation system is crucial in ensuring that the programme implementation is as scheduled and executed in line with guidelines and standard procedures.

The home-grown school feeding programme, which is currently running in all the 36 states of the federation, is aimed towards reducing hunger among primary school children, thereby increasing learning outcomes, improving nutrition, improving food security and creating job for individual through the agricultural value chain. The huge funds invested in the programme may go down the drain if appropriate mechanism is not deliberately put in place to monitor activities going on in the programme. At every stage of the programme, monitoring and evaluation ought to be introduced to curb wastage of funds and maintain accountability. Without monitoring every process in the implementation circle, the huge financial resources invested in this programme result to a waste like many other programmes before it. The World Food Programme (2014) stressed that for governments to actualize their goals in the implementation of the school feeding programme, there is need to have an effective and coordinated monitoring and evaluation mechanism in place. This will ensure accountability, transparency, efficiency and quality service delivery by all those saddled with responsibility of implementing the school feeding programme.

Community Participation in Home-Grown School Feeding Programme

Community involvement in educational development of the primary schools in the area is a function of a responsible community. It is the commitment of the host communities to actively participate in the implementation of education programme such as the Home-Grown Feeding Programme by the Federal Government in their domain. Kibet (2017) pointed out that community participation in educational programmes in one’s community is “an affinity of feeling to belong to a community”. Govinda and Varghese in Rout (2013) noted that community participation is considered as the most effective medium of improving the quality of educational programmes in communities. It is a shared responsibility between the host community and

government in providing quality educational opportunities through the effective implementation of programmes.

Moningka (2000) held that community participation as a sociological process through which involvement of individuals in a geographical area organizes themselves to improve the quality of life in their domain. Kibet (2017) suggested that the rationale for community participation may include the desire for social amenities such as water supply, roads, electricity, security, health, food and greater access to educational opportunities. Moningka (2000) opined that community participation involves various levels of participation, but the overall objective is to build capacity of community members to participate in the implementation of programmes in their locality.

Community participation is critical to mobilizing local involvement in the successful implementation of educational programmes. It brings together members of a local community to share ideas on how to assist government execute projects in their area. The concept of community participation allows community members to take charge of development programmes which has direct bearing on their people. Through community participation, security of equipment and facilities are guaranteed within the community. The initiative also helps in information sharing between government and the host community on the progress of the performance of the programme.

The school feeding programme is targeted at providing meals to about 40% of children who go to school without food. The majority can be found in rural centres where inhabitants live below the poverty line. The condition of lives in these areas has further limited the chances of educational opportunities to more children in those localities.

To ensure the effective implementation of the programme, especially in the rural areas, the community must be engaged actively to participate in the implementation of the programme. Youths, women, men and community leaders must be brought in to supervise, monitor the progress and report to authorities about development of the programme in their community. Through this arrangement, managers of the programme can ascertain the number of food vendors who turn up and the quality of meals provided. Community members should be encouraged to take responsibility of monitoring and overseeing the daily operation of the programme in their area to foster accountability and success of the programme.

Finan (2010) opined that the socio-economic condition of parents in the rural centres of the country is a huge challenge to the actualization of the objectives of government to increase enrolment of primary school pupils. It has been observed that most parents in rural communities are still in the habit of sending their children out for economic activities during school hours. Finan (2010) maintained that, in Africa, affiliation to traditional institutions is stronger and can be harnessed towards ensuring primary school children are found in school not on the streets or markets during school hours. Traditional institutions within the communities can also be of greater assistance in safe guarding facilities and equipment meant for the execution of educational programmes within the communities.

An assessment into the school feeding programme in Ghana indicates that the programme recorded tremendous success due to active participation by members of each host community. Peel (2016). Recruiting members of the community gives them the opportunity to partake in its development. Peel (2016) noted that in Ghana, locals provided catering services, procurement of food items and distribution of meals to primary schools.

This initiative did not only help the smooth implementation of the programme, it also helps in providing employment opportunities and avenue for income earning for host community members. It is this ingredient that is lacking in the implementation drive of school feeding programme in Nigeria. Instead, most cases the programme is hijacked by racketeering politicians who awards contracts to family, friends and close cronies who actually abscond with the funds given to them. Stories abound of how persons who secured contracts to feed primary school pupil never actually showed up at the schools. Others, who showed up, rather provided low quality meals below the standards of the programme. All these developments will be arrested if greater community involvement is encouraged in all levels of school feeding programme implementation in communities across the country.

The successful implementation of the school feeding programme in most countries of the world has been attributed to the active involvement of the host communities in all the levels of implementation. According to Rout (2013) community participation is regarded as a single most effective method to improving educational programmes. It gives members of a community the opportunity to take ownership of an educational programme in their community. Chambers (2002) pointed out that it is imperative to involve members of the local communities in programmes that have direct bearing on their lives. This is to ensure understanding and cooperation which is needed for peace and tranquillity during programme implementation in the community.

Njoh (2013) carried out a study to investigate the role of community participation in public works projects in LDCs, Limbe, Cameroon. The study aimed at highlighting the role of community or citizen participation in the implementation of projects in their community. The study among other things found that community participation played an essential role in the realization of the project. In the same vein Kusumamngum, Ulfatin, Maisayarog, Triwiyanto and Gunawan (2017) embarked on a study to investigate the role of community participation in improving educational quality of elementary schools in Batu City, Indonesia. The sample was drawn proportionally from 20 schools by way of grouping technique. Questionnaires were used as instrument for data collection. Description analysis was employed to analyse the data collected from the field. The result from the data analysis showed that the level of community participation in terms of support, advice and involvement was categorized as high and was significantly related with improvement of educational quality in the area.

Kiilu and MugambiStatus (2019) carried out a study to investigate the status of school feeding programme policy initiatives in primary schools in Machakos County, Kenya. The objectives of the study were to examine the status of school feeding initiatives; to establish the sources of funding for feeding initiatives and assess the influence of feeding initiatives on school

attendance in Machakos County. The study targeted 30 schools in Kalama and Kola zones. Simple random sampling was used to obtain a sample of 28 teachers and 55 class eight pupils while nine head teachers were selected purposively, making a total of 92 respondents. The study used descriptive survey design using questionnaires for data collection. Data was analyzed by use of descriptive statistics aided by Statistical Package for Social Sciences. Findings were presented in frequency tables and graphs. From the findings, majority of schools have implemented the primary school feeding programmes as attested by 53% of the teachers, 88% of the head teachers and 61% of the pupils. However, 70% of funding for the school feeding programme come from the community and this has rendered the initiative less effective as most of the parents in the targeted schools have limited resources. The study recommends for a more state participation to sustain the primary school feeding programme initiative in Machakos County.

Methodology

Design of the Study

A correlational design was chosen for this study because the researchers sought to examine the extent which the home-grown school feeding programme have been implemented and its relationship with teachers' perception of school attendance in primary schools. As it stands, direct control over the variables is not achievable; rather the data were gathered retrospectively. Again, the variables under evaluation have already occurred. Cohen (2000) defines an ex post facto design as one in which the independent variables have already taken place and the researcher starts with observation of variables.

Area of the Study

The entire Calabar Education Zone, Cross River State, constituted the area of research for this study. The Calabar Education Zone is one of the three Education Zones in the state. The zone is made up six Local Government Areas namely; Akamkpa, Akpabuyo, Bakassi, Biase, Calabar South and Calabr Municipality. The Zone is located in the Southern Senatorial District of Cross River State, within the tropical rainforest belt. It lies between Latitude $4^{\circ} 28'1''$ and $6^{\circ} 51'0''$ North of the Equator and Longitude $7^{\circ} 51'0''$ and $9^{\circ} 28'1''$ East of the Greenwich Meridian. It shares common boundaries with the Republic of Cameroon in the East, in the North, Ikom Education Zone and Central Senatorial District. In the West, Akwa Ibom and in the South-West the Atlantic Ocean.

The area has a total landmass of about 7666.67sq kms. The population of the area as reported by the 2006 National Population Census stood at 9,888,066 (NPC, 2006). In spite of the numerous dialectical groups that exist in the area, there are two dominant language groups. These are Efik and Ejagham. The area is mainly an agricultural, with about 55% of its people engaged in subsistence agriculture, fishing and petty trading. The area also hosts several educational institutions: the University of Calabar, Cross River University of Technology, Arthur Javies University and Cross River State College of Education. According to the State Ministry of

Education, there were 83 primary schools and 71 secondary schools in Calabar Education Zone. This study area is chosen because of its proximity to the researchers, and its location.

Population of the Study

The target population of the study consisted of all teachers in public primary schools in Calabar Education Zone, Cross River State. The population stood at 1245 drawn from 83 public primary schools from Calabar Education Zone, Cross River State.

Sample and Sampling Technique

The sample of this study was made up of 30% of the total population of teachers in public primary schools in Calabar Education Zone. The sample of the study stood at 375. The Multi-stage sampling procedure was employed in selecting the sample for the study. An introductory letter of the study was sought from the office of the Head of Department of Curriculum Studies, Educational Management and Planning, University of Uyo. With the letter, the researcher proceeded to the selected schools to commence data collection. A total of 374 teachers were used as sample of the study.

Instrumentation

To collect relevant data for the study, an instrument titled “Implementation of Home-Grown School Feeding Programme and Teachers’ perception of school attendance among primary pupils questionnaire (HGSFPPSAQ)”, was used. The instrument was a structured questionnaire constructed by the researcher and personally administered to the respondents. The instrument is divided into two sections; section A dealt with demographic information about the respondents. Section B comprised thirty (30) items in which the respondents were asked to indicate the extent to which the items in the column best answered the questions. The items measure the extent to which implementation of school feeding programme in respect of funding, supervision, evaluation and community participation related with teachers’ perception of school attendance among primary pupils. It was a four point; Likert scale which ranged from Strongly Agree (SA) 4 points, Agreed (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point, respectively.

Validity of Instrument

The questionnaire was the major instrument for data collection for this study. The instrument was entitled “Home Grown School Feeding Programme and Teachers’ perception of School Attendance among Primary Pupils Questionnaire (HGSFPPSAQ)”. To ensure the validity of the instruments, the items in the questionnaire were drawn up and given to two experts in Department of Curriculum Studies, Educational Management and Planning and two experts in Test and Measurement in the University of Uyo. After examining the items in the instruments, statements that were ambiguous were dropped out of the instruments. In all, a face and content validities were given to the instruments.

Reliability of Instrument

To ensure reliability of the instrument, the Cronbach Alpha reliability tool was adopted. A test re-test of the instrument was undertaken to determine whether the instrument measured consistently what it was purported to measure. Respondents who were not part of the sample but part of the general population were used for the testing. The reliability coefficients ranging from 0.86-0.89 were obtained for the research variables.

Method of Data Collection

A total of 374 questionnaires were distributed to respondents to fill and they returned immediately, hence a 100% return rate was achieved.

Method of Data Analyses

In analyzing the data, each hypothesis was restated. The variables of the hypotheses were identified followed by the statistical procedure to be adopted for the analysis. The four research questions were answered using means and percentages, while the null hypotheses were tested using the Pearson Product Moment Correlation at 0.05 level of significance. The analyses were done with the aid of Statistical Package for Social Sciences (SPSS) version 20.

Result

Research Question One

What is the mean rating of previous evaluation of home-grown school feeding programme and teachers' perception of school attendance in primary schools?

Table 1: Mean rating of the evaluation of school feeding programme and teachers' perception of school attendance in primary schools.

N=375

Option	No of resp	Total	mean	%	remarks
SA	375	129	0.53	51.5	very High
A	375	20	0.22	12.0	High
D	375	20	0.15	5.1	Low
SD	375	11	0.80	7.4	Very low
Total	375	375		100	

Data in Table 1 above showed that although respondents did not totally agree, they were in support of the fact that evaluation was necessary for the smooth implementation of the school feeding programme, which was a factor that would enhance pupils' school attendance. Data also showed that a total of 20 respondents with the mean score of 0.15 which amount to 5.1% disagreed with the statement that supervision affected the implementation of school feeding

programme and pupils' school attendance. Finally, those who strongly disagreed with the position amounted to 8.5% and with a mean score of .80. This category of respondents strongly held the opinion that evaluation plays no role in the implementation of the scheme and does not translate to pupils' school attendance.

Hypothesis One

There is no significant relationship between evaluation of home-grown school feeding programme and Teachers' Perception of School Attendance in Primary Schools in Calabar Education Zone

Table 2: Pearson Product Moment Correlation of the Relationship between Evaluation of Home-grown School Feeding Programme and Teachers' Perception of School Attendance in Primary Schools (N=375)

VARIABLES	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	Sig.
Evaluation	7174	148753	143307	0.851	0.00
Teachers' perception of school attendance among primary pupils	6802	143938			

*P> @.05 level, r-crit=.094, df =373

Data in Table 2 reveal the strength of the relationship between evaluation for the implementation of home-grown school feeding programme and teachers' perception of school attendance among primary pupils. The result showed a calculated r-value of .851 (86%) which is in a very high positive direction. This showed that there is a very high positive relationship between evaluation for the implementation of the home-grown school feeding programme and school attendance. The very high positive relationship occurred due to the opinion of respondents who feel that evaluation plays a crucial role in the successful implementation of the programme. This means that evaluation has a very high relationship with implementation of the school feeding programme which eventually resulted in school attendance of primary school pupils. By implication, a successful implementation of the programme through evaluation would result in improved school attendances.

Research Question Two

What is the mean rating of community participation in home grown feeding programme and Teachers' Perception of School Attendance and Primary Schools?

Table 3: Meaning rating of community participation inhome-grown school feeding programme and Teachers’ Perception of School Attendance in Primary Schools

Option	No of resp	Total	mean	%	remarks
SA	375	175	0.53	46.7	very High
A	375	17	0.22	4.5	Low
D	375	18	0.15	4.8	Low
SD	375	11	0.80	2.9	Very low
Total	375	375		100	

Data Table 3 showed that 175 respondents with the mean score of .53 which amount to 46.7% Strongly agreed that effective community participation in the implementation process of the home-grown feeding programme has effect on Teachers’ Perception of School Attendance Among Primary Pupils. From the rating, the mean scores of those who strongly agreed were very high compared to others. Also, respondent who responded to the option (Agreed) were 17 with the mean score of .22 which amounts to 4.5.9%. Those responses showed that although they did not totally agree, they were in support of the fact that supervision is necessary for the smooth implementation of the school feeding programme, which is a factor that will enhance pupils’ school attendance. Data also showed that a total of 18 respondents with the mean score of 0.15 which amounts to 4.8% disagreed with the statement that community participation affects the implementation of school feeding programme and pupils’ school attendance. Finally, those who strongly disagreed with the position amounted to 2.9% and a mean score of .80. This category of respondents strongly held the opinion that community participation plays no role at all in the implementation of the scheme and such does not translate to pupils’ school attendance.

Hypothesis Two

There is no significant relationship between community participation in the implementation of school feeding programme and teachers’ perception of school attendance in primary schools in Calabar Education Zone.

Table 4: Pearson Product Moment Correlation Coefficient of the Relationship between Community Participation on the Implementation of School Feeding Programme and Teachers' Perception of School Attendance in Primary Schools (N=375)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-cal	Sig.
	$\sum Y$	$\sum Y^2$			
Community participation	7339	156743	147210	0.858	0,00
Teachers' perception of school attendance among primary pupils	6802	143938			

*P> @.05 level, r-crit=.094, df =373

Data in Table 4 reveals the strength of the relationship between community participation for the implementation of home-grown school feeding programme and teachers' perception of school attendance among primary pupils. The result showed a calculated r-value of .858 (86%) which is in a very high positive direction. This showed that there is a very high positive relationship between community participation and implementation of the home-grown school feeding programme and school attendance. The very high positive relationship occurred due to the opinion of respondents who felt that community participation plays a crucial role in the successful implementation of the programme. This means that community participation had a very high relationship with implementation, which resulted in school attendance of primary school pupils. By implication, a successful implementation of the programmes through community participation would result in improved school attendances.

Discussion of Findings

Results from research question one and hypothesis one as indicated in Tables 1 and 2 , showed that majority of respondents agreed that evaluation for the effective implementation of school feeding programme affects Teachers' Perception of School Attendance in Primary schools. This was because a total of 123 respondents out of 375, with the mean score of .55 which amounted to 51.5% strongly agreed that evaluation for the implementation of the home-grown feeding programme has affected teachers' perception of school attendance in primary schools.

Also, the result in hypothesis one as tested using the Pearson Product Moment correlation coefficient showed the strength of the relationship between evaluation for the implementation of home-grown school feeding programme and teachers' perception of school attendance among primary pupils. The result showed a calculated r-value of .851 (86%) which is in a very high positive direction, was greater than the r-critical value of .094. With such result, the null hypothesis was rejected and the alternative form was upheld. This showed that there was a very high positive relationship between evaluation for the implementation of the home-grown school feeding programme and school attendance. The very high positive relationship occurred due to the opinion of respondents who felt that evaluation plays a crucial role in the successful

implementation of the school feeding programme. This means that evaluation is a very high impact factor in the implementation process and which if effectively done, has the capacity to result in an improved school attendance of primary school pupils.

The study of Kibet (2017) supports the findings of this study in that, the study found a positive relationship between evaluation and implementation of school feeding programme in Baringo County, Kenya. The study further concluded that monitoring and evaluation system is crucial in ensuring that the programme implementation is as scheduled and executed in line with guidelines and standard procedures.

The World Food Programme (2014) stressed that for governments to actualize their goals in school feeding, there is need to have an effective and coordinated monitoring and evaluation mechanism in place. This will ensure accountability, transparency, efficiency and quality service delivery by all those saddled with responsibility of implementing the school feeding programme. Results from research question two and hypothesis two as in indicated in Tables 3 and 4, showed that the majority of respondents opined that community participation for the effective implementation of school feeding programme affects Teachers' Perception of School Attendance in Primary Schools. This was because a total of 175 respondents out of 375, with the mean score of .53 which amount to 46.7% (strongly agreed) that community participation for the implementation of the home-grown feeding programme has affected teachers' perception of school attendance in primary schools. Also, the result in hypothesis two as tested using the Pearson Product Moment correlation coefficient showed the strength of the relationship between community participation for the implementation of home-grown school feeding programme and teachers' perception of school attendance among primary pupils. The result showed a calculated r-value of .858 (86%) which is in a very high positive direction, was greater than the r-critical value of .094. With such result, the null hypothesis was rejected and the alternative form was upheld. This showed that there was a very high positive relationship between community participation for the implementation of the home-grown school feeding programme and school attendance. The very high positive relationship occurred due to the opinion of respondents who felt that community participation plays a crucial role in the successful implementation of the school feeding programme. This means that community participation is a very high impact factor in the implementation processes and which if effectively done, has the capacity to result in an improved school attendance of primary school pupils.

This finding corresponds with the outcome of Njoh (2013) who found significant impact of community participation in the implementation of public work projects in LDCs, Limbe, Cameroon. The finding highlights the role of communities or citizens in the implementation of projects in their communities. Additional support for this finding is drawn from the works of Kusumamngum, Ulfatin, Maisayarog, Triwiyanto and Gunawan (2017) who found a significant influence of community participation in project implementation and improvement on educational quality of elementary schools in Batu City, Indonesia. Results from their study showed that the level of community participation in terms of support, advice and involvement was categorized as high and was significantly related with improvement of educational quality in the area. In a

collaborative study, Enyi (2011) established that many communities have been playing historical and contemporary roles in the development of education in many parts of Nigeria.

Conclusion

Based on the findings of this study, it was concluded that implementation variables such as evaluation and community participation had a high positive relationship with teachers' perception of school attendance among primary pupils in Calabar Education Zone, Cross River State. Thus, adequate attention is required in addressing the inadequacies in the aforementioned variables to ensure effective implementation of the school feeding programme and boost school attendance by primary school pupils. School attendance was proved to be connected with the effective implementation of the school feeding programme. Therefore, government, stakeholders and community leaders should ensure the sustainability and success of the programme.

Recommendations

Based on the findings of the study, the following recommendations were made to ensure effective implementation of the home-grown school feeding programme.

1. Evaluation has been found to be less inadequate, thereby leading to laxity among food vendors. Management of the programme should ensure a well-structured schedule of monitoring and evaluation of daily activities and man by someone from the host community to guarantee efficiency and service delivery by the food vendors
2. Community participation should be highly encouraged to guarantee community ownership and inclusiveness in the implementation of the programme.

References

- Adekunle, D. T. & Ogbogu, C.O. (2016). The effects of school feeding programme on enrolment and performance of public elementary school pupils in Osun State, *World Journal of Education*. 6 (3) 39-47
- Awuor, A. C. (2016). Institutional factors influencing implementation of school feeding programme in public school in Matungulu Sub-County, Machakos County, University of Nairobi. *International Journal of Research*. 2 (2) 12-26
- Finan, T. (2010). Impact of evaluation of WFP school feeding programme in Kenya. (1999-2008): A mixed method approach. Rome: World Food Programme.
- Jimoh, R., Oyewobi, L., Suleiman, S. and Isa, R. (2017) Influence of supervision on labour productivity on construction sites in Abuja, *Independent Journal of Management and Production (IJM&P)* 8 (1) 64-81.
- Kerzner, H. (2013). Project Management: A system approach to planning, scheduling and controlling. 11th Edition.

- Kibet, S. J. (2017). Factors affecting the implementation of school feeding programme in public primary schools in Baringo, Sub-Central County, Baringo County, Kenya. A research project report submitted in partial fulfilment of the requirement for the award of the Degree of Masters of Arts in Project Planning and Management of the University of Nairobi, Kenya.
- Kiilu, R. M. & Mugambi, L. (2019). Status of school feeding programme policy initiatives in primary schools in Machakos County, Kenya. *African Educational Research Journal*. 7(1), 33-39.
- Kiilu, R. M. and Mugambi, L. (2019). Status of school feeding programme policy initiatives in primary schools in Machakos County, Kenya. *African Educational Research Journal* 7(1), 33-39.
- Kusumaningrum, D. E, Ulfatin, N., Maisyaroh, Triwiyanto, T. and Gunawan, K. (2017) The role of community participation in improving educational quality in terms of giving advice, support, controlling and assistance. *Advance Economic, Business and Management Research*. 45. 39-47
- Lawal, T. & Onohaebi, S. (2010). Project management: A panacea for incidence of failed projects in Nigeria. *International Journal of Research* 2(5) 11-25.
- Mensah, A. O. (2016). Contract management, monitoring and evaluation of Ghana School Feeding Programmes at Atwima Kwanwoma District. *International Journal of Science and Technology Research*. 5 (4) 268-278.
- Ministry of Education, Science and Technology (2003) Report on taskforce on the implementation of free primary education. Nairobi: Government of Kenya.
- Moningka, L (2000). Community participation in solid waste management factors favouring the sustainability of community participation. Retrieved from <http://www.waste.nl> on 10th March 2021.
- Nigeria Education Data survey (2015).education profile. National population commission (Nigeria) and RTI International. 2016. 2015 Nigeria education data survey education profile. Washington, DC: United States Agency for International Development.

- Njoh, J. (2013). The role of community participation in public works projects in LDCs. The case of the Bomdikombo, Limbe (Cameroon) Self-Help Water Supply Project. *International Development Planning Review*. 25(1) 85-103.
- Ogundipe, K.E., Olaniran, H.F., Ajao, A.M. and Ogunbayo, B.F (2018) Assessing the impact of Quality supervision on construction operatives' project delivery in South-West, Nigeria. *International Journal of Civil Engineering and Technology (IJCET)* 9 (9) 426-439.
- Oladele, O. M. (2018) The assessment of the effectiveness and implementation of universal basic education policy for educational development in Nigeria. *US-China Education Review*. 8(4), 145-155.
- Osiemo, R. K. (2017) Factors influencing the success of school feeding programme in public primary schools in Dagoretti North Constituency, Nairobi County, Kenya. *International Journal of Research*. 2 (1) 24-36.
- Rout, G. K. (2013) Community participation in education: A changing pattern of educational administration in India. *International Journal of Research Studies in Education*. 2 (3) 85-98.
- Shehu, H. K. (2018) Factors influencing primary school non-attendance among children in North West Nigeria. *Literacy Information and Computer Education Journal (LICEJ)*, 9, (2) 2916-2922.
- UBEC (2009). Retrieved from <https://ubeonline.com/index3.php> UBEC. (2014). UBE programmes. Retrieved April 8, 2014, from <http://ubeonline.com/UBEProgrammes.html>
- UBEC (2014). UBE Programmes. Retrieved April 8, 2014, from <http://ubeonline.com/UBEProgrammes.html>
- United Kingdom Aid (2017) *The home-grown school feeding programme: A case study of Kano State*. Retrieved from <http://www.United Kingdom Aid.uk.gov> on 20th June, 2020.
- UNESCO Institute for Statistics (UIS). (2010). Retrieved from <http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school>.
- UNESCO Nairobi Office (2005) *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*. Nairobi 2005.

UNESCO, 2012. *Education and skills for inclusive and sustainable development beyond 2015*. Retrieved from www.google.com on 23rd May, 2020.

UNICEF Nigeria (2017). *Teachers' perception of school attendance among primary pupils in Nigeria. Executive report on out-of-school children in Nigeria*. Retrieved from <https://www.unicef.org> on 6th March, 2021.

Home-School Partnership in Promoting Social Skills in Basic Education Learners

By

Orji Evelyn Ijeoma
Institute of Education
University of Calabar, Calabar
Eveonu4real@yahoo.com
Tel: 08054102759

Abstract

Childhood is a very critical learning stage in human growth and development, which makes it important that children be brought up well by both home and school (through the basic education curriculum). Therefore, how children are socialized and the quality of learning experiences they acquire from parents, teachers, caregivers, peers and others would likely predict their personality and eventual adjustment in society. Negative adjustment most often manifests in problem behaviours such as delinquency. The prevalence of behaviour problems in school causes apprehension among all stakeholders. The researchers suggest that socialization activities, parenting styles among others are the possible sources of behaviour problems. Thus, the present paper proposes partnership between home and school in promoting the acquisition of social skills to prevent them. Schools can partner with parents in the process of curbing delinquency in order to fulfil one of the goals of education.

Keywords: Home-school partnership, problem behaviour, social skills, and basic education.

Introduction

Globally, children's education requires that they are successfully socialized by their homes, schools and significant agents of socialization in order to fit in and function well in the society in which they live or may find themselves. In Nigerian society, educating a person is an important investment in one's life. Many also perceive education as an instrument for behaviour modification. Therefore, learners are exposed to academic activities in the curriculum in order to inculcate positive values to make them good and patriotic citizens. Unsocialized children pose a danger to the society. A study produced for the World Bank in 2000 in Nigeria concluded, among others, that the learning environment did not provide effective learning. Similarly, public perception was that the quality of education was low and standard had dropped (UBE (2005), and Centre for Public Impact (2017). Socializing children in appropriate behaviours is a right children should expect from their parents, caregivers, teachers, peers and society. Hence, it is expected that through intentional teaching, instruction, modelling, mentoring reinforcement, and punishment, children are socialized into relevant social skills, and values. In schools, Nnamani and Oyibe (2016) averred that the social studies curriculum should equip learners with life

surviving skills. This should, in turn, help to solve the numerous social problems that face Nigeria. Ineffective implementation of the objectives of this curriculum, for example, has implication for the rising crime rate now endemic among youths (Crime watch, TVC News at 10, October 11, 2020). This also seems to have a link with rising problem behaviours among school children.

Therefore, through the socialization effort of home and school, individuals should acquire good virtues needed for effective citizenship. Some children exhibit varying kinds and levels of problem behaviours which can affect their overall adjustment unless home-school collaboration is strengthened. The promotion of social skills acquisition through home-school partnership is beneficial to society. It helps learners to develop good habits and more positive attitudes towards school which manifest themselves in improved school attendance and participation. Other benefits include improved academic achievement, increased resilience, enhanced self-esteem, self-confidence, social skills competence, reduced behavioural problems and improved adjustment and adaptation to school and society. (<https://theeducationhub.ng.nz/ha...>, <https://earlylearningactivities.ua.ed.>)

Purpose for social skills intervention

Some learners manifest problem behaviour delinquent (Orji, 2021) attributable to stimuli from their social environment (Orji, 2021). Social environment include; expectations and demands from home, school, peers, social media life in and society at large. Therefore, behavioural problem could be perceived as those reactions or responses to stimuli which deviatesubstantially from the expected norm.

Theoretical Background

This paper is anchored on Bandura's social learning theory (1997) and his cognitive theory (2004). His social learning theory explained that most behaviours (social and antisocial) are learned from the environment through the process of observational learning. The theory explains that children and individuals can observe and copy the behaviour of people around them. These models provide examples of behaviour to observe and imitate, whether masculine, feminine, pro-social or antisocial behaviours. This theory is relevant in this present paper which aims at promoting basic social skills in learners as part of the responsibility of the home. Bandura's similarly, social cognitive theory (2004) posits that cognitive processes mediate behavioural changes and problem behaviours are preceded by a low sense of competence. This theory is relevant here because promoting basic learners' acquisition of social skills could increase their sense of competence to take the right decision about their behaviour.

Social Skills Competence and Behaviour

Good social skills competence has been found to influence behaviour positively. Social skills enable one to interact freely with other people appropriately and effectively (Segrin, 2003).

Many delinquents and those manifesting problem tendencies are perceived as anti-socials, because their behaviours do not conform with desirable societal norms, values and expectations because they lack social skills competence (Orji, 2021). People who are competent in social skills perform social tasks (Gresham, Sugai & Homer, 2011), abide by social rules, and are able to avoid interpersonal conflicts (Matson, Minshawi, Gonzalez and Mayville, 2006).

The five common types of social skills considered in this discourse are as follows:

Basic Communication skills

Basic communication is a type of social skills. Individuals who possess these skills are competent in processing different types of information received and are able to interpret verbal, non-verbal and written information in a way that maintains satisfactory interaction between them and others. Individuals with effective communication social skills manifest good interpersonal relationships, they have good understanding of situations and behave in a manner that prevents or reduces conflicts, promotes respect for one another and promotes self-image among others (Manual for Peer Education 2013). The behavioural implication is that the child or student who possesses good communication skills would be less prone to delinquency. Therefore, if individuals are socialized right from home on how to communicate their feelings and needs appropriately and to respond to messages from others effectively, antisocial behaviour may reduce and the school system would have children with less indiscipline. Evidence shows that poor communication skills are the causes of aggressive behaviours among individuals and negative peer relationship, bossiness, self-centredness and disrespectfulness (Denson, Capper, Oaten, Friese & Schofiel, 2011 and Welsh & Bierman, 2011).

Basic education learners can learn these skills in their home, through parental reinforcement of desirable relations in verbal and non-verbal language. They can also acquire them in school under an intervention programme on training in basic communication skills or from lessons in communication skills in the English Language curriculum. Learners can acquire skills in fundamental principles of relating well to others, types of barriers in communication and ways to improve understanding of differences in meaning during communication. Among other content areas like listening skills, training utilizes a variety of teaching strategy such as teacher model, verbal instruction and use of dramatics and role play (Orji, 2020).

Empathy Skills

Empathy skills refer to the ability to sense others' emotion (affective empathy) coupled with the ability to imagine what someone else might be thinking or feeling (cognitive empathy). Having empathy is comparable to the situation of "putting oneself in another person's shoes" The level of empathy skills an individual has has been found to play a role in antisocial behaviour and offending. The problem behaviours which manifest as a result of low levels of empathy skills include delinquency, aggression, anger; vandalism (Robinson, Roberts, Strayer, Koopman & Simon, 2007; Jolliffe & Farrington, 2006). Competency in empathy skills could give learners

the capacity against delinquent behaviours and problem tendencies. Basic education learners can acquire these skills through social relations at home and in school. In school, empathy skills intervention is through effective training, which covers contents such as understanding the concept of empathy, how one's behaviour can affect others, caring for others, kindness and understanding why people behave the way they do with the view to enhancing perspective taking ability required for empathic responding (Orji, 2020).

Assertiveness skills

This skill encompasses a person's ability to stand up for one's right and that of others. Individuals with assertiveness skills exude a high self-esteem and self-confidence. They are considerate of other people and; they care for others' welfare as well as theirs. Assertive behaviours are endearing. Pipas & Jaradat (2010) suggested that assertive behaviour is one that can strengthen relationships, reduce stress from conflict and provide one with desired social support in difficult times. According to (skillsyouneed.com 2016) assertive behaviour includes the ability to manage one's emotion, ability to listen to the views of others and responding appropriately whether in agreement with those views or not, accepting responsibilities and being able to delegate to others, express gratitude. One is able to admit to mistakes, express self-control, and display justice and fairness in any discussion. If children and individuals acquire these skills, one can assume that such persons would be less vulnerable to problem behaviours. There is the likelihood to assume that they would relate better with people around them. In the school environment, such children would hardly be found among the bad ones. In the society, they would be among the discipline and incorruptible individuals.

Basic education learners can acquire this skill both at home and in school. In the home, if parents model and reinforce assertive behaviours and encourage children to emulate, it would help them internalize assertiveness. In the school, intervention on assertive skill training can be by teaching understanding the meaning of assertiveness, and the importance of acquiring the skill. Learners are shown how to be oneself based on positive sense of value for self and others (Orji, 2020).

Problem-solving skills

These are skills that allow individuals to effectively find solutions to issues that confront them or tasks assigned to them. This attribute is a primary skill that employers look for in job candidates for this 21st century work environment. People who have problem-solving ability are able to solve problems by analyzing situations and applying critical thinking behaviours (observation, analytical, interpretational, inference). Good problem solvers are good thinkers. They don't get overly emotional when faced with problems but see them as challenges and objectively try to solve them. They are capable of social, sensitive, logical, intuitive, and practical thinking (<https://whileperson.com>blog>pr...>). All these qualities are necessary capacities that can help a growing child or adolescent desist from problem behaviours. In the home, problem-solving skills can be acquired from everyday interactions with parents and

caregivers. Parent's model problem-solving skills when they settle quarrels between siblings, share riddles and stories embedded with problem solving in school interaction in problem solving skills cover the following areas like; developing questioning and critical thinking skills, encouraging information seeking behaviour and training students on different steps in solving problems, for example, to solve a typical problem would require; understanding the problem, strategizing on how the problem could be solved by seeking information on alternative solutions, evaluating the problem and then implementing those strategies to solve the problem.

Accountability Skills

Accountability helps a person to live in integrity with himself and others. It helps to build a habit of living deliberately, shows that one is committed to pursue a goal, and keeps one focused on goals. It is willingness to accept responsibility or to account for one's action to others. A student explaining oneself clearly when required by parents or teachers is being accountable. In the home, children learn accountability skills from parents and significant others. In the school, the administrator and the teachers should provide a conducive social atmosphere for students to learn accountability and develop responsible behaviour. This could be achieved by giving students responsibilities and encouraging them to report outcomes, training students to care for one another, building patience at work inharmoniously in groups. Students should be regarded and praised publicly in the assembly to encourage accountability. Other ways to promote students accountability in or out of the classroom include creating a culture of trust and responsibility, setting high standards and clear expectations, giving students ownership of the learning process, helping students learn to self-assess their work, and connecting the classroom to the home. (Powerschool.com, 2020).

Home-School Partnership in Promoting Social Skills Acquisition

Based on the foregoing analyses, partnership between the home and school can provide lasting solutions to poor behaviours. Both home and school in partnership strengthen their educative and socialization functions. Asuquo, Owan, Inaja and Okon (2001) assert that the school is not only a place where teacher and pupils meet, rather it is a place where social messages are transmitted to learners. The quest to promote the acquisition of social skills in order to curb problem behaviour requires the teaching of the right type of value and attitude, so that, delinquents do not become criminals and eventual liabilities (FGN, 2019).

Advocacy on the need to bring up children well by both home and school has been a long-standing. For example, John Locke argued that children are not innately bad, but are like a 'blank tablet' or 'tabula rasa' to be written on (home and school) as necessary. He also noted that adult characteristics manifested now depended on what they experienced as children. Going further, John Locke averred that the purpose of education was to instil self-discipline, self-control and the power of self-denial of avoidable desires or needs. Alemika and Chukwuma (2000) noted that juvenile offenders are deemed to be immature and averred that they should not be treated as adult offenders. They perceive juvenile delinquents as being misguided and

recommended interventions in form of treatment, reformation and rehabilitation within correctional institutions. This situation can be averted through the partnership effort of the home and school

The foregoing views support the present researcher's interest in finding a lasting solution to the problem of delinquency and problem tendencies through social skills intervention. Orji (2020) investigated the effects of social skills therapy on delinquent behaviour manifestation among upper basic education student. The study adopted a quasi-experimental design with non-randomised pretest-posttest control group. The population of the study consisted of 26,925 junior secondary one to three (JSS I - JSS III) in public secondary schools during the 2018/2019 session in Calabar. Students in the experimental group were exposed to treatment for eight weeks (16 sessions), while those in the control group were exposed to the normal counselling class in the school routine. Descriptive and inferential statistics were used to answer research questions and in testing hypotheses respectively. Results of the study showed that social skills therapy was effective in reducing manifest delinquent behaviours (dishonest, disruptive behaviour, bullying and truancy). The researcher concluded that public schools, especially at the basic education level, should be equipped with counselling laboratories where highly trained professionals (psychologists and counsellors) can administer social skills therapy as school routine in order to eliminate the identified delinquent and problem behaviours among school children.

Schools can adapt the following strategies to strengthen home-school partnership in pupils' social skills by:

- 1 encouraging parent's involvement in children homework, co-curricular activities to engender behaviour modification.
- 2 encouraging parents to be actively involved in Parents Teachers Association (PTA) where the children concerns can be discussed and resolved.
- 3 encouraging parents to visit school as observers in order to be more aware and conversant with school activities and routine. Through this participation, they would appreciate their role in curbing problem behaviour.
- 4 organizing symposium for parents on effective parenting, social skills training, and how to motivate their children towards the acquisition of desirable social and academic behaviours.

Conclusion

The social skills explained in this paper can be taught. Parents can teach these skills through modelling of these behaviours in their parenting and discipline practice. Schools can teach these skills in their daily school routines and co-curricular activities. Through Parents-Teachers-Association (PTA) schools can form collaboration to tackle problem behaviours by promoting the training of social staff effort in inculcating the skills and encouraging complementary roles and follow up evaluation report between home and school.

