

DIVERSE EMPLOYEE INCOME AND ORGANISATIONAL EFFECTIVENESS IN THE NIGERIAN PETROLEUM INDUSTRY

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Abstract

The study examined the relationship between diverse employee income and organizational effectiveness in the Nigerian petroleum industry. The study sought to establish the relationship between diverse employees' income and organizational effectiveness variables of productivity, profitability and growth in the Nigerian petroleum industry. The study was anchored on Tajfel (1978) theory of social identity and categorization. Cross - sectional survey design was adopted with population of 20,698 employees from five (5) selected companies in the industry namely: Shell, Chevron, ExxonMobil, Total and Eni. A sample size of 372 was drawn using Yamane's (1967) formula. The study used primary source of data collection using structured questionnaire with simple random sampling technique. Correlation coefficient and regression analyses were conducted using Statistical Package for Social Sciences (SPSS). The findings revealed that there is a positive relationship between diverse employees' income and organizational effectiveness measures of productivity, profitability and growth in the Nigerian petroleum industry. Statistically, using t-value, diverse employees' income had productivity (1.770), profitability (4.492), growth (2.773). It was concluded that employees' income relates to organisational effectiveness (productivity, profitability and growth) in the Nigerian petroleum industry. The recommendation was that the management of Nigerian petroleum industry should make sure that compensation or income of the employees are made transparent to all levels and fairly distributed, such that the employees would not perceive any level of discrimination.

Keywords: Employees' income, organizational effectiveness, productivity, profitability and growth.

Introduction

Workforce diversity dimension varies. However, there are dimensions that are applicable to everybody in the organisation and by extension, deeper than just the issue of demographic characteristics as it is always put (Oyewunmi, 2016). The dimensions help to shape and as well impact on the individual and the organisation either positively or negatively as the case may be. Workforce diversity has four dimensions namely: personality, internal, external and organisational (Gardenswartz & Rowe, 2005; Kinicki, 2008; Kreitz, 2008; Akinnusi, Sonubi & Oyewunmi, 2017).

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External dimensions are personal traits which have some amount of control or influence, which might change over time and which form the basis for decisions on work style and careers. The dimensions are income, work experience, geographical location, educational background, job satisfaction, appearance and personal/recreational habits. In an industry like the petroleum industry, varying income levels of employees is as a result of educational background, work experience, geographical location, job satisfaction, appearance and personal/recreational habits thereby making employee income the most critical diversity variable in the industry (Lee, 2011). For instance, employees from different backgrounds or work experiences but in the same income bracket tend to think alike, act the same way, love working together in the same group or station and it goes without difficulty in effectively communicating and coordinating at work (Lee, 2011).

Organisational effectiveness is a situation-specific and multi-dimensional construct which is useful for assessing overall performance of organisations. This can be done using the criteria relevant to that domain and to the functioning of that organisation (Ruchi & Gautam, 2009). The measures of effectiveness reflect the degree or extent to which the organisation achieves its set goals and objectives. Nayak and Misha (2005), Martz (2013) and Jain (2017) have identified the variables or criteria for measuring organizational effectiveness in a manufacturing organization especially the petroleum industry as productivity, profitability and growth.

Statement of the Problem

Crude oil and gas exports in the industry account for more than 92 % of Nigerian earnings and approximately 83% of Federal Government revenue and also contribute significantly to the country's GDP (Nweze & Edame, 2016; Emeakponuzo, Emah & Etim, 2017; Onuba, 2017). Sales of crude in international market also provide 95% of the country's foreign exchange earnings and about 65% of government budgetary revenue (Emeakponuzo, Emah & Etim, 2017; Onuba, 2017). The down turn or failure of Nigerian petroleum industry to increase in growth as well as contribute significantly to the Gross Domestic Product (GDP) of the country over time shows clearly the decline in productivity of the industry. Some operators in the industry attribute the down turn or failure to government's inactions to operationalize its domesticated laws regarding expatriate engagement in the industry while operators seriously attributed the decline to diverse employee income that characterize the industry with social and organisational consequences (Agwu, 2013; Ayoola, 2017). However, this serious assertion has not been subjected to empirical evidence in Nigeria. This has created a vacuum or gap for a study that will, in concrete terms, provide a realistic evidence of the effect of diverse employee's income and the performance of the Nigerian petroleum industry to address diversity issues. It will be essential to organisations' top management such as managers and supervisors that are equipped with diversified workforce practices to operate from an informed position when dealing with their employees in relation to organisational effectiveness.

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significant:

HO₁: Diverse employees' income does not have significant relationship with productivity of the Nigerian petroleum industry.

HO₂: Diverse employees' income does not have significant relationship with profitability of the Nigerian petroleum industry.

HO₃: Diverse employees' income does not have significant relationship with growth of the Nigerian petroleum industry.

Literature Review

David (2008); Kinicki (2008) and Akinnusi, Sonubi and Oyewunmi (2017) are of the view that there are four workforce diversity dimensions which are: personality, internal, external and organisational. The external dimension represents those personal traits or characteristics that individuals have that cover certain amount of control or influence over. The individual exercises a level of control over these characteristics than in the organisational dimension. The characteristics in this dimension are personal habits, recreational habits, religion, educational background, work experience, appearance, status, marital status, geographic location, and income. These factors form the basis for decisions on careers and work styles in an organisation. External dimension of workplace constitutes aspect of our lives, over which people have some control and can change with time (Beziibwe, 2015).

External dimensions of diversity are the secondary characteristics that exhibit differences and similarities among people which are not noticeable in the first encounter and can even change throughout different encounters (Ashton, 2010). The qualities are only noticed after one has an encounter or interaction with such an individual. External dimensions of diversity have significant influence on overall organisation since factors like income level, religion, educational background affect effective communication and coordination of employees (Ehimare & Ogaga-Oghene, 2011). It is also believed that people in the same educational background, religion, income bracket tend to think alike and relate effectively in an organisation which in turn results to increase in organisational performance (Lee, 2011).

Based on the assertions from the literature review on external dimension of workforce diversity, it can be inferred that external dimensions are personal traits or attributes that the employee has certain amount of control over and they constitute decisions on career of the employee and how they perform in an organisation. It also has powerful effect in defining job satisfaction as well as a major factor in attracting and retaining employee in an organisation. Employees' income as one of the external dimensions plays a vital role in attracting, motivating and retaining talented employees in an organisation. It encourages effective employees to remain in employment for a longer period of time which ultimately lead to job satisfaction, commitment and loyalty.

Employees' Income

Employees' income or pay is a powerful human resource management tool for recruitment, retention, motivation and reward for work done which may be seen as a factor that must be considered for the organisation to remain competitive. What employees expect from their employers is no longer just "a fair day's pay for a fair day's work" but rather a competitive remuneration package with new innovative method of providing benefits commensurable with the work performed.

Employees' income is one of the most critical influences on the quality and effectiveness of human capital. Employees' income influences the quality of the people who apply, the quality of those lived, the likelihood of job acceptance, the motivation and performance level of the workforce, and the quality of who stays with the

organisation (Shaw & Gupta, 2007; Dineen & Williamson, 2012). Employees' income has a powerful incentive and soothing effects in virtually every aspect of the organisational functioning since it is capable of shaping employees' behaviour and organisational effectiveness.

Employees' income comes in many ways in an organization. This affects the individual and organisation positively or negatively. The problem comes mostly from the design of how employees' income is to be distributed. The design of employees' income in the organisation and implementation system not only affect employee motivation, but also can help to improve safety, loyalty, satisfaction, quality, creativity, innovation and some myriad other outcomes critical in a successful workplace (Gupta & Shaw, 2014).

Employees' income can be distributed in an organisation in different ways. All employees in a job category can be paid the same, or pay can be based on performance, seniority or skills. The distinction in employees' income can be large or small. The system can be hierarchical with most of the income going to top executives whereas lower level employees are paid the lowest possible rates, or the income can be more egalitarian with greater parity across organisational echelons (Gupta, Conroy & Delery, 2012; Gupta & Shaw, 2014).

Organisational decisions on these kinds of income issues have the potential or profound influence on the kinds of employees who are attracted and retained in the organisation. They also influence their attitudes and behaviours towards the organisational goals and objectives (Gupta & Shaw, 2014). The distinction on income among employees result in pay dispersion which may either be good or bad depending on the factors the organisation looks at the income. The effects of income to the employee can be noticed when employee looked at the relationship between income value and income satisfaction (Azman & Oscar, 2009). Employees who received the level or amount of income that they believe could take care of their needs and expectations in areas such as basic needs and improved standard of living, quality of life and statues have strongly invoked employees' perceived value of money income. Consequently, it could lead to higher pay satisfaction in an organisation (Ameh, Christine & Nwakaego, 2013).

It can be inferred from the research evidence and assertions discussed above that, income creates satisfaction and commitment of the employees thereby enhancing performance of the organisation. Disparity in the income among employees of the same level or status will rather discourage them towards putting their best for the organisation for greater productivity. It is important that employees of the same level or status are given equal treatment in terms of income or any reward to avoid creating differences that may hinder the organisation from meeting her set objectives and goals.

Organisational Effectiveness

Organisational effectiveness is concerned with output, sales, quality, creation of value addition, innovation, cost reduction. It measures the degree an organisation achieves its goals or the way outputs of the organisation interact with the economic and social environment in which the organisation exists (Ilona & Evelina, 2013). Effectiveness of criteria has to do with the set standards of performance of an organisation or what it intends to achieve, the set targets. Performance or effectiveness measurement or criteria are fundamental to the organization since it is best used in controlling and keeping track of how the organisation is performing or meeting its

objective as set by itself (Harrif, Hoe, & Ahmad, 2013). By measuring organisational effectiveness, the organisation is able to know whether it is successful in her operations now or it will be in the long term or to assess if the business has been able to fulfill the expectations and needs of the stakeholders' which include their customers, employees, suppliers, local community stakeholders, and shareholders.

To Ruchi and Gautam (2009), Basil (2011), Ilona and Evelina (2013), the variables or criteria in measuring organisational effectiveness are productivity, profitability, efficiency, stability, motivation, morale, quality of product/service, growth, turnover, job satisfaction, absenteeism, pay, supervision, ethnic value, commitment to organisation and managerial task skill. Many of the variables cannot be applied across organisations (e.g. some organisations have no problem of turnover and absenteeism or may be overstaffed), and many do not logically confirm to general accepted conception of organisation.

Manufacturing organisations to Nayak and Misha (2005), Ali, Yousof, Khan and Masood (2011), Martz (2013) and Jain (2017) are linked with many measurable variables but critical among them are productivity, profitability and growth. In their views, manufacturing organisation may have other targeted objectives but they are continuously focusing on high-quality products to gain competitive advantage, higher profit margin and monopolize a larger and larger share of the market. This brings about the guidance in recognising productivity, profitability and growth as the major or general framework for organisational effectiveness in manufacturing organisation like the Nigerian petroleum industry.

Productivity

Productivity of an organisation, to Amah 2006 (as cited in Nongo, 2011), is the measure of how efficiently and effectively resource inputs are brought together and utilized for the production of goods and services (outputs) of the quality needed by the society in the long term. It has to do with how an organisation performs and the economic utilization of its resources to achieve the set goals or objectives. Productivity shows the level of the degree of efficiency in the utilization of organisational inputs or resources and how it relates to the set target of an organisation. It is a required tool in evaluating and monitoring the performance of an organisation since higher productivity of an organisation is an indication of more or higher profit as well as growth of the organisation (Nongo, 2011).

Productivity has many different measures in which the choice depends on the purpose of measurement and data availability. Productivity is measured in terms of cost for a unit of production. That is, units produced per employee, resources cost per employee, unit volume per machine, gross output per employee, gross output per machine, number of clients saved per employee, and number of billable hours per employee (Martz, 2013). Productivity measurement is important since it bring out possible area for improvement and the ones without improvement in an organisation. It also shows where efforts are needed for the organisation to achieve its target. It is used in an organisation to assess effectiveness and efficiency and can also stimulate profitability and motivation (Nongo, 2011).

Form the literature review, productivity is the amount of output produced in relation to the amount of the input put into production while efficiency is the value of output in relation to the cost of inputs used in the course of production in an organisation. Efficiency tries to look at the achievement of goals or objectives with the

minimal use of resources as well as waste. Producing something of value with the use of minimal waste and achieving maximum result towards the attainment of objective is related to profitability, efficiency and effectiveness.

Profitability

Profitability is the state of producing a profit in an organisation or business or the degree to which a business or organisation is profitable which is the primary goal for all business ventures (Amah, 2006). According to Hofstrand (2007) as cited in Nongo (2011), profitability can be defined as either accounting profits or economic profits. Accounting profit of an organisation is evaluated by comparing the amount of capital employed into the input with income or the output of the organisation. This is popularly known as return on investment or return on capital employed.

Accounting profits provide the viability of the organisation with the consistent losses that amount to failure of the organisation. The economic profits can be measured by relating output as a proportion of input or matching it with the results of other organisations of the same industry or results attained in the different periods of operations. Economic profits give a long-term perspective of an organization which provides opportunities to owners of an organisation to make comparisons in terms of their investment and other organisations.

Profitability is a criterion for organisational effectiveness since its parameters show how well an organisation is doing. Profitability ratio is used to assess the financial performance of an organisation when compared to the standard or scale set by the organisation towards attainment of its objectives. Martz (2013) is of the view that profitability may be expressed in terms of net income, earnings per share or return on investment which is measured by the use of profitability ratio.

Profitability in an organisation is similar to the functions carried out by blood in the human body since earnings are taken to be essential requirement of existence and performance of an organisation (Ameh, 2006). This means that healthy or performing organisation is that which has good profitability. Okwoli and Kpelai (2008), Martz (2013) and Dumbrava (2010) note that profitability group of ratios are net margin, return on equity, earnings per share, price earnings and dividends coverage.

From the discussions above, profitability measure shows the extent to which the organisation is effective towards attainment of organisational set goals and objectives. Profit can also be the yardstick for judging not just the economic, but the managerial efficiency and social objectives of an organisation.

Organisational Growth

Organisational growth is the outcome resulting from the combination of organisational specific resources, capabilities and routines (Zhou & Dewit, 2009). Organisational growth is manifested through increase in the number of employees, income, profit or market share (Witek – Crabb, 2014). Organisational opportunities are highly related to its current organisational production activities which also impact on the growth (Zhou & Dewit, 2009). According to Delmar, Davidson and Gartner (2003), the variability of growth in an organisation is high and unpredictable. They add that despite the fact that growth is highly unpredictable in an organisation, organisations can achieve growth through different ways since one single growth indicator cannot measure multidimensional growth.

The different growth measures can be in sales, total asset, fixed asset and employee (Delmar, Davidson & Gartner, 2003). The potential measure indicators of organisational growth are revenue per employee, profit per employee, profit per square foot, cost per client served, cost per unit of output and fixed asset utilization rate (Martz, 2013).

From the above literature review, an organisation that is experiencing growth must have been or is making profit since efficiency and effectiveness in an organisation also result in growth or expansion of the organisation.

Theoretical Framework

The theoretical basis for this study is anchored on Tajfel's social identity/categorization theory which was reviewed by Turner. Social identity/categorization theory was initially formulated and developed by Tajfel (1978) and reviewed by Turner (1982) with a theoretical foundation for the understanding or explaining the psychological underpinnings of inter-group similarity and discrimination or exclusion in the workplace. Social identity and categorization theory proposes that people derive value from group memberships using salient characteristics or attributes to the extent that they can compare their own group positively with others. People are, therefore, motivated to gain and maintain a sense of positive group distinctiveness from other group(s) to which people do not belong and discriminate against when compared their own group. The theory believes that individual behaviour is influenced by that individual's identification with larger societal groups and organisations such that the identification drives the internal processes and structure (Padilla & Perez, 2003).

The general assumption about the theories relating to workforce diversity and performance is that all dimensions of diversity can lead to positive as well as negative effects or outcomes. Individuals with dissimilarities are less likely to collaborate with one another but those with similarities will accept collaboration towards achieving a set objective. According to Knippenberg, Kleff and De-Drew (2007, p. 78), "social categorization may disrupt elaboration of task-relevant information because of possible biases towards in-group members and negative biases towards out-group members in an organisation."

From the literature review, it was clear that categorization of work group based on attributes like gender, race, sex, age and so on can lead to self-group processes and social recognition with the variation in self-categorization in level, content and meaning of self-categories. An employee with different demographic background in an organisation will definitely have dissimilar belief structure in terms of priorities and assumptions about future events and understanding of alternatives towards goal attainment in an organisation. The employee will have divergent preferences and interpretations of task in the organisation in which they operate based on the differences.

Empirical Studies

Bryson, Forth and Stokes (2015) investigated the relationship between employees' subjective well-being and workplace performance in Britain. The study adopted survey design with the population 40,513 staff covering the five (5) sectors of the economy Britain. The result showed a clear, positive and statistically significant relationship between the average level of job satisfaction at the workplace and work performance. There was also no association between levels of job-related and

workplace performance. The study was carried out in Britain in a government sector and not in a profitable organisation and the emphasis was on employees' job satisfaction.

Kara and Murrmann (2014) studied the effect of wage differences on employee job satisfaction in the lodging industry in Turkey. The study adopted qualitative and quantitative design with targeted population of 1302 staff of lodging industry located in Ankara, Turkey. The result indicated a positive correlation between wage difference and job satisfaction. The study, however, did not state how the wage differences as a diverse variable could be managed in an organisation for productivity.

Falope (2017) investigated wage discrimination and its effect on employee's job outcome with evidence from North Cyprus, Turkey. The findings revealed that wage discrimination decreases employee's job satisfaction and organisational commitment. However, wage discrimination was not found to lead to employee turnover intention. The study was carried out outside Nigeria and was not in the oil industry and emphasis not on effectiveness variables of productivity, profitability and growth.

Sarmad, Ajmal, Shamim, Saleh and Malik (2016) examined motivation and compensation as a predictor of employees' retention in the public sector oil and gas selling organisations in Pakistan. The findings revealed that proper management of compensation yields correspondent improvement in employees' retention as well as organisational profitability, growth and productivity. Although organisational variables of productivity, profitability and growth were used in the investigation as well as oil company, but not in Nigeria.

Okeke, Nwele and Achilike (2017) investigated the impact of effective wages and salary administration on civil service productivity in Anambra State, Nigeria. The study revealed that employees need effective salary and wages administration to achieve high productivity in the civil service.

Agwu (2013) carried out a study on the impact of fair reward system on employees' job performance in Nigerian Agip Oil Company Limited, Port-Harcourt. The result indicated that fair reward system influences improved employees' job performance as well as organisational effectiveness in the area of productivity, profitability and growth. Though the study made use of oil company and organisational effectiveness variables, but only one workforce dimension was used which is the external. On the other hand, only one oil company was studied which is Agip. These may not have given a comprehensive effect of workforce diversity concerning the oil companies in Nigeria.

Falola, Osibanjo and Ojo (2014) carried out a study on incentive packages and employees' attitude to work in selected parastatals in Ogun State, Nigeria. The study was aimed at examining the effect of incentive packages on employees' attitudes towards work. The results revealed that there is a strong correlation between employee incentive packages and employees' attitude in the workplace.

Methodology

This study adopted a cross sectional survey design. The choice of this design was based on the fact that data for this study were gathered mainly for the research questions to be answered. The population consisted of all the 20,698-permanent staff of the five (5) companies in the Nigerian petroleum industry selected for the study. They were Shell, Exxon Mobil, Chevron, Total and Eni.

Table 1: Population Distribution of the Selected Companies in the Nigerian Petroleum Industry

Companies	Population
Chevron	5820
ExxonMobil	4615
Shell	4908
Total	2750
Eni	2605
Total	20,698

Source: 2017 Annual Reports of the companies

To generate the sample size for this study, Yamane’s (1967) formula was applied since the formula helps in determining sample size irrespective of the size of the population. The formula is as follows:

$$n = N/1+N(e)^2$$

Where, n = desired sample size

N = finite population of the study = 20,698

1 = Constant value

e= allowed margin of error = 5% or 0.05. The study assumes a confidence level of 95% and sampling error of 5%.

$$n = \frac{20,698}{1 + 20,698(0.05)^2}$$

$$n = \frac{20,698}{1 + 20,698(0.0025)}$$

$$n = \frac{20,698}{1 + 51.75}$$

$$n = \frac{20,698}{52.75}$$

$$n = 392.38$$

$$n = 392$$

Probability sampling technique was used in order to ensure a fair representation and generalization of the findings to the general population. The study used Simple Random Sample (SRS) since every person in the population had an equal chance of being selected for the investigation. The data analysis techniques adopted in the research was descriptive and inferential statistics. The descriptive statistics in this study is the presentation of demographic and other related research data using percentages, tables, frequencies, mean, standard deviation and charts. These helps in bringing out the characteristics of respondents, proper analysis and interpretation of their behavioural trends and pattern. The inferential statistics used to empirically evaluate the variables in the present study and to ascertain their relationship were correlation coefficient and regression analysis techniques.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Stds Error	Kurtosis	Stds Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic		Statistic	
Productivity	431	1.30	5.00	3.8617	.8514	-1.306	0.118	1.042	0.235
Profitability	431	1.12	5.00	3.7665	.9206	-0.850	0.118	-0.265	0.235
Growth	431	1.17	5.00	3.8912	.8869	-1.073	0.118	0.330	0.235
Employees' Income	431	1.29	5.00	3.7485	.9033	-0.950	0.118	-0.007	0.235

Source: Field Survey (2019)

Table 2 indicates that the productivity (Y_1) ranges from a minimum of 1.30 to the maximum of 5.00. The overall productivity mean scores are ($M = 3.8617$, $SD = 0.8514$), profitability ($M = 3.7665$, $SD = 0.9206$), Growth ($M = 3.8912$, $SD = 0.8869$) and employees' income ($M = 3.7485$, $SD = 0.9033$).

Table 3. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
a. Dependent Variable: Productivity							
Intercept	.530	.156		3.395	.001	.223	.837
Employees' Income	.079	.044	.083	1.770	.077	-.009	.166
b. Dependent Variable: Profitability							
Intercept	.502	.165		3.049	.002	.178	.826
Employees' Income	.211	.047	.225	4.492	.000	.118	.303
c. Dependent Variable: Growth							
Intercept	.921	.183		5.033	.000	.562	1.281
Employees' Income	.144	.052	.153	2.773	.006	.042	.247

Source: Field Survey (2019)

As one can observe from Table 3 (a), a t -statistic tests whether a b -value is significantly different from 0. With only one predictor, a significant value of t indicates that the slope of the regression line is significantly different from horizontal, but with many predictors it is not so easy to visualize what the value means. Instead, it is easier to conceptualize the t -tests as measures employees' income $t(426) = 1.770, p = 0.077$, $t(426) = 4.492, p = 0.001$, $t(426) = 2.773, p = 0.006$ are significant predictor of productivity, profitability and growth respectively in the Nigeria petroleum industry.

Test of Hypotheses

Three hypotheses are stated for empirical testing in chapter one; under this section, the hypotheses are re-stated and empirically tested using the t -test statistics and the p - values that is associated to each variable. Results in Tables 3 (a). (b), (c) at 95% confidence level are used to test the hypotheses. The decision rule is that if the computed t -statistic falls within the limit of two critical values (± 1.96) accept the null hypothesis (H_0) otherwise, reject the null hypothesis. Alternatively, accept the null hypotheses if p - value is greater than 0.05.

Table 3 (a) shows the t -values and the associated p - value for the test of hypothesis one. The critical value of t - statistics is ± 1.96 at 95 percent confidence level and the calculated value of $\beta = 0.083, t(426) = 1.770, p = 0.077$. The t -statistical value is less than the critical value (1.96) and the p -value is more than 0.05. The null hypothesis is, therefore, accepted. This means that employees' income has no significant relationship with productivity of the Nigeria petroleum industry.

Results from Table 3 (b) were used to test this hypothesis two. The critical value of t - statistics is ± 1.96 and the critical p -value is 0.05. Since the calculated statistics are more than the critical values of $\beta = 0.225, t(426) = 4.492, p < 0.001$. The t -statistical is more than the critical value (1.96) and p -value less than 0.05. The null hypothesis is rejected. This implies that employees' income has a significant relationship with profitability of the Nigerian petroleum industry.

Table 3 (c) reports the t -statistics, p - values and the 95% confidence band on the variables to enable a test hypothesis three. Table 4.7(c) shows that the calculated value of $\beta = 0.153, t(426) = 2.773, p = 0.001$. The t -statistical value is more than the critical value (1.96) and p -value less than 0.05. The null hypothesis is, therefore, rejected. This means that statistically, diverse employees' income has a significant relationship with growth of the Nigerian petroleum industry.

Discussion of Findings

The purpose of this study was to examine the relationship between diverse employee's income and organisational effectiveness with emphasis on the oil industry in Nigeria.

Hypothesis one examines the effect of employees' income on the productivity of the Nigerian petroleum industry. Results of the analysis as presented in Table 3 (a) show that $t(426) = 1.770, p = 0.077$. This indicates that employees' income has no significant relationship with productivity of Nigerian petroleum industry. This finding is similar to those reported in Okeke, Nwele, and Achilike (2017) and Falola, Osibanjo and Ojo (2014) that employees need not just the income but effective salary and wages administration to achieve high productivity. Although employees' income is one of the most critical influences on the quality and effectiveness of human capital (Shaw & Gupta,

2007; Dineen & Williamson, 2012), the administration that takes into cognizance issues relating to discrimination plays a very critical role in motivating employees.

The implication of the finding is that employees' income or pay is a powerful human resource management tool for recruitment, retention, motivation and reward for work done which may be seen as a factor that must be considered for the organisation to remain competitive. However, the way the income is distributed and managed in an organisation without bias and discrimination gives the employee the sense of oneness and that helps in pushing for high productivity. When there is discrimination and differentiation in income in terms of favouring an employee to the detriment of another based on some shared social attributes in an organisation, it reduces such employee's commitment and motivation that might result in low productivity.

Hypothesis two examined whether employees' income has any significant relationship with profitability of the Nigerian petroleum industry. Result from the analysis enables the researcher to test this hypothesis. From the Table 3 (b), $t(426) = 4.492$, $p < 0.001$. This means that employees' income has a significant relationship with profitability of the Nigerian petroleum industry. The finding is similar to that of Agwu (2013) who states that fair reward system influences or improved employees' job performance as well as organisational effectiveness in the area of productivity, profitability and growth.