Suggestion

1. Schools should partner with parents in the socialization of the children in social skills.

References

- Alemika, E. E. O. & Chukwuma, I. (2000). Police community violence in Nigeria: Lagos Centre for Law Enforcement Education and Social Research (*JESER*) publishing 5(1): 24-30.
- Asiyai, R. I. (2012) Indiscipline in Nigerian secondary schools: Types, causes and possible solutions. **African Journal of Education and Technology**. 2(1), 39-47.
- Asuquo, P. N., Owan, V. O, Inaji, A. E., Okon, M. O. (2001). Sociology of Nigerian education; An introductory text. Calabar. IBEPS.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, New Jersey: Prentice Hall Inc.
- Bandura, A. (2004). Socio-cognitive theory. Health education and behaviour, 31(2), 143-164. *Behaviour among selected Kenyan adolescent student. Journal of education*
- Centre for Public Impact (CPI), 17 May 2017). *Universal basic education in Nigeria*. Retrieved 2/10/2021 at <https://ww.centreforpublicimpact>
- Densen, I., Capper, M., Oaten, M., Frieze, M. & Schofield, T. (2011). Self-control training decreases aggression in response to provocation in aggressive individuals. *Journal of Research in Personality*. 45(2); 252.
- Federal Government of Nigeria, (2014). National policy on education, Lagos, Nigeria: NERDC Press.
- Gresham, F. M., Sugai, G. & Horner, R. H. (2001) Interpreting outcome of social skills training for students with high incidence disability. **Teaching Exceptional Children**. 67(3): 331-334.
- <http://onlinelibrary.wiley.com>home>educatio>psychology>emergingtrends>
- In the social and behavioral sciences. An Interdisciplinary, Searchable and International Social research 3(10): 498-509.
- Isangedighi, A. J. (2007). *Child psychology development and education*. Calabar: Etinwa Associates.
- January, A. M., Casey, R.J & Paulson, D. (2011). A Meta-analysis of classroom-wide intervention to build social skills: Do they work? *School psychology Review* 4(2). 242-256.
- Jolliffe, D. & Farrington, D. D. (2006). *Development and validation of the basic empathy scale. Journal of Adolescence*. 29, 589-611.
- Kariuki-Gittinji, N.S, Aloka, P.J, Gatumu, H.M & Gitonga, C. (2015). *Relationship linkable resource>Abstract*

- Manual for peer Education (2013). Modules 5: Life-building skills. <https://www.doh.gov.ph/sites/default/files/publications/peer-Education-Training-manualpdf>.
- Matson, J. L., Minshawi, N. F., Gonzalez, M. I & Mayville, S. B. (2006). The relationship of comorbid problem behaviours to social skills in person with profound mental retardation. *Behaviour Modification*, 30(4): 172-174.
- Nnamani, S.C & Oyibe, O.A. (2018). Achieving Nigerian educational objectives through effective social studies instruction. *IOSR Journal of Research & Method in Education (IOSR-JRME)*; 6(4)19-24
- Oliviola, C.Y & Todoroy, A. (2010). Fooled by first impressions? Re-examining the
- Omoteso, B.A (2010). Bulling behavior its associated factors and psychological
- Orji, E. I. (2019). Family socialization role and healing of Nigeria's Ills. *Prestige Journal of Education* 2(1): 204-215.
- Orji, E. I. (2020). Effects of social skills therapy on delinquent behaviour manifestation among upper basic education students in Calabar, Cross River State. *An unpublished PhD dissertation, University of Calabar*.
- Orji, E. I. (2021). Effects of social skills therapy on delinquent behaviour manifestation among upper basic education students in Calabar, Cross River State. In the IATED Academy Publication Title: ICERI 2021 proceedings.
- Pipas, M. D. & Jaradat. M. (2010). Assertive communication skills. *Fundamental Studies of Economic Research Journal*. 12(2): 640-656.
- Powerschool.com (2020) 6 Tips for promoting students accountability during distance learning.
- Reckless W. C. (1961). A new theory of delinquency and crime. Retrieved <https://heionline.org> 9/07/2021
- Robinson, R., Roberts, W. L., Strayer, J. & Koopmans R. (2007). Empathy and emotional responsiveness in delinquent and non-delinquent adolescents. *Social Development* 16(3): 556-579.
- Segrin, C. & Flora, I. (2000). Poor social skills are a vulnerability factor in the development of psychosocial problems. *Human Communication Research* 26(3): 489-534.
- Skillsyouneed.com (2016). Being Assertive <http://www.skillsyouneed.com/ps/assertiveness>.
Social psychology, 46: 315-324.
- Universal Basic Education (UBE, 2005). The component of basic education in Nigeria retrieved at 2/10/2021 at

<https://www.projectclue.com>>anevaluationoftheimplementationoftheuniversalbasiceduc
[ation](#).

Welsh, J. A. & Bierman, K, I. (2001). Social Competence. *Gale Encyclopaedia of Psychology*.

Implications of Truancy on the Academic Performance of Secondary School Students' of Business Studies in Ukwa West Educational Zone

By

Evans-Obinna¹, Rosemary. N² & Charity Duru-Uremadu³

**Department of Educational Management, College of Education
Micheal Okpara University of Agriculture, Umudike, Abia State**

Email: abturker2002@gmail.com

Abstract

The study investigated the impact of truancy on the academic performance of secondary school business studies students in Ukwa west educational zone in Abia State. It adopted the descriptive survey research design. The population of this study is 3245 respondents made up of 14 business studies teachers and 3231 secondary students. Three research questions and three hypotheses were raised. The sample of the study was 400, comprising 14 teachers and 386 students. The instrument for data collection was the researcher-designed questionnaire titled "Influence of Truancy on the Academic Performance of Students (ITAPSQ)" validated by three different experts from College of Education, Michael Okpara University of Agriculture Umudike. The reliability of the instrument was 0.86 using the Cronbach Alpha method. The research questions were answered using mean and standard deviations while the null hypotheses were tested using the t-test statistic. Data were analyzed using Pearson Product Moment Correlation (PPMC). Result revealed that truancy had a great negative implication on students' academic performance. Students' inability to do class assignments, home work, their constant absence from and avoidance of class lessons, divorce, unhappy family conditions and negative attitudes from teachers, peers, and parent, were some of the causes of truancy. Based on the findings, the study recommended, among other things, that students needed guidance and counselling in order to overcome truancy.

Keywords: Truancy, academic performance, and business education.

Introduction

The education system of every country is aimed at developing the cognitive, affective and psychomotor domains of the citizenry by equipping the individuals with knowledge, skills, attitudes and values with the view to promoting the development of one's country. Education offers new life chances for people, decreases the double-problem of poverty and strengthens the voices in society. Against this background, attending school becomes most critical for every country's development. According to Marah (2006), it calls for the regular attendance and involvement of both the teachers and learners. Staying in school is the first step to a good education and in order to achieve academic excellence, the students are mandated by the school laws to attend school daily but due to some factors, most students absent

themselves from formal school activities hence engaging in truancy. When children attend schools on a regular basis, they take on important step towards reaching their full potentials, and are given the greatest opportunity to learn new things and develop their skills. The more time they spend around other children whether in the classroom or as part of a school team or club, the more chance they have of making lots of friends and feeling included, boosting social skills, confidence and self-esteem.

Truancy among business education students is an issue that could affect many, because truancy is associated with various criminal behaviours such as vandalism, burglary, drug use, gangsterism, shop lifting, cultism, raping and armed robbery. It can also be the symptom for other emotional, mental, economic and family problems. Truancy could be detrimental to student's achievement, promotion, graduation, self-esteem and employment potentials. Clearly, students who miss school fall behind their peers in the classroom. This could lead to low self-esteem, and increases the likelihood that risk students drop out of school.

Performance of students in business education courses is defined as the learning outcomes of the students, which include knowledge, skills and ideas acquired and retained through his/her course of studies within and outside the classroom situation (Adeyemi, 2010). It is quantified by a measure of student's academic standing in relation to those of other students of the same age (Ezekwugo, 2005). The academic performance of students in business education is a function of several factors which are inter-related. These factors are either internal or external. That is, it is either within the control of the individual or outside his/her control. According to Boga (2013), there has never been consensus on the specific teacher factors that influence students' academic achievement. Researchers have examined the influence of teacher characteristics such as gender, educational qualifications and teaching experience on students' academic achievement with varied findings.

Akiri and Ugborugbo (2008) found that there was a significant relationship between teachers' gender and students' academic achievement. Yala and Wanjohi (2011) and Adeyemi (2010) found that teachers' experience and educational qualifications were the prime predictors of students' academic achievement. However, Boga (2013) found that teachers' teaching experience and educational qualifications were not significantly related to students' achievement. Adana (2017) study in Ghana found that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi. Igwe (2013) concluded that teacher management of homework and assignments given to students have an impact on student achievement especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion for feedback to students.

Metcalf (2003) confirmed that students from low socio-economic background are likely to be disadvantaged educationally by their need to engage in paid employment and it is obvious that students gain financially in their commercial activities, but this cannot be said of

students' academic gains. In terms of peer pressure influence, some students tend to stay from school because their peer subscribe to the idea. Children find it easy to absent themselves from school because some children leave home on the pretext of going to school but they will never reach school. Others do go to school only to follow their peer and vanish after a few hours stay. In term of the teacher's personality, specifically, classes taught by such instructors reflected approximately a nine percent higher attendance rate than those taught by teachers with no professional experience. Some teachers can be autocratic in their classroom management skills, making the student to learn in fear and such this classroom management skill can encourage truancy among students. Most teaches are abusive in their classroom communication and as such some students tend to stay away from classes to avoid teacher's abuse, embarrassment and harassment.

Truancy tends to be one of the major antisocial problems among secondary school students in Nigeria. Peck (2003) opined that the various behavioural disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning processes that some teachers have become helpless and disorganized in their task of impacting knowledge to the learners (Huzinga & Thomberry, 2000). Business education is one of the pre-vocational elective subjects which is offered at the upper basic level in the basic education programme in Nigeria. The main objective of business studies is to enable students appreciate the five components that make up the subject and to help to prepare them for the business world (National Open University Nigeria, 2008).

Business education is taught in upper basic (7-9) level and forms the basis for other business related courses taught in senior secondary schools and post-secondary schools and experts have emphasized its usefulness. Ehindero (2010) observed that business education helps youths to learn career opportunities like accounting, secretarial studies, private and public office management. Considering the importance of business education, stakeholders are continuously encouraged to put the necessary machinery in place in order to improve students' academic performance in the subject. It is affected by the degree of original learning, the methods of teaching & learning and learners' memory capacity among others (Demmert 2010). Having noted all these facts about the relationship between truancy and academic performance, the researcher deemed it importance to identify its implications to business studies students in Ukwa West Educational Zone of Abia State.

Statement of the Problem

The main objective of secondary school education in Nigeria is to provide students with academic and vocational skills as well as moral ethics, yet it is quite unfortunate that these objectives have not been fully achieved due to the high level of students' involvement in truant behaviours. Truancy is a major issue affecting the success of a student and the school at the study area. Truancy is also as a result of emotional, mental, economic and family bad situations. These students have been seen to engage in truant behaviour when sent home because of non-

payment of school fees. They are involved in such truant behaviours as cultism, rape, alcohol drinking, cigarette smoking, drug abuse, stealing, homo-sexualism, lesbianism, fighting teachers and parents. These acts have resulted in poor academic achievements, non-participation in school extra-curricular activities, lost term examinations, losing friends and partners and disruption in class. Others may include difficulty in keeping accurate records, reduced ability to meet instructional target and damage school reputation. Truancy among business education students in the study area is an issue that has affected many, because it is associated with various criminal behaviours. It is against this background that the researcher deemed it necessary to investigate the implications of truancy on the academic performance of business studies students in Ukwa West Educational Zone.

Purpose of the Study

Generally, the purpose of this study was to examine the effects of truancy on the academic performance of business studies students in Ukwa West. Specifically the objectives were to:

1. Examine the effects of truancy on the academic performance of Business studies students' in Ukwa West Educational Zone?
2. Find out the relationship causes of truancy among business studies students'towards academic performances in Ukwa West Educational Zone?
3. Determine the extent of truant influence on the academics performances of business studies students' in Ukwa West Educational Zone?

Research Questions

The following research questions were raised to guide the study:

1. What are the effects of truancy on the academic performance of Business studies students' in Ukwa West Educational Zone?
2. What are the causes of truancy among business studies students towards academic performances in Ukwa West Educational Zone?
3. What is the extent of truant influence on the academics performances of business studies students in Ukwa West Educational Zone?

Hypotheses

HO₁ There is no significant effects of truancy on the academic performance of business studies students' in Ukwa West.

HO² There is no significant differences in the responses of respondents on the causes of truancy on business studies student's towards academic performance in Ukwa West.

HO₃ There is no significant extent of truant influence on the academic performance of business studies students' in Ukwa West Educational Zone.

Methodology

The descriptive survey research design was adopted for the study. The population of this study was 3245 respondents made up of 14 business education teachers and 3231 students in Ukwu West Educational Zone. Three research questions and three hypotheses were raised. The sample of the study was 400 comprising 14 teachers and 386 students. The instrument for data collection was the researcher designed questionnaire Titled “Influence of Truancy on the Academic Performance of Students (ITAPSQ)”. The instrument was validated by three different experts from College of Education, MOUAAU. The reliability of the instrument was 0.86 using the Cronbach Alpha Method. The questionnaire was divided into two parts, part A had the personal information of the respondents such as school name, class, gender and location of location of school, while part B was divided into three of sections, A,B, C. and D contained 15 items structured on a 4-point type rating scale responses of Strongly Disagree (SD=4 points), Disagree(D=3 points), Strongly Agree (SA=2 points) and Agree (A-1 point). Data gathered from the instrument were analyzed using the mean and standard deviations for the research questions while the null hypotheses were tested using the t-test statistic. In taking decision, mean value of 2.50 and above was regarded as accepted while mean value below 2.50 was rejected.

Result

Research Question One

What are the effects of truancy on the academic performance of business studies students’ in Ukwu West Educational Zone.

Table 1: The mean and standard deviation rating of the responses of the respondents on the effects of truancy on the students’ academic performance

S/NO	ITEMS	\bar{X}	S.D	Remarks
1.	Constant failure in tests and examinations	3.10	0.68	Agreed
2.	Poor performance in classroom activities	3.19	0.83	Agreed
3.	Constant repeat of classes	3.30	0.79	Agreed
4.	Always below average in academic activities	3.31	0.80	Agreed
5.	Lack concentration in school exercises	3.06	0.53	Agreed
	Grand Mean	3.19	0.73	Agreed

The data on table 1 showed that all the 5 items had their mean scores ranged from 3.06 to 3.31 for both the teachers and students. Thus this shows that the respondents agreed to all items since their respective mean scores were above the mean cut-off of 2.50.

Research Question Two

What are the causes of truancy among business studies students in Ukwa West Educational Zone?

Table 2: The mean and standard deviation rating of the responses of the respondents on the causes of truancy among students in secondary school

S/NO	ITEMS	\bar{X}	S.D	Remarks
1.	Divorced parents and unhappy family situation	3.03	0.88	Agreed
2.	Teacher attitude towards students like hatred	2.99	0.96	Agreed
3.	Ignorance of bad attitude by school authorities over misbehaviour of students	2.80	0.78	Agreed
4.	Inability of parents to provide their children with basic school needs	2.71	0.98	Agreed
5.	Influence of bad peer group	2.93	0.81	Agreed
	Grand Mean	2.89	0.88	

The data on table 2 showed that all the 5 items had their mean scores ranged from 2.71 to 3.03 for both the students and teachers. Thus this shows that the respondents agreed to all 5 items since their respective mean scores were above the mean cut-off of 2.50.

Research Question Three

What is the Extent of Truants Influence on the Academic Performances of Business Studies Students in Ukwa West Educational Zone?

Table 3: The mean and standard deviation rating of the responses of the respondents on the extent of truants influence on the academic performance business studies students'

S/NO	ITEMS	\bar{X}	S.D	Remarks
1.	Poor performance in classroom activities	3.41	0.68	high extent
2.	A Constant failure in tests and examinations	2.97	0.84	high extent
3.	Constant repeating of class which make them to absent from class lessons	2.99	0.83	high extent
4.	Truant student are always below average in academic activities	2.92	0.82	high extent
5.	Truant students do not concentrate on school which hinders their academic progress and usually leads to their being drop out.	2.83	0.90	high extent
	Grand Mean	2.91	0.75	

The data on table 3 showed that all the 5 items had their mean scores ranged from 2.83 to 3.41 for both the teachers and students. Thus this shows that the respondents agreed to all 5 items since their respective mean scores were within the real limit of 2.50-3.49 which is regarded as high extent.

Hypothesis One

There is no significant difference between the mean responses of teachers and students on the effects of truancy on the academic performances of business studies students’.

Table 4: The t-test analysis of the difference between the mean responses of teachers and students on the effects of truancy on the academic performances of business studies students’ in Ukwa West.

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	14	3.22	0.62	398	0.37	0.71	Not Significant
Students	386	3.15	0.70				

The data on table 4 showed a t-calculated value of 0.37 with a P. value of 0.71 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean responses of the teachers and students on the ways through which Truancy manifest in students was retained.

Hypothesis Two: There is no Significant Difference between the Mean responses of the teachers and students on the Causes of Truancy among Business Studies Students in Ukwa West Educational Zone

Table 5: The t-test analysis of the difference between the mean responses of the teachers and students on the causes of truancy among business studies students’ in Ukwa West.

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	14	2.93	0.87	398	0.22	0.83	Not Significant
Students	386	2.87	1.02				

The data on table 5 showed a t-calculated value of 0.22 with a P. value of 0.83 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean responses of the teachers and students on the causes of truancy among students in secondary school was retained.

Hypothesis Three: There is no significant difference between the mean responses of the Teachers and students on the extent truancy influence Business Studies Students' Academic Performances.

Table 6: The t-test analysis of the difference between the mean responses of the Teachers and students on the extent truancy influence students' academic performances

Groups	Number	Mean	S.D	D.F	T.Cal	P.Value	Decision
Teachers	14	2.98	0.72	398	0.71	0.47	Not Significant
Students	386	3.00	0.56				

The data on table 6 showed a t-calculated value of 0.71 with a P. value of 0.47 which is greater than 0.05 at 0.05 level of significance. This implies that the null hypothesis, which states there is no significant difference between the mean responses of the Teachers and students on the extent truancy influences students' academic performances of the Teachers and students on the extent truancy influences students' academic performances was retained.

Discussion of Findings

The findings of the study revealed that inability of students to do class assignments and homework and constant absence from school were the most common ways truancy affected their academic performance. It was also found that over 80% of students who engaged in truancy were those unable to do their class assignments and homework. This is in line with the study of Tenibiaje (2009) who opined that the effects of truancy was very obvious, and usually negative on students, parents and the society at large. Meanwhile, the testing of the corresponding null hypothesis revealed that there was no significant difference between the mean responses of teachers and students on the effects of truancy. The analyses of research question two revealed that parents and unhappy family conditions were the biggest causes of truancy in Ukwu West. It also revealed that such factors as inability of parents to provide their children with basic school needs and teachers negative attitudes towards teaching, laziness and indifference were among the greatest causes of truancy among secondary school students. Meanwhile, the testing of the corresponding null hypothesis revealed that there was no significant difference between the mean responses of the teachers and students on the causes of truancy among business studies students in Ukwu West Educational Zone. This was confirmed by Ogumwemino (2004) who stated that some teachers were found not to have any interest in the teaching profession as a career. Some teachers were very hostile to children under their care, while some did not attend classes regularly, thus giving room for children to also skip classes. For the above problem to be solved,

teachers should change their negative attitude to teaching and should see it as a professional job. The analysis of research question three revealed that poor performance in class activities and constant failure in tests and examinations were the major effects of truancy on the academic achievement of students. Meanwhile, the testing of the corresponding null hypothesis revealed that there was no significant difference between the mean responses of the teachers and students on the extent truancy influenced students' academic performances. Dittimiya (2002) stressed that the above was as a result of resource needed for social and economic transformation of our society. To him, truancy was destructive to national development and as such, it must be tackled squarely.

Conclusion

Respondents catalogued the detrimental effects of truancy as listed above as well as its causes such as divorced parents and unhappy family condition, teachers' attitude towards students, among others.

Recommendations

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

1. Truant students should always visit guidance counsellors.
2. Teachers should see themselves as role models as well as professionals, and avoid negative attitudes towards teaching.
3. Students who perform poorly in tests and examinations should face adequate sanctions and be duly supervised by class teachers.
4. Form masters and mistresses should ensure that students' attendance records are properly kept to monitor cases of absenteeism.
5. Parents should provide their children with basic school needs to avoid truancy.

References

- Echebiwe, S. A. (2009). School climate and students truancy behaviours. Unpublished Ph.D thesis, University of Nigeria, Nsukka.
- Adana, B. S. (2017). Comparison of teachers' and pupils' views on truancy in Nigeria: **The Nigerian Journal of Guidance and Counselling**, 3(1&2), 17-32.
- Adeyemi, M.C (2011). Indiscipline and the Nigerian schools. A seminar paper presented at the national conference of secondary school principals in Enugu, New Dimension Publishers.
- Akiri, D and Ugborugbo, U. (2008). Urban schools: The challenge of location and poverty. U.S. Department of Education, National Center for Education Statistics. Washington, D.C.C *Literature*. London: Her Majesty's Stationary Office. And Supervision. Lagos Joja Press Limited.

- Boga, I.J. (2013). The Effects of Truancy on Academic Performance of Secondary School Students in Ukum Local government Area. Bsc project, Unpublished. Sociology Department, University of Mkar.
- Demmert, I. A. (2010). Discipline in Schools in Pertomode, V.F. (EDD) Introduction Planning.
- Dittimiya, I. A. (2002). Discipline in schools in pertomode, V.F. (Edd) Introduction Planning and Supervision. Lagos: Joja Press Limited.
- Ehindero, S. A. (2010). Types and prevalence of peer victimization among secondary school students in Osun State: Implication for counselling. *International Journal for Cross Disciplinary Subjects in Education (IJCDSE)*, **1 (1)**.
- Ezekwugo, V. (2005). The effects of truancy on the effectiveness of teachers in primary schools in awkunanaw community of Nkanu West Local Government. Unpublished Thesis. University of Nigeria Nsukka.
- Federal Republic of Nigeria (2004). National policy on education (NPE). Lagos. NERDC Press.
- Huzinga, M. A and Thomberry. K. (2000). Survey of school truancy intervention and prevention strategies. Unpublished Thesis.
- Igwe, E. U. (2013). Effect of individual and group counselling on secondary school students' Truant behaviour in Abia State. An **international multidisciplinary Journal, Ethiopia**.7, (2).
- Marah, C. W. (2006). Reciprocal effect of self-concept and performance from a multidimensional perspectives: Beyond Seductive Pleasure. *Journal of Psychological*.
- Metcalf, F. (2013). *The impact of family disruption and student academic performance. Journal of Arts and Social Science* 3(4).
- Ogumwemmo, R. O. (2004). Survey of cultism, truancy, examination malpractice and drug abuse. Abuja: Ochanya Publishers Nigeria Ltd.
- Peck, A.S. (2003). Teaching Quality and student achievement in Africa: the case of Nigeria and Swaziland. **Teaching and Teacher Education** 5(2), 93113.
- Tenibiaje, H.L. (2009). Who's skipping school: Characteristics of truants in 8th and 10th Grade? **The Journal of School Health**,77, 2935.
- Yala, A; and Wanjohi, D. (2011). Psychosocial aspects of truancy in early adolescents, adolescence, 14,313.

Infographics as Instructional Resource for Teaching Basic Science and Technology in Junior Secondary Schools in Akwa Ibom State

By

Akpan, Anyanime O.

**Department of Science Education,
AkwaIbom State University, Ikot Akpaden, Akwa Ibom State
Email: yaniokop@yahoo.com**

Abstract

The study investigated the effect of infographics as an instructional resource on the performance of basic science and technology (BST) students in secondary schools in Uyo Local Government Area of Akwa Ibom State. The study used a quasi-experimental research design, using pre-test, post-test control group. The population consisted of all the 9,385 junior secondary three students (comprising 4,335 males and 5,050 females) in all of the fourteen public junior secondary schools in Uyo Local Government Area of Akwa Ibom State. The sample for the study consisted of 200 students, drawn from four intact classes in two secondary schools in the study area. Purposive sampling technique was used to select one school from the rural and one school from the urban area. The researcher-developed instrument titled, “Basic Science and Technology Performance Test (BSTAT)” was used for data collection. Face and content validity evidence were established, Kuder-Richardson 20 formula was used to obtain a reliability coefficient of 0.81 for the instrument. Three research questions and hypotheses were formulated to guide the study. Mean was used for answering the research questions, while analysis of covariance (ANCOVA) was used for testing the hypotheses at .05 level of significance. The findings showed that there was significant difference in the academic performance of students taught BST using infographics and those taught with the expository method. On the difference in the performance of students taught BST using infographic resources and those taught with expository method based on school location and gender, the findings showed that there was no significant difference in the performance of student taught BST using Infographic resources and those taught with the expository method based on school location and gender. Therefore, it was concluded that infograhics for teaching make learning interesting, engaging, as well as captivating and enhanced the academic performance of students. It was recommended, among other things, that, teachers should be encouraged to use infographics resources in teaching, since it also increases critical thinking, creativity, productivity and develops focus, as well as enhance students’ academic performance in urban and rural schools and is not gender biased.

Keywords: Infographics, resources, basic science and technology, urban and rural, gender, performance, and junior secondary students.

Background

In response to the state of education in the nation, and in commitment to United Nations declaration of Education for All (EFA), the nine-year Universal Basic Education (UBE) programme was launched in 1999. UBE was launched with particular attention to Millennium Development Goals (MDGs) and the critical targets of National Economic Empowerment and Development Strategies (NEEDS). With these, the Nigerian Educational Research and Development Council (NERDC) had the mandate to restructure and realign the existing primary and junior secondary school curricula to meet the ideals of the UBE (Federal Ministry of Education – FME, 2012). The effort of NERDC gave birth to the Basic Science and Technology Curriculum.

Basic Science and Technology (BST) is a core subject and begins formally in the primary and junior secondary schools where the foundation is laid for further studies in science and technology. The objectives of the BST curriculum amongst others are to enable learners develop interest in science and technology, as well as apply their scientific and technological knowledge and skills to meet societal needs (Akpan, et al., 2017). Specifically, the revised curriculum addresses and prescribes learning through activities as well as encouraging innovative teaching and learning approaches and techniques (FME, 2012). Science education is focused on developing students' scientific literacy that will equip them to be rational and participative citizens who can make decisions and judgments concerning the utilization of scientific knowledge that will have societal impact (Gambari, et al. 2018). The National Policy on Education (FME, 2013), emphasizes that science taught in our schools should be such that has meaning, relevance to the needs of the child and society, as well as provide the child the opportunity to explore, interact and interpret certain scientific process in the environment. It is recommended that resources, activity-based, learner-friendly, experiential and hands-on approach be adopted for teaching (NERDC, 2013).

It is important to note that in order to achieve the objectives of BST, the teacher is an important factor. It is however, the responsibility of the teacher to use strategies and activities that will not only arouse students' interests in learning BST concepts, but will also sustain the interest of the learner to attain the lesson objectives (Umanah & Udo, 2015). The inadequacy of science teaching resources and total absence in some cases call for alternative efforts at making science teaching and learning effective and impactful; this calls for resourcefulness on the part of the teacher. A student on teaching practice in a rural community from Akwa Ibom State University, Akwa Ibom State in 2020 used infographics as an instructional material to teach chemistry and the performance of students in the subject was significantly high, when compared to others in the area. Therefore, the Basic Science and Technology teacher needs to be resourceful, flexible and innovative in order to meet the challenges posed by inadequate and in most cases lack of instructional resources.

Just as education is vital for the growth of any nation, likewise rural development is an essential building block for national development. Poverty cannot be eradicated without eliminating illiteracy among the rural people, as well as raise their knowledge level. In view of this, the UBE motto “education for all, is the responsibility of all” came to be in order to provide free, universal, compulsory and quality education to every Nigerian child of school going age, in the rural and urban areas. Rural areas are the remote villages, they lack infrastructures like schools and health facilities; amenities like electricity, water and have little and no easy access to information and communication devices. Abidogun (2006) emphasized that rural areas have greater challenges concerning educational development than the urban centres, due to the socio-economic and institutional structures of the rural areas. Some people complain of poor quality institutions, especially in the rural areas, this is because rural schools are confronted by challenges such as lack of teachers, classrooms, teaching resources, rising enrolment of students as well as the negative attitude of the few available BST teachers.

It is on this basis that the study sought to examine the effect of infographics as instructional resource in teaching BST. This will not only improve the academic performance of students, but its usage through effective students’ participation and hands-on approaches, will also engage the students, develop their interest, as well as help them acquire basic knowledge and skills in science and technology to meet societal needs.

Conceptual Review

Teaching resources are materials that are designed to help facilitate learning and knowledge acquisition. They stimulate thinking and concretize learning. They include (library, chalkboard, chemicals, classroom, computers, reagents and instructional aids), utilities such as running water and electricity. Time resources (school calendar, number of periods per week, time for practical, time for assignments and projects (Akpan, 2011). Akpan, et al. (2017) defined resources as human and material situations capable of achieving the objectives of the concept to be taught. They are capable of conveying information, values, processes, experiences and techniques that could be used to actively engage the students in the learning process. Researchers have shown that library materials, laboratory, teacher know-how and standard resources are positively related to performance and effective teaching, when well-utilized. They inculcate the spirit of careful observation, manipulative skills, reflective thinking, creativity and understanding of the concept (Akpan, 2011). Resources for teaching basic science and technology could be human (teacher, laboratory assistant, technician, skilled worker). Therefore, the teacher should strive to create contents that are meaningful and supported with a variety of instructional resources.

A picture is worth and paints a thousand word is an adage. We learn and remember more effectively and efficiently through the use of text and visuals than text alone (Yarbrough, 2019). Infographics are tools that combine pictures and text to succinctly form information and ideas. Infographic is an abbreviation of two terms information and graphics that can be designed through the integration of text, pictures, flowcharts, graphs, video, pictures and other tools that

rely on visual discernment (Nwosu & William, 2018). In the same way, Taner (2016) posits that infographics are data visualization or information construction which aims to make understanding of complex information, data and idea faster, easier and simpler. According to Gambari, et al. (2018), infographic is a physical likeness or representation of an object, person, animal or thing or scene. It may be in the form of photograph, painted sculptural work or otherwise made visible like photographs. The use of infographics in teaching and learning play an important role in the lives of students and teachers. In this context, with the use of infographics in lessons for instructional purposes, different dimensions of knowledge can be transmitted by explaining the events, establishing connections between concepts and concretizing Abstract motions (Singh & Jain, 2017).

Literature has shown that there is significant usefulness and practicality of infographics as instructional tools. Mlay's (2010) study showed that respondents found subjects easier to understand and more satisfactory when they were taught using infographics. Moreover, infographics were found to be effective for recall and retention. Airwele (2017) investigated the effectiveness of infographics on students' academic achievement and explored students' perceptions of the impact of infographics. The results indicated that the experimental group taught with infographics significantly performed better than the control group. Ninety percent in the experimental group claimed that infographics positively impacted their intellectual life skills and effective development. The study also noted that infographics was very useful for enhancing achievement.

Basco (2020) in a study of the effectiveness of science infographics in improving academic performance among sixth grade pupils of one laboratory school in the Philippines, found that using infographics increased academic achievement, improved critical and higher-order thinking skills, and delivered concise and coherent information that increased productivity, creativity and understanding. The findings also confirmed that infographics were the ideal 21st century tools that support learning. Vander-Molen and Spivey (2017) conducted a project on the creation of infographics in a health economic course and introduction to health research and found that infographics offered an opportunity to apply active learning strategies to enhance students' engagement and retention of information and communication skills.

Similarly, Mahmoudi, et al. (2017) investigated the effect of augmented reality (AR)-based infographics on improving learners' performance via t-paired test and confirmed that their use improved knowledge and performance. Furthermore, Sang and Jeongwo (2015) also found them useful in physics textbooks targeting specialized vocational high school students. They enhanced students' understanding of scientific concepts, communication skills, and visual thinking abilities, as well as academic achievement and attitude towards science. Gambari et al. (2018), however, found the academic performance of junior secondary school students taught with infographics instructional package did not perform better than those taught with the conventional method.

Awodun and Oyeniyi (2018) in a study on influence of school location on students' academic achievement in junior secondary basic science in Ekiti State reported that students in

urban secondary schools performed better than students in the rural schools. The poor academic performance of students in urban areas over those in rural areas may be attributed to lack of facilities and teaching resources as compared to urban schools.

Oviawe, et al. (2015) reported that gender had no significant effects on students' performance and that gender had no significant effect teaching methods among students of Building Technology. Similarly, Singh and Jain, (2017) reported there was no significant difference in the performance of male and female dyscalculic students taught using infographic designing on image processing ability. Nwosu and Williams (2018) in a study on the effects of infographics on academic performance, attitude and class size of undergraduate students in media systems reported that male students performed better with the use of infographics in media system than their female counterparts. In 2015, Parks and Hong in a study with teens aged between 12–17 in the USA reported that females were better equipped with ICT skills with respect to infographics than the males.

Statement of the Problem

BST curriculum promotes guided inquiry and activity-based teaching and learning, but the most commonly used teaching method in schools is expository, which is basically teacher-centred, teacher teaching, while students are taking notes and are being told what they need to know. Over-dependence on expository method and poor utilization of instructional resources for teaching have affected students' academic performance in many junior secondary schools in Nigeria. Lack of teaching with appropriate instructional resources has been identified as one of the factors responsible for this. Infographics is not known by the majority of teachers and therefore not applied in teaching. Repositioning the teaching and learning of BST through the use of 21st century knowledge-based resources will engage and captivate learners, and solve problem of poor performance.

It is based on the above background that this study sought to find out the effects of infographics as instructional resources in teaching BST to junior secondary school students.

Purpose of the Study

The purpose of the study was to investigate the effect of infographics as instructional resource on the performance of BST students. Specifically, the study sought to;

- i. determine the difference in the academic performance of students taught BST using infographic resources and those taught with expository method;
- ii. compare the difference in the academic performance of students taught BST using infographic resources and those taught with expository method in rural and urban areas; and
- iii. find out the difference in the performance of students taught BST using infographic resources and those taught with expository method based on gender.

Research Questions

The following research questions guided the study:

- i. What was the difference in the performance of students taught BST using infographic resources and those taught with expository method of teaching?
- ii. Was there any difference in the performance of students taught BST using infographic resources and those taught with expository method in the rural and urban areas?
- iii. Was there any difference in the performance of male and female students taught BST using infographic resources and those taught with expository method?

Research Hypotheses

The following hypotheses were formulated for the study:

- i. There is no significant difference in the academic performance of students taught BST using infographic resources and those taught with expository method.
- ii. There is no significant difference in the academic performance of students taught BST using infographic instructional resources and those taught using expository method in the rural and urban areas.
- iii. There is no significant difference in the performance of male and female students taught BST using infographic resources and those taught with expository method.

Research Procedure

A quasi experimental design involving a non-randomized pretest, post-test experimental and control group were used for this study. The population of the study consisted of 9,385 junior secondary three students (4,335 males and 5,050 females) in all the fourteen public secondary schools in Uyo Local Government Area of Akwa Ibom State (Akwa Ibom State Universal Basic Education Board, 2021). Two public secondary schools were purposively sampled from the population of the study, one school each in the rural and urban areas. A total of 200 students were used for the study comprised of 100 students (55 males and 45 females) drawn from the rural area, while another 100 students (47 males and 53 females) were from the urban. The sample size of the study was from four intact classes.

A researcher developed instrument, Basic Science and Technology Performance Test (BSPAT), which consisted of twenty-five items, with four-options (A - D) multiple choice objective test items on the concept of environmental hazard used for data collection. The instrument consisted of section A and B. Section A elicited information on the students' personal data like gender and school location, while section B contained the multiple choice questions. The instrument was validated by experts in measurement and evaluation and BST to check for appropriateness of items and adequacy in measuring the objectives of the lesson. The BSPAT was trial tested on 30 students in another school that was not part of the main study, data obtained was analyzed using Kuder Richardson Formula 20 and a reliability coefficient of 0.81 was obtained for the instrument.

The teachers were trained as research assistants on the modalities of the study and its purpose, the concept to be taught in BST and resource materials to be used for one week. Prior to

the commencement of the lessons, a pretest was administered to the students and the scores were used as covariate in assessing the performance of the students on the concept. The experimental group was taught with infographic packages developed by the researcher, while the control group was taught the same concept using the expository method. A reshuffled version of the pretest was administered after four weeks to the two groups as post test. Data obtained from the procedure (pretest and posttest) were analyzed. Mean, standard deviation and analysis of covariance (ANCOVA) tested at 0.05 level of significance were used in analyzing the data collected.

Results

The results of the study were presented in line with the research questions and hypotheses as follows:

Research Question 1: What is the difference in the performance of students taught BST using infographic resources and those taught with expository method of teaching?

Table 1: Mean and standard deviation of the difference in the performance (pretest and posttest) of students taught Basic Science and Technology using infographic resources and expository method.

Instructional strategy	N	Pre-test		Post-test		Mean Difference
		Mean	SD	Mean	SD	
Infographics	100	44.75	8.77	73.30	9.98	28.55
Expository	100	44.80	9.40	57.85	11.83	13.05

The result in Table 1 indicated the pretest–posttest mean difference for students taught Basic Science and Technology with infographic resources was 28.55 while that of their colleagues taught with expository method was 13.05. This means that students taught BST with infographics, therefore, had higher gains in performance than students taught with the expository method.

Research Question 2: Is there any difference in the academic performance of students taught BST using infographic resources and those taught with expository method in the rural and urban areas?

Table 2: Mean and standard deviation of the difference in the performance (pretest and posttest) of students taught Basic Science and Technology using infographic resources and expository method based on school location

Instructional strategies	School location	N	Pre-test		Post-test		Mean Difference
			Mean	SD	Mean	SD	
Infographics	Rural	47	45.85	8.49	75.11	10.35	29.26
	Urban	51	45.28	7.10	71.89	10.06	26.61
Expository	Rural	53	45.10	10.07	56.73	11.54	11.63
	Urban	49	45.63	8.48	59.58	11.71	13.95

The result in Table 2 showed that the pretest-posttest mean differences for academic performance of rural and urban students in Basic Science and Technology taught with infographic resources were 29.26 and 26.67 respectively, while those of rural and urban students taught with expository method were 11.63 and 13.95 respectively. The result showed that the mean differences for academic performance of rural and urban students in each group were negligible. Even though the difference in performance is negligible, observations showed that student taught BST using infographic resources performed slightly better.

Research Question 3: Is there a difference in the performance of male and female students taught BST using infographic resources and those taught with expository method?

Table 3: Mean and standard deviation of the difference in performance (pretest and posttest) of students taught BST using infographic resources and expository method based on gender

Instructional strategies	Gender	N	Pre-test		Post-test		Mean Difference
			Mean	SD	Mean	SD	
Infographics	Male	46	44.08	8.27	73.06	8.28	28.98
	Female	54	45.00	7.75	72.75	11.55	27.75
Expository	Male	51	44.31	9.33	57.55	13.32	13.24
	Female	49	45.31	9.49	57.96	10.89	12.65

The result in Table 3 showed that the pretest-posttest mean differences for academic performance of male and female students in BST taught with Infographics were 28.98 and 27.75 respectively, while those of male and female students taught with expository method were 13.32 and 12.65 respectively. The result showed that the mean differences for academic performance of male and female students in each group were negligible. Despite this, the males performed better than the females overall.

Hypothesis 1: There is no significant difference in the academic performance of students taught BST using infographic resources and those taught with expository method.

Table 4: Summary of ANCOVA of the performance of students taught BST using infographic resources and those taught with expository method

Source	Type III Sum of Squares	Df	Mean Square	F-cal	Sig.
Corrected Model	12176.99 ^a	2	6088.50	51.08	.00
Intercept	28357.68	1	28357.68	237.91	.00
Pretest	241.87	1	241.87	2.03	.16
Instructional strategies	11944.43	1	11944.43	100.21	.00
Error	23481.88	197	119.20		
Total	895675.00	200			
Corrected Total	35658.88	199			

*significant at .05 alpha level

The result in Table 4 showed that the calculated F-ratio for the effect of instructional strategies at 1, 198 degrees of freedom is 100.21, while its corresponding probability level of significance is .00 alpha. This level of significance is less than .05. With this result, the null hypothesis was rejected, implying that instructional resources used made a significant difference in the academic performance of students in BST between those taught with Infographics and those taught with the expository method.