The implication is that employees' income influences or motivates them to be productive in the organisation which to a large extent results in increase in sales as well as increase in profit of the organisation. An employee's behavior is believed to be influenced by identification with others in terms of being treated the same way in the organisation as regards income. This identity drives the internal processes that brings about productivity in terms of high quality and efficient production of outputs that are competitive in the market place. Having competitive advantage as a result of high quality and efficient production of outputs in the organisation brings about high sales and profit margin for the organisation.

This study tested hypothesis three which relates diversity of employees' income on the growth of the companies in the petroleum industry in Nigeria. Table 3 indicates that $t(426) = 2.773$, $p = 0.001$. This means that diverse employees' income has a significant positive relationship with growth of the companies in the petroleum industry in Nigeria. This agrees with the findings of Abbas, Athar and Herain (2010); Okeke, Nwele and Achilike (2017) which state that managing the differences in wages and salary helps in achieving productivity and growth of the organisation.

The implication of the finding is that employees' income drives an employee to put in more efforts towards attaining organisational goals. The employees with dissimilarities in income are less likely to collaborate with one another for high productivity in the organisation. It results to employees having divergent preferences and interpretation of the task to be performed in the organisation towards organisational objective. When an employee perceives that sense of shared value and belonging in terms of their income, they move for more productivity that in turn brings about profitability and subsequently growth of the organisation. The cohesion and relationship among members when they believe they are not discriminated upon based on income brings about collective behavior that guarantee the growth of the organisation.

Conclusion/Recommendations

Based on the findings of this study, it was concluded that independent variables of workforce diversity in employees' income is a predictor of organisational effectiveness (productivity, profitability and growth) in the Nigerian petroleum industry. In the light of the above findings and conclusions, the following recommendations were made to help improve the situation in the Nigerian petroleum industry:

- i. Managers of oil and gas companies in the Nigerian petroleum industry should make sure that open communication channels about income differentiation are developed and used frequently to inform the employees of the need to understand that individuals are created with unique characteristics and abilities.
- ii. Management of Nigerian petroleum industry should make sure that compensation or income of the employees are made transparent to all levels and fairly distributed such that the employees do not perceive any level of discrimination. Paying employees without discrimination tends to increase their performance towards organisational goal attainment. Discrimination may adversely affect the employees by influencing their level of engagement with the organisation and subsequently the level of organisational effectiveness.
- iii. Managers of oil and gas companies in the Nigerian petroleum industry should make sure that employees' income system includes policies, procedures and rules that provide clear and unambiguous discrimination and administration system.

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OF PARENTS' PERCEPTION ON THE IMPACT OF COVID-19 PANDEMIC SCHOOL CLOSURE ON SECONDARY SCHOOL STUDENTS IN GWAGWALADA AREA COUNCIL, ABUJA

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Abstract

The Federal Government of Nigeria's overall strategy to contain the spread of COVID-19 pandemic in Nigeria on 27th February, 2020 has really caused serious harm to the educational system and other sectors of the economy. This paper therefore was anchored on assessment of parents' perception of the impact of covid-19 pandemic school closure on secondary school students in Gwagwalada Area Council, Abuja. This study adopted a descriptive survey research design. The sample of the study comprised 450 parents who have children in secondary schools in Gwagwalada Area Council. The sample was selected from ten (10) communities within the study area through simple random sampling technique. That is, 45 parents from each of the communities. The study used questionnaire as its instrument for data gathering from the respondents. The instrument (questionnaire) was designed in a 4-point Likert scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed as well as yes or no. A total of 450 questionnaires were administered to the respondents and 448 were validly filled, returned and used for data analysis. Mean and simple percentage were used for data analysis. Finding revealed that parents' perceived COVID-19 pandemic on school closure to have negative impact on secondary school students. It was also indicated that some children during the COVID-19 pandemic school closure were not being adequately engaged in learning activities. It also showed that some children were engaged in hawking instead of learning. In line with the findings of the study, it was recommended that: i. Since school closure has negative impact on students, the government should leverage the cost of internet services so that children of low income parents can have access to the services in case of future sudden school closure. ii. Parents should ensure that their children/wards are constantly and continuously engaged in learning activities should there be sudden school closure in the nearest future.

Keywords: Assessment, Perception, Pandemic, Parents, COVID-19 and Students.

Introduction

The educational sector like any other sector has faced devastating experience as a result of corona virus which has impacted on its functionality, efficiency and effectiveness. The outbreak of COVID-19 pandemic across the globe has indeed caused far reaching negative effect on the educational sector and other sectors of the economy. Though, the

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pandemic was first reported in Wuhan City, China in December, 2019 but it gradually spread across countries of the world. In Nigerian context, the first case of COVID-19 was an Italian citizen who returned from Milan, Italy to Lagos State. This was reported and confirmed by the Federal Ministry of Health in conjunction with Nigeria Center for Disease Control (NCDC) on 27th February, 2020 in Lagos State. Because of the wide spread, gruesomeness and devastating nature of the corona virus pandemic, governments of the world over were compelled to come up with several strategies on how to curtail the spread of the pandemic. Thus, as part of the Federal Government of Nigeria's overall strategy to contain the spread of the virus, the Federal Ministry of Education on March 19th, 2020 issued a circular granting an approval for the closure of all schools, colleges, polytechnics and universities for a period of one (1) month commencing from Monday 23rd March, 2020. However, as a result of the increasing cases of corona virus cases in Nigeria, schools at all levels have remained closed for months (Nigeria Education in Emergency Working Group, 2020).

According to UNESCO (2020), the action of governments globally to temporary close educational institutions in order to contain the dreaded COVID-19 pandemic is no longer news and is most expected. The decision of school closure was prompted by the principle that large gathering of persons constitutes a serious risk to safeguarding public health during a pandemic. Though no one knows for sure how long the closure of schools is likely to last but one can easily anticipate that date will be extended until the pandemic subsides. The impact of COVID-19 pandemic on school closure generally and secondary school student in specificity cannot be over accentuated. For the students, the most immediate impact has naturally been the temporary cessation of the face to face teaching and learning. The globally temporary cessation of face- to- face learning activities in schools has been a huge disruptor of the functions of the educational system. This disruption is highly variable and depends, first, on their ability to remain active in their academic activities and second, on their financial sustainability. In the event of a long duration of the cessation of face-to-face activities, it is most likely that there will be a decline in demand in the short term and a spike in the next academic year with fees non-existence or very affordable. As for those who are about to exit upper secondary and aspire to enter higher education, the situation is quite pathetic. They will have no clear idea of how long they will have to wait again.

Giving details on the percentage of schools affected globally as a result of COVID-19 pandemic on school closure, UNESCO (2020) as of March 3rd, released the first global numbers on school closures and affected students. It reports that 22 countries on three continents had enacted preventive measures including the temporary closure of schools and universities. This has impacted 290.5 million students around the world. Between 13-16 March, 2020, national governments in 49 countries announced school closure with 39 countries who closed schools nationwide and 22 countries with localized school closure. By 16 March, this figure increased to 73 countries. By 29 March, more than 1.5 billion children and students were affected by the nationwide school closure. Others were disrupted by localized closure. As of mid-April, a total of 1.725 billion students globally had been affected by the closure of schools and higher education institutions in response to the COVID-19 pandemic. As of 7 June 2020, UNESCO reported that approximately 1.725 billion learners were affected due to school closure in response to the pandemic. In the same vein, UNICEF (2020) admits that 134 countries are currently implementing nationwide school closure and 38 are implementing local closure, impacting about 98.5 percent of the world's students' population while 39 countries' schools are currently opened.

In the view of Lindzon (2020), educational institutions provide essential learning activities to the learners and when school activities are disrupted resulting in their closure, students are deprived opportunities of social, cognitive and psychomotor growth and development with the period affecting them even beyond the period of closure. Lindzon also admits that the closure of schools disrupts the well-planned and articulated academic calendar and activities which were supposed to have been covered within the specified period. Thus, the disruption results in delay in the graduation of students at all levels. Lindzon further states this there could decline the learning ability of students from poor homes; as their parents may not afford to provide them with lesson teachers or engage them in e-learning platform or strategy. Closing the school system can encourage students to take to gangsterism, crime and drugs. They could also keep bad companies as their parents may not have good monitoring approach on them. The accumulation of financial cost for parents may affect students from poor economic background because their parents may be unable to pay the accumulated fees and other levies thereby resulting in high rate of school dropout.

Corroborating the above, Victor (2020) maintains that the human brain functions more effectively when constantly engaged with activities. Hence, the closure of schools due to COVID-19 has the tendency to reduce the learning ability of students. In Victor's opinion, some students may not likely read their books as long as the school is not in operation. Some may be engaged by their parents in domestic/house chores, street hawking and other activities that may distract them from studying. In some cases, the children while constantly at home may engage in certain social vices such as stealing, keeping bad friends and indulging in drugs abusing activities. When schools are closed, parents are often asked to facilitate the learning of children at home and they often struggle to perform this task. This is especially true for parents with limited education and resources.

Students' drop-out rates tend to increase as an effect of school closure due to the challenge of ensuring all students return to school once school closure ends. This is especially true of protracted closure as seen in the COVID-19 pandemic. School closure has impact not only on students, teachers and families but has far-reaching economic and societal consequences (Baker, 2020). So, global home schooling will surely produce some inspirational moments, some angry moments, some fun moments and some frustrated moments. It seems very unlikely that it will replace the learning lost from school. But the bigger point is that, there will likely be substantial disparities between families in the extent to which they can help their children learn. Key differences include the amount of time available to devote to teaching, the non-cognitive skills of the parents, resources (not everyone will have the kit to access the best online material) and the amount of knowledge (it is hard for a parent to help a child learn something that he/she may not understand. Consequently, this episode will lead to an increase in the inequality of human capital growth for the affected cohorts.

Burgess and Sievertsen (2020) observe that going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness (from an economic point of view), the primary point of going to school is to increase a child's ability. Even a relatively short time in school or a relatively short period of time one misses school will have consequences for skill growth. The global lockdown of educational institutions has caused major interruption in students' learning; disruptions in internal assessments and the cancellation of public assessments for qualifications or their replacement by an inferior alternative. Home schooling is not only a massive shock to parents' productivity but also to children's social life and learning. Students' assessments are also moving online with a lot of trial and error and uncertainty for everyone. Many assessments have simply been cancelled.

Importantly, these interruptions will not just be a short-term issue but can also have long-term consequences for the affected cohorts and are likely to increase inequality.

The closure of schools, colleges and universities not only interrupts the teaching of students around the world but the closure also coincides with a key assessment period being postponed or cancelled. Internal assessments are perhaps thought to be less important and many have been simply cancelled. But their point is to give information about the child's progress to families and teachers. The loss of this information delays the recognition of both high potential and learning difficulties and can have harmful long-term consequences on the child (Burgess, et al 2020). According to Clement (2020), the lockdown of schools not only affects internal assessments but also affects external assessment in examinations such as West African Examination Council (WAEC), National Examination Council (NECO), General Certificate on Education (GCE), National Business and Technical Education Board (NABTEB) and Joint Admission and Matriculation Board (JAMB).

In the opinion of UNICEF (2020), school closure as a result of COVID-19 pandemic may push millions of children in developing countries into child labour. In the same vein, online source Wikipedia (n.d) posits that even when school closure is temporary, the impact is more severe for disadvantaged children and their families which include interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work. School performance hinges critically on maintaining close relationships with teachers. This is particularly true for students from disadvantaged backgrounds, who may not have the parental support needed to learn on their own. Localized school closure places burdens on schools as parents and officials redirect children to schools that are opened. Though some may argue that e-learning can be used to make the school closure have less impact on the students, lack of access to technology or fast, reliable internet access can prevent students in rural areas and from disadvantaged families from acquiring the desired knowledge. Lack of access to technology or good internet connectivity is therefore an obstacle to continued learning, especially for students from disadvantaged families.

Limitations and exceptions to copyright can also have an impact on the ability of students to access the textbooks and materials they need to study. School closure puts a strain on parents and guardians to provide childcare and manage distance learning while children are out of school. In the absence of alternative options, working class parents often leave children alone when schools close and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse. School closure leads to malnutrition especially among learners who are provided school meal by the school feeding programme. This is because nutrition plays a critical role in cognitive development and academic performance for children. Many children worldwide rely on free or discounted meals at schools. When schools close, nutrition is especially compromised for children in schools where food is provided (Wikipedia, 2020).

School closure negatively has impact on students learning outcomes. Though schooling provides essential learning but when schools close, children and youths are deprived opportunities for growth and development. The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities beyond school. When schools close, parents are often asked to facilitate the learning of children at home and can struggle to perform this task. This is true for parents with limited education and resources. Students gain slower during school closure than in a business-as-usual academic year. Kindergarten children will loss 67% of their literacy ability during the COVID-19 school closures (Bao, Qu, Zhang & Hogan, 2020).

Student drop-out rates tend to increase as an effect of school closure due to the challenge of ensuring all students return to school once school closure ends. This is especially true of protracted closure. Disadvantaged, at-risk or homeless children are more likely not to return to school after the closure end, and the effect will often be a life-long disadvantage from lost opportunities. UNESCO (2020) observes that schools are also hubs of social activities and human interaction. When schools are closed, many children and youths miss out of social contact that is essential to learning and development.

Statement of the Problem

When schools are in session, students tend to be constantly engaged in learning activities and enjoy face to face interaction with their teachers and fellow students; thereby developing their cognitive, affective and psycho-motive domains. However, as a result of the outbreak of COVID-19 pandemic, schools have been temporarily closed for months disrupting teaching and learning in schools. This disruption may force some students to take to bad company, indulge in drugs taking and reduce the tendency to actively engage in learning. Non-engagement of students in active learning will be more pronounced among children whose parents have limited resources to get lesson teachers or enroll them in e-learning. Some children may be forced by their parents into child labour. Victor (2020) states that students themselves are faced with isolation, anxiety about a deadly virus and uncertainty about the future. Students are likely to enter school with more variability in their academic skills than under normal circumstances. Many students may face greater food insecurity, loss of family income, loss of family members to the coronavirus, and fear of catching the virus themselves.

Objectives of the Study

The following specific objectives guided the study:

- i. To determine the perception of parents on the impact of COVID-19 pandemic school closure on secondary school students.
- ii. To find out how parents engaged their children/wards in activities within the COVID-19 pandemic school closure.

Research Questions

In line with the objectives of the study, two research questions were formulated as seen thus:

- i. What is the perception of parents on the impact of COVID-19 pandemic school closure on secondary school students?
- ii. How do parents engage their children/wards in activities within the COVID-19 pandemic school closure?

Methodology

This study adopted a descriptive survey research design. This was chosen because data were collected from respondents considered to be the representative sample of the larger population. The sample of the study comprised 450 parents who have children in secondary schools in Gwagwalada Area Council. The sample was selected from ten (10) communities within the study area through simple random sampling technique. That is, 45 parents from each of the communities. The study used questionnaire as its instrument for data gathering from the respondents. The instrument (questionnaire) was designed in a yes or no format as well as 4-point Likert scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 450

questionnaires were administered to the respondents and 448 were validly filled, returned and used for data analysis. Mean and simple percentage were used for data analysis. This was because the study was descriptive in nature and has no hypothesis to be tested. The decision rule for accepting or rejecting an item for the mean was 2.5.

Results and Findings

Table 1: Perception of parents on the impact of COVID-19 pandemic school closure on secondary school students

As a parent what is your perception about the impact of COVID-19 school closure on your child/children?

S/N	ITEM	SA 4	A 3	D 2	SD 1	Total	\bar{X}	Decision Rule
1	School closure due to COVID-19 interrupted students' learning.	311	137	0	0	1655	3.7	Accepted
2	Many students may live in greater fear of catching the virus even after school resumption; thereby distracting them emotionally and psychologically from learning.	273	89	67	19	1512	3.4	Accepted
3	When the pandemic subsides, some students may return to school with lower achievement because of discontinuity in learning at home.	199	244	0	5	1533	3.4	Accepted
4	Staying at home during the COVID-19 school closure increases the number of illiterates among secondary school students.	210	179	33	26	1469	3.3	Accepted
5	School closure due to COVID-19 increases the rate of school dropouts.	325	96	17	10	1632	3.6	Accepted
6	Students from parents with limited financial resources gain slower during school closures than in a business-as-usual academic year because there may be no private lessons.	397	33	16	2	1721	3.8	Accepted
7	School closure due to COVID-19 makes working class parents to leave their children alone and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse.	288	135	25	0	1607	3.6	Accepted
8	School closure leads to malnutrition especially among learners who are provided school meal by the school feeding programme.	317	99	23	9	1620	3.6	Accepted
9	School closure as a result of COVID-19 pandemic may push millions of children in developing countries into child labour.	330	103	11	4	1655	3.7	Accepted
10	School closure as a result of COVID-19 pandemic has affected public assessment; thereby resulting in the cancellation of public exams such WAEC, NABTE etc.	375	73	0	0	1719	3.8	Accepted

Sectional Mean=3.59

Items in table 1 were structured to determine the perception of parents about the impact of COVID-19 pandemic school closure on their children/wards in Gwagwalada Area Council, Abuja. Mean statistical tool was used for data analysis with a cut-off mean score of 2.5 as the decision rule for accepting an item. Thus, any item that has a mean score of 2.5 and above is accepted and vice versa. From the analysis, finding revealed that all the 10 items had mean scores of 2.5 and above with a sectional mean of 3.59. Thus, it can be deduced that parents believed that COVID-19 pandemic school closure has negative impact on students; as it interrupts students' learning, increases the rate of school dropouts, may push millions of children in developing countries into child labour, makes working class parents to leave their children alone and this can lead to risky behaviours, including increased influence of peer pressure and substance abuse as well as makes students live in greater fear of catching the virus even after school resumption; thereby distracting them emotionally and psychologically from learning.

Table 2: How parents engaged their children/wards in activities within the COVID-19 pandemic school closure

Tick the options below to indicate how you engaged your children/wards during the temporary COVID-19 school closure?

S/N	ITEM	Yes	%	No	%	Total	%
1	Private lesson	192	42.9	256	57.1	448	100
2	e-learning strategy	144	32.1	304	67.9	448	100
3	Hawking	99	22.1	349	77.9	448	100
4	Constant house chores	297	66.3	151	33.7	448	100
5	Personally teaching the child/children	87	19.4	361	80.6	448	100
6	Learning a skill	62	13.8	386	86.2	448	100
7	Allowing children go out freely	154	34.4	294	65.6	448	100
8	Giving the children daily homework	174	38.8	274	61.2	448	100

Items in table 2 above were structured to find out how parents engaged their children/wards in activities within the COVID-19 pandemic school closure. Item 1 shows that 192 respondents represented by 42.9% agreed that they engaged their children in private lessons while 256 respondents represented by 57.1% disagreed. Item 2 indicated that 144 respondents represented by 32.1% agreed that they engaged their children in e-learning while 308 respondents represented by 67.9% disagreed. Item 3 reveals that 99 respondents represented by 22.1% agreed that they engaged their children in hawking while 349 respondents represented by 77.9% disagreed. In item 4, it was discovered that 297 respondents represented by 66.3% agreed that their children were constantly engaged in house chores while 151 respondents represented by 33.7% disagreed. Item 5 revealed that 87 respondents represented by 19.4% agreed that they personally teach their children while 361 respondents represented by 80.6% disagreed. In item 6, it shows that 62 respondents represented by 13.8% agreed that they engaged their children in learning skills while 386 respondents represented by 86.2% disagreed. Item 7 indicates that 154 respondents represented by 34.4% agreed

that they allowed their children go out freely while 294 (65.6%) respondents disagreed. In item 8, data showed that 174 respondents represented by 38.8% agreed that they give their children daily homework to engage them while 274 respondents represented by 61.2% disagreed.

From the analysis, it can be implied that some children during the COVID-19 pandemic school closure were not being adequately engaged in learning activities; as only 42.9% as against 57.1%, 32.1% as against 57.1%, 19.4% as against 80.6% as well as 38.8% as against 61.2% agreed that their children were engaged in private lessons, e-learning strategy, personal teaching of their children and gave their children daily homework respectively. Thus, the level of active engagement of children in learning was inadequate.

Discussion

Items in table 1 determined the perception of parents about the impact of COVID-19 pandemic school closure on their children/wards in Gwagwalada Area Council, Abuja. From the analysis, finding revealed that parents perceived COVID-19 pandemic school closure to have negative impact on secondary school students.

The above result is in line with the view of Lindzon (2020) who states that when school activities are disrupted resulting in their closure, students are deprived opportunities of social, cognitive and psychomotor growth and development within the period which may affect them even beyond the period of closure. Lindzon further adds that the closure of schools disrupts the well-planned and articulated academic calendar and activities which were supposed to have been covered within the specified period. Thus, the disruption results in delay in the graduation of students at all levels. Lindzon also posits that there could be decline in the learning ability of students from poor homes; as their parents may not afford to provide them with lesson teachers or engage them in e-learning platform or strategy. Closing the school system can encourage students to take to gangsterism, crime and drugs. They could also keep bad companies as their parents may not have good monitoring on the. The accumulation of financial cost for parents may affect students from poor economic background as their parents may be unable to pay the accumulated fees and other levies thereby resulting in high rate of school dropouts.

In the same vein, Victor (2020) maintains that the human brain functions more effectively when constantly engaged with activities. Hence, the closure of schools due to COVID-19 has the tendency to reduce the learning ability of students. In Victor's opinion, some students may not have access to reading their books as long as the school is not in operation. Some may be engaged by their parents in domestic/house chores, street hawking and other activities that may distract them from studying. In some cases, the children while constantly at home may engage in certain social vices such as stealing, keeping bad friends and indulging in drugs. When schools are closed, parents are often asked to facilitate the learning of children at home and they struggle to perform this task. This is especially true for parents with limited education and resources.

Students' drop-out rates tend to increase because of effect of school closure and the challenge of ensuring all students return to school once school closure ends. This is especially true of protracted closure as seen in the COVID-19 pandemic. School closure has impact not only on students, teachers and families but it has far-reaching economic and societal consequences (Baker, 2020). So, while global home schooling will surely

produce some inspirational moments, some angry moments, some fun moments and some frustrated moments, it seems very unlikely that it will on average replace the learning lost from school. But the bigger point is this: there will likely be substantial disparities between families in the extent to which they can help their children learn. Key differences include the amount of time available to devote to teaching, the non-cognitive skills of the parents, resources (not everyone will have the kit to access the best online material) and the amount of knowledge (it is hard for a parent to help a child learn something that he/she may not understand. Consequently, this episode will lead to an increase in the inequality of human capital growth for the affected cohorts.

Items in table 2 were structured to find out how parents engaged their children/wards in activities within the COVID-19 pandemic school closure. Result indicated that some children during the COVID-19 pandemic school closure are not being adequately engaged in learning activities. It also showed that some children are engaged in hawking instead of learning. The result conforms with the view of Victor (2020) who observes that the closure of schools due to COVID-19 makes some parents to engage their children in domestic/house chores, street hawking and other activities that may distract them from studying. In some cases, the children while constantly at home may engage in certain social vices such as stealing, keeping bad friends and indulging in drugs. UNICEF (2020) maintains that school closure as a result of COVID-19 pandemic may push millions of children in developing countries into child labour. Wikipedia (2020) opines that in the absence of alternative options for students during school closure, working class parents often leave children alone when schools close and this can lead to risky behaviours, increased influence of peer pressure and substance abuse.

Conclusion

The school system is established in order to provide functional learning activities to the learners thereby imparting in the learners knowledge, skills and experience that will better their lives and that of the society at large. However, the disruption of learning activities by way of school closure goes a long way in impacting negatively on the learners by removing face-face interaction between students and teachers, reducing students' active engagement in learning activities, promoting illiteracy and school dropout, child labour and taking to crime and drugs.

Recommendations

In line with findings of the study, it was recommended that: i. Since school closure has negative impact on students, the government should leverage the cost of internet services so that children of low income parents can access in case of future sudden school closure. ii. Parents should ensure that their children/wards are constantly and continuously engaged in learning activities should there be sudden school closure in the nearest future.

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EFFECT OF ENTREPRENEURIAL PERSONALITY TRAITS ON BUSINESS PERFORMANCE OF SELECTED SMALL ENTERPRISES IN MAKURDI- BENUE STATE

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Abstract

The main objective of this study was to investigate the effect of entrepreneurial personality traits on business performance of selected small enterprises in Makurdi, Benue State. The study was conducted using cross-sectional research design where data were collected from the same subject at a specific time in 2019. Primary data about personality trait and business performance factors were collected using close ended questionnaire. A total sample size of 98 respondents was selected from 178 employees of Miva Rice Nig, Seraph oil and Tito Yogurt through convenience sampling technique. The hypotheses were tested through Partial Least Square and Structural Equation Modeling (PLS-SEM). The findings revealed a high effect between entrepreneurial personality traits and business performance among the surveyed organizations in Makurdi. The study recommended that, the executive management should strive to develop entrepreneurial personality traits that would yield positive and significant effect on business growth and survival.

Keywords: *Entrepreneurial Personality Traits, Business Growth and Business Survival*

Introduction

Even though the history of psychological assessment in the US, dated back to the period of World War I, the application of personality features as it relates to entrepreneurship first occurred about five decades ago (Atul & Sharon, 2013). The psychological approach to the study of entrepreneurship arose in the 1960s, predominantly with the work of McClelland (1961; 1965). McClelland's research associated personality traits to three motivational factors: need for achievement, need for affiliation and need for power. Several other research studies were also conducted within that period of time to study the link between personality and entrepreneurship performance (Collins & Moore, 1964; Smith, 2005). An **entrepreneur** is a person who plays a role of an industrialist and forms an organization for the commercial use. Hence, he is a change agent who creates demand for supply by forecasting the needs of the society.