Hypothesis 2: There is no significant difference in the academic performance of students taught BST using infographic instructional resources and those taught using expository method in the rural and urban areas.

Table 5: Summary of ANCOVA of the performance of students taught Basic Science and Technology using infographic resources and expository method based on school location

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12252.57 ^a	4	3063.14	25.60	.00
Intercept	26297.45	1	26297.45	219.76	.00
Pretest	86.76	1	86.76	.73	.40
Instructional strategies	11708.32	1	11708.32	97.84	.00
School location	1.65	1	1.65	.01	.91
Instructional strategies*School location	446.47	1	446.47	3.73	.06
Error	23334.93	195	119.67		
Total	900200.00	200			
Corrected Total	35587.50	199			

*significant at .05 alpha level

The result in Table 5 showed that the calculated F-ratio for the effect of instructional strategies on students' academic performance based on school location at 1, 198 degrees of freedom is 3.73, while its corresponding probability level of significance is .06. Thus, the null hypothesis was retained. This implied there was no significant difference in the academic performance of students taught BST infographic resources and those taught with the expository method based on school location.

Hypothesis 3: There is no significant difference in the academic performance of male and female students taught BST using infographic resources and those taught with expository method.

Table 6: Summary of analysis of ANCOVA of students' performance taught BST using infographic resources and those taught with the expository method based on gender

Source	Type III Sum of Squares	Df	Mean Square	F-cal	Sig.
Corrected Model	12009.91 ^a	4	3002.48	24.40	.00
Intercept	23416.95	1	23416.95	190.31	.00
Pretest	527.08	1	527.08	4.28	.04
Gender	.87	1	.87	.01	.93
Instructional strategies	11543.95	1	11543.95	93.82	.00
Gender * Instructional_strategies	6.34	1	6.34	.05	.82
Error	23993.97	195	123.05		
Total	889475.00	200			
Corrected Total	36003.88	199			

*significant at .05 alpha level

The result in Table 6 showed that the calculated F-ratio for the effect of instructional strategies on students' academic performance based on gender at 1, 198 degrees of freedom is 0.05, while its corresponding probability level of significance is .82 alpha. This level of significance is greater than .05 in which the decision is based. With this result, the null hypothesis was retained. This implies there is no significant difference in the academic performance of students taught BST with Infographic resources and those taught with the expository method based on gender.

Discussion of Findings

The result of the analysis of the difference in the academic performance of students taught BST using infographic resources and those taught with the expository method showed there was a significant difference. This significance recorded by students taught with infographic resources was attributed to firsthand experience and active resources, which in turn facilitated their understanding of the subject. The finding also agreed with Sang & Jeongwo (2015) and Basco (2020) who found that the use of infographics enhanced students understanding of scientific concepts and communication capability by improving visual thinking abilities, which

had a positive impact on academic achievement. The finding also agreed with that of Airwele (2017) who found that the experimental group (students taught with infographics) significantly performed better than the control group. The finding contradicted that of Gambari, et. al. (2018) who found that students taught with the infographics did not perform better than those taught with the conventional method.

With respect to the result of the analysis of the difference in the academic performance of students taught BST with infographic resources and those taught with the expository method based on school location, there was no significant difference. The finding could be attributed to the fact that infographic resources were interactive and usually contained more information and details, required employing various digital applications that attracted users. Infographics can be used to make students active participants in the process of learning as this could lead to improvement in their academic performance. It was also attributed to the use of infographics as an instructional resource which aroused and sustained students' attention. It presented facts and information, taught concepts and principles which improved academic performance of both rural and urban students. This finding agreed with that of Faisal, et.al (2016) whose study showed that academic performance among students studying in rural settings was comparable with that of urban students. But it contradicted that of Mlay (2010) and Awodun and Oyeniyi (2018) whose studies showed that students in urban secondary schools performed better than those in rural schools.

The result of the analysis of the difference in the academic performance of students taught BST with Infographics and those taught with the expository method based on gender indicated that no significant difference existed between the male and female students. When instructional resources are used in teaching, they bring about interest, creativity and enhance students' performance. It also suggests that when interactive instructional strategy is adopted in teaching concepts students may get captivated and involved in the process of learning, irrespective of gender and possibly facilitates their understanding of the learned concepts.

This particular finding agreed with that of Oviawe, et.al. (2015) who reported that gender had no significant effect on students' performance. It also agreed with Singh and Jain (2017) and Gambari, et al. (2018) whose studies showed there was no significant difference in the performance of male and female students taught with infographics.

Conclusion

Based on the findings of the study, it was concluded that infographics as instructional resources for teaching Basic Science and Technology provided the students with firsthand experience and actively involved them in effective hands-on activities during the teaching/learning process, which in turn helped in facilitating the understanding of the subject matter and enhanced academic performance. This implies that instructional resources are significant determinants of learners learning outcomes and that, if students are exposed to the same instructional strategies, irrespective of gender and school location, they will perform appropriately.

Recommendations

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

1. Teachers should strive to use knowledge-based resources such as infographics in teaching Basic Science and Technology concepts as this will enhance learning and hence facilitate academic performance and retention of students.
2. Seminars, workshops and conferences should be organized by the Ministry of Education, management of institutions, government and NGOs to create awareness in the use of infographics in teaching Basic Science and Technology and other subjects.
3. All students should be encouraged to study sciences, irrespective of their gender or school location.
4. Effort should be made to ensure adequate provision of infrastructural facilities, teaching aids and qualified teaching staff in rural schools to ensure uniform and standard teaching and learning.

References

- Abidogun, B. C. (2006). *Education sector reforms and childhood education for rural development in Nigeria*. Makurdi Press.
- Achimugu, L. (2018). Influence of gender, school location and school type on students academic achievement in chemistry in Dekina Local Government Area of Kogi State. In Z. C. Njoku, U. M. Nzewi & C. V. Nnaka (Eds), *Perspective on science technology education in Nigeria. Book in Honour of Professor Eunice A. C. Okeke (Fstan, DSSE, mnae)* (pp.102-111).
- Airwele, N.S. (2017). Effects of infographics on students' achievement and students' perception of the impacts of infographics. *Journal of Education and Human Development*, 6(3), 104-117.
- Akpan, A.O & Akpan, I.F (2017). Facilitation-activity strategy and pre-service teachers' achievement in Basic Science and Technology. *Journal of Research and Development Education*, 7(1), 38-47.
- Akpan, A.O., Etiubon, R. U., & Udosen, I. N. (2017). STEM Teachers preparedness for socio-economic empowerment of senior secondary science students in Nigeria. In A. S. Ifamuyiwa (Ed), *STEM and economic growth*. Science Teachers Association of Nigeria, 60th Anniversary Conference Proceedings (pp.37-45).
- Akpan E.U.U. (2011). *Strategies for teaching Basic Science*. In G. O. Akpa (Ed), *A handbook for teacher effectiveness* (22-26). Universal Basic Education Commission.

- Anaekwe, M. C., Nnaka, C. V. & Anaekwe, G. U (2018). Gender difference in candidates experiences with computer based test (CBT) and Unified Tertiary Matriculation Examination (UTME). In Z. C. Njoku, U. M. Nzewi & C. V. Nnaka (Eds), *Perspective on science technology education in Nigeria. Book in Honour of Professor Eunice A. C. Okeke (Fstan, DSSE, mnae)* (pp.128-139).
- Awodun, A. O. & Oyeniya, (2018). Influence of school location on students' academic achievement in Junior Secondary School Basic Science in Ekiti State, Nigeria. *Journal of Emerging Technologies and Innovative Research*, 5(6), 125-129.
- Basco, R. O. (2020). Effectiveness of science infographics in improving academic performance among sixth grade pupils of one laboratory school in the Philippines. *Research in Pedagogy*, 10(2), 313-323.
- Danluba, N. E. (2012). Evaluation of resources availability for teaching science in secondary schools. Implication for vision 20:20. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(3), 362-367.
- Faisal, R., Shinwari, L. & Mateen, H. (2016). Evaluation of the academic achievement of rural versus urban undergraduates medical students in pharmacology examinations. *Asia Pacific Journal of Reproduction*, 5(4), 317-320.
- Federal Ministry of Education (2012). *9 year Basic Education Curriculum, Basic Science & Technology, JSS 1-3*. NERDC Press.
- Federal Ministry of Education (2013). *National policy on education and 4 years strategic plan for the development of the education sector 2011-2015 of Prof. Ruqayyatu Ahmed Rufai*. NERDC Press.
- Gambarari, A., Zubairu, S. A., Daramola, F. O., Abubakar A. A. & Tukura, C. S. (2018). Impact of infographics on the academic performance of Junior Secondary School Division, Kaduna State, Nigeria. *Journal of Information, Education, Science and Technology*, 5(1), 156-167.
- Mahmoudi, M.T, Mojtahedi, S. & Shams S. (2017). AR-based value-added visualization of infographic forenhancing learning performance. *Computers Applications in Engineering Education*, 25(6), 1038-1052.

- Mlay, N. (2010). The influence of the language of instructions on students' academic performance in secondary schools. A comparative study of urban and rural schools in Arusha–Tanzania. A thesis in the Institute of Educational Research, University of Oslo.
- Nigerian Educational Research and Development Council (2013). *Teachers' guide for the revised 9-year Basic Education curriculum in Basic Science and Technology*. BHS Books Printing.
- Nwosu, E. H. & Williams, C. (2018). Effects of infographics on academic performance, attitude and class size of undergraduate students on media systems. *American Journal of Educational Research*, 6(1), 83-87.
- Ovawie, J. I., Ezeji, S. C.O., & Uwameiye, R. (2015). Comparative effects of three instructional methods on students performance in building technology in Nigerian polytechnics. *European Scientific Journal*, 11(12), 274-285.
- Parks, I. & Hong, M. (2015). Club convergence and factors of digital divide across countries. *Technological forecasting and social change*, 96, 92-100.
- Sang, M.N & Jeongwo, S. (2015). The effect of Physics instruction using infographics based on visual thinking in high schools. *Journal of the Korean Association for Science Education*, 35(3), 477-485.
- Singh, N. & Jain, N. (2017) Effects of information designing on image processing ability and achievement motivation of dyscalculic students. Retrieved from <https://ceur-NS.org/effects-of-information-designing-on-image-processing-ability-and-achievement-motivation-of-dyscalculic-students>, 185(2), 45-53.
- Taner, C. (2016). Effects of infographics on students' achievement and attitude towards geography lessons. *Journal of Education and Learning*, 5(1): 154 – 166.
- Umanah, F. I. & Udo, M. E. (2015). *Match Head: a resource for making the teaching and learning of extraction of iron a delight*. Chemistry Panel Series 11 (Metals and their compounds). A handbook for chemistry teachers. STAN Press.
- Vander-Molen, J. & Spivey, C. (2017). Creating infographics to enhance students' engagement and communication in health economics. *The Journal of Economic Education*, 48(3), 198-205.
- Yarbrough, J. R. (2019). Infographics: In support of online visual learning. *Academy of Educational Leadership Journal*, 23(2), 1-15.

Organization of Micro-teaching Practicum in Colleges of Education

By

Jeremiah Samuel¹

¹Department of Arts Education, Faculty of Education, Federal University Otuoke, Bayelsa State

&

Foluke Bosede Eze²

²Department of Science Education, Faculty of Education, Federal University Otuoke, Bayelsa State

Abstract

Micro-teaching is an element in teacher education preparatory programme. It is achieved through the way it is organized. This paper examined the organization of micro-teaching practicum in colleges of education in Nigeria by explaining the concept and its objectives. The paper also identified various stakeholders in micro-teaching exercise and their roles towards its effective organization. It is the position of this paper that micro-teaching should be given better attention in all teacher education preparatory programme so as to enhance the pedagogical skills of student-teachers before the teaching practice exercise and graduation.

Keywords: Organization, micro-teaching, and colleges of education.

Introduction

Colleges of Education in Nigeria are specifically established to train middle level manpower (teachers) at the Nigerian Certificate in Education (NCE) who are to teach at the primary and junior secondary schools. In recent times, most colleges of education have been affiliated to universities thus enabling them to train higher level manpower (first degree in education) that can teach at secondary schools. Despite the affiliations of colleges of education to universities, their core mandate of producing NCE holders has not been re-structured or altered as teacher training institutions.

In every teacher training programme all over the world, the curriculum content is always divided into two major sections such as the theoretical and practical components. In Nigeria, the NCE (2009) minimum standard structured the micro-teaching programme into two parts of theoretical component (EDU 213) and practicum (EDU 224). The former exposes the student-teacher to various theories of micro-teaching skills. It comprises of the various courses offered by the student-teacher that qualify one to teach. These include history of education, sociology, educational administration, educational psychology, measurement and evaluation, curriculum studies, among others. The practicum, Edu 222, aims at transmitting theory into practice, provides practical skills in micro-teaching laboratory (relative to a particular circle of micro - teaching), and are taught by a micro-teaching supervisor.

In this new development, there is a paradigm shift from what was obtained before where theory and practice were fused together. This paper focuses on micro-teaching and involves the examination of micro-teaching,, procedure for organizing micro-teaching and the roles of various stakeholders in micro-teaching programme in colleges of education in Nigeria.

Meaning of micro-teaching

Micro-teaching was first used in the 1963 in Stanford University, California, United States of American (USA) by Dwight Allen and colleagues as an attempt to provide reasonable response to the question-how best can teachers be prepared for the teaching profession (Shore, 1972). Micro-teaching was subsequently developed and used in all forms of education to get constructive feedback from peers/students about what has worked and what improvements can be made to make their teaching techniques better. Micro-teaching is now an integral part of teacher education programme all over the world due to its benefits to teacher education.

Micro-teaching is a clinical approach to teacher education in which teaching skills are clearly identified, isolated and developed. Kumari and Rao (2004) defined it as training procedure aiming at simplifying the complexities of the normal/regular teaching process. Tata, Shehu and Aliyu (2015) stated that micro-teaching is one of the innovation in teacher education programme aimed at modifying teachers behavior according to modified objectives. While Mohammed and Rawshon (2013) averred that micro-teaching is an instrument for teacher training and it offers the students the opportunity to practice teaching activities under controlled

and stimulating circumstances. The basic elements of micro-teaching as listed by Allen and Ryan (1969) are:

- i. It reduces the complexity of real classroom teaching situation in terms of the number, amount and time of learning contents.
- ii. It emphasizes training for mastery of teaching activities such as skills, techniques, method curriculum selection.
- iii. It offers better control over practicing activities because many can be easily manipulated to attain this greater degree of control in training programme.

Micro-teaching is very vital for training of students teachers and even in-service teachers as it focuses on the improvement of the learning situation and teachers behavior by not only helping to acquired effective teaching skills but also hope that the more teachers are able to acquired effective teaching skills the more they will be able to improve desirable attitude, habit, motive and skills in learners. Its relevance inteacher education programme is to enable student-teacher-teach among themselves for a lesser period of time so that they acquire basic teaching skills before the actual teaching practice exercise. Thus, it can be described as a teacher preparatory activity aimed at perfecting the student-teachers' performance during the teaching practice exercise. Akanbi and Usman (2014) noted that micro-teaching was introduced in teacher education programme to enable student-teacher teach classes made up of members of their own student group. In addition, micro-teaching affords student-teachers the opportunity to appraise themselves relative to the critique section in every micro-teaching phase through feedback mechanism, a process in which students receive meaningful assessment immediately after their performances. Often different technological teaching media as well as observation and interaction analysis instruments are also used to help the student-teacher improve his performance in light of the report provided. Since the way feedback is given and received contributes to the learning process, it should be honest and direct, constructive, focusing on the ways the student-teacher can improve.

Ike (2003) explained micro-teaching as a training programme that can be applied to various pre-service and in-service stages in the professional development of teachers. Micro-teaching is therefore a controlled practice that makes it possible to concentrate on a specific teaching behaviour and to practice teaching under controlled condition. Allen and Cooper (1970)

describe it as a scale down teaching encounter specifically designed to developed new skill and strengthen old skills. Jeremiah and Job (2011) described micro-teaching as a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully proposed lessons planned series of 5 to 10 minutes encountered with a small group of real students often with an opportunity to observe the result on video tape.

In summary, micro-teaching is a teaching situation which is scaled down in terms of time, class size and training complexity and which allows teachers to focus on selected skills. During the presentation, the student-teacher is expected to practise and demonstrate the particular teaching skill within the stipulated period of the lesson as may be determined by the micro-teaching supervisor.

Objectives of micro-teaching

The objectives of micro-teaching as stated by Ike (2003) are:

- to help the student-teacher to identify the discrete skills of teaching which the teacher uses in his every day teaching;
- to provide student-teacher with the opportunity to examine one by one the various teaching skills;
- to help student-teacher practice the teaching skills in a supportive environment of his supervisor and peers with the complexity of teaching reduced;
- to enable student-teachers build up confidence as a teacher before starting to teach in a school;
- to enable the student-teacher acquire training in teaching skills such as lawstudents and medical students acquire professional skills;
- to enable student-teacher practise teaching in terms of definable, accessible measurable teaching skills;
- to give the student-teacher the opportunity to accept his/her supervisor as a friend who is interested in his/her professional growth as a teacher; and
- to enable the student-teacher adapt an objective approach towards assessing his/ her own teaching.

Furthermore, Jeremiah and Job (2011), citing the work of Keziah (2007), itemized the following objectives of micro-teaching:

- Expose student-teachers to some vital skills that calls for effective teaching.
- To help student-teachers select and practice the teaching skills in a conducive and supportive environment.
- To provide student-teachers with teaching encounters prior to the actual teaching practice in normal classroom situation thereby motivating and enhancing their confidence.
- Assist student-teachers to become well exposed to supervisors who will be seen as more superior to them.
- Develop in student-teachers observational skills and constructive criticism of lessons presented by other fellow student-teachers.
- Develop in the student-teacher the ability to be analytical, critical and objective in self evaluation of his/her teaching.

Process of organizing micro-teaching

The organization of micro-teaching is important in the teacher preparatory programme. Micro-teaching, like teaching practice, is a complex programme because its successful implementation requires that human and material resources are put in place to achieve set goals. Its organization varies within different institutions, depending on administrative mechanism and available resources. The following processes of organizing micro-teaching, as noted by Jeremiah and Job (2011), are:

1. Preparation of micro-teaching Scheme

This is the first stage of the micro-teaching exercise and involves selecting or identifying student-teachers who are qualified to offer the course. A list of qualified student-teachers who registered for course are compiled. It will include those who are offering the course for the first time and those who are repeating it. The list of such students is obtained from the various departments in schools. Next is to group the student-teachers in fives or tens. Finally, supervisors are assigned to these clusters of groups. It is important to note that these activities are carried out by the micro-teaching coordinator. In some situations such responsibility is carried out by the director of centre for educational technology or teaching practice coordinator, depending on the choice of the management of the institution.

2. Orientation of student-teachers:

One of the major aims of the micro-teaching is to expose the student-teacher to teaching skills before the actual teaching practice exercise. They need to be directed on what to do and things to avoid. At this stage, the micro-teaching coordinator organizes an orientation programme for the student-teachers where he and some experienced lecturers discuss topics such as lesson planning, presentation, instructional materials, code of conduct and teaching skills. Finally, students may ask questions and generate some discussion.

3. Orientation of supervisors:

Micro-teaching supervisors are essential stakeholders in the organization of micro-teaching programmes in colleges of education. They are always qualified and experienced lecturers but they themselves need orientation to assist them in effective delivery, e.g. in educational technology or curriculum studies relevant to micro-teaching. Resource persons explain the role of supervisors, the assessment of student-teachers and any relevant organizational issues.

4. Assessment of micro-teaching laboratory:

The micro-teaching laboratory plays significant role in the successful organization of any micro-teaching programme which implies that the quality of the laboratory to a large extent influences the performance of the student-teachers. However, the presence of a micro-teaching laboratory, its work-ability and proper functioning of the various materials in the laboratory matters a lot. Before the commencement of the micro-teaching exercise, it is the responsibility of the coordinator to assess the work-ability and functionality of the materials in the micro teaching laboratory and to replace or provide some, e.g. cameras, micro phone, power system, computers and the board. Adequate measures are taken to ensure sustainability during the micro-teaching exercise.

Role of Various stakeholders in micro -teaching

Micro-teaching is a complex programme that needs the services of various stakeholders for its effective organization, i.e. personnel that are directly involved in the organization of micro-teaching in a given teacher training institution. Such stakeholders according to Jeremiah and Job (2011) include micro-teaching coordinator, supervisor, technical staff and student-teachers.

1. Micro-teaching Coordinator

Besides organizing the actual micro-teaching exercise, the coordinator does the following:

- Educate supervisors, students and technical staff on the all aspect of micro-teaching exercise.
- Provide comprehensive micro-teaching schedule for supervisors and student-teachers.
- Produce and make available micro-teaching guideline and assessment forms to supervisors.
- Ensure proper functioning of the micro-teaching laboratory.
- Entertain and provide workable solution to problems that may be raised by student-teachers, supervisors and technical staff during the exercise.
- Ensure strict adherence of supervisors and student-teachers to the general conduct of the micro teachingprogramme.
- Provide detailed overall assessment of student-teachers during the micro-teaching exercise through the report or assessment of individual supervisors.
- Provide comprehensive report (after the micro-teaching exercise) to the college management on major issues observed and way forward.

2. Micro-teaching Supervisors

Micro-teaching supervisors control the micro-teaching exercise. They serve as a bridge between the coordinator and the students by playing the following specific roles:

- Arrange and agree with student towards on schedule for micro-teaching.
- Ensure that student-teachers present their instructions based on stipulated guideline.
- Assess student-teacher's lesson plan and instructional materials before and during micro-teaching exercise.
- Educate and point out the strength and weakness of the student during micro-teaching exercise.
- Conduct practical examination of student-teacher in micro-teaching laboratory as may be directed by the micro-teaching coordinator.
- Carry out any other functions that may be directed by the coordinator aimed at achieving the objective of the exercise.

3. Technical Staff

The technical staff are non-teaching staff that are deployed to work in the micro-teaching laboratory from the centre for educational technology and may also include other administrative staff attached to the office of the micro-teaching coordinator. The technical staff work in collaboration with the micro-teaching coordinator in ensuring proper maintenance of facilities in the micro-teaching laboratory and effective organization of the micro-teaching programme. Technical staff include technicians, graphic artist, photographer, camera man, computer operator and clerks. The duties of the technical staff include to:

- ensure that the micro-teaching laboratory is conducive for students and supervisors;
- ensure that all materials or items used in the laboratory are in good working condition;
- provide some level of repairs for materials that may break down or damaged during the micro-teaching exercise;
- provide comprehensive data on available materials for micro-teaching;
- assist student-teachers and supervisors on the use source materials during the micro-teaching exercise;
- report any case of damaged materials to the coordinator for vital actions; and
- carry out any other function that may be assigned by the coordinator for effective micro-teaching exercise.

4. Student-Teachers

Student-teachers in this context are the learners that have registered for the micro-teaching exercise. They may be taking the course for the first time or repeat students who have failed the course the previous year. During the micro teaching exercise, student-teachers are expected to:

- identify micro-teaching groups where they belong;
- draw out lesson plan format in accordance with the prescribed guidance;
- prepare relevant instructional materials that may be used during the exercise;
- observe other student-teacher teaching and make objective assessment of their performance;
- present lessons in the micro-teaching laboratory under the supervision of the micro-teaching supervisor; and

- observing the replaying of his/her teaching with a view of improvement.

Summary and Conclusion

This paper examined the organization of micro-teaching practice in colleges of education in Nigeria and explained the concept of micro-teaching relative to its objectives. The paper also identified the role of stakeholders such as the micro-teaching coordinator, supervisors, technical staff and students towards effective organization of micro-teaching programme. The paper therefore concludes that micro-teaching is central in teacher education preparatory programme, as it helps in the development of pedagogical skills of student-teachers aimed at better performance during the teaching practice exercise and in their future teaching career as professionals.

References

- Akanbi, A. O. & Usman, R. S. (2014). A correlational study of NCE physics students' performance in Micro Teaching and Teaching practice. *Journal of Educational Research and Behaviourial sciences* 3(2),60 -64. www.apexjournal.org/jerbs.
- Ike G.A. (2003). Essentials of micro -teaching. Owerri: Teum Publisher.
- Jeremiah S. & Job G. (2011). Micro -teaching at a glance. Owerri: Joemomkpa Publishers.
- Keziah A. A. (2007). Micro -teaching a practice on teaching skills. Port Harcourt: Pearl Publishers.
- Kumari B.V & Rao G.B (2004). Methods of teaching social studies. New Delhi: Dynamic Printer Delhi.
- Mahmud I & Ryan K. (1969). Micro -teaching reviewing. Massachusetts: Addison Wesley.
- Mahmud, I. & Rawshon, S. (2013). Micro-teaching to Improve Teaching Method: An analysis on Students'perspectives. *Journal of research and method in education*,1(4),69-76 www.iosjournals.org
- Shore,B.M. (1972). Microteaching: A brief review. Document resume www.files.eric.ed.gov

Tata U.S. Shehu S. & Aliyu D. A. (2015). The impact of micro-teaching on the teaching practice performance of undergraduate Agricultural Education students in College of Education. *Journal of Education and practice*, 6 (26) 109-115. www.files.eric.ed.gov.

Parental Background and Socio-Psychological Factors as Determinants of Academic Performance of Junior Secondary School Students in Lagos

By

Adesoji A. Oni¹
Department Educational Foundations,
Faculty of Education,
University of Lagos, Akoka-Yaba,
Lagos
aoni@unilag.edu.ng

&

Titilayo Soji-Oni²
Federal College of Education (Tech.)
Department of English and General Studies,
Akoka-Yaba, Lagos
tiejoke@yahoo.com

Abstract

This study examined parental background and socio-psychological factors as determinants of junior secondary students' academic performance in Lagos State. This study adopted a correlational survey design. The area of this study was Surulere Local Government Area (LGA) of Lagos State. The 350 sample size respondents of the study were drawn from selected public junior secondary schools through the simple random sampling technique. The instruments used to collect data for this study was a closed ended questionnaire for students. The analysis of findings shows gender variation in the student's responses, in which for 350 sampled individuals, male and female responses were collected and summed for each rating. As shown from findings, 42.8% of sampled students had good academic standings while 14.3% had poor

academic standings. The study establishes that, the parents/guardian socio-economic eminences have critical influenced on the student academic performance. Parents/guardian educational status record a strong influence on the students' academic performance (68.8%) while the students' family or household size has little influence on their academic performances. Parent/guardian attitudes toward the students have impact on their academic performance. The test of hypothesis suggests that, there is significant effect of parental background and social-psychological factors on students' educational performance. For good educational performance, parents should diversify their sources of income to be able to provide fund for their children better educational accomplishment.

Keywords: Parental background, socio-psychological factors, impacts, students, deficiencies, and malpractices.

Introduction

Parental socio-economic characteristics to a large extent determine student's performance in school and their adjustment to life. Poor performance in examinations in recent times could be attributed to the changing life pattern in some families coupled with the present economic hardship which has made most families unable to meet up with their responsibilities of ensuring a well-nourished and literate family. The size of the family in which a child grows affects his intellectual development; this is because in a large-size family, a child may not be given the required attention especially in his/her academics as the family will have more persons to cater for. The issue of home-work, payment of school fees, attending Parent Teachers Association (PTA) meetings, and many more may not be convenient for the parents as they have to cater for many other children. Children are often well-catered for and perform better in their academic activities in small-size family. That is the socio-economic background of a family impact either positively or negatively on the gross academic performance of the child. Families with bigger financial resources, which are either or not associated with parents' occupation and educational attainment, often imply increased learning opportunities, both at home and in school for the child. Parents are able to cater for the child's needs. Better-educated parents can also contribute towards their children's academic performance through their day-to-day interaction with the children and by involving themselves in their children's school work. In Nigeria, many families are poor and cannot easily provide the basic daily needs of their children nor meet their educational needs. This indeed has negative implications on performance (less-privileged), as students from such families may be forced to skip classes, unable to do their assignments and in some cases are advised to withdraw from school by the school management due to inability to

meet with school obligatory payment. All these, have significant effects on the development of the child. Indeed, family background is the foundation for children's development, as such family background in terms of family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration (Asikhia, 2010). However, studies indicate that there is an awareness of the importance of the home environment or family on children academic performance. The home has a great influence on the child's psychological, emotional, social and economic state.

In the view of Adekola (2008), the state of the home affects the individual since the parents are his/her the first socializing agents. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he or she is. Students' learning and academic attainment is influenced by interplay of their individual, family and school characteristics.

According to Eweniyi (2005), different factors are capable of influencing the academic performance of a child. Such factors may be the child's internal state (intelligence, state of health, motivation, anxiety etc.) and their environment (availability of suitable learning environment, adequacy of educational infrastructures like textbooks and well-equipped laboratories). Investigation of these factors has produced several findings by researchers. For example, Emeke and Adegoke (2008) have attributed the cause of poor academic performance to a combination of personal and institutional factors. Personal factors relate to the individual's intelligence, knowledge and ability. While institutional factors are; family or parental influences, societal influences, institutional influences and school related factors - student/lecturer relationship, teacher related factors, accommodation and other living conditions. In the same vein, Osaki (2000) and Emeke (2010) among others have examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-esteem, low socio-economic status of the family, poor family structure and anxiety. The consequences of

these include indiscipline in schools and low level of educational standard. Aside from factors associated with parental background, there are other numerous factors that interfere with academic achievement and may hinder student performance. Social psychological is one important factor that is being considered in this research.

Bolu-steve and Sanni, (2013) defined social psychology *as* “the scientific field that seeks to understand the nature and causes of individual behavior in social situations”. It therefore looks at human behaviour as influenced by other people and the social context in which this occurs. Social psychology has described stereotype threat, intrinsic and extrinsic motivation, self-handicapping, and low self-esteem as some factors that can influence how well a child perform in school. These factors can negatively affect any student if the educational system does not strive to eliminate them from the learning environment.

A stereotype threat is a socio-psychological concept that affects members of various disadvantaged groups. It occurs when these members, who are aware of the stereotype that their particular group performs poorly in academics and other personally relevant milieus, try to disprove it. Unfortunately, their attempt tends to backfire because the anxiety that individuals face about disproving the stereotype actually leads to behaviour that confirms the stereotype. This anxiety reduces memory capacity, especially when the individual faces a problem of personal relevance. The reduced memory capacity causes the individual to remember less of the material and not perform very well on an academic test, which confirms the above-mentioned stereotype. According to Olsen, Breckler, and Wiggins (2008), individuals facing this pressure do not perform as well as they could have. They cannot think as clearly while worrying about confirming a stereotype; the worry actually impairs their performance.

Another factor that influences academic achievement is motivation. A highly motivated student will work hard in school in order to receive good grades. There are two ways students can be motivated- intrinsic and extrinsic- although one is substantially better than the other. If students are intrinsically motivated, they will work hard on a task because it is enjoyable and fun. Intrinsic motivation makes the task gratifying and rewarding for individuals. On the other hand, if students are extrinsically motivated, they will strive to do well because there are some external rewards waiting for them. One performs the task not for oneself but in order to get a prize or

reward. This second type of motivation provides fewer benefits for an individual (Olsen, Breckler, & Wiggins, 2008).

A third factor that researchers have studied is the effect of self-handicapping on academic achievement. When individuals self-handicap, they deliberately seek out elements that interfere with academic performance so that there is an excuse available if they fail. By self-handicapping, individuals can use the sought out excuse to justify their failure, thereby preventing others from perceiving it as a reflection of incompetence. Students tend to self-handicap when they have to perform a difficult task or write an exam in which they do not feel confident. By self-handicapping they have an excuse ready in case they do fail.

Self-esteem is another factor. Self-esteem can be described as an individual's judgment of his/her own self-worth. People with high self-esteem see themselves positively and have a high opinion of themselves. They feel good about who they are as a person and are rarely influenced by others' views of them. People who have low self-esteem view themselves negatively and are not happy with whom they are as a person. They may feel incompetent, disliked, and worthless. They are greatly affected by others negative comments about them (Lei, 2010). Individuals' self-esteem is usually influenced by the opinion of peers and past experiences where performance was either positive or negative. If individuals constantly face challenges and never succeed, they will start to develop a negative image of the self. As well, if individuals always hear negative comments directed towards them, they may start to believe these comments and internalize them (Olsen, Breckler, & Wiggins, 2008).

Doubtless the academic achievement of students depends on three basic things; these are the teacher's efforts, the student's efforts, and the parent's involvement in children education (Tella & Tella, 2003). Parents are responsible for academic achievements of their children. They are the ones who spent much time with the students during evening, nights, as well as during long vacation. Academic achievements of students are the result of teacher factor and parental factors. The more intensively parents are involved in their children's learning; the more beneficial are the achievement effects, such that higher degree of parental involvement results into higher attendance rate with higher achievement (Ross 2016).

Asikhia (2010) posited that parental educational background and socio-economic status influence the academic performance of students; that these two are lumped together because they

are related and one may rightly say that they are married and hence should not be ‘divorced’. He opines that socio-class or status could be defined more objectively by using such indices as occupation, income and education. Wealth is strongly correlated with education and occupation and when socio-economic status is measured these other factors are usually included. Kumpulainen and Wray (2002) contended that socio-economic status (SES) is an important explanatory factor in many different disciplines like health, child development and educational research.

Motivation for this study on junior secondary schools in Surulere is based on the puzzlement as to why some students are outstanding, while others are extremely poor. When variations in scores are subjected to critical thinking, it is often discovered that parental background has a major role to play. It is therefore important that the role of the family and the influence they have on children be examined so that useful suggestions could be made to parents, teachers, educational planners and government.

The performance gap between students and academic excellence constitutes a great source of worry and serious concern as well as discomfiture to parents, schools managers, policy makers and various governments responsible for the students’ education in secondary schools. Experience has shown that among the junior secondary school students, there exist some discrepancies which influence students’ academic performance, such as inability of some students to pay their school fees promptly, while others were often sent away for non-payment of school fees, some students have problem with the provision of school uniform while others do not. Likewise, some students were motivated by their parents through the provision of educational materials like text books and exercise books, while some others were not, whereas some students come to school properly fed, and others not. There is no doubt as to whether influence of family background had played a role in these issues. In the light of the above-mentioned challenges, the main problem of this search is to find out if there exist in Surulere Local Government Area a relationship between socio-economic status of parents and students’ academic performance.

Surulere Local Government Area like any other areas experiencing urbanization efforts to provide education to its people has a responsibility to meet the millennium development goals. Governments have launched the Secondary Education Development Programme (SEDP 1),

under which were established different junior secondary schools where nearly every ward had established its own school. The upgrading of these state schools was expected to improve academic performance by giving equal opportunity for all learners from all social cultural background. The emphasis of SEDP was on equity and access for education to all children. Despite all the efforts made, the performance of students from public schools has been discouraging compared to private secondary schools. Most students from epidemic affected families, orphans, alcoholic and some students from poor families have been performing poorly.

Hence, there is need to continue investigating what causes poor performance of secondary school students, most especially in public schools. And the focus should be parent's involvement in improving the academic performance of the students at risk of failure. It is against this background that this study was construed to examine the impact of parental background and socio-psychological factors as determinants of junior secondary school students' academic performance in Surulere local government area of Lagos state.

Research Questions

- i. Do parental background factors have any effect on students' academic performance?
- ii. What are the effects of the social-psychological factors on students' academic performance?
- iii. Are there any effects of socio- economic factors and parental influence on the child's academic performance?
- iv. What strategies can be adopted in enhancing students' academic performance in Surulere Local Government Area of Lagos state?

Hypotheses

- i. There will be no significant effect of influence parental background on students' educational performance.
- ii. There will be no significant effect of social-psychological factor on students' academic performance.

Methodology

This study adopted correlational survey design. The area of this study was Surulere Local Government Area (LGA) of Lagos State. The population of this study comprises of all the

students of Junior Secondary School in Surulere Local Government Area of Lagos State. However, the study was focused mainly on students as the study was meant to assess the influence of parental background and socio-psychological factors as determinants of academic performance of junior secondary schools students. The sample size of the study consisted of 350 respondents, that is; seventy (70) students were selected from each junior secondary school. The selected junior secondary schools were mainly public schools. The sample was selected by means of the simple random sampling technique. The instruments used to collect data for this study was a closed ended questionnaire for students. For the purpose of this study, content validity method was adopted; with the construction of a test blue print. This was given to two experts for vetting and corrections where necessary. The Split-Half reliability model was used; while a pilot study was conducted to establish the reliability of the instrument. While, Chi-square statistics was used to analyze the data.

Result

Table 1: Parents/Guardian Income Status

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
High	67	48	115	30.5	36.9	33.7
Middle	83	40	123	37.7	30.8	34.2
Low	23	10	33	10.5	7.7	9.1
I do not Know	47	32	79	21.4	24.6	23.0
Total	220	130	350	100.0	100.0	100.0

Table 1 shows the distribution of students' responses to the questionnaires.

The table also shows gender variation in the students' responses. 350 students were surveyed, a combination of male and female responses were collected and summed for each rating. As can be seen in the table above, 123 students stated that they are from middle income earning family, depicting 34.2% of total students. 33 students said they are from low income earning family depicting about 9.1%. 115 students said they are from high income earning family, which is about 33.7% of the total students, while 79 students could not say precisely the income status of their parents, this amounts to about 23% of the total sampled students. For Low income status family, we have 23 males and 10 female respondents. For middle income status family, we have

twice as number of female respondents, 83 males to 40 females, while for 'I do not know' class, we have 47 males and 32 females.

Students' Academic Performance

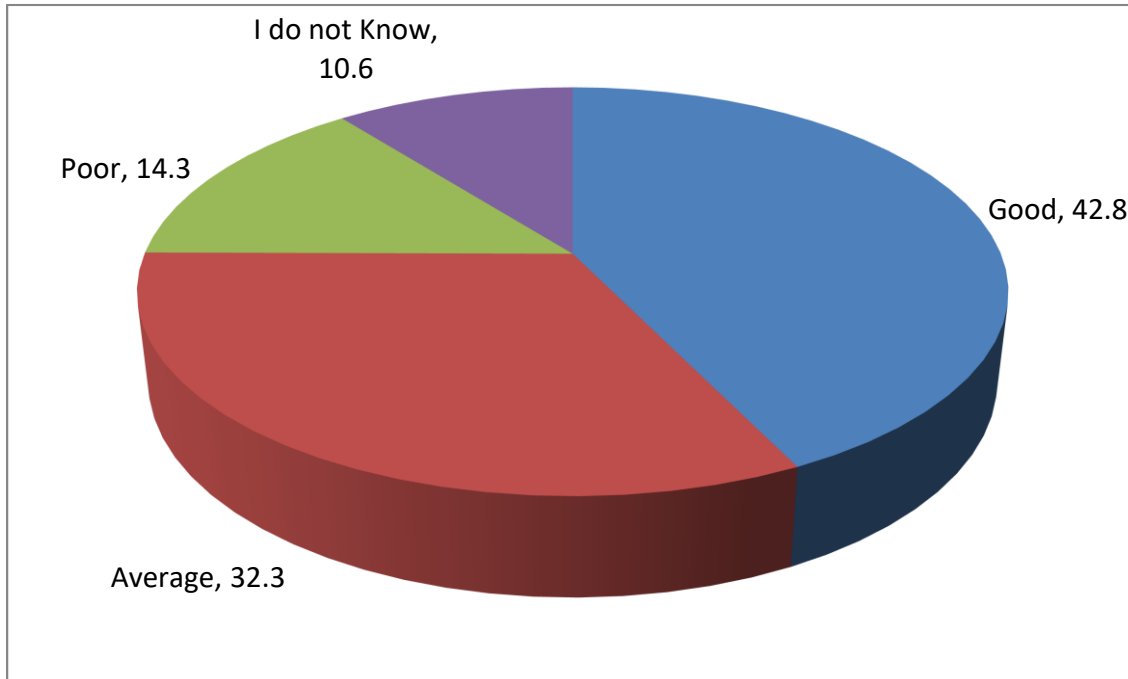


Fig. 1: Rating of Students' Academic Performance

Figure 1 show the analyses of distribution of students' responses. The figure also shows gender variations in students' responses. For 350 students sampled, a combination of male and female responses were collected and summed for each rating. As can be seen in the figure, 42.8% students had good academic standings. 32.3% students were at average level academically. 14.3% students were academically poor; while 10.6% of the students could not say precisely their levels of academic performance,

Table 2: Parents/Guardian Perception of Students' Academic Performances

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
Strongly Agree	74	36	110	33.6	27.7	30.7
Agree	82	58	140	37.3	44.6	40.9
Undecided	16	8	24	7.3	6.2	6.7
Disagree	30	22	52	13.6	16.9	15.3
Strongly Disagree	18	6	24	8.2	4.6	6.4
Total	220	130	350	100.0	100.0	100.0

Table 2 shows gender variations in the students' responses. For 350 sampled students, a combination of male and female responses were collected and summed for each rating. As can be

seen in the table above, 110 students chose “Strongly Agree” depicting 42.8% of the respondents. The highest value of 140 students chose “Agree” depicting 40.9% of the respondents. 24 students chose “Undecided” depicting 6.7% of the respondents, 52 students chose “Disagree” depicting 15.3% of the total students, 24 students chose “Strongly Disagree” depicting 6.4% of the total respondents.