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Looking at the present situation in Nigeria, one can say there is high demand for entrepreneurial personality with need for achievement, self-confidence, initiativeness, creativity, innovation, internal locus of control, opportunity oriented, independence, tolerance for ambiguity and persistent problem solving. But not every person can be an entrepreneur because; these individuals' personality traits predict someone's competence as entrepreneurial that affects entrepreneurship performance. Personality traits are complex, genetically co-determined psycho-physiological characteristics of an individual manifested in a consistent way of behaving in an extensive variety of situations (Said 2013; Oswald, & Oswald, 2019). The possession of certain personal traits enables entrepreneurs to perform their roles well whereas the absence of certain traits may disable an individual from emerging as a successful entrepreneur (Scarborough, 2011).

For example in Japan, at the end of World War II, the Japanese economy accounted for approximately two percent of the world's gross national product. The United States then contributed nearly 50 percent. In 1950, though Japan's high economic growth has increasingly empowered it to arise as the second foremost economic power, next to the United States. Entrepreneurial personality traits that set up small firms after World War II were important part of the Japanese economy as they contribute more than half of Japanese industrial employment and one-third of Japanese industrial output.

Despite enormous literature on entrepreneurial personality trait on organizational performance, it seems that the number of failed small businesses keep on increasing on the daily basis. This has created un-time bomb (unemployment) in Nigeria such that eight out of ten young graduates are unemployed. The small businesses play a fore most role in almost every economy, be it developed or developing nations as well as Nigeria. Against this backdrop, this study is to further ascertain the effect that exists between possessing certain entrepreneurial personality traits and business performance variables of business growth and business survival with focus on *Miva Rice Processing Company Ltd., Seraph Vegetable Oil Ltd., and Tito Yogurt all in Makurdi*; By distinguishing the effect of personality traits on business performance, proactive procedures can be taken to distinguish those who would probably be more successful at independent work for better agitated future Nigeria. The findings of this research work will help entrepreneurs and managers in understanding the personality traits that powers their entrepreneurial drive and this may aid in opportunity acknowledgment.

Literature Review

This section review literature on entrepreneurial personality traits.

Need for Achievement

McClelland (1961) explains entrepreneurship as the expression of a high need for achievement. Diverse studies piloted on entrepreneurs showed that need for achievement has a strong correlation with the entrepreneurship performance (Abdulwahab & Al-Damen, 2015). Besides Pendergast (2003) reveals entrepreneur deals with many physiognomies, one of these physiognomies is need for achievement. Driessen and Zwart (2007) state that entrepreneurs' personality trait include need for achievement. Smith (2013) describes need for achievement as people who want to be high achievers and want to have a durable desire for success. The researchers define need for achievement as a psychological mannerism that drives the entrepreneur to achieve high values that lead him towards success. Therefore, the study hypothesized that:

H_{0:1a} Need for achievement personality trait has no significant effect on business growth.

H_{0:1b} Need for achievement personality trait has no significant effect on business survival.

Self-Confidence

Koh (1996) focuses on the self-confidence as an important entrepreneurial personality trait. Though Rubino and Freshman (2005) declare that self-confidence is one of the eight entrepreneurial competencies ever existed, that when exhibited will enable business growth and business survival for an entrepreneur. Likewise Kaczmarek and Kaczmarek-Kurczak (2016) clarify the main psychological physiognomies of entrepreneurial personality including mainly self-confidence. Laguador (2013) revealed the personal entrepreneurial competencies and they involved self-confidence. Javan (2014) identified entrepreneurship to consist of six dimensions which one of these dimensions is self-confidence. The researchers acknowledge self-confidence as a personality trait of entrepreneur who with himself and with high level poises that he can start a venture and lead towards growth and survival. Hence, the study hypothesized that:

H_{0:2a} Self-confidence personality trait has no significant effect on business growth.

H_{0:2b} Self-confidence personality trait has no significant effect on business survival.

Initiativeness (Pro-Activeness)

Lumpkin and Dess (2001) define the pro-activeness as opportunity-seeking, forward-looking perspective involving introducing new products or services ahead of the rivalry and acting in anticipation of the future demand to create change and shape the environment (Vijaya & Srinath, 2012). Initiativness and proactiveness are entrepreneurial personality traits that are essential for growth and survival of a business venture. Sanchez and Hernandez-Sanchez (2013) note that pro-activeness is entrepreneurship personality traits. Abdulwahab & Al-Damen (2015) define pro-activeness as the willingness of organizations and their ability to expect new development. The researchers describe the initiativness as the capability of the entrepreneur to originate something new and useful, which adds value to himself, his organization and society. Thus, the study hypothesized that:

H_{0:3a} Initiativness personality trait has no significant effect on business growth.

H_{0:3b} Initiativness personality trait has no significant effect on business survival.

Creativity

The creative individual is a person who regularly resolves problems, fashions products, or describes new questions in a way that is initially considered novel but that ultimately becomes accepted in a particular cultural setting. Creativity is the generative and multiplicative behavior of information in an active self-organizing asymmetric patterning body and mind, involving the brain, heart, gut, the immune system and all the cells of the body mind (Khatijah, Marhana, Azlinzuraini, Siti-Nur & Tan-Chi, 2017). Zizlavsky (2012) defines creativity as the central concept in a number of disciplines, ranging from the fine arts and architecture to psychology, science and management studies. McAuley and Fillis (2005) aver that creativity is of enormous importance to the entrepreneurial performance. The researchers mentioned that the birth of a new business and the sustainability of same require a creative spark. This creativity is needed at all stages of enterprise. Accordingly, this study hypothesized that:

H_{0:4a} Creativity personality trait has no significant effect on business growth.

H_{0:4b} Creativity personality trait has no significant effect on business survival.

Innovation

Innovation is the process of bringing the best ideas into reality, which triggers a creative idea and; generates a series of innovative events. The successful entrepreneurial venture is usually based on a significant innovation. Innovation is the sum of invention plus the commercialization of that invention (Ireland, Hitt, Camp & Sexton 2001). This might be of technological, services and or managerial nature. Small businesses on the other hand focus on the delivery of existing products and/or services. This does not mean that small businesses do not invent anything new. However a small business may produce something new to a locality, it may not be doing something new in a global sense, whereas an entrepreneurial venture is usually based on a significantly new way of doing something (Wickham 2001). Thus, we hypothesized that:

H_{0:5a} Innovative personality trait has no significant effect on business growth.

H_{0:5b} Innovative personality trait has no significant effect on business survival.

Internal Locus of Control

Locus of control is a psychological concept that denotes how people believe they have control over the situations and experiences that affect their lives (Patel & Thatcher, 2014). It is generally believed that a person can or cannot control his or her own destiny. In personality psychology, locus of control is the degree to which people believe they have control over the outcome of events in their lives, as opposed to external forces beyond their control. Understanding of the concept was developed by Patel and Thatcher (2014), and has since become an aspect of personality studies. A person's "locus" (plural "loci", Latin for "place" or "location") is conceptualized as internal (a belief that one can control one's own life) or external (a belief that life is controlled by outside factors which the person cannot influence, or that chance or fate controls their lives and will be able to survive in business when applied (Said, 2013). Those who ascribe control of events to themselves are said to have an internal locus of control and are referred to as internals. People who attribute control to outside forces are said to have an external locus of control and are termed externals (Spector, 1982). Accordingly, we hypothesized that:

H_{0:6a} Internal locus of control personality trait has no significant effect on business growth.

H_{0:6b} Internal locus of control personality trait has no significant effect on business survival.

Opportunity Oriented

Perceptions and other cognitive factors play a role in both the discovery and creation views of entrepreneurship. In the discovery perspective, cognition influences the probability that entrepreneurial people will identify and exploit business opportunity. Opportunity identification depends upon an individual's prior familiarity and exploitation depends upon an individual having the required cognitive capabilities (Said, 2013). In the literature for example, on how pattern recognition leads nascent entrepreneurs to recognize opportunities (Baron, & Ensley, 2006) and how differences in categorization developments between entrepreneurs and non-entrepreneurs can explain entrepreneurial risk taking (Palich & Bagby, 1995). Studies suggest that entrepreneurs hunt opportunities that other people do not because they distinguish such opportunities differently (Forlani & Mullins, 2000). They tend to view some

business situations and opportunities more positively than non-entrepreneurs do. Accordingly, we hypothesized that:

H_{0:7a} Opportunity oriented personality trait has no significant effect on business growth.

H_{0:7b} Opportunity oriented personality trait has no significant effect on business survival.

Independence

The desire for independence is a driving force behind contemporary entrepreneurs. Their frustration with rigid bureaucracy systems, coupled with commitment to make a difference. An independent personality may try to accomplish task in his or her own-way by setting up a business and monitoring it to become successfully (Kuratko, & Hodgetts, 2001). This is not to say entrepreneurs must make all the decisions. However, they believed if they start their own businesses they will be able to survive. For that reason, we hypothesized that:

H_{0:8a} Independence personality trait has no significant effect on business growth.

H_{0:8b} Independence personality trait has no significant effect on business survival.

Tolerance for ambiguity

Tolerance for ambiguity is the ability to deal with ambiguous situations in a sensible and tranquil manner. Many entrepreneurial decisions will also involve ambiguity, because these decisions result in actions that are innovative or novel in nature. As entrepreneurs, they will have a significantly greater capacity to tolerate ambiguity than managers do (Sanchez & Hernandez-Sanchez, 2013). This suggests that an entrepreneur's tolerance for ambiguity may be able to assist in dealing with, or to moderate, the adverse business challenging role and pressures generated by role conflict (Said, 2013). The more uncertain a particular business opportunity, the more important it is that individuals are capable of tolerating the demands of conflicting information and vague information. For that reason, we hypothesized that:

H_{0:9a} Tolerance for ambiguity personality trait has no significant effect on business growth.

H_{0:9b} Tolerance for ambiguity personality trait has no significant effect on business survival.

Persistent Problem Solving

Startup founders need persistence because everything success always takes longer than expected; often two to three times longer (Oswald & Oswald, 2019). It can be difficult to keep things going when you are not seeing instant action and success. Persistence, determination or perseverance is a key trait of successful people. Entrepreneurs encounter problems in different ways, some are technical and some are financial. In most cases, the more complex the problem, the more critical thinking and persistence required. Persistence is an important problem-solving skill that is often misunderstood by a lot of people. Being persistent does not necessarily mean doing the same thing over and over again and expecting a different result (Mhlanga, 2018). For that reason, we hypothesized that:

H_{0:10a} Persistent Problem solving personality trait has no significant effect on business growth.

H_{0:10b} Persistent Problem solving personality trait has no significant effect on business survival.

Business Performance

Business performance for an entrepreneur has many unique definitions or measures such as firm size, firm growth, and moreover as probability that one has remained self-employed. This work narrowed it down to business growth and survival. Business growth is a phase of business where the business reaches the point of expansion or extension and seeks other options to generate more revenue and profit margin. Business growth is a function of the business lifespan during industrial growth, and the owners' needs for equity value creation. Meanwhile, growing a business and ensuring that the business continue to exist is uppermost important. Therefore, to guarantee that a business continues to operate for the foreseeable future; during a difficult trading climate due to either a downturn or increased competition, a business will aim to break even in the short term to ensure its survival. It will set long term objectives to return to profitability otherwise it will be difficult to develop the business without the needed funds.

Theoretical Review

Psychological Entrepreneurship Theories

The level of analysis in psychological theories is the individual (Landstrom, 1998). These theories emphasize personal characteristics that define entrepreneurship. Personality traits need for achievement and locus of control are reviewed and empirical evidence presented for three other new characteristics that have been found to be associated with entrepreneurial inclination. These are risk taking, innovativeness, and tolerance for ambiguity. Coon (2004) defines personality traits as stable qualities that a person shows in most situations. To the trait theorists, there are enduring inborn qualities or potentials of the individual that naturally make him/her an entrepreneur (Kwabena, 2011). This theory gives some insight into these traits or inborn qualities by identifying the physiognomies associated with the entrepreneur. The physiognomies give us a clue or an understanding of these traits or inborn potentials. In fact, explaining personality traits means making inference from behaviour.

Some of the physiognomies or behaviours associated with entrepreneurs are that they tend to be more opportunity driven (they nose around), demonstrate high level of creativity and innovation, show high level of management skills and business know-how (Kwabena, 2011). They have also been found to be optimistic, (they see the cup as half full than as half empty), emotionally resilient and have mental energy. They are hard workers, show intense commitment and perseverance. They also thrive on competitive desire to excel and win, tend to be dissatisfied with the status quo and desire improvement, entrepreneurs are also transformational in nature, who are lifelong learners and use failure as a tool and springboard (Kwabena, 2011; Kuratko, & Hodgetts, 2001). They also believe that they can personally make a difference, are individuals of integrity and above all visionary.

Methodology

The study was conducted using cross-sectional research design where data were collected from the same subject at specific times in 2019. The main reason is that cross-sectional studies are much cheaper to perform than other choices that are available to investigators. That is because follow-up is not compulsory required with this type of study. It allows for useful information to be obtained without a potentially risky initial investment. Primary data of a structured questionnaire in close ended form was used

for data collection. Through a 5-point Likert scale of “Strongly disagree” to “Strongly agree” for gathering data about personality trait and business performance factors were applied in the questionnaire. A total sample size of 98 respondents was selected from 178 employees of Miva Rice Nig with 54 employees, Seraph oil with 62 employees and Tito Yogurt with 60 employees in Benue State. Thus, the sampling technique for the study was convenience sampling. The research was interested and limited to top, Middle and lower level employees to examine the personality traits of those investors to avoid biasness in data collection. Therefore, the researcher was not concern about entrepreneurs themselves who establish businesses and external customers but employees who can provide useful information about entrepreneurial physiognomies or personality trait of their bosses.

In the study, random sampling technique was utilized to select 98 employees from the three firms in Makurdi Metropolis. This was because it provides researcher the degree of freedom to include all elements in the population. The list and the names of the employees were obtained from internal sources by photocopying the daily register. This list contains the departments of employees and their job title. Thereafter, the researcher put all the names into a basket and continuously stared the basket in the process selecting every element out of the large population until the researcher achieved the required number of 98 sample size that was suitable for the study.

Table 3.1: Preliminary Analysis and Result

CP													
Growth	0.196												
ILC	0.107	0.353											
IND	0.066	3.592	0.565										
INIT	0.019	0.265	0.076	0.802									
IP	0.184	0.375	0.963	1.152	0.015								
NFA	0.185	0.333	0.331	1.019	0.054	0.315							
OOP	0.807	0.247	0.228	0.163	0.031	0.223	0.158						
PPS	0.277	0.176	0.106	0.503	0.106	0.085	0.166	0.239					
Performance	0.239	2.037	0.241	2.234	0.215	0.209	0.333	0.286	0.210				
SC	0.190	0.401	0.131	0.859	0.019	0.085	0.524	0.184	0.066	0.303			
Survival	0.310	1.381	0.205	1.678	0.217	0.130	0.391	0.363	0.270	1.600	0.287		
TFA	0.057	0.261	0.161	0.212	0.009	0.048	0.141	0.038	0.044	0.196	0.122	0.185	

Discriminant validity or divergent validity was tested to ensure that concepts or measurements that are not supposed to be related are actually unrelated using Partial Least Square and Structural Equation Modeling (PLS-SEM) algorithm. From the table 3.1 above, we can see that the scores from the two measurements are not close enough and do not converge. This demonstrates that they are measuring different constructs (Henseler, Ringle, & Sarstedt, 2014).

Table 3.2: Cronbach’s Alpha Validity

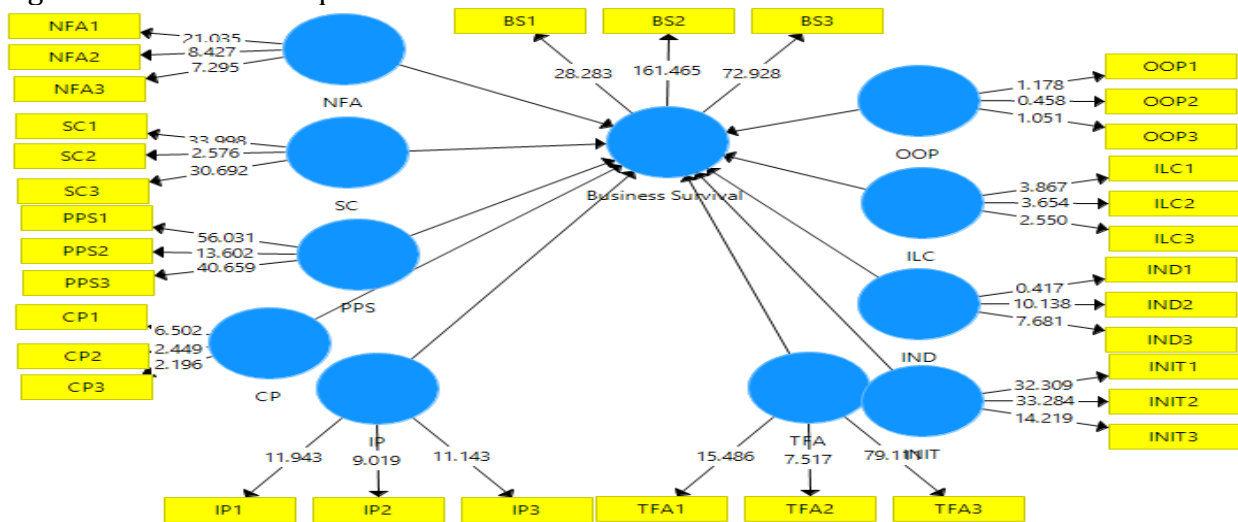
	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CP	1.000	1.000	1.000	1.000
Growth	0.166	0.484	0.526	0.418
ILC	0.864	1.150	0.900	0.750
IND	-0.029	-0.029	0.660	0.493
INIT	1.000	1.000	1.000	1.000
IP	0.772	-3.365	0.034	0.197
NFA	0.607	0.626	0.834	0.716
OOP	1.000	1.000	1.000	1.000
PPS	0.794	0.804	0.906	0.829
Performance	0.576	0.711	0.730	0.374
SC	0.836	0.855	0.923	0.858
Survival	0.493	0.496	0.747	0.496
TFA	1.000	1.000	1.000	1.000

Based on the measurement model results, table 3.2 shows that the Average Variance Extracted (AVE) constructs values are higher than 0.50 for all the indicators except for 5 but the indicators generated factor loadings (outer loadings) of composite reliability are at least ≥ 70 , the cutoff. Thus, the initial values obtained fall within desirable limits, suggesting convergent validity for the AVEs and indicator reliability (Henseler, Ringle & Sarstedt, 2014). The maximum value and minimum values for Dillon-Goldstein’s coefficient and AVE were 1.000 and 0.197, respectively.

Data were analyzed using Partial Least Square and Structural Equation Modeling (PLS-SEM) employing factor boots trapping at maximum 300 iterations. The package using for this analyses was Smart PLS. The major advantage of using this method is that, PLS-SEM shows (almost) no bias when estimating data from a composite model population, and SEM usually assumes that there are linear relationships between variables. The results of Smart PLS were presented in Table 3.1, which indicate that all of the indicators have individual indicator reliability values that are much larger than the minimum acceptable level of 0.4 (Hulland, 1999), and almost every item ranges from 0.164 to 0.863. The indicator reliability value can be calculated by using the square of each of the outer loading.

In PLS, the rule for accepting the constructs is when the t-tests ≥ 1.70 value of path factor loadings and $p < 0.05$ did not contradict these values of factor loadings (or simple correlations) of the measures with their respective construct. This rule of thumb employed by many researchers to accept constructs in PLS implies that there is more shared variance between the construct and its measure than error variance (Carmines & Zeller, 1979).

Figure 4.1 Structural Equation Model



The findings revealed that all the personality trait variables from our paths coefficients have significant effect on business growth and business survival in Miva Rice Nig, Tito Yogurt and Seraph oil apart from H0:3b ($t = 0.388$, $p\text{-value} 0.698$), H0:5a ($t = 1.472$, $p\text{-value} 0.312$), H0:6a ($t = 1.161$, $p\text{-value} 0.246$), H0:6b ($t = 1.032$, $p\text{-value} 0.303$) and H0:9a ($t = 0.477$, $p\text{-value} 0.634$) with values against the expected benchmark of ($p < 0.05$) and $t\text{-tests} < 1.70$ value of path factor loadings. In this situation, the hypotheses with factor loadings association against the expected benchmark of ($p < 0.05$) and $t\text{-tests} \geq 1.70$ values and overall business growth and business survival were rejected (see Table 3.3).

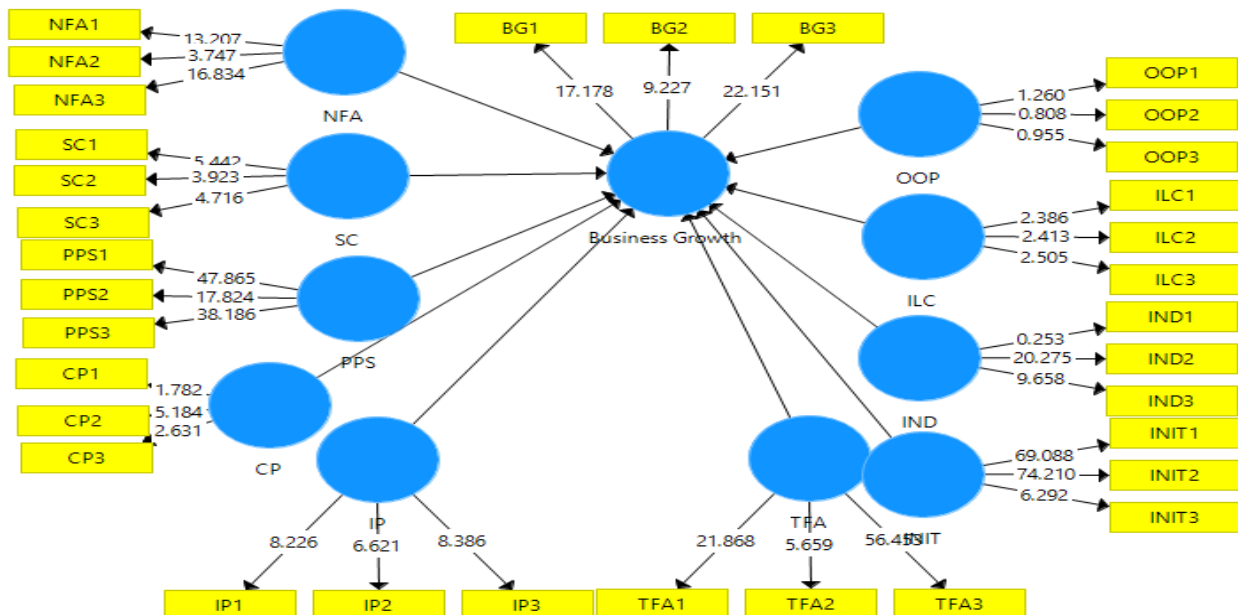


Table 3.3: Test of Hypotheses

	Paths	Sample Mean	Standard Deviation	T Statistics	P Values	Decision Rule
H0:1a	NA→BG	0.920	0.036	2.1717	0.007	Accepted
H0:1b	NA→BS	0.977	0.007	2.211	0.027	Accepted
H0:2a	SC→BG	0.965	0.013	4.141	0.000	Accepted
H0:2b	SC→BS	0.825	0.141	4.157	0.000	Accepted
H0:3a	INIT→BG	0.568	0.209	2.837	0.000	Accepted
H0:3b	INIT→BS	0.520	0.235	0.388	0.698	Rejected
H0:4a	CP→BG	0.804	0.194	2.529	0.012	Accepted
H0:4b	CP→BS	0.939	0.226	4.112	0.000	Accepted
H0:5a	IND→BG	0.671	0.237	1.472	0.312	Rejected
H0:5b	IND→BS	0.091	0.236	5.141	0.000	Accepted
H0:6a	ILC→BG	0.847	0.083	1.161	0.246	Rejected
H0:6b	ILC→BS	0.871	0.120	1.032	0.303	Rejected
H0:7a	OOP→BG	0.818	0.30	3.123	0.000	Accepted
H0:7b	OOP→BS	0.778	0.053	5.242	0.000	Accepted
H0:8a	IPT→BG	0.932	0.100	3.642	0.000	Accepted
H0:8b	IPT→BS	0.961	0.090	2.732	0.012	Accepted
H0:9a	TA→BG	0.728	0.092	0.477	0.634	Rejected
H0:9b	TA→BS	0.857	0.082	4.324	0.000	Accepted
H0:10a	PPS→BG	0.841	0.643	2.341	0.019	Accepted
H0:10b	PPS→BS	0.838	0.330	3.712	0.000	Accepted

The observed constructs with highest value H0:7b (t = 5.242, p-value 0.000) and H0:5b (t = 5.141, p-value 0.000) were opportunity oriented personality and innovative personality trait respectively coinciding with the findings of Farrington (2012) who found that opportunity oriented personality has significant relationship with performance of a business and Thal and Beding field (2010) also establish innovative personality and creativity personality trait as have significant association with business performance. Barazandeh, Parvizian, Alizadeh and Khosravi(2015) also found that personality of an entrepreneur, which consists of self-confidence; persistent problem solving and tolerance for ambiguity personality has impact on forming entrepreneurial competency. This finding clarifies that personality traits of an entrepreneur may be considered as entrepreneurial business success.

Conclusion

This study investigated the effect of entrepreneurial personality traits on business performance of selected small enterprises in Makurdi, Benue State. In general, the findings revealed a high correlation between entrepreneurial personality traits and business performance. These findings provide many significant and practical insinuations to individual entrepreneurs and managers. One of the essential implications is that entrepreneurs and managers should understand that, the personality traits in them will influence their attitudes towards identifying entrepreneurial opportunities and setting goals and objective as well as have the self-

confidence to achieve such goals. A good appreciation of one's own personality traits will help entrepreneurs and managers recognize their tendencies in dealing with their new establish venture and business opportunities, thus assisting them to curtail possible negative effect of their personal tendencies on decisions about newly establishes venture or business opportunities. It might also help unemployed individuals who may be willing to establish a new venture, existing investors and business managers to comprehend their differences in evaluating new venture or business opportunities so as to make necessary mutual alterations.