This implies that, male students usually have higher values in all scales than female students except in the cases of Undecided and Disagree in terms of percentage distribution where more females prevailed.

Table 3: Best Practice to Improve Students’ Academic Performance

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
Parent/Guardian Attitude	62	10	72	28.2	7.7	17.9
Change of Environment	52	26	78	23.6	20.0	21.8
Increased Finance	54	28	82	24.5	21.5	23.0
Improved School Facilities	20	20	40	9.1	15.4	12.2
All of the Above	18	20	38	8.2	15.4	11.8
None of the Above	14	26	40	6.4	20.0	13.2
Total	220	130	350	100.0	100.0	100.0

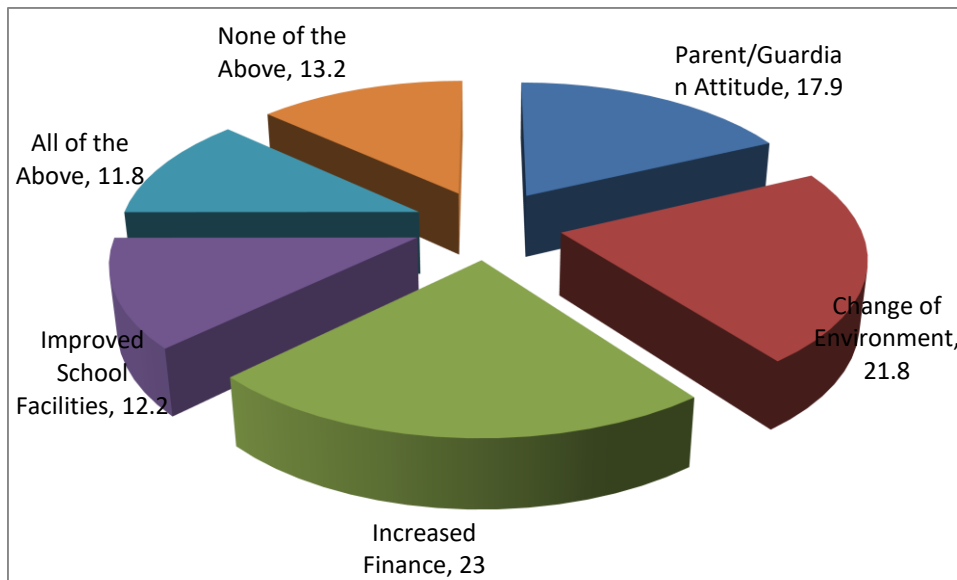


Fig. 2: Distribution of Best Practice to Improve Students' Academic Performance

Table 3 and Figure 2 depict the analysis on the distribution of students' responses to the questionnaire distributed in the selected junior secondary schools. Likewise, the table 3 shows gender variations in the students' responses. For 350 sampled individuals, a combination of male and female responses were collected and summed for the rating. As can be seen in the table, 72 students chose "Parent/guardian attitude" depicting 17.9% of the total students. 78 students chose "Change of Environment" depicting 21.8% of total students. 82 students chose "Increased Finance" depicting 23.0% of total students, 40 students chose "Improved School Facilities" depicting 12.2% of total students, 38 students chose "All of the Above" depicting 11.8% of total students, and 14 students chose "None of the Above" representing just 13.2%.

On a likert scale considering gender responses, the proportion of students that chose "Parent/guardian attitude" records 62 males to 10 females. For students that chose "Change of Environment" has 52 males to 26 females. For students that chose "Increased Finance" has 54 males to 28 females. As for percentage distribution of the students that chose "Improved School Facilities" we have more females (15.4%) than males (9.1%). For students that chose "All of the above" as well we have more females (15.4%) than males (8.2%). Lastly, for students that chose "None of the above" has more females (20.0%) than males (6.4%).

Table 4: Influence of Parents/Guardian Socio-Economic Status

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
Strongly Agree	58	24	82	26.4	18.5	22.4
Agree	60	44	104	27.3	33.8	30.6
Undecided	28	20	48	12.7	15.4	14.1
Disagree	36	34	70	16.4	26.2	21.3
Strongly Disagree	38	8	46	17.3	6.2	11.7
Total	220	130	350	100.0	100.0	100.0

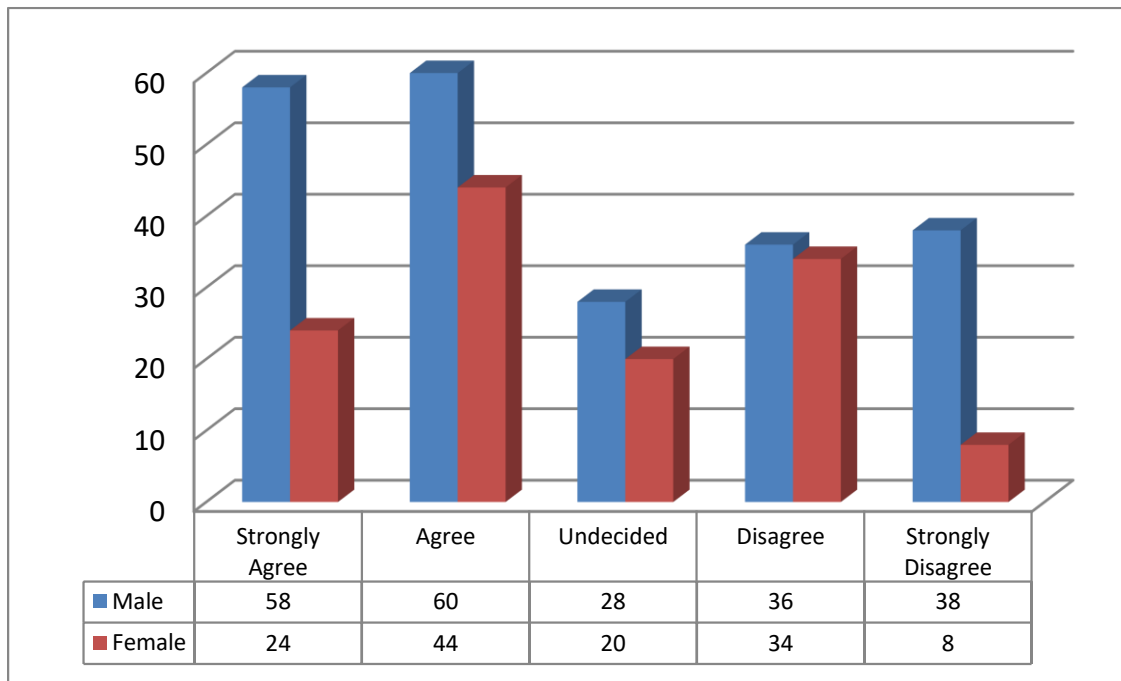


Fig. 3: Influence of parents/guardian socio-economic status on students’ academic performance

Table 4 and Figure 3 depict the distribution of the students’ responses to the question asked. As usual, 350 students were asked, a combination of male and female responses were collected and summed for the rating. As can be seen in the table above, 82 students chose “Strongly Agree” with 22.4% of the total students. The highest value of 104 students chose “Agree” with 30.6% of the total students. 48 students chose “Undecided” depicting 14.1% of the total students, 70 students chose “Disagree” depicting 21.3% of total students, 46 students chose “Strongly Disagree” depicting 13.2% of total students (Fig. 3).

Furthermore, figure 3 shows the distribution of responses by gender. The students that chose Strongly Agree have 58 males to 24 females. The students that chose Agree recorded 60 males to 44 females. As for percentage distribution of ‘Undecided’, there were more females (15.4%) than males (12.7%). Likewise, the respondents that chose Disagree had more females (26.2) than males (16.4). Lastly, the in-scope individuals that chose Strongly Disagree returned 38 males and 8 females respectively. This implies that, male students usually have higher values in all scales than female students except in the cases of Undecided and Disagree where higher percentage distribution of females is recorded.

Table 5: Parents/Guardian Educational Status

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
Strongly Agree	56	40	96	25.5	30.8	28.1
Agree	64	16	80	29.1	12.3	20.7
Undecided	30	16	46	13.6	12.3	13.0
Disagree	34	38	72	15.5	29.2	22.3
Strongly Disagree	36	20	56	16.4	15.4	15.9
Total	220	130	350	100.0	100.0	100.0

Table 5 shows the analysis of the distribution of students’ responses to the question asked. Also, the table shows gender variation in the students’ responses. The respondents (350) making up combination of male and female responses were collected and summed for the rating. As can be seen in the table above, 96 students that chose “Strongly Agree” depict 28.1% of the total students. 80 students that chose “Agree” make up of 20.7% of total students. 46 students chose “Undecided” depicting 13.0% of total students, 72 students chose “Disagree” making 22.3% of the respondents and 56 of the student chose “Strongly Disagree” representing 15.9% of total respondents.

Table 6: Influence of family/household size on students’ academic performance

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
Strongly Agree	44	20	64	20.0	15.4	17.7
Agree	36	14	50	16.4	10.8	13.6
Undecided	28	12	40	12.7	9.2	11.0
Disagree	52	50	102	23.6	38.5	31.0
Strongly Disagree	60	34	94	27.3	26.2	26.7
Total	220	130	350	100.0	100.0	100.0

Fig. 4: Influence of family/household size on students’ academic performance

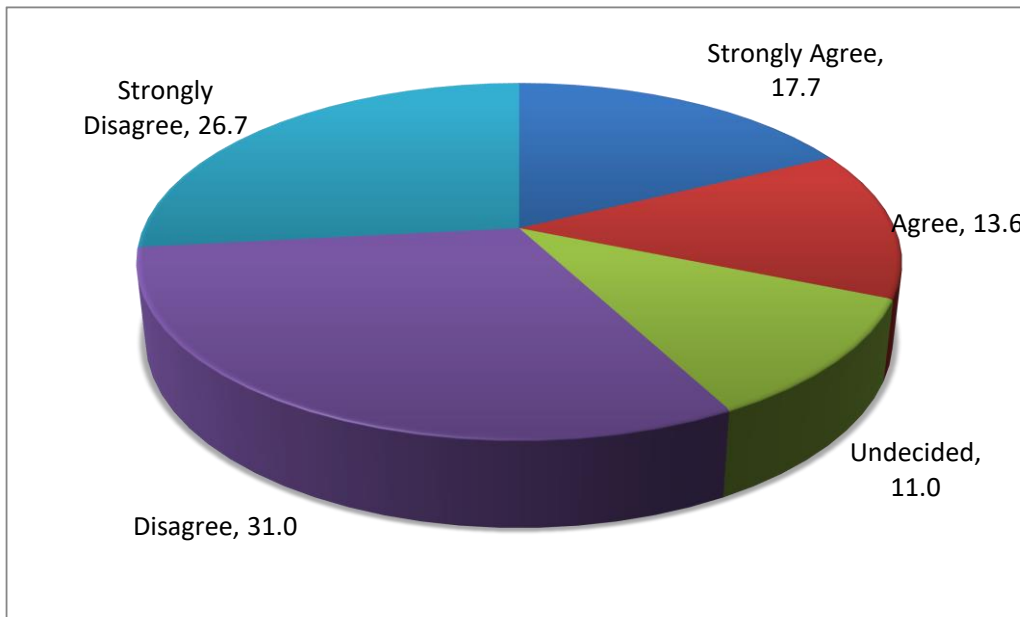


Table 6 and Figure 4 show the distribution of the students’ responses to the question asked. The table similarly shows gender variations in students’ responses. With 350 sampled students, a combination of male and female responses was collated for each rating. As can be seen in the table, 64 students chose “Strongly Agree” depicting 17.7% of total students (Fig. 4). 50 students chose “Agree” depicting 13.6% of total students (Fig. 4). 40 students chose “Undecided” depicting 11.0% of total students (Fig. 4). The highest value of 102 students chose “Disagree” representing 31.0% of the total students, 94 students chose “Strongly Disagree” depicting 26.7% of the sampled students. In general, male students record higher values in all scales than female students except in the case of the ‘Disagree’.

Furthermore, figure 4 shows the individual distribution of male to female responses on the scale rating. For students that chose Strongly Agree, there were 44 males to 20 females. For students that chose Agree, there were 36 males to 14 females. For students that chose Undecided, we have 28 males to 12 females. For students that chose Disagree, in terms percentage distribution there are more females (30.8%) than males (20.9%). Lastly, the students that chose Strongly Disagree record 60 males and 34 females.

Table 7: Influence of Parent/Guardian Attitude to Students' Academic Performance

Rating	Frequency			Percentage		
	Male	Female	Total	Male	Female	Average
Strongly Agree	64	22	86	29.1	16.9	23.0
Agree	52	38	90	23.6	29.2	26.4
Undecided	22	6	28	10.0	4.6	7.3
Disagree	46	40	86	20.9	30.8	25.8
Strongly Disagree	36	24	60	16.4	18.5	17.4
Total	220	130	350	100.0	100.0	100.0

Table 7 shows the gender variation in the student's responses. As regards 350 sampled individuals, male and female responses were collected and summed for each rating. As can be seen in the table, 86 students chose "Strongly Agree" depicting 23.0% of total students. The highest value of 90 students chose "Agree" depicting 26.4% of the total students. 28 students chose "Undecided" depicting 7.3%, 86 students chose "Disagree" depicting 25.8%, and 60 students chose "Strongly Disagree" depicting 17.4% of the total students.

Test of Hypotheses

Hypothesis 1: *There will be no significant effect of influence of parental background on students' educational performance.*

Table 9: Chi Square Computation

	Observed (%)	Expected (%)	Df	X²-Cal	X²-Crit	Decision
SA	22.4	20.0	4	11.2	9.49	Reject Null Hypothesis
AG	30.6	20.0				
UN	14.1	20.0				
DS	21.3	20.0				
SD	11.7	20.0				
Total	100.0	100.0				

P> = 0.05: Df = 4: X²Crit = 9.49

Discussion

In order to accept or reject the hypothesis the value of chi-square must be checked with the percentage point of the X²- distribution within the value of the degree of freedom of such chi-square. The percentage points (P) used in this analysis was 5% whereby the value of X² was greater than the value of the percentage points which was related to the degree of freedom the hypothesis was rejected and the alternative hypothesis accepted. In this case, the value of the percentage point 5% under the degree of freedom 4 is 9.49. The value of X², 11.2, for $\nu = 4$ is greater than the P =5% value, 9.49. The conclusion, that the differences were significant and there are grounds to reject the null hypothesis. Thus, there was a significant effect of the influence of parental background on students' educational performance.

The performance gap between students and academic excellence constituted a great source of worry and serious concern as well as discomfiture to parents, schools managers, policy makers and various governments responsible for the students' education. In the regard, this study was conceived purposely to assess the influence of parental background and social-psychological factors as possible determinants of students' academic performance in junior secondary schools in Surulere local government area of Lagos State.

The study employed both primary and secondary sources of data collection in the process. The primary data were acquired through the administration of questionnaires, focus group discussion

(FGD) and field observations (FOs), while secondary data were collated by searching for relevant soft and hard copies of scholars' publications and journals from University of Lagos Library and by the use of the internet engines. The study utilized the qualitative (descriptive analysis) and quantitative (inferential analysis) analytical techniques for data analysis.

The analysis of findings showed gender variation in the student's responses, in which for 350 sampled individuals, male and female responses were collected and summed for each rating. As shown from findings, out of 350 sampled individuals, 34.2% and 33.7% of the respondents were from middle and high income earning families respectively. The study recorded higher male respondents than female. As regards academic standing, 42.8% of sampled students had good academic standings, while 14.3% had poor academic standing. Out of 350 sampled students, 83.7% agreed to the fact that, their parents/guardians rated them high with their academic performance.

When asked what would be the best practice (s) to improve the students' academic performance, respondents answered the major questions as indicated below: "Parent/guardian attitude" (17.9%), "Change of Environment" (21.8%) and "Increased Finance" (23.0%), all being considered crucial. It was equally observed that, parents/guardian socio-economic status had critical influence on student academic performance as more than 50.0% students agreed with the notion.

When asked whether parents'/ guardians' educational statuses had any influence on the students' academic performance, 48.8% of the responses supported the notion. However, the majority of responses (57.7%) opposed the notion that stated that students' family or household size had any influence on their academic performance. When asked whether the parent/guardian attitudes toward the students had any impact on their academic performance, 86 students strongly agreed (23.0%) with the notion. The highest values of 90 students merely agreed (26.4%). However, 28 students were undecided (7.3%), 86 students disagree (25.8%) while 60 students strongly disagree (17.4%) with the notion.

Hypothesis 2: *There will be no significant effect of influence of parental background on students' educational performance* was carried out to ascertain the socio-economic influences of parents/guardians on students' educational performance. This statement was tested from the outcomes from the samples of five selected schools in Surulere Local Government Area (LGA) of Lagos State. In order to accept or reject the hypothesis the value of chi-square was checked as

necessary with the percentage point of the X^2 - distribution within the value of the degree of freedom of the chi-square. The percentage points (P) used in the analysis was 5%. Whereby the value of X^2 is greater than the value of the percentage points which was related to the degree of freedom the hypothesis was rejected and the alternative hypothesis accepted. In this case the value of the percentage point 5% under the degree of freedom 4 was 9.49. The value of X^2 , 11.2, for $\nu = 4$ is greater than the $P = 5\%$ value, 9.49. The conclusion in that respect was that the differences were significant and there were grounds to reject the hypothesis. Because there was a significant effect of parental background on students' educational performance.

Conclusion

From the findings of the study, it was concluded that parental background factors influenced educational performance of students. Prominent among those factors included: parental educational status, socio-economic characteristics and attitude. The educational statuses of the parents and students' performance also had a close relationship because parents realized the importance of being educated, they stood a better chance of supporting their children's performance.

On parental attitude, it was found that students who received encouragement and motivation performed better in school than those who did not. However, the major reasons for the observed difference in performance were the motivation and positive attitude of the parents towards their children's educational progress.

The acceptance of the tested hypothesis was based on the result of statistical data from the empirical study. But field observation showed that family sizes could not determine student educational performance. This was because although education was a major contributing factor of family size, family size was not the same in all cases. A child from a large family, who had strong determination, could compete aggressively with another child from a small family. Additionally, it was realized that most children from small families were less enthusiastic towards achieving.

Results of this study have some implications for the parents, students and the teachers. The hypothesis revealed that socio-economic characteristics have a strong influence on students' educational performance. This phenomenon is as a result of variations in intellectual encouragements and direct involvements of parents in their children's education. This

development can be corrected by stimulating school environment and teachers' positive reinforcement strategy which can compensate for non-stimulating and negative reinforcement prevalent in the low class individuals.

Children come to school from different backgrounds which present their own problems. The teacher having realized this condition should be conscious when dealing with the students. Students who came from low income class parents should not be mocked or compared with their counterpart from high income status parents when they failed to meet up in providing most of the materials needed for their studies. If such comparison occurs, the students from low income status parents would feel inferior and that will affect their educational performance.

All the above facts notwithstanding, more efforts are still required from the parents, in ensuring that adequate facilities are provided for the students. Students from low income parents requires virtues like dedication, honesty, determination, integrity and tolerance to pursue their career by making use of school facilities during and after school hours to enable them attain high educational performance. There is also the need for teachers to be more motivational in their teaching. This is possible when they vary their method of teaching and teaching aids to take cognizance of individual differences inherent in students. Teachers should individualize instruction and take special interest in slow learners. Another vital implication from this study is that school authorities should avoid streaming children, especially according to ability and intelligence. Since students come from different backgrounds, they may differ in many respects. To have balanced and competitive classes, teachers should avoid grouping intelligent students on one side and dull ones on the other. Finally, this study equally implies that there is a greater need for more literacy and awareness campaign among parents.

Recommendations

Because education is an important instrument of change in modern societies, there is need for adequate and relevant education for all citizens, because education is a virile weapon against ignorance, disease, poverty and is a means of producing enlightened, responsible and industrious citizenry, and, therefore, a prosperous nation. Based on this background, this study makes the following recommendations:

1. One of the major findings of this study was that parental socio-economic status had a great influence on students' achievement. In this case, it is recommended that parents/guardians provide more financial support for their children's educational accomplishment.
2. Parents' attitude needs improvement to stem the tide of drop out especially among boys. They should supervise homework.
3. Students should give serious attention to studies at home, in addition to other domestic chores in order to improve achievement at school.
4. Teachers should be professional and handle students as their own children; as well meet their academic needs in an enabling environment. They should be motivational in their teaching and use different teaching methods that will suit all learning styles. This will help bridge deficiencies occasioned by socio-economic background.
5. The state and federal governments should legislate against examination malpractices so that students take their studies seriously.

References

- Adekola, B.O. (2008). Some predictors of students achievement in English grammar and comprehension in Ogun State public senior secondary schools. A Ph.D. post-field report presented at the departmental seminar of curriculum studies an instructional technology, Olabisi Onabanjo University, Ago-Iwoye.
- Asikhia O. A (2010) Students and teachers' perception of the causes of poor academic performance in Ogun State secondary schools [Nigeria]: Implications for counselling for national development. *European Journal of Social Sciences*, 13 (2): 229 – 24.
- Emeke. E.A. & Adegoke B.A. (2008). Measuring social forces in the classroom by Flanders' Technique. In Boucouvalis, M, and Aderinoye, R. (Eds) education for millenium development, Ibadan: Spectrum Publishers, 208-215.
- Emeke, E. A. (2010). The challenges of assessment of candidates with special needs, *Journal of educational assessment in Africa*, Vol.5, p 377-393.
- Eweniyi, G .D. (2005). The impact of family structure on university students academic performance. Olabisi Onabamijo University, Ago –Iwoye. Online.
- Bolu-steve, F. N.; Sanni, W. O. (2013); Influence of family background on the academic performance of secondary school students in Nigeria. *Ife Psychologia*. 6 (10).

- Kumpulainen, K. and Wray, D. (2002): Classroom interaction and social learning: From theory to practice. New York, NY: Routledge Falmer. Perception and practice. *Journal of International Cooperation in Education*. Vol. 11 (3), pp 67-83.
- Olsen, J. M., Breckler, S. J., & Wiggins, E. C. (2008). Social psychology alive. Ontario: Nelson.
- Osaki, K.M. (2000): Quality of education in Tanzania: A focus on curriculum standards and accountability in schools. Paper presented for headmasters conference education at Arusha International Conference Center. (11-12).
- Ross, T. (2016). The differential effects of parental involvement on high school completion and post secondary attendance. *Education Policy Analysis Archives*, 24(30) (15) (PDF) *The differential effects of parental involvement on high school completion and post secondary attendance*. Available from: https://www.researchgate.net/publication/297611198_The_differential_effects_of_parental_involvement_on_high_school_completion_and_postsecondary_attendance [accessed Mar 25 2022].
- Tella A & Tella A 2003. Parental involvement, home background, and school environment as determinant of academic achievement of secondary school students in Osun State, Nigeria. ***African Journal of Cross-Cultural Psychology and Sports Facilitation***, 5:42-48.

Preparation of Colleges of Education Students towards Curriculum Implementation at the Basic Education Level

By

Joseph A. Akande [kunlecapt@gmail.com]

Department of Educational Psychology,
FCT College of Education, Zuba-Abuja

Abstract

This study investigated the preparation of Colleges of Education students towards curriculum implementation at the basic education level. It was a descriptive survey and the population was made up of all the 118 Colleges of Education in Nigeria (NCCE, 2015). The target population consisted of all NCE III student teachers and lecturers in the colleges and head-teachers of primary schools where the student teachers embarked on teaching practice. A purposive sampling approach was adopted to select two geo-political zones (North-Central and southwest) from the six zones in Nigeria to cover both Northern and Southern regions. Seven states and the FCT were randomly selected from the 12 states in the two geopolitical zones for the study. A sample of 709 NCE III students, 120 lecturers, and 115 headteachers was selected through both stratified and simple random sampling techniques for the study. Two instruments (Test of Primary Education Curriculum Content [TPECC] and Student Teachers Assessment Scale [STAS]) were designed by the researcher and used for data collection. The TPECC was validated by use of a table of specifications to establish content validity while the STAS was validated by six experts in Educational Measurement and Evaluation to establish both face and content validity. The reliability coefficient of both TPECC and STAS were 0.81 and 0.71 respectively. The data collected were analyzed by using descriptive statistical analysis. The results indicated that student teachers demonstrated a high level of curriculum content knowledge in English language and social studies but poor knowledge of curriculum content in mathematics and basic science. The student teachers also demonstrated a fair knowledge of one Nigerian language other than their mother tongue. The students' skills in school management were fair. Nevertheless, they exhibited good skills in curriculum implementation. It was recommended that deliberate efforts be made by lecturers of colleges of education to improve student teachers' content knowledge of the curriculum.

Keywords: Classroom management, curriculum, basic education and students

Introduction

Nigeria, like many other nations of the world, has a strong faith in education as the key to economic progress, political stability, social-transformation, scientific and technological development. To ensure qualitative education in Nigeria, a lot of policies have been put in place and more review conducted to modify such policies.

There is a universal need for basic education because it is instrumental to sustainable development. The achievement of UPE is a second Millennium Development Goal. This was targeted at reducing the global number of out-of-school children since 1990 (MDG, 2015). The evolution of Sustainable Development Goals (SDG) from the MDGs was planned to end poverty, hunger, and inequality worldwide by 2030. Basic education constitutes the fourth goal of the SDGs. Therefore, meeting the universal basic education goal will speed-up progress toward every other Sustainable Development Goal? Free primary school for all children is a fundamental right to which governments committed themselves under 1989 Convention of the Right of the Child. This in essence calls for greater attention on primary education all over the world. Basic education is an essential component in the echelon of Nigerian educational system. It is the base of formal education upon which the other levels are built. It serves as the foundation for sustainable lifelong learning and it is the key to the success or failure of the entire system. It provides pupils with fundamentals of reading, writing, skills acquisition, information and attitudes necessary for proper adjustment into the society. It consisted of wide range and variety of formal and non-formal activities such as reading and writing, music and dance respectively, which are deliberately designed for inculcating functional literacy in the child. There is no doubt that basic education is a remedy for solving problems such as ignorance, illiteracy, religious violence, insecurity and political servitude. For primary education to be functional and effective, the role of teacher education in advancing knowledge and skills necessary for effective functioning of teachers at the primary education level must be reiterated.

Teaching is a profession that requires various techniques, approaches and methods in order for effective learning to occur. Anyone who desires to be a teacher must have a good understanding of the process of teaching and be acquainted with the major variable that influence the success of teaching-learning process (Akpe, 2006). Teaching task is so challenging that it goes beyond holding chalk, standing before students, and giving out different kinds of instruction. It is an application of an intellectual technique that holds the hope of bringing national progress and development.

Effective teachers have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare a diverse students population for success. A teacher should be well-prepared to meet the challenges of teaching in the modern days by being a good teacher and should also be adaptable,

flexible, dependable considerate, enthusiastic, industrious open-minded, honest, refined, and resourceful (Ukeje, 2000). Uzoечи (2010) believed that good teachers dispense good teaching which in turn produces a quality workforce.

Moreno (2009) believed that, for many including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject. Mamman (2012) stressed that teachers' knowledge of the subject matter of a discipline influences students' achievement. Teachers who have a rich understanding of the subject matter and how knowledge in his subject is created, filtered, organized, linked to other disciplines and applied to real-life situation can contribute immensely to students understanding of the subject matter and thus improve their academic achievement. Underpinning the breakdown of teacher knowledge is decades of research, much of it was influenced by Shulman's (1986) distinction between three main categories of content knowledge: subject matter content; pedagogical content; and curricular. The subject matter content knowledge refers to the quantity and level of organization of knowledge received into the mind of the teacher which in turn relates to how a particular discipline structures and validates itself, or how it both defines what its content is and why this is the case (Shulman, 1986). Pedagogical content knowledge refers to subject matter knowledge for teaching or system of representing and formulating the subject that makes it thorough for others together with an awareness of learners' common difficulties with the subject (Shulman, 1986). Curriculum knowledge according to Shulman (1986) referred to the officially specified curriculum and instructional materials for a subject, as well as lateral and vertical curriculum knowledge to relate this particular subject to other subjects being learned before, after, and at the same time. Mamman (2012) posited that the main pedagogical competence student teachers must take an active step in cultivating is to upgrade themselves with the content teaching strategies that will help students acquire the relevant knowledge and skills.

Liakpopoulou's (2011) schematic presentation of the specific structural elements of instruction includes: i) lesson planning, i.e. a teacher's pre-lesson activities and actions (for example, organization of content into thematic units, transformation of teaching material into teachable knowledge, definition of teaching goals, methodological organization of teaching, time planning, selection of evaluation process). ii) teaching performance, i.e. enforcing the choices made during planning (didactic organization, teaching path, application of teaching forms, direct actions of the teacher, use of teaching methods and aids; iii) Evaluation of teaching, i.e.

evaluating the results mainly by assessing student performance (e.g. goals, forms, basic principles, assessment techniques).

The National Policy on Education (NPE, 2004) stipulated that every Nigerian child should be encouraged to learn one of the three major Nigerian languages other than their mother tongue and at the primary education level; the government will ensure that the medium of instruction in primary school is initially the mother tongue or language of the immediate community. Pre-service teachers of the primary education programmes had to take three compulsory courses of two credit units each in Nigerian languages. This is designed to enhance their knowledge of one major Nigerian language other than their mother tongue.

Classroom management is extensively observed by most educationalists, as the number one worry in schools. An analyses of the past 50 years of classroom management research recognized classroom management as the most important issue, even above students' aptitude, affecting students' learning and academic performance (Wang, et al., 2009). Some researchers classified classroom management as the second greatest problem facing schools (Jackson, 2005). Many teachers are deficient in the use of effective classroom management strategies. Researchers (Hoy, 1990; Marzano, 2003; Schmidt, 1992) found that classroom managerial problems can have a fundamental impact on the effectiveness of teaching and quality of learning. Control of student behavior by teachers tends to be regarded as the objective of classroom management.

Every primary school teacher is expected to possess the NCE. Thus, the objectives of teacher education colleges are to enable teachers:

demonstrate familiarity with the contents of the primary school curriculum, communicate effectively in a classroom situation, teach effectively at primary school level, and exhibit a working knowledge of at least one major Nigerian Language, other than mother tongue and appropriate behavior in classroom management. The students are also to demonstrate school management skills and supervisory roles, implement the curriculum, write a lesson plan, teach effectively, improvise/produce instructional aids using local materials and develop the attitude to continue learning (P. 41).

Some studies (Akinbote, 2007; Domike & Odey, 2014 & Oghuvbu, 2017) have evaluated curriculum implementation at the primary school level, while, Ezeugo (2012 & 2015) has evaluated primary teacher education. Since the products of colleges of education are expected to

be the implementers of the curriculum at the primary school level, the need for this specific study became imperative in order to assess the primary education programme at the colleges of education level and the extent to which teacher preparation affected the quality of primary education.

Purpose of the Study

The main purpose of this study was to find out the level of preparation of colleges of education students towards curriculum implementation at the basic education level. The study was specifically designed to find out the extent to which student teachers:

1. demonstrated knowledge of primary school curriculum content,
2. exhibited a working knowledge of major Nigerian languages, e.g. Yoruba, Hausa, and Igbo,
3. demonstrated school management skills, and
4. could implement the curriculum by writing appropriate lesson plans and teach effectively.

Research Questions

The following research questions guided the conduct of the study.

1. To what extent did colleges of education students demonstrate knowledge of basic school curriculum content?
2. To what extent did colleges of education students exhibit a working knowledge of major Nigerian languages other than their mother tongue?
3. To what extent did colleges of education students demonstrate school management skills?
4. To what extent did colleges of education students write a lesson plan and teach effectively as a means of implementing the curriculum?

Methodology

Research Design

The study adopted a descriptive survey approach to assess the level of preparation of Colleges of Education students towards curriculum implementation at the basic school level. The design was considered appropriate because of the large population involved, the sample taken, data collected through the use of questionnaire and findings generalized for the population.

Population, Sample, and Sampling

The population for this study was made up of all the 118 colleges of education nation-wide (NCCE, 2015). The target population consisted of all NCE III [final year] student teachers and lecturers in the colleges of education and head-teachers of primary schools where the student teachers undertook teaching practice exercise. There were 376,939 NCE III students, 8329 lecturers (NCCE, 2015), and 4,711 head-teachers where student teachers undertook the teaching practice exercises (FME, 2015).

A purposive sampling approach was adopted to select two geo-political zones from the six zones in Nigeria for the study. This was done to cover both the Northern and Southern regions of Nigeria. The two zones (North-Central and South-West) were selected because they had the largest number of colleges of education (North-Central 32 and South-West 34). The two zones had 66 colleges of education out of the 118 in Nigeria. Seven states and the FCT were randomly selected from the twelve states in the two geopolitical zones for the study. Twelve colleges of education were selected from the 66 colleges in the zones. A multi-stage sampling approach was adopted to select the sample in the following order. The colleges of education in the seven states and the FCT were stratified into Federal, State and Privately owned colleges. From each of the strata, colleges were selected by proportionate sampling approach. Students and lecturers of primary education programme were selected from each of the selected colleges through a simple random sampling approach. In all, a sample of 709 students, 120 lecturers [including heads of departments], and 115 head-teachers were involved in the study.

Instrumentation

The study involved the use of test, observation, and questionnaires for the collection of relevant data. A test was designed for student teachers to assess their knowledge of primary school curriculum content. The test [Test of Primary Education Curriculum Content] was adapted from the National Examination Council [NECO] 2015 National Common Entrance Examination which was made up of 100 items categorized under four subsections with 25 items each. The subsections were Mathematics, English, Basic Science, and Social Studies. In addition, a scale [Student Teachers Assessment Scale (STAS)] was designed using a five-point Likert type scale (to be responded to on the based on; Excellent, Very Good, Good, Fair and Poor) to gather data from the lecturers and headteachers of primary schools on Nigeria Colleges of Education

students' preparation towards curriculum implementation at the basic school level. The questionnaire was made up of two sub-sections A and B. Section A elicited background information [Demographic data], while Section B was made up of four sub-sections based on the level of preparation of student teachers in colleges of education towards curriculum implementation at the basic school level. This section contained 21 items. The lecturers and head-teachers engaged in direct observation of student teachers during teaching practice exercises before assessing the student teachers based on the items on the Student Teachers Assessment Scale.

The Test of Primary Education Curriculum Content was validated by the use of table of specifications for each of the four subjects involved in the test. This was done to establish the content validity. A trial test of the instrument was conducted on 25 students of primary education programme that were not involved in the study. An average of one hour was established for the administration of the test. The reliability coefficient was established through Cronbach Alpha and a value of 0.81 was obtained. The first draft of the Student Teachers Assessment Scale was produced and presented to six experts in Educational Measurement and Evaluation for critique and suggested modification. This was followed by a trial test, to eliminate ambiguity from the research instrument. A trial test on 30 respondents similar to the target respondents was adopted by the researcher to make the necessary adjustments in the instruments and make them internally consistent. The foregoing processes were conducted to establish both face and content validity. Finally, the reliability coefficient of the instrument was established through a test-re-test method. The questionnaire [STAS] for both lecturers and headteachers had a reliability coefficient value of 0.71.

The data collected on the first research question were analyzed by use of descriptive statistical analysis involving percentage, mean and standard deviation. Frequency and percentage employed for the remaining research questions (research questions 2, 3, and 4). The questionnaire (STAS) was used to determine the level of colleges of education students' preparation towards curriculum implementation at the basic school level. The responses to items under each sub-section of the instrument were summated and three levels were categorized as Good, Fair, and poor.

Results

Research Question One

To what extent did colleges of education students demonstrate knowledge of basic school curriculum content?

Table 1: student teachers' knowledge of primary school curriculum content

S/n	Colleges	N	Mean	Std. Deviation
1	Federal	180	53.57	11.07
2	State	183	47.68	10.64
3	Private	346	52.16	14.72
	Total	709		

Table 2: Student teachers' knowledge of curriculum content on subjects' basis

Subjects	N	Mean	Std. Deviation	
English Language	709	14.41	4.24	
Mathematics	709	10.98	4.77	
Basic Science	709	11.82	3.99	
Social Studies	709	14.15	3.80	

*Note, each subject had a total of 25 marks

To further answer the research question, six items were raised for both lecturers and head-teachers' responses and the range of sums of their responses are as indicated in Tables 3.

Table 3: Lecturers' & head-teachers assessment of student teachers' curriculum content knowledge

s/n	Knowledge level	Lecturers		Head-Teacher	
		Freq	%	Freq	%
1	Good	35	31.35	32	29.36
2	Fair	48	42.85	70	64.22
3	Poor	29	25.89	7	6.42
	Total	112	100.00	109	100.00

Research Question Two

To what extent did colleges of education students exhibit a working knowledge of major Nigerian languages other than their mother tongue?

Table 4: Lecturers' & head-teachers assessment of student teachers' working knowledge of major Nigerian languages other than their mother tongue?

s/n	Skills in Nigeria languages	Lecturers		Head-Teacher	
		Freq	%	Freq	%
1	Good	39	34.82	9	8.26
2	Fair	45	40.18	66	60.55
3	Poor	28	25.00	34	31.19
	Total	112	100.00	109	100.00

Research Question Three

To what extent did colleges of education students demonstrate school management skills?

Table 5: Lecturers' & head-teachers assessment of student teachers' students demonstrate school management skills

S/N	School management skills	Lecturers		Head-Teacher	
		Freq	%	Freq	%
1	Good	18	16.07	7	6.42
2	Fair	67	59.82	87	79.82
3	Poor	27	24.11	15	13.76
	Total	112	100.00	109	100.00

Research Question Four

To what extent did colleges of education students write a lesson plan and teach effectively as a means of implementing the curriculum?

Table 6: Lecturers' & head-teachers assessment of student teachers' curriculum implementation skills

s/n	Curriculum implementation	Lecturers		Head-Teacher	
		Freq	%	Freq	%
1	Good	54	48.21	79	72.48
2	Fair	46	41.07	24	22.02
3	Poor	12	10.71	6	5.50
	Total	112	100.00	109	100.00

Discussion of findings

The results indicated that out of the three categories of colleges of education involved in the study, the federal colleges of education students had the best knowledge of primary school curriculum followed by privately owned colleges and the state colleges. The performance of student teachers from state colleges of education, as compared to those of privately owned colleges was quite surprising to the researcher because, the findings of Muraina, Maduiké, and Oyelade (2014) indicated that students with poor academic standards were considered for admission into colleges of education, especially private ones where the level of compliance with policies were considered as low.

The assessment of student teachers' familiarity with the content of primary school curriculum indicated that 42.85% of the lecturers and 84.40% of the headteachers believed that the students' level of familiarity with the primary school curriculum was fair. In addition, 25.89% of the lecturers rated the pre-service teachers' familiarity with the content of primary school curriculum as poor. The results were in line with Osunde & Omoruyi's (2004) findings which indicated that the National Teacher Institute's manpower training programme for teaching personnel in Mid-western Nigeria was fairly effective in upgrading the knowledge of the participants. A detailed analysis of the results revealed that primary education student teachers were able to select appropriate resources for teaching and could discuss the content of each

subject in primary school. The result was contrary to education sector analysis indicated by Kuiper, Thomas, Olorisade, Adebayo, Maiyanga, and Mohammed (2008) that there were complaints about newly appointed teachers who had low levels of numeracy and literacy skills as well as inadequate knowledge of their subject specialization. The need for student teachers to have a good knowledge of primary school curriculum has been stressed (Majasan, 1996).

The results of the study revealed that student teachers had a fair knowledge of one major Nigerian language other than their mother tongue. The result also indicated that student teachers could teach using the language of the environment. This is in line with the national policy on education (1977) that every Nigerian child should be encouraged to learn one of the three major Nigerian languages other than his mother tongue at the primary education level. Government was also to ensure that the medium of instruction in primary school was initially the mother tongue or language of the immediate community. However, a significant number of lecturers (25.0%) and head-teachers (31.19%) rated the student teachers' knowledge of one major Nigerian language to be poor. This by implication indicated a discrepancy between the programme objective and student teachers' performance.

The study indicated that 59.82% of the lecturers and 79.82% of the head-teachers signified that student teachers exhibited fair skills in school management. This was revealed by the fact that they could fairly work with their colleagues to solve problems and also make decisions. They could also work with their colleagues to promote meaningful change and facilitate trust among group members. Nevertheless, 24.11% of the lecturers indicated that the student teachers had poor school management skills. This is quite significant and by implication means a discrepancy exists between student teachers' performance and the standard set by the NCCE. This result is in line with Obanya's (2004) and Ololube's (2006) assessment that criticized teacher education institutions for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment.

Finally, the study revealed that both lecturers (48.21%) and head-teachers (72.48%) indicated that student teachers exhibited good skills in curriculum implementation. The student teachers could choose themes for lessons or units of work effectively. The student teachers could prepare lesson plans and select appropriate resource materials where necessary. They could

prepare the assignment for their pupils and home work in their lesson plan. This is in line with Gikunda (2014) finding which established that teachers devised better teaching strategies with enhanced learning and were always up to date with their lesson plans, scheme of work, and record of work which was crucial in the implementation of primary school curriculum. The result is however contrary to Alabi & Owolabi's (2013) finding which indicated that lecturers perceived university trained teachers to be deficient in lesson preparation skills. The difference in results may be attributed to a difference in samples involved in both studies. While, the present study involved both lecturers and head-teachers, Alabi and Owolabi (2013) study involved only university lecturers in assessing student teachers' curriculum implementation skills. The set of teachers involved in both studies also differed in the present study which involved student teachers at the college of education level, while that of Alabi and Owolabi involved university trained teachers. The need for curriculum knowledge and implementation was emphasized by Laikpoulou (2011) who insisted that teachers should know the curriculum, textbooks, education, law and appropriate skills for implementing the curriculum.

Conclusion

The core mandate of colleges of education is to produce professional teachers that are competent in implementing the curriculum at the basic school level in Nigeria. The results of the study indicated that the student teachers:

- i. had a good knowledge of both English Language and social studies and average knowledge of basic science but had poor knowledge of mathematics;
- ii. had fair knowledge of one major Nigerian language other than their mother tongue;
- iii. exhibited fair skills in school management; and
- iv. exhibited good skills in curriculum implementation.

Based on the findings of this study, it was concluded that colleges of education student teachers' preparation towards curriculum implementation at the basic school level is fairly good, but would need some improvements. This by implication, demands that more attention should be paid by student teachers, their lecturers, and Colleges of Education to essential training that will enhance the implementation of curriculum at the basic school level in Nigeria.

Recommendations

The following recommendations are hereby made by the researchers based on the findings of this study:

1. Effort should be made by lecturers of the primary education programme to improve student teachers' content knowledge of primary school curriculum especially in subjects like mathematics and basic science. This could be done by making courses in such subjects more interesting for the student teachers.
2. More student teachers should be exposed to school management skills thereby acquiring better school management skills. This could be done by rotating the teaching practice coordinator and assistant coordinator positions among the student teachers during the teaching practice exercise.

References

- Afe, J.O. (1998). *Teachers and teaching after 2000 AD: Challenges and Prospects. Teachers and Teaching in Nigeria*. Lagos: Festac Printing Press Ltd.
- Akinbote, O. (2000). Problems of poor quality in primary school teacher preparation: A study of Nigeria' colleges of education. *African Journal of Educational Planning and Policy studies* 1(1), 33 – 39.
- Akpe, C. S. (2006). Evaluation of a Nigerian primary teacher education programme. *Journal of Education for Teaching: International Research and Pedagogy*. 13(3), 277-284
- Alabi, A. T. & Owolabi, H. O. (2013). Perceived quality of trained teachers by lecturers in faculty of education of the University of Ilorin. *Journal of Counselling, Education And Psychology* 3(2), 115- 13.
- Dahunsi, T. O. & Tolorunleke, C. A. (2014). National Teachers' Institute: Its problems and prospects in Nigeria. Book of Abstracts and proceedings. 11th International conference of Institute for Empirical Research and sustainable development.
- Domike, G. C. & Odey, E. O. (2014). An evaluation of the major implementation problem Of primary school curriculum in Cross River State, Nigeria. *American Journal of Educational Research* 2(6), 397-401.
- Ejima, S. O. (2012). Teacher Professional development in the 21st Century Nigeria. *Global voice of Education* 1(1), 43 – 51.
- Ezeugo, N. C. (2012). Process evaluation of teacher education programme in Anambra state

- for quality assurance. Retrieved from www.globalacademicgroup.com>journals
- Ezeugo, N. C. (2015). The use of students' evaluation of primary teacher education Programme as a quality assurance mechanism. *Journal of Teaching and Education* 4(2), 291-298.
- Federal Government of Nigeria (2004). *National Policy on Education*. Lagos: NERDC
- Gikunda, F. K. (2014). *Evaluation of Primary teacher education certificate holders (P1) with B. Ed. Degree's classroom teaching in Meru Central District, Meru County- Kenya*. (Master's degree project report). School of Education, Kenyatta University
- Ipaye, B. (1995). Problems and prospects of teacher education. In A. A. Maiyanga (2000). *Teacher education: An interdisciplinary study. The Nigerian Teacher Today*, 8(1&2), 64 – 76.
- Kuiper, J., Thomas, H., Olorisade, G. O., Adebayo, T. A., Maiyanga, A. & Mohammed, A. (2008). *Transforming teacher education in Nigeria; A case study of Comprehensive institutional change at Oro College of Education*. Retrieved from <http://www.education.up.ac.za/de/eng/deta/presentations/word/kuiper.pdf>.
[12/10/2013](#)
- Laikpopoulou (2011). M. (2011). The professional competence of teachers: Which qualities, Attitudes, skills and knowledge contribute to a teacher's effectiveness? *International Journal of Humanities and Social Science* 1(21), 66 - 73
- Muraina, M. B., Maduiké, M. & Oyelade, T. P. (2014). Funding, Pre service teacher selection process as correlates of high quality teacher education programme in Nigerian College of Education. *African Journal of Historical Sciences in Education* 10(1), 90- 99.
- National Commission for Colleges of Education (NCE), (2012). *NCCE Minimum Standards for Nigeria Certificate in Education* (4th Ed). Abuja: NCCE.
- National Commission for Colleges of Education (NCE), (2015). *list of approved NCE awarding institution in Nigeria as at 4th August, 2015*. Abuja: NCCE.
- Obayan, P. (2004). *The dilemma of education in Africa*. Ibadan: Heinemann Educational Books.
- Obioma, G. (2012). *Global best Practices in teacher education*. A key note speech at the 3rd

- annual International Conference of Collaboration of Education Faculties in West Africa (CEFWA) Held at Ibrahim Babangida University Lapai September, 24-28
- Ogbuvbu, E. P. (2017). Implementation of the primary school curriculum modules in Nigeria The role of supervision. Retrieved on 28th December, 2017 from <https://doi.org/10.1080/09720073.2011.11891190>
- Okeke-oti, B. A. & Adaka, T.A. (2012).Teacher's quality for the effectiveness of children's primary school education in Nigeria. *Global voice of Educators* 1(1), 11-17.
- Ololube, N. P. (2006). Teacher education, school effectiveness and improvement: A study of academic and professional qualification on teacher's job effectiveness in Nigeria secondary schools. Retrieved from <http://ethesis.helsonfi/julkaisect/kay/sovel/uk/ololube/teacherpdf>.
- Osunde, A. U. & Omoruyi, F. E. O. (2004). An evaluation of the National Teachers' Institute manpower training programme for teaching personnel in Mid-Western Nigeria. *International Educational Journal* 5(3), 405-409.
- Ukeje, B. O. (2000). *The role of colleges of education in national development: Past, Present and Future*. Convocation lecture, Federal College of Education, Kontagora, Nigeria.
- UNESCO (1992). *Primary education: The core of development and progress*. UNESCO Education. Webmaster.
- Uzoechi, S.A. (2010). Factors Influencing teaching choice, professional plans about teaching and future time perspectives: A mediation analysis. *Teaching and Teacher Education* 26, 1416-1428.

Preservation of *Ekpe* Music in Cross River State

By

Anthony, Elizabeth Bebuo

Liztony67@yahoo.com, 08066630087

Department of Music, Cross River State College of Education,
Akamkpa, Cross River State

Abstract

The oral method of preserving Ekpe music and other indigenous music in Cross River State, poses a threat to the sustenance of the people's art forms. The use of varied methods to address this problem becomes important. Hence, historical, observatory, participatory, analytical, photographic methods were employed to collate data from Ekpe music groups of the Efiks. Findings revealed that ekpe music has some fragmented traces of documentations. Therefore, the researcher presents the analytical structure of Ekpe music as one approach to preserving indigenous music and posits that when cultural values and activities are documented for sustenance, peaceful co-existence, which often leads to societal development, will be maintained. Therefore, it is recommended the preservation and promote the activities of Ekpe music as well as other indigenous music groups in Cross River State.

Keywords: Ekpe, music, UNESCO, music group, and melodic analysis.

Introduction

Cross River State is known as 'The People's Paradise'. The state is endowed with rich cultural heritage that symbolizes the life and times of her ancestors. Most of this cultural heritage had been orally transmitted from one generation to another and it sometimes fades along with the demise of the custodians, since the activities were miniature or not documented. However, during the administration of Donald Duke (one of the former governors of Cross River State) the state enjoyed some cultural transformation. Calabar carnival was one of the attractions which helped to revitalize the people's culture (Nwosu, 2014). However, Adie and Agba (2011) have lamented the dwindling development in such cultural endowments, Cross River that would have made Cross River a model for cultural performance in Nigeria. Tourist attractions in the state have not been exploited. Historical cultural documentation is yet to receive any attention and much may disappear. Policy makers in Cross River State should consider adopting the UNESCO approach, by enacting policies

that support the preservation of indigenous music, and establish endowments for promoting a lifelong cultural identity in Cross River State.

Obviously, the longtime oral transmission method of information coupled with the advent of Western religion as well as the migration of indigenes from rural to urban cities are some of the major factors that have affected the preservation of indigenous music including that of the *ekpe* music group. Since the core value that symbolises the cultural identity of the people is dwindling, the researcher intends to take documentation of the activities of *ekpe* music group further by investigating the etymology, mode of operation, and all other related matters.

Etymology of Ekpe Music

Ekpe is an Efik word which literally means ‘lion’. This implies that *ekpe*, being a wild animal, ought to have lived in the tropical forest as the ‘king of the jungle’ and not within human society. But in this context, *ekpe* refers to a musical group that is masked in the likeness of a lion and its music is usually performed by “brave” men among the Efiks.

Otu-ita (Pers. Comm.) (2016, October 10) indicated that *Ekpe* is a mysterious spirit which lives in the society presiding over ceremonies and festivals. However, *ekpe* is simply any masquerade with a grotesque anonymous appearance. Archibong (2016, November 20) highlights categories of *ekpe* musical groups to include *Nkanda*, *Ebonko*, *Nkwa-nkwa*, *Mkpri-ekpe*, *Ekon-ikonko*, *Ekpe-iyamba*, *Edem-iyamkpe* and *Ekpe-obon*. According to him, all of the listed groups wear different colours of masks and costume designs. However, the general name for Calabar masquerade is known as *Ekpe*. On mask and masquerades, Bell-gam in Okorensen (2009) asserts that:

Mask and masquerades originated from psycho-dramatic and theatrical traditions which emanated from numerous religious rituals with which man struggles to restore the conflicts between his existence and the unseen forces around him. To resolve these conflicts, he took to ritualistic worship in the forms of magic dances and acting, believing that these rituals would earn him fruitful results (Bell-gam in Okorensen, 2009, p16).

The above submissions conform to Otu-ita’s narration that *Ekpe* music originated from the mystical bravery of the lion, being invoked into human form. Humanity at some point disguised and manipulated other beings to achieve their aims in the society. Otu-ita (2016) adds that the *Ekpe* musical group is a famous cultural group among the Efiks of Cross River

State, while the Oron people of Akwa Ibom State also have similar *Ekpe* practices referred to as *ekpo* meaning, “leopard”. He further submits that *Ekpe* started as a secret society, consisting only of strong men, initiated from puberty. Members are said to act as messengers of the *ikan* (ancestors) and bound by oath of the peoples’ culture.

Prior to the advent of modernisation, the *ekpe* musical group was as noted above a secret society characterised by communal rituals, paying obeisance to the Obong *ekpe* (king of *Ekpe*) before any societal entertainment. *Inyang-mkpe* and *Nakanda* are specific *ekpe* groups strictly for men of highest ranks in the society. Thus, it is a taboo for women to participate in any of their cultural rites. But other ceremonial *ekpe* groups such as *Ebonko*, *Nkwa-nkwa* and *Mkpri- ekpe* incorporate women into their socio-cultural activities at different ceremonies and festivals (Effiong cited in Okereke 2012).

During performance, members of *Ekpe* (ceremonial *ekpe* group) wear two different costumes. There are those that wear *afia-ofongidem* (white native shirt/ top), with *atai* (wrappers), *okpom kpom* (native tie), *ikpa-ukotnkwa* (beaded shoes) and *bidak* (caps); while few others are masked with aesthetic costumes made with raffia in red, black, gold and a touch of white colour which usually transcend the masked humanity to the realm of fantasy (see figure 1). Like every other performing groups, *Ekpe* music usually entertains the society during festive and ceremonial events such as: Calabar carnival, coronations, top political events, burial, and member’s traditional marriages (Anthony, 2018).



Figure 1: Members of *Ekpe* Group.
Source: <http://www.jpg.picasaphotoviewer.com>, (2017).

Mode of Operation

Ekpe music group operates in different categories and in mysterious manner. The gods dictate their operations; however, their performance is basically tuned by the mystics of the *ekomo* (membrane drum) alongside with other musical instruments, vocal and aesthetic dance accompaniments. The group operates both spiritually to appease the gods, and physically to entertain humanity.

Membership of *Ekpe* Music Group

Ekpe music group was strictly for brave men who were initiated into the mystical power of the lion. Most of these men eventually became fearless and dreadful when encountered with any physical combat. In recent times, *ekpe* admits women, who volunteer to join the group and most of these women are cultural devotees (Princesses or female Chiefs). Members are categorized into *ekpe* (star dancers- masked members), *mkparawa-ekpe* (instrumentalists and soloists), *mbong-ekpe* (Clan heads) and *obong-ekpe* (Chiefs).

Rehearsals

Ekpe often rehearses in secluded places where non-member can see them. Most times rehearsals are done at the *efe-ekpe* (*ekpe* house), with assorted food and drinks to merry. Prior to any occasion, constant practise is done and on the actual day of the event, the group rehearses, eats, drinks and dresses in its full costume that depicts every man's role.

Rules and Regulations

It is mandatory for every member of *ekpe* music group to be in attendance and in active participation at every meeting/rehearsal, including festivals/ occasions where they are required or invited to perform. Lateness to any rehearsal or performance venue attracts a specified penalty. Absenteeism is not tolerated from any member, because notification to every rehearsal and/or performance is usually given to members early enough.

Obligation

- Members of *Ekpe* music group are indebted to pay monthly dues.
- Chief hosts are charged to pay some amount of money to aid the movement of members from one place to another.
- Food and drinks are also required from the chief host.

- For any event that is designated to run for more than a night, the chief host is expected to provide accommodation for the performers.

Costumes and Paraphernalia of *Ekpe* music group

Efik names

esink- ekpe

itamekot

esang-ekpe

ikong/oboti

nyaya

mbobok

ita-ubok

ita-ukot

nkanika

English translation

overall black and red body hug cloth

crown with mirror and feathers

walking stick by the right hand

plantain leaf by the left hand

chest raffia wear

waist wear

hand rattle

leg rattle

waist belt



Figure 2: A costumed *Ekpe*

Source: <https://www.picasaphotoviewer.com>, (2017).

Ekpe costumes and paraphernalia are very attractive and function in different roles. *Ekpe* Star dancers wear *esink- ekpe* (overall black and red body hug), *itamekot* (crown with mirror and feathers) on the head, *esang-ekpe* (walking stick) being held by the right hand, *ikong/oboti* (plantain leaf) held by the left hand, *nyaya* (on the chest), *mbobok* (on the waist), *ita-ubok* (hand rattle), *ita-ukot* (leg rattle), and *nkanika* (belt). All of these costumes play around the black, red, gold and white colors depicting the aesthetic of the Efik humanitarian relationship. While others like the drummers and singers dress on white native long shirt, wrapper, white cap and a traditional shoe to match. The senior members of the group wear their chieftaincy regalia, a gown top, wrappers tied to the waist and also placed on their shoulder. They wear royal caps, traditional shoes and hold walking sticks. *Ekpe* is a beautiful masquerade that often holds her

audience spellbound while performing at major occasions of the State or before prominent citizens of the society (Ekeng, 2020).

Structural Analysis of *Ekpe* Music Group

Ekpe music group is known for its expertise in instrumental, dance and vocal-sound music. Thus, a structural analytical study of this music genre carried by Anthony (2018) is as follows:

Melodic Analysis

The Form

Ayo ooo (yodelling) is in solo pattern, *ekon-nke* (story-story), *ebomi-Mary* (take Mary instead of my *Ekpe*) as well as *marandio* (I have come) are recitative with call and response techniques.

The Basic structural forms

Ayo ooo is sung on the diatonic scale progression while *ekon-nke*, *ebomi-Mary* and *marandio* are in pentatonic scale formation. The melodic contour of these songs commence on high pitch, swings upward and downward until the melodies descend and music end.

The Rhythmic Structure

The melodies are dominated by notes of long durational values for *ayoooo* and short duration notes for *ekon-nke*, *ebomi-Mary* and *marandio*.

Phraseology

The songs comprise of both long and short phrases. The phrases operate on unequal balance of two and four regulative beats.

Tonal shift

The tonal shift of *ayoooo* is based on large intervals of perfect 5th and above, while *ekon-nke*, *ebomi-Mary* and *marandio* are centered on small intervallic tonal shift, ranging between major 3rd and perfect 5th.

Harmonic Principles and Styles

Ayo ooo is not harmonised, it is basically on unison with lots of recitations, but *ekon-nke*, *ebomi-Mary* and *marandio* are harmonised with alternated phrases which are mostly done by the soloist.

Melodic Performance/Presentation Form

Ayo ooo is an instrumental music with yodeling solo sound accompaniment. Apart from the instrumental work which takes more of the performing aspect, the soloist is at liberty to pitch the musical sound to any range of his convenience. This sound is culturally induced; it eulogises the *ekpe* group into series of theatrical display. The performance is supported with lots of recitatives. Whereas, *ekon-nke* melodic performance involves a narrator who is vast in the history of *ekpe* to chant the call as ‘*ekon-nke*’ which literally implies ‘story, story’; while the response will echo ‘i-ya, aya’ meaning ‘yes or story’ in general terms. The narrator goes over the story as well as chanting the melody with instrumental accompaniment and the *ekomo* (drum) that is specially made for *ekpe* plays soft to accompany the story telling performance. Also, *ebomi-Mary* and *marandio* are filled with hysterical lyrics and exciting performance that transcends the presentation to the climax. At the climax of each of these melodies, the tempo of instruments is raised with several variations, extemporisations and repetitions.

The Text

The texts (*Ayo ooo*, *ekon-ke*, *ebomi-Mary* and *marandio*) are in Efik dialect and are cultural induced text, being appreciated by the *ekpe* music group and other music devotees.

Analysis of Melody

Ayo ooo is a recreational song that sets the pace for the *ekpe* music group on tenterhooks and thus dictates swaying steps for the performers. The soloist intones the song on a high pitch with lots of variations, while the instruments take off from the soloist. The instrumentation sustains the performance with lots of extemporisations till the end of the presentation. *Ekon-nke* is a folk song for storytelling. It portrays the mystical spirit of the *ekpe* and thus, create hilarious mood to the audience. On other hand, *ebomi-Mary* is another recreational melody that implies “you may take Mary (my wife) to yourself, instead of taking away my *ekpe*”. While *marandio* indicate that “I have come with your request”. These melodies often begin on middle pitch with response at the same range. The music is accompanied with soft rhythms of different *ekomo* and other musical instruments, from the beginning to the end of the performance. The lyrics of these melodies include:

Efik Language**Ayo ooo Yodeling**

Solo: Ayoooooooooooo,
 ayoooooooooooo,
 ayoooooooooooo
 Refrain: ayoooooooooooo,
 ayoooooooooooo,
 ayoooooooooooo

English Translation

A yoooooooooooo
 a yoooooooooooo
 a yoooooooooooo
 a yoooooooooooo
 a yoooooooooooo
 a yoooooooooooo://

Efik Language**Ekon-nke**

Call: ekon-nkeoo
 Resp: iya
 Call: ekononke o
 Resp: iyanke-nke-nke-nke
 Call: ekon-nkeoo
 Resp: iya
 Call: ekononke o
 Resp: iyanke-nke-nke-nke;
 Call: ikpokisipoyohoobube
 ebietemiawakedidok
 Resp: iyanke-nke-nke-nke
 Call: ekon-nke o
 Resp: iyanke-nke-nke-nke
 Call: ekon-nke o
 Resp: iyanke-nke-nke-nke

English Translation**Story-story**

Story-story
 yes
 story, story
 yes, story, story, story, story
 story, story
 yes
 story, story
 yes, story, story, story, story
 therearetoo many people on earth
 who are full of discrimination
 yes, story, story, story, story
 story, story
 yes, story, story, story, story
 story, story
 yes, story, story, story, story://

Efik Language**Ebomi-Mary**

Call: oje, oje, ojejeojebaebonko
 Resp: owei
 Call: ebonko
 Resp: owei
 Call: ebokwe
 Resp: owei
 Call: ebomi-Mary o o,
 atukeebomiinyang-mkpe
 Resp: ebomi-Mary ooyanya
 Call: ootuke ebomi inyang-mkpe o o
 Resp: ebomi-Mary oo
 Call: emobiakparamataituo
 Resp: ebomi-Mary oo e ee
 Call: ebomi-Mary o ayanya o wo wowo

English Translation**Take away Mary**

greetings
 response
 greetings
 response
 greetings
 response
 take away Mary
 instead of taking my ekpe
 take away Mary o o ayaya
 instead of taking my ekpe
 take away Mary o o
 take also my little child
 take away Mary o o e ee
 take away Mary o ayaya o wo wowo

Resp: *ebomi-Mary oo*
Resp: *ebomi-Mary oo*
Call: *atukeebomiinyang-mkpe*
Resp: *ebomi-Mary oo*

take away Mary o o
take away Mary o o
instead of taking my *ekpe*
take away Mary o oayaya://

Efik Language

Marandio I have come

Call: *marandio, o morandio*

Moyan mi

Resp: *marandio, o morandio*

Moyan mi

Call: *marandio, o marandio*

Moyan mi

Resp: *marandio, o marandio*

Moyan mi

English Translation

i have come, ohi have come
with your request

i have come, ohi have come
with your request

i have come, ohi have come
with your request

i have come, ohi have come
with your request://

Instrumental Analysis of Ekpe music

Ekpe music groups utilize similar musical instruments like that of the *ekombi* music group but with several *ekomo* (drums) which include *ibid* (bass drum), *uboro-ekomo* (talking drum), *mkipiri-ekomo* (small drums), *nsak* (rattle) and *nkong* (twin gong).

The Form

The instrumental music of this group is an ensemble of *ekomo* (drums), *nsak* (rattle) and *nkong* (twin gong). The lead *ekomo* player plays the lead role, other drums accompany the lead drummer with rhythmic variations, *nkong* plays the melodic rhythm while *nsak* performs percussive rhythmic role.

The Basic Structural Features

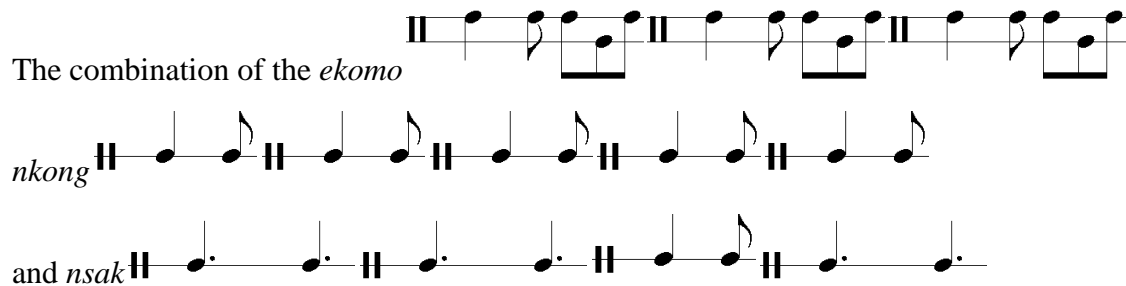
Ekomo features tonal depth and emotional quality that ‘talks’ to the devotees/performers, *nkong* structurally features the time-based for the ensemble while *nsak* is characterised with percussive rhythmic line.

Melodic Structure

Ekomo plays the melodic functions as the master instrument while *nkong* and *nsak* accompany the melodic line with percussive rhythms.

Harmonic Principles and Styles

The combination of the *ekomo*



nkong

and *nsak*

The image shows three lines of musical notation. The first line, labeled 'The combination of the ekomo', features a sequence of notes on a staff with vertical bar lines indicating a specific rhythmic pattern. The second line, labeled 'nkong', shows a series of notes with stems pointing upwards, also with vertical bar lines. The third line, labeled 'and nsak', shows notes with stems pointing downwards, again with vertical bar lines. The notation is arranged to show how these three instruments' parts combine to create a block horizontal harmony.

create block horizontal harmony which is often resolved by the regulative rhythm of *ekomo*.

Instrumental Performance/ Presentational Form

The three instruments play their specific roles as well as creating sections for each performer to display their virtuoso's ability before the climax of the performance where the improvisation and the extemporisation of the *ekomo* inspires other performers and at the same time, thrill the audience. Both *ekombi* and *ekpe* employ the same kind of musical instruments and these instruments are represented are represented in Figures: 3, 4 and 5



Figure 3: *Ekomo* (drum)



Figure 4: *Nkong* (twin gong)

Source: <https://www.picasaphotoviewer.com>, (2017)

Dance Formation of *Ekpe* Music Group

The dance formation of *ekpe* music group is determined by the availability of performers at hand. Sometimes only one costumed *ekpe* does the special dance while other devotees perform in free-style. However, the common dance formations among the *ekpe* include parallel formation, semi-circular formation and often times, zigzag formation.

Figure 6: shows a dancing *ekpe* on his free movement which is sometimes zigzag while the mbakara *ekpe* (group members) form parallel lines of two or more rolls as the case may be.



Figure 5: *Ekpe* music group in parallel formation and the costumed *ekpe* in a zigzag motion.

Source: <https://www.picasaphotoviewer.com>, (2017)

Modern Trend

Regardless of the global pandemic that poses as a universal threat to intercultural relationship, cultural identity of the Efik cannot be kept in the dark for this menace. The people's culture has over the decades suffered alot of setback and at this point of finding ways to the globe, isolating such genres of music is not a path to tow. *Ekpe* music is unique and noted for its aesthetic costumes and performances. The sight of a costumed *ekpe* as well as its virtuoso dance steps often holds humanity spellbound, to such, isolation is not an option. However, the application of sanitizer can be imbibed at every outing. It is pertinent to know that the group has some specific performing techniques that are peculiar to only members, just like the *ekombi* music group. Modern dance steps are only introduced by virtuoso who wears the mask. Other members are permitted to express their dancing skills but in response to the *ekomo* rhythmic pattern. The aesthetic costumes of the masked *ekpe* are retained, except the

wrapper used by other members that varies in colours. The arts, still strive to entertaining humanity, at the same time serving as a means of sustenance of the cultural identity of the Efik kingdom in Cross River State.

Conclusion

Humanity is a product of culture, and indigenous music forms part of the fundamental aspect of every culture. Amidst other troupes of indigenous music, *ekpe* music serves as one of the integral parts of the Efik's culture, with expression in vocal, instrumental as well as dance arts. Hence, an act to preserving *ekpe* music needs to go beyond the oral transmission method to analytical documentation of the past, present and the proposed future of the people's art forms. The State should be exposed to the policies and the guidelines adopted by the developed countries for the purpose of preserving and protecting her cultural heritage.

Recommendations

Every indigenous music group requires further publicity. An official internet web page should be created, to include indigenous art forms. The state's cultural bureau as well as carnival organisers should integrate other extinct groups into performing, during State's events. Ethnomusicologists at different locations should develop the act of documenting indigenous music ensembles, within their reach. Policy makers in Cross River State should adopt the submission of UNESCO by enacting policies that will support the preservation of indigenous music in Cross River State.

References

- Adie, J. A. and Agba M.T. (2011). Cultural activities and tourism sites in Cross River State. The National Festival of Arts and Culture (NAFEST). Calabar: Master Business Associates.
- Anthony E. B. (2018). *Preservation of indigenous music in Cross River State, Nigeria* M.A. Dissertation. University of Uyo, Akwa Ibom State, Nigeria.
- Bell-Gan, H. (1985). *The agiri masquerade performance in Opobo*, in Okorensen, P.E (2009). *Gender and traditional performances: A study of Akata and Moninkim of Ekong Community in Akamkpa of Cross River State*. BA (Ed) Project. University of Calabar, Nigeria.
- Effiong, A.V. in Okereke, V. H. (2012). *The dancer as an actor: A case study of UCPC selected performances*. M.A. Project: University of Calabar, Nigeria.

Nwosu, I. I. (2014). The history of Cross River State in the Nigeria century. Gladem Digital Company.

Internet source

[http://www.jpg.picasaphotoviewer.com,\(2017\)](http://www.jpg.picasaphotoviewer.com,(2017)). Members of *ekpe* group; Costumed *ekpe* and *ekpe* musical instruments

Personal Communication

Archibong, V. E. (personal communication) (2016, November 20). Personal interview. Ishie Lane, Calabar Municipal LGA, Cross River State, Nigeria.

Ekeng D. N. (personal communication) (2020, December 26). Personal interview. Ishie Lane, Calabar Municipal LGA, Cross River State, Nigeria.

Otu-Ita, O. (personal communication) (2016, October 10). Personal interview. White-House, Calabar South LGA, Cross River State, Nigeria.

Capacity-Building Needs of Head Teachers and Conduct of Professional Staff Development Programmes in North Central Zone of Nigeria

By

Muhammad Baba

muhammadbaba740@gmail.com

08036132569

Department of Educational Foundations
Niger State College of Education, Minna

Abstract

Scholars believed that headteachers need training in the discharge of their responsibilities. This study determined the relationship between the capacity-building needs of head teachers and conduct of professional staff development programmes in their schools. One research question was raised to guide the study and one null hypothesis was tested at 0.05 Alpha level. The study employed the use of descriptive survey design. The population was 13,232 made up of all the head teachers in public primary schools of the study area. The sample for the study was 384 head teachers selected through the use of cluster sampling technique. The instrument for data collection was a researcher designed questionnaire titled "Capacity-Building Needs and Resource Management Questionnaire" (CABNERQ). Content and face validities of the instrument were ascertained through expert scrutiny. Construct validity of the instrument was established through exploratory factor analysis. The reliability of the instrument was determined using the Cronbach Alpha Method. The reliability value of the instrument was 0.86. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research question, while Pearson Product Moment Correlation Coefficient (PPMC) was used to test the hypothesis. The findings revealed that head teachers needed capacity building in skills of organizing professional staff development programmes. It was also revealed that there was a significant relationship between capacity-building needs of head teachers and their performance in the conduct of professional staff development programmes. Therefore, should be utilized for developing capacity-building for head teachers in the zone.

Keywords: Capacity-building, capacity-building needs, head teachers, and professional staff development programmes.

Introduction and Background to the Study

Primary education occupies an important place in the Nigerian education system because it serves as a foundation upon which the rest of the education system is built. This has been substantiated by the National Policy on Education (Federal Republic of Nigeria (FRN), 2013:9) which defined Primary Education as "the education given in institutions for children aged 6 to 12 plus". According to the policy document, primary level is the key to the success or failure of

the whole system. The duration of primary education in Nigeria is six years. It is an integral part of the whole Universal Basic Education Scheme which includes 1 year of pre-primary and 3 years of junior secondary education. The Head Teacher is the executive head of a primary school in Nigeria. Head teachership is one of the oldest administrative positions brought into the country by the colonial educationists. In 1842, the Church Missionary Society (CMS) primary school had head teacher appointed as the administrative officer (Fafunwa, 1974).

The Nigerian primary school head teacher now occupies a unique position in the country's educational system. He is both an administrative and academic leader. His main responsibilities include designing, interpreting and implementing school policies, instructional supervision, inducting and professional development of teachers. Other responsibilities of the head teacher include: conflict resolution in school, discipline of staff and students, and maintenance of school community relations among others.

The changed conditions in primary schools require head teachers to be trained and equipped with necessary skills in school leadership and administration, so as to be able to make objective and sound decisions (UNICEF, 2016). In this regard, it seems practical job experience alone cannot constitute valid management training. According to Arikewuyo (2009) the time has come for meaningful management training programme for head teachers of Nigeria's primary schools. The author further posited that school administration is an art and like all other arts has its intricacies, which must be learnt and mastered by anyone who wants to make a success of the system. Hence the need for capacity-building of primary school heads in the management of their schools.

Capacity is defined as the ability of an individual, organizations or system to perform appropriate functions effectively, efficiently and sustainably (International Institute of Educational Planning (IIEP), 2018). Based on this view, capacity is not the mere existence of potential, but rather existing potential must be harnessed and utilized to identify and solve problems or make meaningful contributions to the system. Capacity building in the context of this study is an approach to developing the potential of the head teachers in order to enhance their performance in the organization and conduct of professional staff development programmes in primary schools. Professional staff development is a mechanism by the school management through which the capacities of the teachers are improved towards better productivity on their job (Baba, 2018). The author further stated that professional staff development programme is a vital aspect of human resource management approach in formal organizations. It is mainly an internal

mechanism employed by school managers in improving the technical competencies of their teachers. Professional development programmes should be a continuous process in schools.

Head teachers in the North Central States of Nigeria seem to be faced with the challenges of achieving high standard of performance especially in the area of organizing professional development programme for their teachers. It is against this background that this study sought to find out the relationship between the capacity-building needs of head teachers and organization of professional staff development programme in primary schools of the North Central States of Nigeria.

Statement of the Problem

One of the major criteria or standards used in measuring the effectiveness of a school is how effective the school leadership is (UNICEF, 2016). This implies that the extent to which primary schools are effective depends on the skills and competencies of head teachers. In most primary schools in the North Central States of Nigeria, head teachers seem to be faced with numerous leadership challenges, which are difficult for them to solve. One of these problems is absence or inadequate conduct of professional staff development programmes to boost the competencies of their teachers for maximum productivity (Turaki, 2010).

The performance of the head teachers in the conduct of professional staff development programme may be determined by several factors like the availability of material resources in the school, their motivation to work or the level of their capacity in conducting such tasks. Therefore, the problem of this study was to find the relationship between the capacity-building needs of head teachers and organization of professional staff development programmes in primary schools of the North Central Zone of Nigeria?

Objectives of the Study

The main purpose of this study was to determine the relationship between the capacity-building needs of head teachers and the organization of professional staff development programmes in the primary schools of the North Central Zone. More specifically, the study sought to:

- i. ascertain the extent to which head teachers in the North Central States require capacity-building in the area of conducting professional staff development programmes for their teachers.

- ii. find out the relationship between capacity-building needs of the head teachers and the organization of professional staff development programmes in the primary schools of North Central Zone.

Research Question

Based on the first objective above, the following research question was answered:

- i. Do head teachers in North Central Zone, require any skills in conducting a professional staff development programme in their schools?

Hypothesis

In line with the second objective above, the following null hypothesis was formulated and tested at 0.05 level of significance:

1. There is no significant relationship between the capacity-building needs of head teachers and their organization of professional staff development programmes in primary schools of the North Central Zone.

Significance of the Study

This study is significant in providing valuable information on the capacity-building needs of head teachers in the area of conduct of professional staff development programmes in primary schools of the North Central Zone. Primary school head teachers would benefit from this study because it will enable them to identify their training needs in the aspect of human resource management.

State governments in the North Central Zone, through their State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) would also benefit from the findings of this study. The findings could enable these agencies to be aware of the leadership deficiencies of their head teachers thereby serving as a baseline upon which capacity-building programmes could be organized.

Scope and Delimitation of the Study

The study covered all the six (6) states that make up the North Central geopolitical Zone of Nigeria. They are Niger, Kogi, Benue, Nasarawa, Plateau and Kwara States. Though Federal Capital Territory (FCT) Abuja forms part of the geopolitical zone, it was not included in this main study because it was used for the pilot study. In this context of this study, the capacity-building needs and organization of professional staff development programmes in public primary

schools were studied. The study was restricted to identification of the skills required by head teachers in the conduct of professional staff development programmes and how competently they conduct professional staff development programmes in primary schools.

Research Design

The study employed a correlation survey design. According to Bichi (2004) and Nworgu (2006), a correlation survey is concerned with the extent to which two variables are related and, therefore, can be used as predictors of each other. The justification for the choice of correlational survey design for this study is thus in line with the submissions made by Awotunde (2004), Bichi (2004) and Nworgu (2006) who stated that the correlation survey design is appropriate for any study on investigation that involves a large population of respondents and in which relationship is sought between variables. In this study, the relationship is being sought between the two variables of capacity-building needs and conduct of professional staff development programmes.