Recommendations

1. The executive management of Miva Rice Processing Company Ltd. Seraph Vegetable Oil Mill Ltd. and Tito Yogurt should strive to develop entrepreneurial personality traits that can yield greater positive and significant effect on performance outcome of business growth and business survival.
2. The entrepreneurial personality traits that have yielded insignificant positive effect on business growth and survival such as internal locus of control, tolerance for ambiguity with respect to business growth, iniativeness with respect to business survival, and independence with respect to business growth be x-rayed and diagnosed through the psychotherapy test with periodically and adequately up to date training be given to entrepreneurs to encourage their understanding of the importance of the personality traits towards improving their businesses with regard to business expansion and diversification.
3. The implication of these findings is that the regulators of small and medium scale enterprise should periodically organize awareness workshops to intimate and give adequate training to entrepreneur to harness and build confidence/ high self-efficacy in them, to inculcate and develop personality traits that are lacking in order to facilitate business growth and survival, significant positive effect and above all enhances sustainability against rivalry firms.

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IMPACT OF PRINCIPALS' MOTIVATIONAL TECHNIQUES ON STUDENTS' ACADEMIC PERFORMANCE IN FEDERAL CAPITAL TERRITORY JUNIOR SECONDARY SCHOOLS, ABUJA, NIGERIA

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Abstract

The study investigated the impact of principals' motivational techniques on students' academic performance in Federal Capital Territory (FCT) junior secondary schools, Abuja, Nigeria. Two research questions were raised while one null hypothesis was tested. The study adopted descriptive survey and ex-post facto research designs. A sample of 20 out of 44 junior secondary schools (including public and private) in Kuje Area council, FCT was used. The data for the study were gathered through the copies of the questionnaire that were administered to 300 teachers, and the results of 9963 students in Junior Secondary Certificate Examination (JSC) in nine subjects including English Language and Mathematics from 2012 to 2017. The method of selection was through disproportionate sampling technique. The Principals' Motivational Techniques Questionnaire (PMTQ) was pilot tested and gave reliability coefficient of 0.85 using Cronbach's alpha. Also, the frequency, percentage, mean and standard deviation were used to answer the research questions while Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 significance level. The findings of this study revealed that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. The findings led the researcher to conclude that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools. It was therefore recommended that, there should be a regular training, workshops and seminars for the principals in FCT junior secondary schools on the use of different motivational techniques for the improvement of students' academic performance.

Keywords: *Principals' Motivational Techniques, Students' Academic Performance and Junior Secondary Schools.*

Introduction

Education is the process by which students acquire the relevant knowledge, skills, and values to ensure proper intellectual and character development of individuals for self-reliance and responsible citizenship (Ayodele, Buari, & Oguntuase, 2016). Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid (Ogbu, 2014). According to Federal Republic of Nigeria (FRN, 2004), secondary education is the form of education children receive after primary education and before tertiary stage. It also states that the broad aim of secondary education within the national objectives is to prepare children for useful living within the society and for higher education. Ogbu (2014) further states that teachers are required at this level of education to help in the achievement of the objectives and there is a need to motivate them, if the aims of secondary education are to be achieved.

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Motivation according to Fred (2008) is a process that starts with a physiological or psychological deficiency or need that activates a behaviour or a drive that is aimed at a goal or incentive. Motivational techniques therefore are different methods that encourage the individual's goal-related behaviour (Dornyei, 2001). In the school system, students' behaviour is not uniform and definitely varies when one form of motivation or the order is applied by the teachers and school management (Ryan & Deci, 2000). Ryan et al (2000) further state that motivation is what causes students to take profitable actions, whether to go to school on time, pay maximum attention in the class while the lessons are going on, and passionately study their books independently in order to pass well in their examinations or exhibit good behaviours which form the foundation of their character as future leaders in the society.

On the other hand, Ricarda, Anja and Anne (2017) note that academic performance represents achievement outcomes that indicate the extent to which a person has accomplished specific goals that were focus of activities in instructional environments, specifically in school, college, and university. In the junior secondary school level, academic performance is usually rated using the number of 'A', 'C', 'P' and 'F' grades that each student was able to achieve in each subject at the end of the academic term or session. Furthermore, in order to have excellent academic performance, students need to engage in learning activities in the classroom. Learning however, cannot take place in isolation. Rather, it requires an active participation of learner (student) and instructor (teacher) (Faiza & Yasir, 2008). Faiza and Yasir further state that for active participation to take place, effective motivation of students is an essential element. Hence, for the students to be well motivated, the teachers also need to be motivated as well as the principals. Due to the low salaries received by most teachers in FCT junior secondary schools, they need to be well motivated to keep their performance high and subsequently serve as great motivators to their students (Tina, 2014).

From the foregoing, it becomes clear that there is a relationship between motivation techniques and students' academic performance. Thus, when teachers are adequately motivated by the principals using suitable motivational techniques, their level of job performance will increase which will culminate to the high level of students' academic performance in the FCT junior secondary schools. This study focused on the following principals' motivational techniques: providing job enlargement, providing job enrichment, providing job rotation, leading teachers to set goals in line with the goals of the school, providing feedback to teachers, recognizing, praising and rewarding teachers with outstanding performance and provision of instructional materials for teachers. Therefore, the need to properly motivate the teachers using relevant techniques in order to ensure better students' academic performance validates the rationale for this study on the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja, Nigeria.

Statement of the Problem

The quest for improved academic performance of students necessitated the ability of principals to demonstrate or use certain motivational techniques to ensure a complete well-rounded education and production of quality students from the secondary school system (Ayodele, Buari, & Oguntuase, 2016). Every stakeholder in education expects principals to work effectively for the achievement of students' academic performance. Principals and teachers in junior secondary schools especially public junior secondary schools in Kuje Area Council, FCT have complained of government

inability to satisfy their motivational needs. Usually, their salaries are not paid on time, their promotion is delayed and when implemented, the financial involvement is not paid from the time the promotion took effect. It is equally obvious that when the principals are not well motivated, they will tend to offer low motivation to the teachers, thereby leading to poor students' academic performance.

Overtime, educators, government, parents and the general public have expressed concern over the causes of poor students' academic performance in Junior Secondary Certificate Examinations in FCT. There is need for the principals to employ the necessary motivational techniques for the enhancement of students' academic performance in FCT junior secondary schools. Hence, this study investigated the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja, Nigeria'.

Purpose of the Study

The study sought to achieve the following objectives:

- i. Examine the motivational techniques used by principals in FCT junior secondary schools.
- ii. Determine the trend in students' academic performance in FCT junior secondary schools from 2012 to 2017.
- iii. Ascertain if there is any significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools.

Research Questions

The following research questions were raised to guide the study:

- i. What are the motivational techniques used by principals in FCT junior secondary schools?
- ii. What is the trend in students' academic performance in FCT junior secondary schools from 2012 to 2017?

Hypotheses

One null hypothesis was tested at 0.05 level of significance:

- HO₁: There is no significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools.

Methodology

Descriptive survey and ex-post facto research designs were adopted for the study. The sample for the study consisted of 20 out of 44 junior secondary schools (ten public and ten private junior secondary schools) in Kuje Area Council, FCT, which was 45% of the population. A total number of 300 teachers (15 teachers per sampled school) were randomly selected from public and private junior secondary schools in Kuje Area Council as samples for this study. The method of selection was through disproportionate sampling technique. Also, 9963 students who sat for Junior Secondary Certificate Examination in nine subjects including Mathematics and English Language from 2012 to 2017 sessions were used for this study.

The questionnaire tagged "Principals' Motivational Techniques Questionnaire" (PMTQ) was administered to the teachers. It comprised of sections A and B. In section A, items 1-2 covered personal information of the respondents while section B (items 3-34) was used to measure the principals' motivational techniques such as providing job

enlargement, providing job rotation, providing job enrichment, leading teachers to set goals in line with the goals of the school, recognizing, praising and rewarding teachers with outstanding performance, provision of instructional materials, provision of feedback to teachers and regular promotion of teachers. The respondents answered the items on a 4 points rating scale ranging from 4 to 1 as follows: Strongly Agree (SA) is 4-point, Agree (A) is 3 points, Disagree (D) is 2 points and Strongly Disagree (SD) is 1 point. The respondents were required to tick (✓) against the rating that reflects their opinion about the principals' motivational techniques in FCT junior secondary schools. The questionnaire was pilot tested and the reliability coefficient was 0.85 using Cronbach's alpha. In addition, records of students' academic results in Junior Secondary Certificate Examination from 2012 to 2017 in nine major subjects including Mathematics and English language were used.

The frequency counts, mean (\bar{x}) and standard deviation (Sd) were used to answer the research question one while the mean, standard deviation, frequencies and percentage were used to answer research question two. Also, Pearson's product-moment correlation coefficient (r) was used to test the hypothesis. The decision rule for interpretation of the results of the data analysis was that a mean score of 2.50 and above was considered as positive response (agree) and less than 2.50 was considered as negative response (disagree). Also, 0.05 level of significance was used to test the hypothesis. The calculated probability (p-value) that was greater than the significant level of 0.05 was considered accepted while the p-value that was less than the significance level of 0.05 was considered not accepted. Following the above procedure, the researcher was able to evaluate the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja, Nigeria.

Results

Research Question One

What are the motivational techniques used by principals in FCT junior secondary schools?

Table 1: Analysis of the Motivational Techniques Used by Principals in FCT Junior Secondary School (N= 300)

S/No	Motivational Techniques	SA	A	D	SD	\bar{X}	Sd	Decision
Part 1: Providing Job Enlargement								
3	Principal gives teachers additional tasks similar to the tasks already assigned to them.	126	118	30	26	3.15	1.00	Agree
4	Principal explains to the teachers the need for giving them additional tasks.	108	112	42	38	2.97	1.00	Agree
5	Principal observes the reaction of the teachers when he/she gives them additional tasks.	138	132	20	10	3.33	1.02	Agree
6	Principal usually withdraws the additional tasks from teachers if they cannot cope with them.	128	112	27	33	3.12	1.00	Agree
Average						3.14	1.01	Agree

Part 2: Providing Job Rotation

7	Sometimes, principal changes teacher's task and gives him/her new one when there is need to do so.	131	140	17	12	3.30	1.02	Agree
8	Principal explains to the teacher the need for changing his/her task to the new one.	135	140	15	10	3.33	1.00	Agree
9	Principal monitors the teacher when he/she gives him/her new task.	128	134	24	14	3.25	1.01	Agree
10	Principal withdraws the new task from the teacher if he/she cannot cope with it.	118	120	30	32	3.08	1.00	Agree
	Average					3.24	1.01	Agree

Part 3: Providing Job Enrichment

11	Principal gives teachers higher responsibilities in addition to the tasks already assigned to them.	120	126	28	26	3.13	1.01	Agree
12	Principal explains to the teachers the reasons for giving them higher responsibilities.	112	108	42	38	2.98	1.02	Agree
13	Principal observes the reaction of the teachers when he/she gives them higher responsibilities.	110	116	40	34	3.01	1.01	Agree
14	Principal withdraws the higher responsibilities from teachers if they cannot carry them out effectively.	130	134	20	22	3.28	1.02	Agree
	Average					3.10	1.02	Agree

Part 4: Leading Teachers to Set Goals in Line with the Goals of the School

15	Principal informs teachers about the goals already set by the school management.	120	128	28	24	3.15	1.00	Agree
16	Principal allows teachers to set their own goals in line with the goals of the school.	118	132	26	24	3.15	1.00	Agree
17	Principal takes time to explain to the teachers the steps they need to take in setting and achieving goals.	128	130	22	20	3.22	1.02	Agree
18	Principal evaluates the goals of the school at the end of every term.	124	126	28	22	3.17	1.01	Agree
	Average					3.17	1.01	Agree

Part 5: Recognizing, praising and rewarding teachers with outstanding performance

19	Teachers' efforts in instructional activities are recognized by the principal.	112	125	38	25	3.08	1.02	Agree
20	Principal recommends to the school management the best performing teachers for rewards every term.	128	130	18	24	3.21	1.02	Agree
21	Principal praises exceptional teachers during staff meetings and briefings for their performance.	124	130	26	20	3.19	1.01	Agree
22	Principal encourages the school management to motivate the teachers through cash rewards, prizes and other gifts based on their improved performance.	126	124	16	34	3.14	1.02	Agree
23	Principal issues letter of recommendations to teachers with outstanding performance.	116	122	30	32	3.07	1.01	Agree
Average						3.14	1.02	Agree

Part 6: Provision of instructional materials

24	Principal provides audiovisual, audio and visual instructional materials for teachers in order to stimulate the interest of students towards lessons.	126	130	24	20	3.21	1.01	Agree
25	Principal ensures that printed materials such as books are given to teachers based on the scheme of work and syllabus for the term.	118	124	26	32	3.09	1.00	Agree
26	Principal supports and encourages teachers to improvise by developing and using instructional materials that are relevant to teaching and learning.	124	120	26	30	3.13	1.01	Agree
Average						3.14	1.01	Agree

Part 7: Provision of feedback to teachers									
27	Principal regularly provides feedback to all teachers.	114	128	20	38	3.06	1.02	Agree	
28	Principal ensures that teachers get their feedback at the proper time.	122	126	24	28	3.14	1.01	Agree	
29	Principal receives response from the feedback sent to the teachers.	136	108	34	22	3.19	1.02	Agree	
30	Principal implements the feedback received from the teachers.	116	110	36	38	3.01	1.01	Agree	
	Average					3.10	1.02	Agree	
Part 8: Regular promotion of teachers									
31	Principal ensures that teachers are promoted on regular basis.	106	137	25	32	3.06	1.02	Agree	
32	Principal recommends teachers for promotion based on appraisal of their performance.	130	128	22	20	3.23	1.00	Agree	
33	Principal is not biased when recommending teachers for promotion.	128	124	18	28	3.16	1.00	Agree	
34	Principal follows up with the authority to ensure that teachers who are promoted receive their due salaries and benefits.	122	130	28	20	3.18	1.02	Agree	
	Average					3.16	1.01	Agree	
Grand Mean		3.15		1.01		Agree			

Note: \bar{X} = Mean, Sd = Standard deviation

Table 1 shows the analysis of the motivational techniques used by principals in FCT junior secondary schools. The average mean scores of the eight motivational techniques used by principals in this study are as follows: Providing job enlargement is 3.14, providing job rotation is 3.24, providing job enrichment is 3.10, leading teachers to set goals in line with the goals of the school is 3.17, recognizing, praising and rewarding teachers with outstanding performance is 3.14, provision of instructional materials is 3.14, provision of feedback to teachers is 3.10, and regular promotion of teachers is 3.18. They are all higher than the 2.50 cut-off point which means that the principals used all the eight motivational techniques in FCT junior secondary schools. However, the study revealed that the grand mean score of the eight motivational techniques used by principals was 3.15, which was higher than the 2.50 cut-off point. This implies that the principals in FCT junior secondary schools used the motivational techniques under this study.