Population and Sample

The population of this study comprised of all head teachers in the six (6) North Central states of Nigeria. The states are Benue, Kogi, Kwara, Nassarawa, Niger and Plateau. In all there were thirteen thousand two hundred and thirty two (13,232) head teachers in the Zone (Universal Basic Education Profile, National and Regional Statistics, 2015). Using 95% confidence level and 5% margin of error with Research Advisors Sample Size Table (2018) as a guide, the study used 384 head teachers as sample. The study employed cluster sampling technique to arrive at the sample used. This is the technique of selecting sample from naturally occurring groups or clusters of population (Bichi, 2004). The justification for using this technique was supported by Bichi (2004) and Ekeh (2009) that cluster sampling technique, which is a probability form of techniques, is appropriate if the population of the study is in groups and spread over a large area. The population of this study was large and spread over a large area, which were six (6) states in the North Central Zone of Nigeria. Thus, the groups or clusters that made up the population were the states. The sample size of 384 was then divided by 6, which gave 64. From each of the six (6) states, 64 head teachers were randomly selected as the sample for the study. This distribution gave every member of the population equal chance of being selected, as asserted by Bichi (2004), Ekeh (2009) and Bush (2010) that randomization and equal representation is a basic feature of cluster sampling technique.

Instrumentation

The instrument for data collection was a researcher – designed questionnaire named “Capacity-Building Needs and Resource Management Questionnaire (CABNERQ). The instrument has two (2) parts: A and B, part A sought information on personal data of respondents while part B has two categories of “Skills” and “Competences” response options. The skills category of the questionnaire has four response options of Highly Needed (HN), Averagely Needed (AN), Slightly Needed (SN) and Not Needed (NN). Similarly, the “Competency” category of the instrument also has four response options of High Performance (HP) Average Performance (AP), Low Performance (LP) and No Performance (NP).

Face and content validities of the instrument were ascertained through scrutiny by experts in the field of educational administration and planning and measurement and evaluation. Construct validity of the instrument was also established through the use of exploratory factor analysis of the instrument.

Reliability of the instrument was determined using Cronbach Alpha method to analyze the result of the pilot study conducted on 60 respondents randomly selected from Federal Capital Territory, Abuja which was not used for the main study. The result showed an Alpha reliability value of 0.86, thus indicating that the instrument’s reliability was high.

In the administration of the 384 questionnaires, the researcher employed the help of five research assistants. After being trained, each of the research assistant was dispatched to the following states: Benue, Kogi, Kwara, Nassarawa and Niger while the researcher went to Plateau State. From each of these states, the researcher and the research assistants randomly selected 64 head teachers and administered them with the instrument. To facilitate access to the schools and the head teachers, the researcher received profound help from the officials of local government education authorities in these states. At the end of the exercise, all the 384 questionnaires administered were successfully retrieved.

Data Analysis

The data collected from the administration of the research instrument were analyzed using descriptive statistics. The sole research question was answered using mean and standard deviation while Pearson Product Moment Correlation (PPMC) was used to test the sole research hypothesis.

To answer the research question, a four – point rating scale of Highly Needed (HN, 4 points), Averagely Needed (AN, 3 points), Slightly Needed (SN, 2 points) and Not Needed (NN, 1 point) was used in weighting response to items in the questionnaire. Responses to each questionnaire item were analyzed according to frequencies and mean rankings. A mean response below 2.50 was considered not needed while a mean response of 2.50 and above was considered as needed.

To test the research hypothesis, the grand rating score for each of the respondents to the items on capacity-building needs and those of organization of professional staff development programmes were calculated and correlated using Pearson Product Moment Correlation (PPMC) formula. The significance (p-value) of the correlation (r-cal), which formed the basis for accepting or rejecting the hypothesis, was ascertained at the 0.05 Alpha level. A p-value below 0.05 was considered significant, which implies rejection of the hypothesis while a p-value above 0.05 was considered not significant and it implies acceptance of the hypothesis.

Results

Table 1: Mean and Standard deviation of responses on professional staff development skills needed by Head teachers of primary schools in North Central Zone, Nigeria

S/N	Skills	N	HN 4	AN 3	SN 2	NN 1	\bar{x}	SD	Decision
1.	Professional Development Programme Planning skills.	384	151	102	104	27	2.98	0.48	Needed
2.	Supervisory/Lesson Observation skills.	384	142	105	101	36	2.92	0.42	Needed
3.	Skill of identifying key messages to share during the programme.	384	109	114	96	65	2.69	0.19	Needed
4.	Skill of applying principles of Adult learning in the programme delivery.	384	84	79	168	53	2.51	0.01	Needed
5.	Activity based delivery skills.	384	78	121	102	83	2.51	0.01	Needed

Decision mean – 2.50

Key:

- HN: Highly Needed
- AV: Averagely Needed
- SN: Slightly Needed
- NN: Not Needed
- HN + AN: Needed
- SN + NN: Not Needed

Table 1 reveals that with mean response of 2.98 ± 0.48 for the item, which is above the decision mean of 2.50, the respondents responded that the head teachers needed skills of organizing or conducting professional staff development programmes.

Table 2: Pearson Product Moment Correlation (PPMC) analysis on the relationship between capacity-building needs of head teachers and organization of staff development programmes.

Variables	N	\bar{X}	SD	r-cal	p-value
Capacity-Building Needs	384	25.98	0.511		
				0.147*	0.04
Organization of Staff Development Programmes	384	23.02	0.353		

*: Significant at $P < 0.05$

The results presented in table 2 indicate that $r = 0.147$, $N = 384$, $P < 0.05$. This implies that there was significant relationship between capacity-building needs of head teachers and organization of staff development programmes in primary schools of the North Central Zone. Hence, the hypothesis of the study was rejected. This further implies that the better the skills acquired by head teachers on organization of professional staff development programmes, the better their performance or competence in organizing staff development programmes in primary schools of the North Central Zone.

Summary of Findings

The findings of this study could be summarized as follows:

- i. Head teachers in North Central Zone, lack adequate skills of organizing professional staff development programmes.
- ii. There was significant relationship between capacity-building needs of head teachers and organization of professional staff development programmes in primary schools of the North Central Zone.

Discussion of Findings

The data presented in Table 1 answered the research question for this study. The results showed that head teachers needed improvement in organizing professional staff development programmes. Other skills needed were: lesson observation skills, ability to identify key messages to share, adult education skills, and activity-based delivery skills. The research finding was confirmed with the submission by UNICEF (2016) that head teachers in the North Central States had low capacity in managing human resources in their primary schools.

The result presented in Table 2 also revealed that there was significant relationship between capacity-building needs of head teachers and the organization of professional staff development programmes in primary schools. This means that the more the head teachers are well-equipped with requisite skills, the better their performance in conducting professional staff development in primary schools. The finding was in conformity with the one by Onuselegu and Eziuzo (2008) in Anambra State where managers indicated the need to learn more about leading others in school staff development.

Conclusion

The study reported above clearly showed that staff development skills are required by head teachers in North Central Zone for capacity-building of their for maximum productivity.

Recommendations

The following recommendations were made:

1. State governments in the North Central Zone through the Ministries of Education, SUBEBs and LGEAs, should take the issue of capacity-building of head teachers seriously to enable head teachers discharge their responsibilities efficiently.
2. Head teachers should seek for sponsorship from their employers to attend professional development programmes in order to improve their administrative competencies.
3. When capacity-building programmes on skills are organized, head teachers should participate actively in order to take ideas back to their schools for improvement.
4. Primary school teachers in the zone also need to be highly competent.

References

- Arikewuyo, M.O. (2009) Professional training of secondary school principals in Nigeria: A neglected area in the educational system. *Florida Journal of Educational Administration and Policy: Summer 2009*, 2(2) 43-48.
- Awotunde, O. (2004). Research methods. Ibadan: University of Ibadan Press.
- Baba, M. (2018) *The relationship between the capacity-building needs of head teachers and human resource management in Primary Schools of North-Central Zone, Nigeria*. Unpunished Ph.D Thesis, Department of Education, Bayero University, Kano.
- Bichi, M. Y. (2004) Introduction to research methods and statistics. Debis-Co press and publishing company.
- Bush, T. (2010). Research methods in educational management. Sage publishers.
- Ekeh, F. I. (2009). Research methodology and statistics in education. Model press.
- Fafunwa, A. B (1974). History of education in Nigeria. George Allen and Unwin.
- Federal Republic of Nigeria. (2013). *The national policy on education*. (Revised): NERDC Press. <http://www.triumphnewspapers.com/cah2522008.html>.
- International Institute for Educational Planning (2018, March). Capacity-building guide book for planning education in emergencies and reconstruction, UNESCO. www.unesco.org/iiep.
- Nworgu, B.G. (2006). *Educational research: Basic issues and methodology* (2nd Edition) wisdom publishers limited.
- Onuselegu, A.P & Eziuzo, G.O (2008) Management training needs of school managers in Nigeria and Namibia in the information age. B.G., Nworgu (Ed). *Education for information age: Global challenges and enhancement strategies*. Faculty of Education, University of Nigeria, 37-42.
- The Research Advisors (2018, March) Sample size table. www.research-advisors.com
- Turaki, A. (2010, March) *Challenges and implications in the management of primary schools in Kano State in the 21st Century*. Daily Triumph.
- United Nations Children Education Fund (UNICEF) (2016) *Head teacher leadership programme: Facilitators training manual*.
- Universal Basic Education Commission (2015). *Universal basic educational profile, national and regional statistics, 2015*.

**Rethinking the Universal Basic Education Programme for the Fourth Industrial
Revolution**
By
Aleshin, O. T.¹
Director, Teacher Development, Universal Basic Education Commission (UBEC)
&
Oladipo, A.I.²
Senior Education Officer, Universal Basic Education Commission (UBEC)

Abstract

The world is moving at an exponential pace due to the effects of the fourth industrial revolution. The impacts of artificial intelligence, mobile computing, exponential technologies, 3D printing, augmented and virtual reality, Internet of Things (IoT), big data and smart cities have become visible in virtually all aspects of human life; changing the way we work, trade, learn and interact with one another. It is necessary for Nigeria's education system to respond to the demands of the fast-changing world in order to possibly restructure education programmes, from basic to tertiary education, to prepare citizens who can favorably compete globally. The paper explores possible strategies for retooling Nigeria's basic education programmes to address the challenges posed by the fourth industrial revolution, and to assess its ICT in education policy among other efforts at preparing learners for the future of work.

Keywords: Revolution, fourth industrial, universal basic education, programme, ICT, and education system.

1.0. Introduction

The Fourth Industrial Revolution (4IR) has been inspiring globally. The world has become more connected than ever. The growth of digital technologies and innovation are felt across different economic sectors thereby blurring physical, social, and geographical boundaries whilst enabling new possibilities. Technological advancements of all kinds are visible everywhere, leading countries to rethink their economic policies and future actions. There are also important implications for education, employment, and the future of work. This is rather true for African countries, owing largely to the increasing growth of its under-20 population which expanded by 25% over the last 10 years and is projected to be the continent's largest cohort by 2070. As Africa responds to the challenges of the 4IR, its younger population will be its important asset (World Economic Forum, 2020a).

With the fourth industrial revolution breakthroughs, the world has entered a new phase of innovation often described as an incoming thunderstorm, a sweeping pattern of change visible in the distance, arriving at a pace that affords little or no time to prepare (Okebiorun, 2020). Many of today's children will work in new job types that do not yet exist, with an increased premium on both digital and social-emotional skills in the coming years. The gap between education and jobs is further widened by limited innovation in learning systems, which were largely designed to mirror factory-style growth models. All of these make a valid case for the integration of new technologies into the delivery of qualitative and functional basic education in Nigeria to children of school-going age.

Many federal policies have acknowledged the role and application of information and communication technologies (ICTs) in education delivery, but little or no attention has been paid to e-learning at the basic education level (Akogun, Olojede, Adesina, & Akogun, 2020). The emergence of the Covid-19 pandemic spurred the Federal Government's interest in digital and remote learning at the basic education level as a strategy to mitigate the effects of school closures during the lockdown; hence a few efforts made are rather new or at an embryonic stage. In realising the nation's basic education goals, it becomes very important to infuse it with relevant education 4.0 strategies.

The focus of this paper, therefore, is to explore the concept of education 4.0, its features, and its application to basic education programmes. The paper will also examine Nigeria's ICT in education policies and efforts to tackle challenges in that regard. It will also make recommendations relevant to basic education.

2.0. Rethinking the Future of Education

Educationists and development organisations have debated many ways in which the content of education – at all levels – and the process of learning will need to change (OECD, 2016; Fisk, 2017; and Okebiorun, 2020). They have suggested the following potential changes:

1. Diverse time and place

Students will have more opportunities to learn at different times in different places. E-Learning tools facilitate opportunities for remote, self-paced learning. Classrooms will be flipped, which means the theoretical part will be learned outside the classroom, whereas the practical part will be taught face to face or remotely interactively.

2. Personalised learning

Students will learn with appropriate study tools according to their capabilities and at their own pace. Students will be so positively reinforced that they gain confidence. Nonetheless, teachers will be available for those who need help.

3. Free choice

Students learn differently and can modify their learning process with appropriate tools, and techniques based on their own preferences. This could be blended learning, flipped classrooms, and BYOD (Bring Your Own Device) to name some important current options.

4. Project-based Learning

Careers in freelance economy will demand that students adapt to project-based learning and working style and learn how to apply these skills taught at secondary schools in a variety of situations. Organizational, collaborative, and time management skills will also be taught so that every student can use them in their careers.

5. Field experience

Because technology can facilitate more efficiency in certain domains, curricula will make room for skills that solely require human knowledge and face-to-face interaction. Thus, experience in ‘the field’ will be emphasized within courses. Schools will provide more opportunities for students to obtain real-world skills that are representative of their jobs. This means curricula will create more room for students to fulfill internships, mentoring projects, and collaboration projects (e.g.).

6. Data interpretation

Computers will take care of every statistical analysis, describe and analyse data and predict future trends. Therefore, the human interpretation of these data will become a much more important part of future curricula. Applying the theoretical knowledge to numbers, and using human reasoning to infer logic and trends from these data will become a fundamental new aspect of this literacy.

7. Exams will change completely

As courseware platforms will assess students' capabilities at each step, measuring their competencies through Q&A might become irrelevant, or might not suffice. Many argue that exams are now designed in such a way that students cram their materials, and forget the next day. Educators worry that exams might not validly measure what students should be capable of when they enter their first job. As the factual knowledge of a student can be measured during their learning process, the application of their knowledge is best tested when they work on projects in the field.

8. Student Ownership

Students will become more and more involved in forming their curricula. Maintaining a curriculum that is contemporary, up-to-date, and useful is only realistic when professionals, as well as ‘youngsters’, are involved. Critical input from students on the content and durability of their courses is a must for an all-embracing study programme.

9. Mentoring will become more important

In 20 years, students will incorporate so much independence into their learning process, that mentoring will become fundamental to student success. Teachers will form a central point in the jungle of information that our students will be paving their way through. Although the future of education seems remote, the teacher and educational institution are vital to academic performance.

In the same vein, Waller and Wagner (2016) in their paper on Academic 4.0 developed a list that would guide the formation of a new educational system to prepare our students to be successful in the future:

- Individualized: in order to train our learners to be successful in the complex world, a standardized programme is not the right one. Standardization always means simplification, and thus standardized programmes cannot deliver what we need. Individualized education rather than lecture-approach should be prioritized as the right mode of delivery
- Student-driven: the education system needs to enable and support the self-organising capacity of our learners. Students should be defining their own learning goals. Autonomy (self-organisation), purpose, and mastery are the fundamental elements of intrinsic motivation.
- Interdisciplinary: Our future challenges are increasingly interdisciplinary and transdisciplinary. This means that a stable and well-defined range of subjects is becoming obsolete. We need to provide a structural overview in their field of study that will enable them to integrate the knowledge they are constantly acquiring. It will be our job to provide this framework.

- **Mode of Assessment:** Standardized tests or general exams are becoming irrelevant. Learners' assessments should be based on their individual reflections of their own learning progress and their contributions to the collective learning process.
- **Source of Knowledge and Information:** learners now have access to numerous information sources (books, articles, search engines, blogs, MOOCS etc...) we cannot act as subject matter experts anymore. But we will need to play the role of integrator/mentor/coach so all the information can be optimally used.
- **Setting for Learning:** learning is a social activity. We have to open our schools and invite learners in to use this space as a place for meetings and encounters, for discussion and collaboration. One-to-many lectures is one of the least effective ways to transfer knowledge. Research shows, that traditional lecturing is less effective than active learning. Ambiance and learning space is important to effective learning processes. We need to provide these types of “enabling spaces”, which can be arranged according to these social settings mentioned.

The fourth industrial revolution offers new challenges to the government and education policymakers, it advocates a complete shift to a renewed thinking for curricular improvements, instructional content delivery, instructional resources for teaching and learning, development of teaching-learning infrastructure,, and teacher professional development.

3.0. Emerging Technologies Shaping the Future of Education

The impacts of technological transformation in today's world cannot be overemphasized. Emerging technologies such as Artificial intelligence, Augmented and Virtual Reality, cloud computing among others continue to shape the practice of education as we are more immersed in the Fourth Industrial Revolution.

Despite the advancement in technology innovations, the education sector has been reluctant in accepting technology to facilitate teaching and learning, although the use of robots in education, particularly in teaching science, technology, engineering, and mathematics (STEM) subjects, has been around since the 1980s. Moreover, the use of technology has been predominantly limited to a didactic approach of teaching and learning, whereby teaching is facilitated with the use of a personal computer and the provision of electronic teaching materials (Oke and Fernandes, 2020). However, the use of digital technology underpinning 4IR is beyond the use of computers and e-

materials and has abundant potential to revolutionize the age-long practice of teaching and learning.

The numerous impacts of emerging technologies on education abound, especially in widening opportunities to lifelong learning and improving the delivery of curricular content. There is however a range of emerging technologies impacting the world of education in the fourth industrial revolution, these technologies include:

- **Artificial Intelligence**

Artificial Intelligence (AI) is often referred to as the simulation of human intelligence in machines that are programmed to think and behave like humans and mimic their actions. Artificial Intelligence offers tremendous potential in improving access to education and delivering quality learning experience to learners. AI allows teachers to automate many repetitive processes, such as creating curricula. It saves educators time and enables them to focus on the creative aspects of their jobs. AI demystifies access to global learning and eliminates any geographical or language barriers. For example, there are many tools based on natural language processing that can translate educational materials into various languages in real-time – an example is Google Translate. AI voice assistants, such as Alexa or Cortana, are gaining popularity in education. For example, Arizona State University uses Alexa for simple campus needs. The U.S. Navy has its own AI tool that monitors each student’s progress and adapts to diverse learning styles (Anderson, 2020).

The numerous applications of AI within the education sector to reinforce teachers’ and students’ experience, improve their knowledge and growing want for multilingual translators integrated with the AI technology is expected to drive the expansion of the AI in the education market. According to Market Research Engine (2021), the global AI in the education market will reach \$5.80 billion by 2025 at a compound annual growth rate of 45%. From task automation to personalized learning, there are several other ways AI technology is revolutionizing education and changing the future of learning.

The following are major ways AI is changing the education industry according to Dukadinovska, (2020):

● **Task Automation:** AI shows great potential in automating administrative work and making the tasks of organisations and teachers easier. Besides managing the classroom environment, teachers and professors have traditionally also had to manage numerous administrative and organizational tasks. Except for evaluating homework, grading tests, and reading essays, they are also in charge of filling different paperwork, managing teaching materials, organizing resources for lectures, making periodic progress reports, and more. A survey by The Telegraph on teachers in the United States reveals that teachers spend their time on:

- Teaching (43%)
- Planning lessons (13%)
- Marking Tests (11%)
- Doing Administrative Tests (7%)

These numbers show that educators spend a lot of their time performing non-teaching tasks, which can be overwhelming. Artificial intelligence could come in very handy in lessening the burden of planning and grading tests, managing administrative tasks by teachers and educational administrators. AI has the power to automate and enhance the process. For example, *ProProfs Quiz Maker* allows Professors and teachers to create personalized exams and provides you with automated grading and results. Many learning management systems and school management enterprise resource planning tools have become more sophisticated to handle major housekeeping operations of schools. This is where artificial intelligence can be quite handy. It has the power to grade tests and manage administrative work which takes a huge burden off of them.

● **Smart Content**

Another way AI changes the education industry is by adding new methods for students to achieve success. The term smart content is a very popular topic among organizations, educators, and students since it makes learning quite easier. Smart content refers to different types of virtual content including digitized guides of textbooks, video conferencing, and video lectures. Robots can now improve the learning experience by creating customizable learning interfaces and digital content that applies to students of different grades, for elementary and post-secondary schools.

Robots have the ability to make the content easily digestible by dividing it into comprehensible chunks, highlighting important lesson component, summarizing key points, and more. They also have the extended capabilities to create audio and video content. With this, students can easily access all these materials, learn much faster, and reach their academic goals. An example of such a platform is *Netex Learning* which takes education to the next level by:

- Allowing educators to create, manage and update digital content in one place
- Empowering students with a high-impact learning experience by allowing microlearning, skills mapping, and content recommendations.

● **Personalized Learning**

According to a study by Pane *et al* (2017), customized learning can improve student achievement no matter what their starting level is. Students are different and approach learning differently. While teachers cannot manage to personalize their teaching methods for a whole class, nor can they provide one-on-one sessions for everyone, AI has huge potential to enhance personalised learning.

Smart tutorial platforms like *Carnegie Learning* serve as teacher assistants that personalize the students' learning experiences by considering their strengths and weaknesses. They pay attention to such data and provide students with customized and specific feedback to allow them to learn effectively and improve performance.

● **Virtual Learning Environment**

AI powers the platforms that digitize textbooks and allow students to access them on different devices from anywhere, at any time. This is great for students who are not able to attend classes and even allows foreign students to study certain courses that are not available in their countries, opening opportunities for a much greater number of students. An interesting feature of these platforms is their ability to translate learning materials into different languages which will facilitate learning for non-English speakers. Thereby, creating an interactive community for students of different ages and grades.

- **Uninterrupted Support**

Traditionally, students have had to wait until they are in class or teachers are available to resolve any questions or doubts. But, not anymore. There are various AI-powered chatbots created specifically for the education sector. They serve as round-the-clock assistants that students can consult from anywhere, and at any time. This allows students to get quick and relevant answers or solutions without having to wait for the next class or office hours. In most cases, chatbots can be used to give basic lectures. Chatbots can serve as virtual advisors, and in the process they adapt to the abilities of the students. In other words, they adapt to their learning pace and styles.

- **Facial Recognition**

Facial recognition is none of the profound capabilities and opportunities offered by Artificial intelligence. Some Chinese academic institutions have started using AI-powered facial scans to identify students. This not only eliminates the need for student IDs but also has various other research, security, and administrative uses. For instance, these scanners are replacing the students' ID cards when they want to have lunch in the canteen, or when they want to take a book from the library. Moreover, many schools worldwide also use these facial scans to prevent crime and identify the students when they do some harm.

- **Secure Online Examinations**

Many institutions and universities around the globe use AI-powered assessment tools, these allow them to carry out tests online. Secure online examinations prepare queries and exercises independently using a pre-set question bank that the teachers design. Once the students finish their tests, they assess the results as well. The striking importance of this system is that they are more secure than regular examinations and offer smart settings and configurations that can be utilized when assigning tests to selected users. They allow limiting the availability and creating different groups with a selection of random questions for each of them that prevents cheating.

- **Augmented and Virtual Reality**

Augmented reality (AR) and Virtual Reality (VR) bridge the digital and physical worlds. They allow you to take in information and content visually, in the same way, you take in the world. AR dramatically expands the ways our devices can help with everyday activities like searching for information, shopping, and expressing yourself. VR lets us experience what it is like to go anywhere — from the front row of a concert to distant planets in outer space (Google AR & VR, 2021). Augmented reality (AR) adds digital elements to a live view often by using the camera on a smartphone. Examples of augmented reality experiences include Snapchat lenses and the game Pokemon Go.

While, Virtual reality (VR) implies a complete immersion experience that shuts out the physical world. Using VR devices such as HTC Vive, Oculus Rift, or Google Cardboard, users can be transported into a number of real-world and imagined environments such as the middle of a squawking penguin colony or even the back of a dragon. In a Mixed Reality (MR) experience, which combines elements of both AR and VR, real-world and digital objects interact. Mixed reality technology is just now starting to take off with Microsoft's HoloLens one of the most notable early mixed reality apparatuses.

Studies have revealed that (AR) and virtual reality (VR) have strong potential for helping students to improve their skills and knowledge. In fact, bridging AR/VR and education can bring teaching and learning experiences in an attractive and effective way (Ardiny and Khanmirza, 2018). The use of virtual reality (VR) and augmented reality (AR) in the educational sector is on the rise now more than ever. Google recently announced the availability of its 3D animals which lets users point their smartphone to a VR headset, to any part of the room to have a life-size Lion or pet dog in the room. If you are willing to try this out, simply type the name of any animal in your Google search (Google has an ever-growing library of animals) and tap on the 3D option in the top half of the results. Sit back and be ready to welcome a life-size cheetah or any animal selected in your living room – that's the power of augmented reality.

The animal's feature is part of Google's take on VR education with their Google Expeditions. Expeditions offer immersive VR simulations that are available to students and teachers. By using Expeditions, teachers can take their students on a VR tour of the pyramids of Giza or use AR to put an asteroid right in the classroom. AR and VR have huge capabilities to:

- Stimulate learners' interest and incentivize learning by providing abundantly enriching teaching-learning experiences.
- They provide an atmosphere that is rich in multimedia resources and make learning fun and practical.
- AR and VR can be used to teach a range of subjects, from history, geography to human anatomy.
- They promote collaborative learning and allow learners to share ideas
- By virtue of their reinforcing effects, they make learning permanent.

- **Cloud Computing**

Cloud computing is a type of Internet-based computing that provides shared computer processing resources and data to computers and other devices on demand. It is a model for enabling ubiquitous, on-demand access to a shared pool of configurable computing resources (e.g., computer networks, servers, storage, applications, and services), which can be rapidly provisioned and released with minimal management effort (GEP, 2021).

Cloud technologies offer tremendous opportunities to the education sector, in that it allows for seamless miniaturization and archival of education recourses for easy access and usage. As we move gradually into a more contact-less world, the increasing need for digitized content and cloud services will become inevitable.

Lovedeepet *al* (2017) described the benefits of cloud computing in an education system as:

- Eliminates the use of physical storage devices like CDs and other commonly used physical storage device.
- Allows easy access: lesson plans, labs, grades, notes, PowerPoint slides – just about anything digital that is used in teaching is easily uploaded and accessed anytime.
- Stability: cloud computing is now to the point of being a very stable technology that you can rely on.
- Security: your data, content, information, images –anything you store in the cloud usually requires authentication (ID and password, for example) – so it is not easily accessible by anyone. In addition, should something happen to the technology at

school, your content will still be available to you and your students if it is stored elsewhere.

- **Shareability:** Working on an instructional assignment with other teachers? You can share some or all of the files that you have stored in the cloud. No more obtaining an extra thumb drive or burning another CD or DVD. You just need to send a link to the file(s) destination.
- **Trackability:** When you make changes to a lesson and want to change it back cloud computing curates multiple revisions and versions of that document so that you can chronologically trace back the evolution of an item.

- **Interactive Technologies**

The growth of interactive technologies like Zoom, Google Meet, Teams, Webx, Facebook Room, Edmodo, Google Classroom, Smart Boards among others has made human more globally connected than ever before. These have not only enhanced business communications but greatly impacted teaching and learning. These tools came very handy in the wake of the COVID-19 pandemic as they were effectively used for digital and remote learning. In 186 countries across the world, the COVID-19 pandemic deprived 1.2 billion children of the traditional school experience. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in the usage of interactive technologies since COVID-19 (World Economic Forum, 2020b). The pandemic forced teachers and parents to come up with reasonable, safe, and educational alternatives to brick-and-mortar schools. This is especially challenging for younger kids who cannot learn on their own. Educators are turning to online learning to substitute the classroom experience.

Interactive technologies have made it possible for educational institutions to jumpstart their way into online learning, thereby creating a system that allows seamless communication, collaboration between the teacher and the learner outside of the physical classroom, enhances students' communication skills and addresses classroom unique needs.

3.0. Application of ICTs in Nigeria's Basic Education Programmes

The Federal Ministry of Education has developed the National Policy on Information and Communication Technologies (ICTs) in Education in collaboration with relevant stakeholders.

The policy aims at ensuring qualitative education for the enhancement of sustainable socio-economic development, global competitiveness, and the individual's ability to survive in the contemporary environment. The Policy also provides the needed guidelines on expectations for the entire process of ICT integration in education to all stakeholders. Its implementation is expected to lead to the speedy transformation of teaching, learning, and educational administration in Nigeria. The National Policy on Education (FMoE, 2013) and the National Information Communication Technology (ICT) Policy recommend the use of ICT skills as a tool for learning. Nigeria's 2015 Policy on Education for All prescribes the use of communication technology for open and distance learning and recommends the establishment of open and distance learning with a focus on higher education and teacher education. Although these guidelines and policy documents encourage the acquisition of computer knowledge and skills for software development, internet, and digital broadcasting, they are not recommended for use in e-Learning. The 2019 National Policy on Information and Communication Technologies in Education, for example, only proposes e-learning for migrant communities and adult learners (FMoE, 2019). On the other hand, the 2019 National Implementation Guidelines for ICT in Education highlights the use of Open Educational Resources to improve access to ICT education and to strengthen and expand open and distance learning.

The National Policy on ICT in Education provided guidelines to guide education stakeholders in the coordinated implementation of the policy. The policy document, therefore, highlights seven major focus areas to ensure the implementation and functionality of the policy, include:

- Human Capital Development
- Infrastructure
- Research and Development
- Awareness and Communication
- Governance
- Financing
- Monitoring and Evaluation

Some of the current ICTs (2019) in Education initiatives and strategies include the following:

- The use of the National Policy on Education to drive the development and deployment of ICTs in Education in Nigeria
- Provision of requisite ICT infrastructure and services such as Nigerian Research and Education Network (NgREN), which has interconnected 27 universities, with a hub at the National Universities Commission, campus networks in schools, functional websites, email facilities, and portals for the ministry and schools, data centres in ministry and schools, internet connectivity through VSAT and fiber optic in all federal institutions among others.
- The introduction of schemes targeted at the provision of computers to government staff at all levels of education at preferential rates.
- The introduction of e-learning and application of ICT to Distance Education and Open Learning at all levels.
- ICT capacity building for teachers, and educational administrators through nationally and internationally recognized certifications.
- The use of ICT to streamline the education Delivery Management Framework.
- The construction of e-libraries in Federal Schools and virtual libraries for universities
- The periodic review of curricula for IT education at all levels of education.
- The development and use of the National Information Technology Education Framework (NITEF) for categorization of IT institutions and placement of IT professionals in the scheme of service of the federation.

At the peak of the COVID-19 lockdown which resulted in school closures, the Federal Government through the Federal Ministry of Education embarked on some initiatives to provide teaching-learning opportunities to learners at home. Some of these initiatives according to Akogun *et. al.* (2020) includes the following:

- The Nigeria Education In Emergency Working Group set activities in motion by focusing on distance education for learners and teachers in north-eastern Nigeria.
- The government formed partnerships with private and non-government organizations to provide some e-learning to teachers and secondary school students. The Federal Ministry

of Education introduced the Learn-at-Home Programme which provided access to two e-learning portals, Schoolgate.ng and mobileclassroom.ng which, in partnership with local mobile internet service providers, permits subscription-free access to primary and secondary school students.

- The states and many private radio and television stations introduced a more curriculum-focused programming schedule when school closures became prolonged. States did not follow the federal scenario plan. Many states, such as Lagos and Ogun, adapted the interactive radio instruction and instructional television mode of teaching to complement private initiatives in the third week of closures. The governments of Edo and Lagos State introduced e-learning for basic education students. For example, the Ogun State government worked with Teach for Nigeria to deliver classes to pupils using television and radio and held webinar workshops for teachers. Some secondary schools independently initiated e-Learning using platforms such as Google Classrooms, Edmodo, IXL, and WhatsApp. However, the impact on learning has not yet been evaluated.

Unfortunately, the prolonged school closures highlighted regional differences in the application of technology for learning. The transition from one scenario to the other depended on state resources and education plans. For example, while states in the Southwest deployed radio and television to reach rural students, the Bauchi State Universal Education Board partnered with USAID and UNICEF to develop an e-learning programme for pupils in the Koranic, primary, and secondary schools. Children living in the North-east adopted UNICEF's e-learning initiatives. Kwara and Lagos States deployed local media channels, particularly the radio, to reach learners in remote communities. Lagos State commenced a smart teaching workforce (Akogun, *et al.* 2020).

From the foregoing, it is clear that the Federal Government does not really have a specific policy framework for the introduction of ICTs in basic education. The provision of qualitative and functional basic education lies with the Universal Basic Education Commission. UBEC by virtue of the UBE Act 2004 is empowered to drive access to compulsory basic education to every child of school-going age in Nigeria for a period of nine years in collaboration with States Universal Basic Education Boards (SUBEBs) and the Local Government Education Authority (LGEA) (UBEC, 2005). Some of the ICTs in Education initiatives of UBEC include the following:

- Creation of 37 Smart Schools in the 36 states and the FCT. These Smart schools are fully equipped with cutting-edge technologies to provide adequate 21st-century teaching and learning;
- Creation of Model schools in 109 senatorial districts in Nigeria to ensure that students in the basic education programme experience learning in a congenial and enriching atmosphere. So far, a total of 109 schools have been built across the 6 geopolitical zones in Nigeria;
- The introduction of the Sustaining Learn-at-home programme – aimed at supporting states with funds and ensuring that they continue their education basic education programmes despite school closures;
- The introduction of computer-based assessment for the Federal Teachers’ Scheme has made the conduct of the test seamless;
- Introduction of digital pedagogy in Teacher Professional Development to ensure that basic education teachers remain competitive and efficient;
- Recently, the Republic of Korea in collaboration with the Nigerian government constructed a school, the Nigeria-Korea model primary and junior secondary, in Abuja, Nigeria worth USD 15 million as part of efforts to improve Nigerian children’s access to quality basic education. Over 72 teachers and school administrators were trained in Korea. The partnership between Nigeria and Korea through the Korean International Cooperating Agency and the Universal Basic Education Commission also extends to capacity development of UBEC staff and provision of multimedia resources to equip the model schools and their digital labs to support teaching and learning.

4.0 Challenges and Issues Associated with the Application of Information and Communication Technologies (ICTs) in Nigeria’s Basic Education Programmes

There are myriads of challenges militating against the effective application of ICTs or more importantly the implementation of e-learning in Nigeria. Some of these challenges as reported by Akogun, *et al.* (2020) include among others:

(i) Poor infrastructure is a major obstacle

The various distance education initiatives depend on technology, which depends on electricity supply and internet connectivity. The infrastructure to support e-learning is poor, with only 56% of Nigerians having access to electricity, and 42% having internet access. In addition, 88.4% of Nigerians have a radio, and 46.1% have a television. Although 83% of Nigerians have mobile phone connections, access is skewed towards the middle- and upper-class households, the majority of whom have children in private schools. Digital devices may not be available, and where they are, these cannot be shared easily. Once the infrastructure is in place it will be left to be seen how it influences learning.

(ii) Learners from underserved, low-income communities may be disadvantaged

Access to online education and online resources are a challenge for impoverished students in low-income families. Despite its enormous resources, Nigeria is rated as one of the world's poorest countries, with more than half of its population living in extreme poverty, according to the World Bank benchmark. Disparities in distance learning are particularly evident in low-income groups due to a lack of access to computers or internet facilities. Under these conditions, parents and guardians must prioritise internet subscriptions or buying a television, radio, or computer, which will likely be considered non-essential luxuries. Schools with students from high-income families transitioned to e-learning effortlessly by deploying technology to ensure learning continuity. Schools that serve more impoverished rural communities must wait for government support, leaving students without access to learning and struggling to keep up with their peers.

(iii) E-learning initiatives by the government put learners with disability at a disadvantage

The National Population Commission estimates that there are 19 million people with disabilities in Nigeria. The 2015 National Policy on Special Needs Education also recommends the application of technology in the education of people with special needs, but its application to distance learning was not mentioned (FMoE, 2015). National Policy on Information and Communication Technologies (ICTs) in Education 2019

acknowledges the importance of technology in the delivery of basic education to children with disabilities (FMoE, 2019). The nature and extent of the disability must align with the type of technology that is being deployed for online learning. Only a few e-learning platforms are technically accessible to blind learners, and even fewer provide sign language interpreters for the hearing impaired. The instructors used for most e-learning programmes are not disability-sensitive and the materials do not consider the needs of learners (Akogun *et al.*, 2020).

(iv) Public school teachers must become e-literate

Teachers also struggled with the transition to online learning facilitation. Teachers' limited access to computers and the internet hampers their capacity to transition to digital learning. According to the UBEC National Personnel Audit of 2018, only 40% of basic education teachers are digital literates, also the majority of them may not be able to afford laptops. However, the registrar of the Teachers Registration Council of Nigeria mentioned a plan to launch a 'one teacher, one laptop' programme that would improve the situation (Vanguard, 2021). Equipping and supporting public school teachers to adopt e-learning has become more rather essential than ever before.

(v) Policy Implementation:

- i. Inadequate implementation policy – there is clearly no policy in place that defines the implementation of ICTs in the basic education subsector.

(vi) Curriculum Improvement:

- i. There is generally a lack of regular review and updating of existing IT curricula to meet the changing needs of society. Also, the Nigeria basic education curriculum still put much emphasis on reading, writing, and numeracy, with less focus on the development of functional ICT skills for effective participation of learners in the fourth industrial revolution. There's also a low capacity of curriculum developers and implementers. The challenge of outdated curricula is even more pronounced in view of the dynamic nature of IT.

(vii) Funding:

- i. Although funds are being provided for ICT in education, they are largely inadequate to provide the drive necessary to position the sector for the attainment of the national education goals. ICT in education is capital intensive.
- ii.

5.0 Conclusion

The fourth industrial revolution offers many opportunities and accompanying challenges for third-world countries like Nigeria. Nigeria, according to the UBEC (2018), has 10.2 million out-of-school children; amidst this is the rising insurgency and banditry in northern Nigeria, creating more problems for the government to address in the education sector. Nigeria is also affected by other socio-economic problems like poverty, unemployment, and corruption. These are not expected to limit Nigeria's potential to become a global human resource capital in the fourth industrial revolution. The way to reach this goal is investment in education, which is adequately funded and which provides teachers and learners with the best skills, resources, and developmental opportunities to attain global competitiveness. In fitting its basic education programmes into the fourth industrial revolution, Nigeria must commit itself to investing in ICT in education and create inclusive, cost-effective, hybrid learning approaches that also support the education needs of poor children in rural areas, those affected by emergencies, and those with special needs.

In preparing children for the fourth industrial revolution, there is also the need to integrate into basic education programmes the eight characteristics in learning content and experiences that define high quality learning in the fourth industrial revolution. These skills, according to World Economic Forum (2020d), are: global citizenship skills, innovation and creativity skills, technology skills, interpersonal skills, personalized and self-paced learning, accessible and inclusive learning, problem-based and collaborative learning, life-long learning and student-driven learning. A holistic review and coordinated implementation of the discussed Education 4.0 strategies will be a game-changer in Nigeria's basic education subsector and will set us on a good path to creating a formidable workforce for the fourth industrial revolution.

6.0 Solutions and recommendations

In light of the challenges presented above, the paper offers some salient suggestions as solutions and recommendations to improve access to and delivery of qualitative basic education leveraging

emerging technologies. As exhaustively discussed the significance of ICTs in education cannot be over-emphasized. Hence the paper proposes the following solutions and recommendations:

Curricular Improvement

The need to enrich Nigeria's basic education curriculum to reflect the realities of the fourth industrial revolution has become rather more important than ever. Today's learners are digital natives – they are born with technology in their hands, they require new approaches and newer technologies to learn better. Several studies have reported that the nature of jobs available to the young population are different from what we used to have in the past 10 to 20 years, what will have in the foreseeable future will be much different. With Nigeria's population estimated to be 402 million by 2050 according to the World Bank, there's a dire need to restructure our basic education curriculum to provide a solid education foundation to learners and arm them with relevant digital and socio-cognitive skills that will enable them to perform well in the new world (World Economic Forum, 2020c).

Infrastructural Upgrade

The implementation of ICTs in Education requires a deliberate effort at improving teaching-learning infrastructure in schools across the federation. UBEC has pioneered the establishment of Smart/Model School in the 109 senatorial districts in Nigeria to provide access to the digital learning experience to learners with the expectations that state governments through their Universal Basic Education Boards will expand this project to other parts of their states. The political will and determination of states to sustain this project will be a major milestone in the actualization of National ICT in educational goals.

Introduction of Digital Pedagogy in the Teacher Professional Development

The Universal Basic Education Commission is committed to teacher professional development, as it allocates 10% of its statutory allocation of 2% from the Consolidated Revenue Fund (CRF) to teacher professional development. Beyond training of teachers on subject-based proficiency, it is equally important to equip teachers with basic digital literacy skills and a good dosage of digital pedagogy to be able effectively to apply useful technologies to plan and deliver instructional content, and also stimulate the interest of their learners. A well-articulated ICT continuous professional development programme is very essential. Teachers should be equipped

with basic knowledge of ICT tools, information literacy skills, use of multimedia resources for teaching and learning, planning and designing digital and remote learning programmes, use of ICT for personal development, and attaining relevant ICT in education professional certification like the Microsoft Certified Educator (MCE), Microsoft Innovative Education Experts (MIEE), Google Certified Educator among others.

Funding

ICT in Education is capital intensive. Government and other stakeholders should commit more resources and funding to support ICT in Education initiatives. The National Policy on ICT in Education recommends 5% of education budgeting by the government to ICT in Education. Other alternative funding strategies include the use of innovative and creative financing models such as Public-Private Partnership (PPP). Partnerships with International Development Partners (IDPs) for funding ICT in education is another viable strategy, an example is the UBEC/KOICA partnership.

Rethinking the Modes of Teaching and Learning

We need to rethink how we deliver the curriculum to optimise students' experience for the future, within limited funding. This will involve building into our teaching and learning the best of threshold concepts enabling students to understand how they are learning and preparing for the future. We need to optimise the use of digital technology for what it has to offer, for efficiency, effectiveness, engagement, and communication but most of all for authentic and valued educational experiences (Salmon, 2019). We need a classroom that's rich in learning resources and support the individual needs of learners with less dependence on the teacher.

References

- Akogun, I., Olojede, O., Adesina, A., & Akogun, O. (2020). Education technology in the COVID-19 response in Nigeria. Case study. *EdTech Hub*. Retrieved on 20th April from <https://edtechhub.org>.
- Alyson Kelin, (2020, January 29). Clayton Christensen: Did he really disrupt K-12 education? *education week: classroom technology*. Retrieved 18th March 2022

from:<https://www.edweek.org/technology/clayton-christensen-did-he-really-disrupt-k-12-education/2020/01>.

- Eve Anderson, (2020, November 2). How technology is shapping the future of education. Retrieved 15th April 2021 from: <https://techvera.com/how-technology-is-shaping-the-future-of-education/>
- Anealka, Aziz Hussin (2018). Education 4.0 made simple: ideas for teaching. *International Journal of Education & Literacy Studies*. Retrieved on 20th April 2021 from: <https://www.journals.aiac.org.au/index.php/IJELS/article/view/4616>
- Ardiny and Khanmirza, (2018). The role of AR and VR technologies in education developments: Opportunities and challenges. *2018 6th RSI International Conference on Robotics and Mechatronics (ICRoM)*, 2018, pp. 482-487, doi: 10.1109/ICRoM.2018.8657615.
- Dukadinovska, Maja (2020). 7 Ways AI is changing the education industry. Retrieved 20th April 2020 from <https://www.ideamotive.co/blog/ways-ai-is-changing-the-education-industry>
- Eleyyan, S. (2021). The future of education according to the fourth industrial revolution. *Journal of Educational Technology & Online Learning*, 4(1), 23-30. Retrieved 20th April 2021 from: <http://doi.org/10.31681/jetol.737193>
- Federal Ministry of Education, (2019) National policy on information and communication technologies (ICTs) in Education. May 2019.
- Federal Ministry of Education, National policy on education, (2013, 6th ed.) Retrieved 15th April 2021 from: <https://education.gov.ng/wp-content/uploads/2020/05/FEDERAL-MINISTRY-OF-EDUCATION-HANDBOOK.pdf>
- Federal Ministry of Education, (2015). National policy on special needs education in Nigeria. Retrieved 20th April 2021 from:https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/nigeria_special_needs_policy.pdf
- GEP, (n.d.). What is cloud computing? Retrieved 18th April, 2021 from: [https://www.gep.com/knowledge-bank/glossary/cloud#:~:text=Cloud%2C%20or%20cloud%20computing%2C%20is,storage%2C%20applications%20and%20services\)](https://www.gep.com/knowledge-bank/glossary/cloud#:~:text=Cloud%2C%20or%20cloud%20computing%2C%20is,storage%2C%20applications%20and%20services)).
- Google AR & VR, (2021) Augmented and virtual reality. Retrieved April 20th 2021 from: <https://arvr.google.com/vr/>.
- Lovedeep Saini, Jyoti, HarpreetKaur.Er (2017). Role of cloud computing in education System. *International Journal of Advance Research in Computer science*. Vol. 8, No. 4, pp 345-347.
- Market Engine Research (2020). Artificial intelligence in education market research report. Retrieved on 20th April 2020 from https://www.marketresearchengine.com/artificial-intelligence-in-education-market?mod=article_inline

- Njuguna Ndung'u and Landry Signé, (2020, January, 28). The fourth industrial revolution and digitization will transform Africa into a global powerhouse. *Foresight Africa 2020 report: Chapter 5*. Retrieved 10th March 2021 from: [https://www.brookings.edu/research/the-fourth-industrial-revolution-and-digitization-will-transform-africa-into-a-global-powerhouse/#:~:text=The%20Fourth%20Industrial%20Revolution%20\(4IR,wireless%20technologies%2C%20among%20others%E2%80%94has](https://www.brookings.edu/research/the-fourth-industrial-revolution-and-digitization-will-transform-africa-into-a-global-powerhouse/#:~:text=The%20Fourth%20Industrial%20Revolution%20(4IR,wireless%20technologies%2C%20among%20others%E2%80%94has)
- OECD (2016), *Innovating education and educating for innovation: The power of digital technologies and skills, educational research and innovation*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264265097-en>.
- Okebiorun, J.O. (2020). Strengthening universities' education for the fourth industrial revolution through lifelong and life-wide learning. *KIU Journal of Social Sciences.Kampala International University ISSN: 2413-9580*; 6(3): 259–270.
- Oke, Adekunle and Fatima Araujo Pereira Fernandes (2020). *Journal of Open Innovation: Technology Market and Complexity*. April 2020.
- Pane, John F., Elizabeth D. Steiner, Matthew D. Baird, Laura S. Hamilton, and Joseph D. Pane (2017). How does personalized learning affect student achievement ?, Santa Monica, Calif.: RAND Corporation, RB-9994-BMGF, 2017. As of April 24, 2021: https://www.rand.org/pubs/research_briefs/RB9994.html
- Peter, Fisk. (2017, January 24) Education 4.0 ... the future of learning will be dramatically different, in school and throughout life. Retrieved 23rd March 2021 from: peterfisk.com/2017/01/future-education-young-everyone-taught-together/
- Salmon, G. (2019). May the fourth be with you: Creating education 4.0. *Journal of Learning for Development*, 6(2). Retrieved on the 20th of April 2021 from: <https://jl4d.org/index.php/ejl4d/article/view/352>
- Universal Basic Education Commission (UBEC), (2018). National Personal Audit (NPA) report on public and private basic education schools in Nigeria. *October 2019*.
- Universal Basic Education Commission (UBEC), (2005). The compulsory, free, Universal Basic Education Act, 2004 and Other Related Matters.
- Vanguard, (2021, 2021, March 26). TRCN boss advocates one-teacher-one-laptop policy to revamp education. Retrieved from: <https://www.vanguardngr.com/2021/03/trcn-boss-advocates-one-teacher-one-laptop-policy-to-revamp-education/>
- Wallner, T., Wagner, G., (2016). “Academic Education 4.0,” *International Conference on Education and New Developments 2016, June 12-14, Ljubljana*. Retrieved on April 30 2021 from: <https://e4-0.ipn.mx/wp-content/uploads/2019/10/academic-education-4-0.pdf>

World Economic Forum, (2020a) How can Africa succeed in the fourth industrial revolution? Retrieved on April 25 2021 from: <https://www.weforum.org/agenda/2020/08/africa-fourth-industrial-revolution-technology-digital-education/>

World Economic Forum, (2020b) b. The COVID-19 pandemic has changed education forever. This is how. Retrieved on April 20 2021 from: <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>

World Economic Forum, (2020c) Education 4.0. Retrieved on April 20 2021 from: <https://www.weforum.org/projects/learning-4-0>

World Economic Forum, (2020d). Schools of the future defining new models of education for the fourth industrial revolution. Retrieved 20th April 2020 from: http://www3.weforum.org/docs/WEF_Schools_of_the_Future_Report_2019.pdf

Role of School Libraries and Information Services in Promoting Basic Education in Jigawa State

By

Gambo Kwara

E-mail: gamboyarwa@gmail.com.

Phone: 08036228255

Jigawa State College of Education, PMB 1002, Gumel

Abstract

All civilizations recognize the importance of educating children. Unfortunately, education has not received adequate attention in Jigawa State. For example, school library established to complement curriculum implementation is neglected. This paper addresses the relevance and role of school libraries and teacher librarians in curriculum implementation and in promoting basic education in Jigawa state. A school library is a stimulating place which both satisfies and arouses a desire for knowledge that provides new experiences. This study highlighted a number of contributions made by school libraries toward effective basic education in Jigawa State. They include user education, cataloguing and classification, library week, exhibition or display, reader's advisory services etc. The study showed that there was need for modern facilities to be provided in school libraries and to enhance the efforts of librarians in promoting basic education in Jigawa State.

Keywords: School libraries, information services, basic education, curriculum implementation, and user education.

Introduction

The education of the Nigerian child is crucial to national development. Consequently, libraries are as germane as education itself, (Olusegun, 2020). A school library would bring out the best out of children, if they cultivate the habit of using library resources at their primary and post-primary levels of education. The aim of the Universal Basic Education (UBE) in promoting literacy can be attained when there are adequate library resources and librarians are trained to man the libraries. Both the students and teachers need a well-equipped library and the expertise of librarians to succeed. It should be noted that library users who lack reading culture which is one of the basic tools needed for retrieving information in libraries, may visit and leave the library unsatisfied.

The research was to find out the role of school libraries in promoting basic education in Jigawa State and enabling literate children in their advanced stage of education. Behrman (2004) defined reading culture as an integrated pattern of reading behaviours, practices, beliefs, perception and knowledge. Magara and Batambuze (2005) in their study on ways of creating a reading culture, referred to a situation where reading is part of the people's living and constitutes a habit that is shared by members of the society.

Background to the study

Educational excellence cannot be attained without the provision of standard school library service. Research has shown that 70% of the schools in Jigawa State did not have any school libraries to support reading in different subjects. Throughout the school day, teachers and students need to use library materials in the teaching and learning process. Educational excellence in any environment cannot be attained without a good school library which provides educational needs. Busayo (2011) has observed that the closer a school library is to learners the more they use it.

The Educational Aims of School Libraries:

According to Idiegbeyan-Ose and Okoedion (2012), the aims of school libraries are:

- (1) to stimulate and enhance the reading habit;
- (2) to develop in children the ability to read for information;
- (3) to help pupils to increase and improve their knowledge of reading, speaking, and writing;
- (4) to train children to care for books and make good and intelligent use of the library;
- (5) to enhance children's reading and communication skills;
- (6) to provide children with information, both current and retrospective; and
- (7) to provide recreation. (Udofia, 1997 cited by Ogunrombi & Sanni, 2005).

(Idiegbeyan-Ose and Okoedion, 2012) further stated that the school library prepares both the teacher and pupil to achieve sound and quality education by all or any of the following:

- (a) the improvement of teaching by enabling the teaching staff to make reference to current books in the preparation of their lessons;
- (b) providing information for teachers and pupils on current affairs;
- (c) providing supplementary readings for teachers and enriching class work; and
- (d) serving as the laboratory where all books on all disciplines encourage self-reliance, good use of leisure time, and arouse interest in reading (Ekweozoh, 1989 in Ogunrombi & Sanni 2005).

School Library World (2009) as cited in Idiegbeyan-Ose and Okoedion (2012) summarized the effectiveness of a school library as follows: it is accessible to the total school community, it is cost effective because one book is used by many, it provides flexible scheduling and timely access to the collection by all students, a broad range of materials, add new resources throughout the school year to keep collection dynamic, create a sense of ownership that is shared by the entire school community.

Benefits of School Library

There are many benefits to having a fully integrated school library with a good collection of learning resources and dwell on trained teacher-librarians in the school programme, (Doiron, 2003 being cited from Adebayo, 2017). They enumerated five key benefits of school library:

- ❖ **Effective Use of Resources-** There is no doubt that a centralized resource managed and maintained by a qualified teacher-librarian is cost effective and pedagogically sound. Teacher librarians take great care in choosing a good quality resources and also those that have multiple uses within the school library programme. They have effective systems for looking after those resources and being sure everyone has equal access to them. They also provide the school with a much wider range of resources than any educational system could be expected to provide to individual classrooms. This is true of traditional resources and newer electronic resources.
- ❖ **Effective Use of Teaching Time-** When teachers and Teacher-Librarians work together to plan and teach together, there is the obvious benefit of adding another teacher to the team

and of using a wider variety of teaching approaches. So the two could plan together and teach together by splitting a class into two groups and lower the teacher student ratio. They could design and build learning stations and have student work independently while they act as facilitators of learning or work with individual students who need help.

- ❖ Integrating of Education Technology- Since so much of what is done with technology is to access information, create information and share on present what use have learned, it is meant that the information skills developed by the school library programme are even relevant that ever. Using the internet can develop the context of planned resource-based learning with every student having equal opportunity. Since the use of these technologies is essential to the work of the teacher-librarian today, their education becomes a leader in helping all teachers and students use these technologies in meaningful ways.
- ❖ Promotion of Literacy- Every educator is concerned with the development of all aspects of students' literacy. From language arts, mathematics and all subjects' areas, through information literacy, critical literacy, media and visual literacy. School libraries offer a real opportunity and provide open accessible learning environments where students and teachers can access the most complete resource collection available to them.
- ❖ The Goal of Life Long Learning- Students will lead their information literacy skills and strategies long after they have left public school system. They will always need access to a wide range of resources and they will need to know how to learn if they are to keep pace with the demands of work and life in the future.

Role of Teacher-Librarians in Curriculum Implementation

Asselin, Branch and Oberg (2003) defined a teacher-librarian as a professional teacher with a minimum of two years successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works and other teachers to design and implement resource-based curriculum programme. The teacher-librarian is also known as the School Librarian Media Specialist (SLMS). It is important to note that the process of development and implementation of curriculum should be seamless and involves major participants such as teachers, school inspectors, examiners, teacher-librarians, and other staff as well as study representatives.

There is a significant body of research that demonstrates that a qualified teacher librarian has a positive role on school culture and student achievement. Several studies have established that teachers collaborate more in schools with a teacher-librarian and students read more, enjoy reading, write better, have access and use of information resources more effectively and excel in academic content areas. For example, Eisenberg and Brown (1992) indicate the higher level of involvement a teacher-librarian has in the school curriculum, the higher will be the level of achievement of students in reading skills, vocational study skills, with a wider breadth and quality of reading.

Teacher-Librarians are qualified to take an active role in curriculum support, design and implementation. Curulliance (1994) found that well-funded school libraries with a qualified teacher-librarian tended to achieve higher average reading scores and text scores in all subjects no matter what type of demographic or socio-economic community the students live in. Therefore, Tallman (1995) supported these findings by stating that a Teacher-Librarian who is active in a curriculum and instructional role will have a positive impact on student achievement and on the perception of the school by the school community and external community. The teacherlibrarians plays a central role in the execution of any educational curriculum of excellence. This is because libraries are the most important components of any viable curriculum implementation.

In view of the above findings, the role of teacher-librarian in curriculum implementation therefore encompasses a wide range of tasks. The role is in two-fold which has evolved from keeper of the books to information and resources specialist, with professional qualifications in education and information science/librarianship. The teacher librarian is an educator who teaches and who manages a given school library collection. As a consequence of their two roles, a teacher librarian's day can involve instruction and research as well as maintaining, implementing curriculum by updating the school library resources.

The teacher-librarian therefore is responsible to the principal for initiating and participating in the teaching of information literacy in the context of the total curriculum, and managing the schools information resources and services to facilitate teaching and learning (Hennessy 1993). Kolade (1986) specifically outlined a teacher-librarian's duties in the following two dimensions: professional and administrative.

(a) Professional Duties:

- ❖ Identifying the information needs of the school community;
- ❖ Selecting and developing the required objectives of the school curriculum;
- ❖ Organizing all resource materials;
- ❖ Making available materials both manual and on-line;
- ❖ Teaching the staff and students the basic library skills to promote efficient use of learning resources; and
- ❖ Planning learning activities with teachers.

(b) Administrative Duties:

- ❖ General administration of the school library;
- ❖ Formulating library policies;
- ❖ Preparing and administering annual budget;
- ❖ Ensuring the proper functioning of the school library;
- ❖ Soliciting for donation and gift exchange;
- ❖ Setting up of library committee.

In addition, the teacher-librarian should work closely with teaching staff to incorporate information literacy into the school curriculum and other activities. The supervision of supporting staff such as library technician i.e. assistant, attendants, clerk, or volunteers who assist with the routine tasks is essential for the smooth running of the library.

Library User Education:

User education is a process whereby potential users of the library are made to learn how to make efficient and effective use of the library and its resources through the acquisition of knowledge and skills in identification, location, retrieval and exploitation of information (Iheaturu 2012). User education can be in the form of orientation/training programmes, workshop, seminar, “know your library programmes” occasionally organized by the library for both new and old library users. These programmes/activities may be packaged in hard copies, i.e. manuals,

handouts or in soft copies i.e. compact disc. The fundamental objective of user education is to expose, acquaint and inculcate in the clients, the basic knowledge or understanding and skills which are necessary for effective and efficient use of the library services and resource. As far as library activities are concerns, the users are illiterates, so that they need some sort of guidance or an orientation on how to use library resources and services. It is a notable method in which school librarians use to promote their client's literacy. User education is very necessary if the users have to be encouraged to make use of the library for their learning and to update their knowledge.

Library Period

Every school time table should have a library period as a the period within the school time table where students and their class master can visit the library to read and ask for more about their information needs. It gives the students and their teacher a pleasure to read and pleasure to learn, so that both teacher and students benefit from visiting the library to update their educational needs. The library period is considered an integral part of the teaching and learning process in primary and secondary schools, but reports indicate that most schools in Jigawastate do not have library period in their time-table.

Library Week

A library week, as the name implies, is a week set by the library during which books and other information resources are displayed. Resource persons are also invited to give talks; the activities of the week are carefully organized in such a way that it stimulates users interest to enhance the rate and efficient use of library, and thereby promoting the user's educational goals.

Exhibition or Display

Display of books is also a known method whereby school libraries use promote the educational literacy to our student's and the librarian does such by occasionally organizing exhibition and display of information materials to create awareness of books and the search for information materials.

Reader's Advisory Services (RAS)

This is an important method in which librarians serve as customer care officers. RAS is a service which involves suggesting fiction and nonfiction titles to a reader through direct or indirect

means. This service is a fundamental library service; however, readers' advisory also occurs in commercial contexts such as bookstores. In this method the library manager or librarians give advice to the library users on the choice of materials from library collections that will meet their needs.

Conclusion

Most primary and secondary schools in Jigawa State lacked standard library service to support their day-to-day learning process. Library operating in primary, junior or senior secondary schools need to be engaged in collection of books and other learning materials organized by trained professionals and placed in one or two big rooms in the school for the use of the pupils and teachers. School libraries and teacher librarians demand special attention from the government and other related bodies to create effective information service provision in school libraries around the state.

Recommendations

In view of what has been stated in the paper, the following recommendations are made:

- ❖ In order to promote sound basic education in Jigawa State, there is need for adequate financial support to primary and secondary schools to enable them establish effective school library services and achieve educational aims. They will also transform students' reading ability to enable them compete nation-wide.
- ❖ Information and communication technology (ICT) facilities should be made available so that school libraries can execute their daily responsibilities efficiently.
- ❖ There is need for a library period on the school time-table for each class to visit the library.

References

- Asselin, M., Branch, J.L. and Oberg, D. (Eds) (2003). Achieving information literacy; standards for quality school library programme. *Ottawa, Ontario, Canada: Canadian School Librarianship in Canada.* 85.
- Busayo, I. (2011). The school library as a foundational step to children's effective reading habits. *Journal of Library, philosophy and practice.*

- Edoka, B.E. (2000) *Introduction to library science*. Palma and Links Company, Onitsha.
- Idiegbeyan-Ose, J. & Okoedion, I. (2012). A survey on the present state of school libraries in BeninCity.(e-journal).<https://digitalcommons.unl.edu/libphilprac/731>
- IFLA (2008), School Library Manifesto.<http://www.ifla.org/Retrievedon15/10/2018>.
- Ilogho, J. E. (2015). The rising population of illiterates in Nigerian schools: Role of school libraries. *Journal Library Philosophy and Practice*.
- Olusegun, S.O, (2020). Roles of the school library in education of Nigerian children: *International Journal of Research in Library Science (IJRLS)*.
- Ravi K. (2006). User education in libraries: Library and information science.
- Reitz, Joan (2004). "*Bibliographic instruction (BI)*". *Dictionary for Library and Information Science*. Westport.
- Udoh (2008). The significance of school libraries in the educational development of students. The case of Novena University Staff School, Kwale, Delta State, Nigeria. *Journal Library Philosophy and Practice*.

Safe and Inclusive Schools and Quality Universal Basic Education (UBE)

By

Uchechukwu Kizito Ogu¹

Department of Educational Foundations

College of Education, Zing, Taraba State

(08036638947, 09014765772, ucheogu14@gmail.com)

&

Besonggen Ako²

Department of Business Education

College of Education, Zing, Taraba State

Abstract

This study was aimed at examining the relationship between safe and inclusive schools and quality Universal Basic Education in Nigeria. The study became imperative because of the incessant attacks by hoodlums and bandits on schools, and the lack of infrastructure in schools. Safe and inclusive education at the basic level is key to national development. But certain things are needed for the effective implementation of the UBE programme. Building and upgrading educational facilities available to all learners will ensure that no child is left behind. The study revealed that unsafe and non-inclusive school environments reduced the quality of education, reduced participation in class activities, and sometimes caused drop out. The study, therefore, recommended that schools provide adequate security, strive towards inclusiveness and diversity for quality education.

Keywords: Safe and inclusive schools, quality, universal basic education, and child friendly environment.

Introduction

The Federal Ministry of Education (2008) claimed that since the forty-seventh session of the International Conference on Education (ICE) held in 2004, educational development has made tremendous progress with the introduction of far-reaching reforms. Nonetheless, it also observed that Nigeria was the only E9 country in Sub-Saharan Africa with the highest illiteracy rate. Consequently, in 2004, the Federal Government introduced universal basic education. UNICEF and UNESCO have identified Nigeria as one of the countries with the lowest standard and quality of education and highest number of out of school children. For instance, while

current international ratings such as Webometrics and Times Higher Education (THE) show that no Nigerian university ranks among the best 1000 in the world, it has also been established that more than 10 million Nigerian children are out of school. In the midst of these very worrisome educational profile is the even more disturbing report by the UNICEF that 5 to 7 million of them are children with disabilities. It attributes this ugly situation to the exclusive and inaccessible nature, structure and system of virtually all primary and secondary schools in Nigeria; the confinement of the education of children with disabilities to the very few, poorly staffed, poorly equipped and outdated special schools; very low public awareness on issues of inclusive education; inadequate institutional and human capacities required to implement inclusive education and other institutional shortcomings.

In Nigeria, security is not guaranteed, even in schools which have been the primary target attacks by Boko Haram. Hundreds of teachers and pupils have been killed or abducted. School buildings and teaching materials have been destroyed and only 61 percent of 6–11-year-olds attend primary school regularly. In such times of crisis, children need reliable places where they can continue to learn, play and realize their full potential. Safe schools offer supervision services and teaching that can save children's lives in the short term and help them to develop in the long run. Unsafe learning environments reduce the quality of education learners receive. Learners may participate less in class activities or drop out of school completely. Those who remain are at increased risk of anxiety, stress and depression.

Krug, et al (2002:3) defined violence as “the intentional use of physical force or power, threatened or actual, against oneself or another person, or against a group or community that results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation” It includes bullying and occurs everywhere, both inside and outside the school and even online. It can be carried out by students, teachers and other persons. The concepts of intention and power are key elements in this definition. Violent acts may include threats and intimidation as well as the use of physical force. Bullying is an example of threat and intimidation and thrives when it silences the victim and develops apathy in the observers. All young people deserve the opportunity to thrive in school- academically, socially and emotionally but when name-calling, bullying and harassment get in the way, they leave students feeling marginalized in schools.

Inclusive Education

Inclusive education is defined as a strategy of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. It is so named as it promotes the process of including children with special needs (who are disabled or otherwise disadvantaged) into the regular education system where they should join their school-age peers in a learning process that is most conducive to their needs (Adebayo and Akinola, 2013). According to Cornelius-Ukpebi and Opuwari (2019), inclusive education is an approach that ensures the presence, participation and achievement of all students in education. This may be in formal schools, or in non-formal places of learning, such as extra-curricular clubs and humanitarian camps. It often involves working to change the structures, systems, policies, practices and cultures in schools and other institutions responsible for education, so that they can respond to the diversity of students in their locality. Inclusion emphasizes opportunities for equal participation, but with options for special assistance and facilities as needed, and for differentiation, within a common learning framework (Sightsavers, 2011).

Lehenova (2013), points out that inclusive education is neither short-term nor developed in isolation, rather it is an approach that is integral to a system review and reform and comprises a systematic increase in participation and improved quality of education. It involves all segments of the society such as family, school and the community. It includes all learners but may be interpreted differently according to the context. For instance, it may cover children excluded on the basis of religion, gender, language, disability and other factors and sometimes it can focus exclusively on children with disability. According to Udo (2012), making schools inclusive for boys and girls with special needs improves all learners, including students facing exclusion because of other challenges, or more than one issue.

According to UNESCO (2011), inclusion is:

- Recognition of the right to education and providing it in a non-discriminatory way;
- A common vision which covers all people'

- A belief that schools and other places have a responsibility to educate all children (and adults) in line with human rights provisions, and
- A continuous process of addressing and responding to the diversity of needs of all learners regardless of such factors as disability, gender, age, ethnicity, language, geographical location, sexuality and recognizing that all people can learn.

Inclusive education is the full integration of learners whether with special needs or not into the same classrooms and schools thereby exposing them to the same learning opportunities. Okwudire and Okechukwu (2018) see it as the progressive increase in the participation of students in reduction of their exclusion from the cultures, curricula and communities of local schools. They explain that with inclusive education, all learners in a school regardless of their strengths and weaknesses in any area become part of the school community. Here, all learners are seen as equal and treated alike without any marginalization. For Ibok (2015), inclusive education provides for all students, including those with significant disabilities, equitable opportunities to receive quality and effective educational services, with the needed supplementary aids and support services, in age-appropriate classrooms, in order to prepare them for productive lives as full members of the society. It provides all learners equal access to educational opportunities in Nigeria at all levels of education. It enhances the education system in any country to reach out to diverse learners for national development. The basis of inclusion is that special needs learners have a right to benefit from a full school experience, with needed modifications and supports, alongside their peers without disabilities.

Universal Basic Education

UBE programme was introduced by the Federal Government of Nigeria in 1999 and it was aimed at providing greater access to, and ensuring quality of basic education throughout Nigeria. Its goal was to provide “free, universal and compulsory basic education for every Nigerian child at the basic education level particularly those aged 6-15 years. The programme did not actually take off immediately after its launch because of legal issues, thus initial UBE related activities were carried out only in areas of social mobilization, infrastructural development and provision of instructional materials. The programme officially and effectively took off with the signing of the UBE Act in April 2004.

The main beneficiaries of the UBE programme are:

- Children aged 3-5 years, for Early Children Care and Development Education (ECCDE);
- Children aged 6-11 years for primary school education;
- Children aged 12-14+ years for junior secondary school education.

The objectives of the programme include the following:

1. Ensuring an uninterrupted access to 10-years formal education by providing free and compulsory basic education for every child of school going age made up of six years of primary basic education and three years of junior secondary education.
2. Reducing school drop-out and improving relevance, quality and efficiency.
3. Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

According to Adesina (2006), the rationale behind the introduction of the UBE in Nigeria were:

1. The development of the individual into a sound and effective citizen;
2. The full integration of the individual into the community; and
3. The provision of equal access to educational opportunity for all citizens both inside and outside the formal school system.

Muhammed and Mohammed (2019) and Onyido (2019) have shown that abductions have caused low rate of enrolment and attendance in schools, particularly in the northern region, especially among girls. According to UNICEF (2021) as of June 2019, more than 1.9 million children have been forced out of school due to increased violence and insecurity. It also noted that about 2.8 million children need education-in-emergencies support in Adamawa, Borno and Yobe states where about 802 schools remain closed and 497 classrooms have been destroyed. Such shortcomings defeat a key target of SDG 4, of ensuring equal access to education for all children. Basically, nothing is being done to keep schools safe from further attacks in Nigeria.

Educational Implications of Abducting School Children

Abducting school children is catastrophic and has far-reaching consequences for education nation-wide. Development is hampered and inclusive education cannot be guaranteed. There is

reduction in community and parental trust in the educational system, further complicating access to quality and equitable education in the country. This anomaly can ultimately lead to the collapse of the educational system in the country with catastrophic consequences.

Teachers have abandoned their schools for others in more peaceful states (Ekereke, 2013 and Bertoni, et al., 2019). According to Bertoni (2019) many schools are often transformed into shelters for internally displaced persons leading to a decline in school attendance with long term implications and diminished quality of education, lower rates of transition to higher education, among others.

Conclusion

Building a truly safe and inclusive education system is the only way to respond effectively to the current learning crisis in Nigeria and to ensuring that inclusive and equitable education is available to all children.

Measures to Promote Quality UBE through Safe Schools

To ensure improved capacity to provide quality basic education, the following recommendations are put forward:

1. Government should provide security and safety in schools. This could include early warning signals for teachers, parents and students on emergency preparedness.
2. Government should replace damaged school infrastructure to enable pupils learn in a conducive environment.
3. There is need to strengthen legislation for protecting schools from attacks by reviewing the UBEC and Child Rights Acts perpetrators are to be sanctioned.
4. School premises should be protected from any other use but educational.

It is hoped that the above will increase school enrolment and attendance especially in the North as well as eradicate the education gap between the North and the South. Uneducated youth could pose a threat to the stability and educational development of Nigeria.

References

- Adebayo A. & Akinola E. (2013). A report on base line assessment survey of 40 inclusive schools in Lagos State.
- Adesina, O. (2006). Managing bullying problems in Nigerian secondary schools: Some counselling interventions for implementation. *The African Symposium*, 11(1), 138-145.
- Amnesty International (2018). "Nigeria: Security forces failed to act on warnings about Boko Haram attack hours before abduction of schoolgirls." Available at <https://www.amnesty.org/en/latest/news/2018/03/nigeria-abduction-of-schoolgirls-security-failed-to-act-boko-haram/>
- Bertoni, E., Di Maio, M., Molini, V. and Nistico, R. (2019). Education is forbidden: The effect of the boko haram conflict on education in North-East Nigeria. *Journal of Development Economics*, 141.
- Cornelius-Ukpebi, B.U. and Opuwari, O.S. (2019). Determinants of effective implementation of inclusive education at the basic education level in Nigeria. *British Journal of Education* 7(8), 34-44.
- Ejere, E. I. (2011). An examination of critical problems associated with the implementation of the universal basic education (UBE) programme in Nigeria. *International Educational studies* 4(1) 221-229.
- Ekereke, A.S. (2013). The effects of boko haram insurgency and the school system: A case study of selected states in Northern Nigeria, *Science Journal of Sociology and Anthropology*, 2013.
- Federal Ministry of Education (2008). The development of education: National report on Nigeria" Report presented at the Forty-Eight session of the International Conference on Education (ICE) on the Theme "Inclusive Education: The way forward." Geneva Switzerland 22-25 November, 2008.
- Ibok, R. L. (2015). Reformation of primary school curriculum: A panacea for social change for 21st century. *Journal of Education Research*, 4(2), 1-17.
- Krug, E.G., Mercy, J.A., Dahlberg, L.L., & Zwi, A.B. (2002). The world report on violence and health. *Lancet*, 360, 1083-1088.
- Lehenová, A. (2013). *The Importance of school climate in process of inclusion*, Bratislava, Slovakia: National Institute of Certified Educational Measurement.

- Muhammed, F. D. and Mohammed, A. (2019). Analysis of the effects of insurgency on education in North Eastern Nigeria. *International Journal Of Innovative Research*, 7(4), 75-84.
- Okwudire, A. M., and Okechukwu, O. (2018). Inclusive education prospects for Children with autism and challenges for educational planners. *The Exceptional Child*, 10(2), 370-377.
- Peterside, D. School kidnappings and its implications for posterity. Premium Times, June 21, 2021. Available at <https://www.premiumtimesng.com/opinion/469027-school-kidnappings-and-its-implications-for-posterity-by-dakuku-peterside.html>
- Sightsaver, C.O. (2011). “Education and civic responsibility: can the schools compensate for the Nigeria society?” *Nigerian Journal of Curriculum and Instruction*, 11(1), 31-36.
- Udo, T. O. (2012). Inclusive education in implementation of universal basic education in Oyo State. *Journal of Education Research*, 8(8), 55-89.
- Onyido, J. A. (2019). Kidnapping in Nigeria: The impact on girl-child education. *Archives of Business Research*, 7(3), 143-148.
- UNESCO (2011). “Policy guidelines on inclusion in education”. Paris: UNESCO. Accessed from <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf> on July 31, 2021.
- UNICEF (2021). “Education: The Challenge.” Available at <https://www.unicef.org/nigeria/education>
- World Bank (2019), “Safe and Inclusive Schools Initiative. Ensuring healthy environments for all boys and girls to learn.” Accessed from <http://www.https://www.worldbank.org/en/topic/education/brief/safe-and-inclusive-schools-initiative-ensuring-healthy-environments-for-all-boys-and-girls-to-learn> on July 29, 2021.

School Climate and Job Satisfaction among Primary School Teachers in Fika LGA, Yobe State

By

Saleh Musa¹

Musaa099@gmail.com

Department of Education, Faculty of Arts and Education, Yobe State University,
Damaturu

BabaganaButu Mohammed²

muhammadbbutu@gmail.com

Department of Education, Faculty of Arts and Education, Yobe State University,
Damaturu

Saleh Wasilatu Mamudo³

Wasilatusaleh99@gmail.com

Department of Education, Faculty of Arts and Education, Yobe State University,
Damaturu

Abstract

This study examined school climate and teachers' job satisfaction as predictors of teaching commitment among primary school teachers' in Fika Local Government Area of Yobe State. A descriptive research design of ex-post-facto type was used. Three hundred (300) respondents were selected from sixty (60) primary schools. The respondents were measured with relevant standardized scales (instruments) and the data obtained were analyzed using Pearson Product Moment Correlation (PPMC) of statistical analysis. Two research objectives and two corresponding hypotheses were tested at 0.05 level of significance. The result showed that there was significant relationship between school climate and teaching commitment among teachers' ($r= 0.748$; $p<0.05$), and there was also a significant relationship between teachers' job satisfaction and teaching commitment ($r= 0.866$; $p<0.05$). In view of these findings, the study recommended that there was need to improve school climate, teachers' job satisfaction as well as teacher quality for better learning outcomes.

Keywords: School climate, teachers' job satisfaction, and teaching commitment.

Introduction

Education is a very vital tool that is used in the contemporary world for national development. In Nigeria, the National Policy on Education (NPE) (2013) recognized education as a tool for individual, societal and national development. Education needs teachers' commitments for ensuring better learning outcomes in educational institutions. Like many organizations, the commitment of staff to perform effectively in schools depends on a conducive

atmosphere and teachers' job satisfaction, among others. These help to achieve the prime goals of the school. Government's huge investment in primary education has not been matched by pupils' quality performance and the quality of the schools themselves is in doubt. Teacher quality is also reflected in pupil low performance nation-wide.

Teachers are important because they provide instruction in subject areas and are also role models to pupils (Day, 2014). Teachers also sustain the well-being of society. Thus, the factors influencing them and their commitment are important areas of research, more so because teacher commitment is closely linked to effective work performance, learning outcomes and attitudes toward schooling (Oluwatoyin, Muraina, & Muraina, 2013). The level of teacher commitment is considered to be a key factor in educational reform; it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice.

School climate is the structure of school buildings, the playgrounds, equipment, school records, libraries and other material resources necessary in the school for effective teaching and learning process (Edeh, 2010). Edeh further described school climate as the setting in which teaching and learning are carried out as planned. Similarly, Barnett (2008) defined school climate as the relationship between the school administrators, teachers and their understanding of a set of goals and their expectations. The schools' climate describes the environment in which teaching and learning take place, which has to be conducive and pleasant for everyone to stay and work in relative comfort and security. A school that has positive climate is perceived as welcoming and is characterized by respectful interactions between individuals. In these types of surroundings, students are also motivated to achieve higher grade (Muraina & Oderinde, 2014).

The school climate is a broad concept that relates to the ways and manner in which principal, teachers, students and parents experience and perceive the quality of the school working environment emanating from their social interactions. Yusuf (2010) revealed that there was a significant relationship between school climate and teachers' productivity. Furthermore, Adeogun and Blessing (2011) also studied the influence of school climate on sustainable development, showed that there was a significant relationship between school climate and teacher productivity. In the same vein, Nurharani, Zahira and Nur (2013) who examined the influence of organizational climate on teachers' job performance found that secondary school teachers were unable to carry out their tasks where the organizational climate was unhealthy. The

principal's leadership and teachers' behaviour were found to be critical factors in enhancing teacher job performance. Similarly, Muraina and Oderinde (2014) in their study found a significant relationship between school climate and job satisfaction.

However, despite the efforts of researchers in finding lasting solution to the problem of teachers' commitment, few studies have concentrated on school climate and teachers' job satisfaction. As such this study focuses on school climate and teachers' job satisfaction as predictors of teaching commitment among primary school teachers' in Fika local government area of Yobe State.

Statement of the Problem

As noted by some researchers, academic performance difficulties of students have been a recurring concern for primary school education worldwide for various reasons including the assumption that an improvement in achievement implies a higher graduation rate and the financial implications of students' academic performance. Also, many people see teaching as dumping ground because the salary is too low, poor outcomes, no assessment and therefore, the academic dismissal of students due to poor teaching commitment by the teachers can negatively affect their education. In particular, school climate and job satisfaction can influence the reputation of a school because academic success is associated with the quality of the teachers' commitment in the school. It was stressed also that learning outcome has become a subject matter of debate among stakeholders. The study being reported here, therefore, focused on school climate and teachers' job satisfaction as predictors of teacher commitment in Fika local government area of Yobe State.

Objectives of the Study

The objectives of this study were to:

1. find out the relationship between school climate and teacher commitment in Fika LGA; and
2. determine the relationship between teacher job satisfaction and teacher commitment in Fika LGA.

Research Hypotheses

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

H₀₁ There is no significant relationship between school climate and teaching commitment of primary school teachers' in Fika LGA.

H₀₂ There is no significant relationship between teachers' job satisfaction and teaching commitment of primary school teachers' in Fika LGA.

Research Design

The study adopted a descriptive survey of ex-post-facto type as it obtained information about various variables from a representative sample. The population of the study comprised of all primary school teachers' in Fika Local Education Authority. This covered all of the one hundred and eleven (111) primary schools with the total population of eight hundred and forty six (846) teachers' (Fika LEA, 2019). A multi-stage sampling technique was used for the study. The first stage involved the use of stratified random sampling technique by dividing all the Local Government Education Authority staff into ten (10) educational zones. The second stage witnessed the selection of six (6) primary schools proportionately from each zone, making the total of sixty (60) primary schools. The third stage involved the selection of five (5) primary school teachers from each sampled public primary school through balloting. On the whole, 300 teachers constituted the sample for the study and it include both male and female teachers'.

Instruments for Data Collection

School Climate Scale (SCS)

The school climate scales constructed by Sukkyung, Meagan and Michael (2008) were adopted and used to measure school climate. It was a twenty-item scale with responses anchored based on four Likert points of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The reliability of the scale ranged from .77 to .84.

Job Descriptive Index (JDI)

Teacher job satisfaction was measured with the aid of Job Descriptive Index (JDI), developed by Smith, Kendall and Hulin, (1969). The JDI has been the most popular facet scale among organizational researchers and attempts to study employee reactions to several aspects or facets of the job which include: nature and content of the job; salary and remuneration; supervision; promotion opportunities; relationships with co-workers. The entire scale consisted of 72 items. Each subscale was described by 18 evaluative adjectives, which was descriptive of the job, except compensation and opportunities for advancement, which consisted of nine items each. Both favourable and positively worded and unfavourable or negatively worded items were

provided. Respondents were required to consider each of the items and decide whether it is applicable to them or not. The respondents marked “Y” if the item was applicable, and “N” if it was not applicable and “?”, if they were uncertain. Each dimension’s score was calculated by weighting the positive items as Y = 3, ? = 2 and N = 1 and the negative items as Y = 1. ? = 2 and N = 3. The instrument was reconstructed to 30 items, revalidated and pilot tested and the alpha coefficient was found at .76

Teaching Commitment Scale (TCS)

The teaching commitment scale developed by Allen and Meyer (1997) was used as a measure of teachers’ commitment to teaching. The instrument had ten (10) items. The responses anchored based on four Liker points (Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD)).The instrument was reconstructed to 20 items, revalidated, pilot tested, and the alpha coefficient was found at .82.

In order to obtain valid information for the study, the researchers used direct delivery techniques to deliver the questionnaire to the respondents which the latter filled and returned. The administration and collection of instruments were done on the same day. The data collection lasted three (3) weeks. Returns were as high as two hundred and ninety-three (293) (97.78%) questionnaires out of 300 administered, were properly filled and used for data analysis, using Pearson Product Moment Correlation (PPMC).

Research Hypothesis One: There is no significant relationship between school climate and teaching commitment of primary school teachers in Fika LGA.

Table 1: PPMC Correlation between School Climate and Teaching Commitment

Variable	N	Mean	SD	df	r	P	Remark
School Climate	293	23.95	8.95	291	0.748	.000	Significant
Teaching Commitment	293	23.50	8.74				

In order to test the null hypothesis that there was no significant relationship between school climate and teaching commitment of primary school teachers' in Fika LGA, Pearson Product Moment Correlation was performed. From the above table, a significant relationship was found between school climate and teachers' commitments. This was based on the correlation value ($r=.0.748$; $p=.000$; $p<.05$). Based on the obtained result, it was concluded that a significant and direct relationship existed between school climate and teachers commitment.

Research Hypothesis Two: There is no significant relationship between teachers' job satisfaction and teaching commitment of primary school teachers' in Fika LGA

Table 2: PPMC Correlation between Teachers' Job Satisfaction and Teaching Commitment

Variable	N	Mean	SD	df	r	P	Remark
Teachers' Job Satisfaction	293	24.65	9.95	291	0.866	.000	Significant
Teaching Commitment	293	23.50	8.74				

In order to test the null hypothesis that there is no significant relationship between teachers' job satisfaction and teaching commitment of primary school teachers' in Fika LGA, Pearson moment correlation was performed. From the above table, a significant relationship was found between teachers' job satisfaction and teachers' commitments. This was based on the correlation value ($r=.0.866$; $p=.000$; $p<.05$). Based on the obtained result, a significant and direct relationship exist between teachers' job satisfaction and teachers commitment.

Discussion of Findings

The result of the first research hypothesis revealed that school climate was significantly correlated with teachers' commitment. This was in line with the finding of Muraina and Oderinde (2014) whose finding revealed that school climate consists of attitudes, beliefs, values and norms that underline the instructional practices and subsequently enhance the level of job satisfaction and operation of the school. In the same vein, the finding was in consonance with the finding by Yusuf (2010) whose study revealed that there was positive correlation between School Climate and students' academic performance and teachers' productivity. Similarly, the finding has agreed with the previous finding of Nurharani, Zahira and Nur (2013) showed that

there was significant relationship between school climate, performance and productivity. School climate made the most significant contribution to student academic achievement as far the teachers were committed and concerned; covered the topics to be taught, their professional development, their understanding of and the ability to implement school curriculum. Teacher's perception and commitment on pupil's desire to do well in school and their expectation regarding their achievement influenced pupils' achievement. If school climate is well-established by the head teacher/principal and school staff is therefore capable of change. If the staff can establish and change the climate in the school, then the level of achievement can also be changed. Furthermore, school climate can impact on teaching commitment. Positive learning environments and positive learning outcomes appear to go together (Adeogun and Blessing 2011). As such, the attributes can be used as the basis for climate improvement activities. Therefore climate diagnosing, monitoring and improvement are worthwhile for teachers' commitment.

The result of the second research hypothesis revealed that teachers' job satisfaction was significantly correlated with teachers' commitment. This finding was in agreement with the previous finding of Saba, Sadia, Tariq and Muhammad (2013) showed that variables such as organizational policy and strategy, nature of work, communication, job stress, employee personality and recruitment and selection procedures have significant correlations with employees' job satisfaction. In the same vein, the finding was in consonance with the findings of Lai (2011); Abdulla and Djebavni (2011) which stated 'salary as the main factor for job satisfaction,' as well as other factors such as promotion, recognition of work and employee's loyalty were also considered as important determinants of commitment of staff. Teachers' job satisfaction made the most significant contribution to teachers' commitment as far the teachers were concerned; and whether they covered the topics to be taught. Teacher's job satisfaction, their professional development, their understanding of and the ability to implement school curriculum were also important. If the nature and content of the job; Salary and remuneration; supervision; promotion opportunities; relationships with co-workers are relatively well then it affects their commitment and the level of achievement can also be changed. Teachers' job satisfaction affects teaching commitment of teachers in school. Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organisation as an object of commitment.

Conclusion and Recommendations

The study examined school climate and teachers' job satisfaction as predictors of teaching commitment among primary school teachers' in Fika local government area Yobe State. Data obtained using School Climate Scale (SCS), Job Descriptive Index (JDI) and Teaching Commitment Scale (TCS) instruments and analyzed as stated earlier rejected the postulated hypotheses. It was found that teacher commitment fared better in all indices of school climate and that they promoted teacher job satisfaction. The research therefore recommended that Yobe State ministry of education should focus on teachers' personal development and training. Teachers needed incentives and continuous professional support and training to sustain commitment. Schools should allocate funds to supply necessary instructional materials, among others.

References

- Abdulla, J & Djebavni, R. (2011). Determinants of job satisfaction in the UAE: A case study of Dubai Police. *International Bulletin of Business Administration* 40(1), 126-146
- Adeogun, A. A & Blessing, O. U. (2011). Influence of school climate on students' achievement and teacher productivity for sustainable. *US China Education Review*, 4(5) 234-249
- Allen, J.N & Meyer, J.P (1997). *Commitment in the workplace theory, research and application*. Thousand Oaks, CA: Sage Publications.
- Amao, O.Z.K, Olashinde-Giwa B.A, Muraina, K.O. & Muraina, M.B (2012). The Impact of job satisfaction on punctuality records of civil servants in ministry of education in Oyo State, Nigeria. *The Journal of the Nigerian Librarian Association, AkwaIbom State Chapter*. 5(1), 55-76.
- Anderson, R. (2009). *Second European Quality of Life Survey Overview* Retrieved from <http://www.citeulike.org/user/vigez/article/5010033> on 18/02/2019
- Bagram, J. J. (2013). The dimensionality of professional commitment. *Journal of Industrial Psychology*, 29(2), 6-19
- Barnet, K (2008). *Hardship behaviour of secondary school principals, teachers' outcomes and a school culture. A paper presented at the Australian Association for research in education*.
- Day, C. (2014). *Stories of change and professional development: The costs of commitment*. In C. Day, A. Fernandez, T. Hauge, and J. Moller (Eds.)'. 397 *The Life and Work of Teachers: International Perspectives in Changing Times*. London: Falmer Press.

- Edeh, I. N. (2010). *Influence of school climate on teachers' motivation in secondary schools in Enugu-East Education Zone of Enugu State. Unpublished M Ed Thesis University of Nigeria Nsukka.*
- Federal Republic of Nigeria. (2013). National Policy on Education. Lagos, Nigeria: NERDC.
- Khawaja J, Mazen F., R, Anwar R. & Alamzeb A. (2012). Impact of rewards and motivation on job satisfaction in banking sector of Saudi Arabia. *International Journal of Business and Social Science*, 3(21), 272-278.
- Lai, H. H. (2011). The influence of compensation system design on employees satisfaction. *African Journal of Business Management* 5(26), 1078-10723.
- Muhammad Z. S, Aslan A. S., & Ishfaq A. (2012). An exchange perspective of job satisfaction: A study of banking sector of Pakistan. *Business Management Dynamics*, 1(12), 59-65.
- Muraina K. O. & Oderinde O. I. (2014). Gender, school climate and job satisfaction as correlates of job absenteeism among selected secondary school teachers in Osun State. *Journal of Education and Practice* 5(33), 1-9.
- Muraina, M. B, Nyorere I.O & Muraina, K. O. (2014). Influence of job satisfaction and teachers sense of efficacy on teaching effectiveness among primary school teachers in South Western Nigeria. *International Journal of Science and Research (IJSR)* 37(3), 45-79
- Nurharani S, Nur Zahira S & Nur Shaminah M. K. (2013). The impact of organizational climate on teachers' job Performance, *Journal of Educational Research*, 7 (29) 231-247
- Oluwatoyin, O, Muraina, M. B & Muraina, K. O (2013). Influence of teachers' attitude and teaching style on students' learning outcomes in Ibadan North Local Government Area of Oyo State. *Global Journal of Academic Research Forum*, 1(2), 95-115.
- Robbins, S.P. (2015). *Essentials of organisational behaviour (8th Ed.)*. New Jersey: Prentice Hall.
- Saba S, Sadia M, Tariq A, and Muhammad (2013). Determinants of job satisfaction among employees of banking industry at Bahawalpur, *JEIEFB*, 1(2), 150-159.
- Smith, P. C. Kendall L. M. & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally.
- Sukkyung, E, Meagan, S & Michael, K (2008) *Validated school climate*. retrieved from www.rrinv.goe.yerhy.pdf
- Yusuf, M. A. (2010). The influence of school climate on teachers' productivity and students' achievement. *Journal of Researcher in National Envelopment* 8(3) 98-111

The Evolution and Development of Junior Secondary Schools in Nigeria: Issues and Insights

By

Abubakar Ukashatu
abukashat@gmail.com
+2347037453408

**Department of Technical Education,
School of Technology,
Kano State Polytechnic**

Abstract

The Nigerian junior secondary school evolved as a result of the introduction of the 6-3-3-4 system of education. It is a post-primary education and first stage or stage I of secondary education. Recently, the FG re-launched Universal Basic Education Programme to cater for both primary and JSS. This paper looks at the nature and objectives, management, curriculum development and transformation, teacher education and training, Continuous assessment, challenges and prospects of JSS. The paper concluded that JSS education should be free and compulsory for every child. It is the bridge between primary and senior secondary schools and provides permanent literacy, communication and numeracy skills for membership of the society. The paper also recommended that JSS education should be properly managed and funded to achieve its objectives; JSS certificate should be awarded to candidates that successfully finish and sit for placement examinations and JSC should be used in gaining admission into senior secondary schools, as applicable to SSCE in higher institutions; separate commission should be established for the management and supervision of JSS education; JSS Certificates should be recognized; and external examination bodies should be established to certify/award certificate to JSS graduates as in Senior Secondary Certificate Examination (SSCE) among others.

Keywords: Junior secondary, post-primary, education and JSS.

Introduction

Education is one of the most important needs for the wellbeing of an individual and the society at large. It is also a powerful instrument of social, political, and economic progress and development, without which neither an individual nor a society can attain professional growth (Dede, 2016).

In order to serve as the link between primary and senior secondary education, the junior secondary school level provides the opportunity for a child to acquire additional knowledge,

skills, attitude and traits beyond the very basic level (Dede, 2016). More specifically, the child acquires permanent literacy and numeracy skills that primary education could not guarantee for functioning in society. The study being reported here examined these issues concerning the JSS in order to suggest possible improvement.

Nature and Objectives of Junior Secondary School

The JSS is a three-year post-primary education for pupils between the ages of ten and fourteen. It comprises ten subjects categorised as “core” and “elective” for the last three years of the 9-year basic educational curriculum (BEC).

Section 2, item 22, of the National Policy on Education (2013) stated the objectives of the JSS as follows:

- To provide the child with diverse knowledge and skills in entrepreneurship and educational advancement;
- To develop patriotic young people equipped to contribute to social development and performance of their civic responsibilities;
- To inculcate values and raise morally upright individuals capable of thinking independently and who appreciate the dignity of labour; and
- To inspire national consciousness and harmonious coexistence irrespective of difference in endowment, religion, colour, ethnic and socioeconomic background.

The above objectives can be achieved through good management, funding, availability of human and instructional resources, good background from primary school, and qualified teachers.

Management of Junior Secondary School

Universal Basic Education of the federation and various states are supposed to manage the JSS, right from the introduction of the board. But presently, JSS is still managed by the board of that of senior secondary.

The management of secondary schools is numerous tasks of the principals. The principals are the pivots around which all major and important school activities revolve. This means that, the managerial qualities that principals bring to their work have far reaching impact on how the overall enterprise of the school is done.

Challenges of Junior Secondary Schools

Junior secondary schools have faced a lot of challenges. Some of which are:

- i. the integration of subjects that teachers can teach competently;
- ii. very high teacher-student ratio well beyond the 1:35; as recommended by NPE (2013);
- iii. misconception of the nature and roles of JSS by both teachers and parents regarding the development of literacy and numeracy skills at the JSS level;
- iv. lack of infrastructure, instructional materials, and other facilities; and
- v. the management of the JSS receives less attention compared with the senior secondary school (SSS) level.

Prospect of Junior Secondary Schools

Junior Secondary Schools have a bright future if properly managed. Their prospects include the following:

1. The JSS can be a terminal qualification for some students since subjects such as: basic technology, basic science and basic financial accounting, among others, can help them be self-employed. The combination of basic science, technology and business studies in particular makes the JSS unique as a background preparation.
2. Exposure to basic skills, knowledge, attitude, and communication skills in their tender age makes JSS students eager to learn more. This is in consonance with the observation of the Nigerian Educational Research and Development Council (NERDC, 2008), that what the students learn at the JSS level lays the foundation for SSS education and needs to be systematically connected to it.
3. Scholarships or incentives should be awarded to exceptional JSS students to further their education by governments or philanthropists in the community.

Conclusion

The junior secondary school remains the bridge between primary and senior secondary education, which provides knowledge, skills, attitudes and understanding needed to perform in the various subjects and skills. Thus, it needs more attention than it is receiving, perhaps even more than the senior secondary and higher education, because it can be a terminal point for some students. Its products can also be equipped with permanent literacy and numeracy skills that will

enable them function competently in society. Therefore, JSS education should be free and compulsory for every child.

Recommendations

The following recommendations were proffered: -

- i. The federal, state and local governments should establish a separate commission/board to provide sufficient resources, management and supervision for the effective running of JSS.
- ii. JSS education should be properly managed and funded to achieve its objectives.
- iii. JSCE should be used for gaining admission into senior secondary schools of students' choice, as applicable to SSCE in higher institutions.
- iv. JSS certificates should be recognized and accorded due respect for employment, and those seeking political office, etc, because it may be a terminal point for some students.
- v. External examination bodies should be established to certify/award certificates to JSS students.
- vi. The training needs of JSS teachers should involve programmes that will enable them face challenges associated with innovations for the JSS curriculum. They also need training in modern methods of teaching, evaluating students, and the development of instructional materials.
- vii. Governments should provide incentives such as scholarships to outstanding indigent students.

References

- Adesula, D. (2012). Vanguard newspaper. <https://www.vanguardngr.com/2012/09/primary-junior-secondary-schools-get-new-curriculum/amp/>. Last assessed 6th September, 2012.
- Anonymous. (ND). Problems and prospects of universal basic education (UBE) implementation junior secondary schools in Eziagu Local Government Area of Enugu State. www.samphina.com.ng assessed on 30th August 2021.
- Dede, M. A. (2016). Assessment of funding and management in public secondary schools in Gashu'a and Nguru Education Zones, Yobe State, Nigeria. Unpublished M.ed Dissertation, Ahmadu Bello University, Zaria.

- Ekpenyong, L.E. (1997). Towards a systems approach to the integration of the Nigerian junior secondary school business studies curriculum. **Journal of Vocational Education and Training**. Vol.49, No.2.
- Federal Republic of Nigeria (2004). National policy on education. (4th Ed). Lagos. Federal Ministry of Information Printing Division.
- Moja, T. (2000). Nigeria education sector analysis: An analytical synthesis of performance and main issues. World Bank publication.
- National Policy on Education (2013). Federal Government of Nigeria. NERDC Press, Lagos.
- NCCE (2012). NCE Minimum standards for sciences. Assessed at www.ncce.edu.ng 23/12/2020.
- Nigeria Educational Research and Development Council (NERDC) (2008). “The 9 – years basic education curriculum structure”, Abuja Nigeria.
- Ojerinde D. (1984). Continuous assessment: A new approach. Ibadan: Ibadan University Press Ltd., Nigeria.
- Okeke, E.A.C. (2005). Funding of Education in Nigeria: Realities and strategies for improvement. A commissioned paper presented at the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State.

UBEC Policy Implementation Strategies: A Critical Assessment

By

Simon Wale¹,
Department of Christian Religious Studies,
College of Education Zing, Taraba State

Ezra Danjuma Danko²,
Department of Christian Religious Studies,
College of Education Zing, Taraba State

Julius L.D. Nyas³,
Department of Christian Religious Studies,
College of Education Zing, Taraba State

Abstract

The establishment of the Universal Basic Education programme in 2004 was motivated by years of poor access to basic education, low literacy outcome, poor quality teachers, infrastructure and funding. In addition to rectifying these, it was also aimed at ensuring equity and was to be universal, free and compulsory for Nigerian children aged 6-15 in primary and junior secondary schools. But it also stipulates Early Childhood Care Development and Education (ECCDE) for 3-5 year olds. To achieve all of these, the commission implementing it was to be guided by specific policy implementation strategies, stipulated almost twenty years ago. A critical review of those strategies is the goal of this paper. The criteria for the critical evaluation were derived from the review of the literature on policy implementation strategies by experts. The paper critically reviewed the UBE guided by a set of appropriate questions. Suggestions are made for improvement.

Keywords: Missionaries, mission, church, policy, policy implementation, effective management, realization of goals.

Clarification of concepts

Policy

Lennon (2009) opined that policy is recognised as a plan or course of action by a government, political party or business designed to influence and determine decisions, actions and other matters. Virtually all aspects of societal enterprise are now the object of policy, a dynamic and value laden process through which a political system handles a public problem (Plank, Sykes, & Schneider, 2009; Bolaji, 2015). Thus, a policy may be seen as a written or unwritten guideline that prescribes what is to be done, how it is to be done, where it is to be done, and who is to do it. It can also be added that policies are formulated in both formal and informal institutions, with the

difference being in the documentation of such policies and the implementation techniques (Plank, Sykes, & Schneider, 2009).

Policy implementation

Policy implementation can be defined as the systematic process of carefully translating stated policy guidelines and strategies into action. It is the stage that is concerned with the actual experimentation, practice, and demonstration of a planned course of action. Viennet and Pont (2017) see implementation as the administration of the laws, guidelines and procedures in which various actors, organizations, procedures, and techniques work together to put adopted policies into effect in an effort to attain policy or programme goals. Therefore, education policy implementation is the purposeful and multidirectional change process aimed at putting a specific policy into practice and which may affect an education system on several levels (Viennet & Pont, 2017). Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure, if not well-targeted. In fact, a range of reasons can prevent implementation from being effective, such as lack of focus on the implementation processes when defining policies at the system level; lack of recognition that the core of change processes requires engaging people; and the fact that implementation processes need to be revised to adapt to new complex governance systems. It is therefore crucial to understand it, clarify its determinants and explore ways in which it can be more transparent and effective (Viennet & Pont, 2017).

Effective Management

The effective management of programme such as UBE would be the organization and coordination of its activities in order to achieve defined objectives as stated in the 2004 Act that established it. Its management would consist of the interlocking and harmonious functions of its policy and directs its resources in order to achieve stated objectives.

Realization of goals

This is the degree or extent to which the goals formulated for a particular policy or programme are being attained. Goals can be realized satisfactorily or poorly depending on how well the policies formulated were implemented. The process of determining whether goals pertaining to policies are realized is referred to as policy evaluation. In other words, it is through the

evaluation process that one can determine the degree to which policy goals are achieved (ibid). All of the above enable this reviewer to ask and seek answers to the following questions in respect of UBE's policy implementation strategies and were the criteria applied in this paper.

Universal Basic Education Policy in Nigeria

The Universal Basic Education (UBE) is a free, compulsory 9-year education programme comprising six years of primary education and three of junior secondary education.

It also includes adult and non-formal education programme at primary and junior secondary education levels for the adults and out-of-school youths (FRN, 2004). It was designed to be provided by the government and shall be compulsory, free, universal and qualitative. It comprises of 1-year pre-primary, 6 years primary and 3 years of Junior Secondary Education (FRN, 2013).

1. Objectives of the UBE Policy in Nigeria

The following are the objectives of the UBE, according to FRN (2013):

1. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. The provision of compulsory, free and Universal Basic Education for every Nigerian child of school going age.
3. Reducing drastically, the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency.
4. Catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another, have had to interrupt their schooling.
5. Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning.

2. Implementation strategies of UBE Policy in Nigeria

According to FRN (2004), the goals of the UBE shall be the same as those of primary and junior secondary education. Since UBE combines pre-primary, primary and junior secondary education, the following implementation strategies of UBE were outlined:

1. UBE shall be tuition free, universal and compulsory.
2. The following educational services shall be provided:
 - (i) School library (ii) basic health scheme (iii) counselling (iv) educational resource centre (v) specialist in particular subjects such as Mathematics, Science, and Physical Education etc.
3. Teaching shall be by practical, exploratory and experimental methods.
4. The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject.
5. From the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French shall be taught as subjects.
6. For effective teaching and learning, the teacher-pupil ratio shall be 1:35.
7. Advancement from one class to another shall be based on continuous assessment.
8. Special efforts shall be made by all appropriate agencies to encourage parents to send their children to school.
9. Government shall therefore provide basic infrastructure and training for the realization of UBE goals at the school level.
10. The Primary School Leaving Certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school.
11. Everything possible shall be done to discourage the incidence of dropping out at the primary level of education. However, if this occurs, provision shall be made in the context of adult and non-formal education to enable such early leavers to continue with their education.
12. Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those provided by the state and local government as long as they meet the minimum standards laid down by the Federal Government.
13. In recognition of the prominent role of Information Communication Technology (ICT) in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate ICT to education in Nigeria.

14. Students who complete junior secondary school shall be streamed into: (i) the senior secondary school (ii) the technical college (iii) an out-of-school vocational training centre; or (iv) an apprenticeship scheme. The streaming shall be based on the result of tests to determine academic ability, aptitude and vocational interest.

3. Realization of UBE policy objectives

In assessing the realization of UBE goals and objectives, it will be pertinent to ask five critical questions:

- i. Is the education provided at pre-primary, primary or junior secondary school levels compulsory? Is it totally free? Is every Nigerian child of school going age in school?
- ii. Are the entire citizens of the country conscious towards education with a strong commitment towards its vigorous promotion?
- iii. Are there appropriate levels of literacy, numeracy, communicative and life skills in young learners within the formal school system? In other words, can every child in primary or junior secondary school read, write, speak simple correct English, or solve basic mathematics problems involving arithmetic? Are there still school drop-outs from the formal school system in Nigeria?
- iv. Are young people who for one reason or another interrupted their schooling, given any complimentary education or opportunity for better livelihood?
- v. Are there still school drop-outs from the formal school system in Nigeria?

Do all these young learners possess one or more vocational skills? Are there still ethical, moral, security, and civic issues within the primary and secondary school systems? If for any reason, there is a “yes” to any one, two or more questions posed above, it implies that the goals of UBE in Nigeria have not been realized. The degree of realization of such objectives depends on the number of “Yes” or “No” provided as answers to the questions posed above. The higher the number of “Yes”, the higher the degree of UBE goals realized, and vice versa.

4. Critical analysis of UBE policy implementation

The critics of the implementation strategies of UBE were directed towards the following areas:

i. Provision of tuition free, Universal and compulsory education

The aim of UBE was to provide free, compulsory and universal education to every Nigerian Child of school going age. The effective implementation of this strategy will have provided

opportunity and access for every Nigerian child to be educated. However, this strategy has not been adequately implemented as many parents who can afford pay fees to most junior secondary school students, including registration for the Basic Certificate Examination and those who cannot afford have choice to keep their children out of school.

Unfortunately, UBE schooling is not fully free as many levies are being paid in both primary and junior secondary schools by parents and guardians.

Many Nigerian children of school going age are not and statistics indicate that as many as thirteen million are out of school. This indicates that proper measures are needed to ensure universal basic education. As a result of poverty, a number of parents as Oloko (1990) revealed, send their children to either serve as domestic help, to hawk in order to supplement family income. In many states many children of school age are seen begging in the streets. Clearly, UBE policy of access has not been adequately implemented.

ii. Provision of educational services

The educational services were identified to be provided as part of the UBE implementation strategy: counselling services, educational resource centre, school library, basic health scheme, special teachers in some key subjects (Plank and others, 2009). There are libraries, but with adequate books and other materials. However, many unqualified teachers are in the system thereby limiting the potential success of UBE (ibid). Many schools do not have any professional guidance counsellors. Basic health services in the education sector are not any different from those in regular national immunization programmes.

iii. Practical, exploratory and experimental methods of teaching

Practical, exploratory, and experimental methods of teaching were specified as part of UBE implementation efforts aimed at good quality teaching. That would have ensured more effective learning as opposed to what is currently taught. This is perhaps the most unfortunate policy strategy of the UBE programme because teachers are pedagogically incompetent, still engaged in teacher-centred chalk and talk. There are no appropriate instructional facilities. It is rare to see any public primary or secondary school teacher teaching learner-centredly and with instructional materials. The facilities necessary for experimental and exploratory teaching and learning are

missing because they have not been provided for. Muftahu and Hazri (2015) revealed that many teachers were too incompetent to effectively carry out the functions anticipated of them. Many do not know how to use devices such as computers, tablets, and other electronic gadgets for teaching, even if available.

iv. Use of mother tongue as medium of instruction

The use of the mother tongue as a medium of instruction as stipulated in the NPE (2013) has not been effectively implemented. The emphasis on English at school has affected the use of mother tongue even in homes. According to Ajayi (2008), another problem associated with failure to use the mother tongue in school is that there are no sufficient books for children to interact with. The majority of those available are foreign-based and expensive, and therefore not available to children. The available few home-based books are of low quality and unappealing.

v. Teacher-pupil ratio

It was stipulated in the implementation guidelines that the teacher-pupil ratio shall be 1:35 (Aubue, 1991). Unfortunately, this strategy has not been implemented by the government. In Adamawa State, for instance, as many as 60 pupils are assigned to one teacher and some have many more and cannot be effective teachers.

vi. Discouraging incidence of school drop-out

The UBE policy implementation also made it clear that the government will do everything possible to discourage school drop-out. But the policy did not prescribe what will be done to discourage that. Again, due to the failure of the government to provide free education to all, parents unable to meet school demands do not send their children there.

vii. Provision of infrastructure

The need to provide infrastructure was clearly stated in the UBE implementation blueprint. The purpose was to ensure that there were adequate classrooms, libraries, buildings, laboratories, and other materials for effective teaching and learning. The effective implementation of this strategy is highly questionable. Many primary schools are using dilapidated buildings. In Taraba State, many public secondary and primary schools lack infrastructures as listed above. Where some are available, they are insufficient to meet the goals of UBE (Muftahu & Hazri, 2015). There is also

a shortage of space to accommodate the requirements of the UBE because facilities did not expand in accordance with growth of the student population. Many of the buildings are already deteriorating, creating an uncondusive learning environment (Moja, 2010).

viii. Funding

It was stipulated clearly that the government at all levels would support the UBE scheme financially for the effective implementation of the programme. Unfortunately, annual budgetary allocations have never met the 26% benchmark set by UNESCO. In fact, the Education Rights Campaign (ERC) strongly condemned the 7.04 per cent allocation to education in the proposed 2018 budget. This would explain why many schools in Taraba State and beyond, lacked adequate classrooms and facilities such as computers, to encourage hands-on activities in schools. According to Muftahu and Hazri (2015), the yearly average allocation for the educational sector in Nigeria had been in the decline, significantly damaging several activities.

Another issue in the funding of UBE is the uneven distribution of funds for its programmes, with some states highly favoured over others.

x. Integration of ICT to the UBE scheme

The national policy on education prescribed the integration of ICT into the UBE programme in order to adapt to the technological changes of the 21st century. But ICT equipment are not in all schools for effective teaching and learning. Few secondary schools in some states have been supplied with ICT equipment such as UPS, computer sets, and printers, without any corresponding source of electricity. According to Adeosun (2010), one of the things which have contributed to the lack of efficiency of the education system in the country is the insufficient integration of information and communication technology. Factors such as poor internet connectivity, poor knowledge and technical skills in information and communication technology infrastructures, lack of time, lack of financial requirements, and reluctance from both the teachers and the learners have all been highly influential in the failure to integrate such technology in education.

5.0 Recommendations

1. Government at all levels should extend its policy Public Private Partnership (PPP) to mission schools for help in the effective implementation of UBE goals.

2. The involvement of communities and private individuals in the implementation of the UBE scheme has, been beneficial to the programme. Community support came in form of donations, in building structures, keeping the school environment clean, among others. Unfortunately, some of the donations made have not been used for the required purposes and in some states, private individuals were not involved in the funding of UBE (Jaiyeoba, 2007, Eddy & Akpan, 2009).
3. Since government alone cannot fund and coordinate education, mission schools should revive their historically acknowledged educational contributions.

6.0 Conclusion

It is a fact that the UBE policy, just like every other policy of education, was well-drafted and clearly stated. If it is followed appropriately, the UBE will be effectively implemented. However, the UBE has witnessed a lot of problems, especially in the implementation phase, though efforts are being made to improve the quality of education. For maximum success, it is important to involve mission schools and other stakeholders for contributions.

References

- Adeosun, O. (2010). Quality basic education development in Nigeria: Imperative use of ICT. *Journal of International Cooperation in Education*, 13(2), 193 – 211.
- Adiele, S.N. (1996). “Ministerial training in the Anglican Communion in the Eastern States 1904 – 1995” in the Niger Mission origin, growth and impact 1857-1995. Aba ISAECO Press, 4-6.
- Ajayi, H. O. (2008). Early childhood education in Nigeria: A reality or a mirage? **Contemporary issues in Early Childhood**, 9 (4), 375-380.
- Agha, A. U. (2004). “Christian missionary work and development of the Nigeria” in Okwueze (2004) religion and societal development contemporary Nigerian perspectives. Lagos: Merit International Publishers.
- Akubue, A.U (1991). Classroom organization and management: A 5-point strategy. Ibadan: Wisdom Publishers, 124-135.
- Bolaji, S. D; Gray J. R. & Campbell-Evans G. (2015). Why do policies fail in Nigeria? *Journal of Education & Social Policy*, 2(5) 57-66.

- Eddy, E. N; & Akpan, M. E. (2009). The prospect of UBE programme in Akwa Ibom State, South-South Nigeria. *International NGO Journal*, 4(2), 46 – 49.
- Esu, A. and Junaid A. 2012. "Nigeria educational development: Traditional and contemporary" [Online] www.onlinenigeria.com/education/?blurb=536 [Accessed: 15/8/21]
- Etuk, G. R; Ering, S. O. & Ajake, U. E. (2012). Nigeria's universal basic education (UBE.) policy: A sociological analysis. **American International Journal of Contemporary Research**; 2(7), 179 – 183.
- Eze, J. (2014). Strategies for holistic repossessing of Anglican Schools in Nsukka Diocese: A paper presented to the Diocesan Education Board at the education submit held at Nsukka: Cathedral Church of St. Paul's, 1-6.
- Fafunwa, A.B. (1974). History of education in Nigeria. Ibadan: NPS Educational Publishers, 2-5, 89-91, 184.
- Federal Republic of Nigeria (2013). *National policy on education (6th Ed.)*. Abuja: NERDC Publishers. *International Journal of Research and Innovation in Social Science (IJRISS)* [Volume II, Issue IX, September 2018|ISSN 2454-6186 www.rsisinternational.org [Accessed: 22/8/21]
- Hale, Thomas (2003). On being a missionary, William Carey Library Publication. www.en.m.wikipedia.org (last accessed 22/8/21. *An Historical Sketch of the African Missions of Protestant Episcopal Church in the U.S.A.* 2010, Nabu Press, 12-17.
- Jaiyeoba, A. O. (2007). Perceived impact of universal basic education on national development in Nigeria. **International Journal of African and African-American Studies**, 6(1), 48 – 58.
- Liddell, Henry George, Robert Scott, Henry Stuart Jones and Roderick McKenzie (1843). *A Greek-English Lexicon*, Oxford Press, 583.
- Lennon, S. (2009). Educational policy. Retrieved on 13th Aug. from <http://www.lennonportal.net/index file/policy> (Last accessed: 11/7/21.
- Madiebo, A. A. (1980). *The Nigerian revolution and the Biafra War*. Enugu: Fourth Dimension Publishers.

- Mkpa, M. A. 2013. "Overview of educational development: Pre-Colonial to present day" [Online] <http://www.Onlinenigeria.com/education/>[Accessed: 27/8/21]
- Moja, T (2010). Nigerian educational sector analysis: An analytical synthesis of performance and main issues. New York University, 189-192.
- Muftahu J. S. & Hazri, J. (2015). Policy of universal basic education in Nigeria: An examination of its effectiveness on implementation and management. *American International Journal of Contemporary Research*; 5(6), 147 –155.
- Nnadi, F. (2004). Religion as a factor in social development in Okwueze 2004 religion and societal development contemporary Nigeria perspectives, Lagos: Merit International Publishers, 110-114.
- Nwankiti, B.C. (1975). The growth and development of the Church of Nigeria, Owerri: Ithem Davis Press, 47-59.
- Odukoya, D. (2009). Formulation and implementation of educational policies in Nigeria. Educational research network for West and Central Africa (ERNCAWA) [Accessed: 17/7/20. Available at <http://www.slideshare.net/ernwaca/formulation-andimplementation-of-educational-policies-in-Nigeria>.
- Olaniyi, A. (2017). 2018 Budget; 7.04 per cent allocation to education unacceptable- ERC tells FG. <http://dailypost.ng/2017/11/23/2018-budget-7-04-per-cent-allocation-unacceptable-erc-tells-fg/> Last accessed 23/9/2020
- Oloko, B. A. (1990). Evolution for prevention of child labour and for working children 928-310. *International Child Labour Seminar Amsterdam*, 226-229.
- Onyechi, K. (2014). "The roadmap of repossessing and effective management of Anglican schools in the Diocese", A keynote address presented to the Diocesan Education Board at the Education Submit held at Nsukka: Cathedral Church of St. Paul's, 1-5.
- Onyiedu, S. O. (2001). Anglican Church and the development of education in Igboland 1857-1920 Enugu: Magnet Business Enterprises, 11-12.
- Osokoya, I. O. (1989). History and policy of Nigerian education in world perspective, Port-Harcourt: Abe publishers, 59.

- Oyedeji, Lekan (1983). Universal primary education in Nigeria: Its implications for national development, Lagos University Press, 85-96.
- Ozigi, A & Ocho, L 1981. Education in Northern Nigeria. London: George Allen and Unwin Publishers Ltd, 99-105.
- Plank, D. N; Sykes, G. & Schneider, B. (2009). Handbook on educational policy research. Hoboken, N. J: Routledge, 57-66.
- Taylor, W.H. (1984). "Missionary education in Africa reconsidered: The Presbyterian educational impact in Eastern Nigeria, 1846-1974." African Affairs, Vol. 83, No. 331, London: Oxford University Press, 189-205.
- Taylor, W.H. (1996). Mission to educate: A history of the educational work of the Scottish Presbyterian Mission in Eastern Nigeria, 1846-196. Leiden: E. J. Brill, 228-239.
- Urukpa, J. A. (1996). Anglican Church and educational development in the Eastern States of Nigeria 1857-1966 in Adiele 1996 The Niger mission: origin, growth and impact, 1857-1995. Aba: Isaeco press, 70, 129-140.
- Viennet, R. & Pont, B. (2017). Education policy implementation: A literature review and proposed framework. OECD Education Working Paper No. 162.
- Webster, J. B. (1964). The African churches among the Yoruba. Oxford, Clarendon Press, 1-7.
- Wuest, Kenneth Samuel (1973). Wuest's word studies from the Greek New Testament, 1.