Research Question Two

What is the trend in students' academic performance in FCT junior secondary schools from 2012 to 2017?

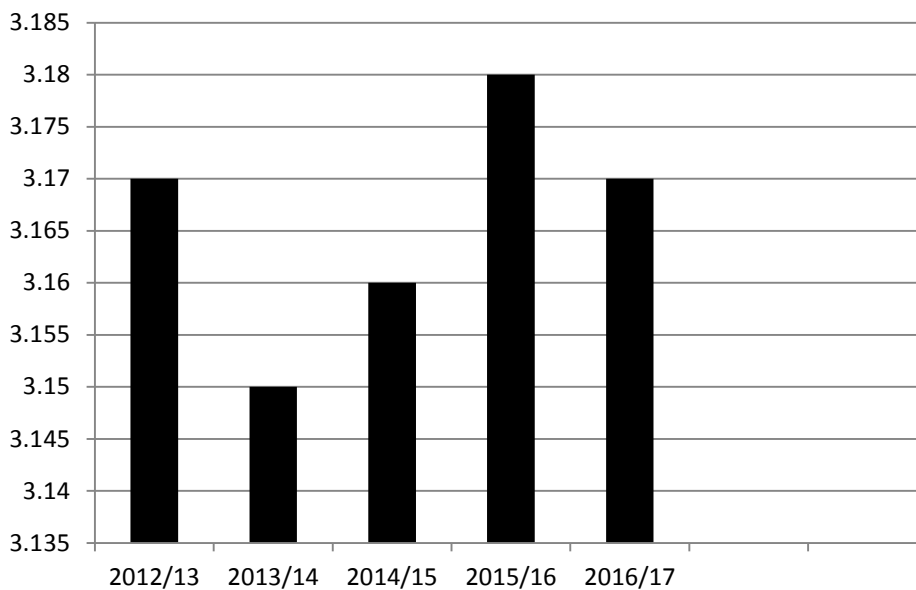
Table 2: Trend in Students' Academic Performance in FCT Junior Secondary Schools from 2012 to 2017

Year	No of Students	4	3	2	1	\bar{X}	Sd
2011/2012	1961	791	843	192	135	3.17	1.01
2013/2014	2010	779	875	234	122	3.15	1.00
2014/2015	1967	788	837	218	124	3.16	1.00
2015/2016	2035	808	903	205	119	3.18	1.01
2016/2017	1990	780	887	198	125	3.17	1.00
Total	9963	3946	4345	1047	625	3.17	1.00
%Trend	100%	40%	44%	11%	6%		

Note: \bar{X} = Mean, Sd = Standard deviation

Key for rating: A = 4 (Distinction); C = 3 (Credit); P = 2 (Pass); F = 1 (Fail)

Table 2 shows the trend in students' academic performance of in Junior Secondary Certificate Examination (JSC) from 2012 to 2017 in both public and private junior secondary schools in FCT. From the table, the overall performance level shows that 40% of the students had distinctions in nine subjects and above, 44% had credit, 11% had pass while 6% failed. This summarizes 94% pass and 6% fail in the entire results of students analyzed. Also, details of the data analysis indicated that the students recorded highest performance in 2015/2016 academic session with mean score of 3.18 and least performance in 2013/2014 with mean score of 3.15. Below is the graphic picture of this analysis.



Fluctuation in students' academic performance in JSCE from 2012 to 2017

Test of Hypothesis

HO₁: There is no significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools.

Table 3: Relationship between Principals' Motivational Techniques and Students' Academic Performance in FCT Junior Secondary Schools

Group	N	\bar{X}	Sd	r	p-value	Decision
Motivational Techniques	300	3.15	1.01	0.41	0.00	HO ₁ Not Accepted
Students' Academic Performance	9963	3.17	1.00			

Note: N= Number, \bar{X} = Mean, Sd = Standard deviation

Table 3 shows the analysis of the relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. The calculated value of Pearson's product-moment correlation (r) was 0.41, which indicates that there is a positive relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. Furthermore, the p-value 0.00 is less than 0.05 (5%) significance level. This means that there is significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. Therefore, the null hypothesis was not accepted.

Discussion of Findings

From the data analysis, the study revealed that the principals in FCT junior secondary schools used the eight motivational techniques under this study such as providing job enlargement, providing job rotation, providing job enrichment, leading teachers to set goals in line with the goals of the school, recognizing, praising and rewarding teachers with outstanding performance, provision of instructional materials, provision of feedback to teachers, and regular promotion of teachers. In relation to this, Alexander and Fred (2008) notes that extrinsic motivators such as those enumerated above are necessary to attract teachers into the school system and to keep them on the job, leading to high academic performance of the students.

Furthermore, from the study the trend in students' academic performance showed that the least performance recorded was 2013/2014 session while the highest performance recorded was in 2015/2016 session, implying that the students in 2015/2016 session had better chance of gaining admission into senior secondary schools. Apart from this, the trend also showed that there was fluctuation in students' academic performance in FCT junior secondary schools between 2012 and 2017. The findings of this study is in line with the study of Adeleye (2018) which indicated that the students recorded least performance in 2013/2014 academic session and highest performance in 2014/2015 in FCT junior secondary schools.

Lastly, the study revealed that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools in Abuja Nigeria. This finding is in agreement with the study of Maimoona and Fauzia (2013) which reveal that motivational techniques by head teachers directly impact on learners' academic achievement. This means that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools, Abuja, Nigeria.

Conclusion

The effective use of motivational techniques by principals could impact positively on overall students' academic performance. This means that quality instructions by the teachers go hand in hand with the effective use of motivational techniques by the principals which invariably lead to better students' academic performance. Effective use of motivational techniques requires a comprehensive approach which could enable the principals in FCT junior secondary schools to use the eight motivational techniques under this study. The findings of this study led to the conclusion that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools, Abuja, Nigeria. This proves that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools.

Recommendations

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

1. There should be a regular training, workshops and seminars for the principals in FCT junior secondary schools on the use of different motivational techniques for the improvement of students' academic performance.
2. Motivational techniques should be administered properly by the principals in FCT junior secondary schools in order to improve the students' academic performance.
3. Government at various levels should endeavour to adequately motivate the principals by supplying instructional materials to schools in due time which could result to better students' academic performance

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AN ANALYSIS OF SECONDARY EDUCATION IN NIGERIA: A NEED FOR RETHINKING IN A PHILOSOPHICAL PERSPECTIVE

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Abstract

Education is the fulcrum on which posterity depends on for a smooth transmission of cultural, social and moral heritage from its ancestors. Secondary education in Nigeria occupies a central role in the attainment of this as it is the bridge between primary and tertiary institutions in the country. It therefore significantly plays a crucial role in the development of the nation. However, with the trending events and challenges this said tier of education is facing, there is the need to go back to the drawing board. Thus the topic: Rethinking of Secondary Education in Nigeria: A Philosophical perspective. The concept of rethinking is an invitation for reappraisal of the status quo. The writer sought to identify the purpose for which secondary education was established and to assess whether the said objectives were being achieved as well as offer possible steps for a new approach to the system

Key Words: Rethinking, educational system, secondary education, national policy on education

Introduction

Secondary education is a crucial tier in the hierarchy of education in Nigeria. It is the midway between primary and tertiary schools. It is the form of education that students receive after their primary education and or before their tertiary education. It is intended for pupils between the ages of 11-17. Secondary Education is the budding ground for future professionals as well as the foundation for the discovering and classification of the specific fields of professions. Prior to the independence of Nigeria through to 1982, Secondary Education lasted only five years. After the duration of five years, those who obtained the required qualifications were allowed for the two years of Higher School Certificate which qualifies them for university education. Thus the system allowed for three years junior and two years senior. However, discovering the need to enhance this tier of education with science and technical subjects, the curriculum was broadened to have its duration extended to six years. The importance of this stage of education cannot be over-emphasized.

The certificate for the junior secondary school was based on a continuous assessment while the senior secondary certificate was issued after writing a national examination (The West African Council Examination-WAEC). Today, there is another body that conducts similar examination at the end of the six year duration independent of WAEC; The National Examination Council Examination (NECO).

Aims and Objectives of Secondary Education in Nigeria

In order to assess the present state of secondary education in Nigeria, it is good to begin by identifying some of the cardinal objectives for which secondary education was established in Nigeria. Among the salient objectives of secondary education in Nigeria are:

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1. The provision of smooth opportunities for primary school leavers to further acquire higher quality education irrespective of their sex, religion, social and ethnic backgrounds.
2. To diversify its curriculum to cater for the variety of talents that are latent in the students to come to light in a productive way.
3. To equip the students with the relevant scientific and technical knowledge to effectively survive in the modern age.
4. To foster national unity with emphasis on the common ties that unite us in our diversity.
5. To inspire students with a high desire for achievement and self-improvement both at school and in later life.
6. To raise a generation of people who should be self-reliant and can think for themselves as well as respect the worldviews of others.
7. To inspire a deep sense of appreciation of the dignity of labour among citizens as well as create a great sense of national consciousness.

The above objectives are very noble objectives and they are critical for the growth and development of any society or nation. And it is very significant that these ideals are set for attainment within the secondary system of education. Secondary education is the bridge between primary and tertiary institutions and thus holds the compass for the direction the nation intends to follow. It is therefore understandable to maintain that the failure of this tier of education poses a damaging threat to the nation at large.

Current Happenings in Secondary Education in Nigeria

The secondary education level as important as it is though serving as the link between the primary and the tertiary institutions in the country, in all honesty, has not enjoyed adequate and sufficient attention from the government at different periods right from the military era to the present democratic dispensation. The Federal Governments at different times has somehow left this tier of education chiefly in the hands of state Governments and voluntary agencies as well as private individuals. Even now, the debate to handover or take over secondary schools in some states has not attracted a definite response from the federal government, leaving only the state Governments at logger heads with most of the voluntary agencies who on the other hand, feel being short-changed as most of the prestigious schools are established by them.

The pitiable condition of the secondary education sector is further dampened by the Federal government's inability to come up with a standing policy guiding the handing over of the schools. Lack of policy statement on this burning issue has further demonstrated that the Federal Government lacks either the political will to mediate and proffer lasting solutions or that it is tacitly comfortable with the deterioration of this sector of education.

As a scholar observed:

"It is unfortunate that these ill-nurtured plans by the different states appeared to have the approval of the Federal Government of Nigeria because there has been no policy statement against the handing over of schools. More to that, the Federal Government has no effective commission to take care of this cardinal level of education..... The establishment of a body for any level of education will always protect it from all emerging predicaments in that country for better result oriented programmes".

The Secondary Education sector lacks a firm governing council like its counterparts the Primary and the Tertiary sectors. For these other two, there are the

National Primary education Commission and the National Universities Commission who tend to regulate governance of these tiers of the education sectors by ensuring probity, effectiveness, some level of uniformity across board. These commissions ensure a great level of check and balances and offer universal guides for the administration of these tiers of educational sectors. On the other hand, the secondary education sector only has boards to run its daily affairs. Different administrations develop different policies as soon as they take over the leadership of their respective states. Thus little wonder why we have different states having different calendars. We have different salary structures, treatment of retired, dead and serving staff or secondary schools in different states. In some cases even private owners of such schools also formulate different calendars for their own

An analysis of Secondary Education in Nigeria: a Philosophical Perspective

With the prevailing pictures of how the Secondary education sector has become bedridden by so many problems and challenges, it is only appropriate that a critical analysis of this sector of education be carried out. This calls for a rethinking and reappraisal of the status quo. A look at the above discrepancies as evidenced in the state to state administration of the secondary sectors shows that, if the said objectives are to be achieved, we need to tow a different line of approach in addressing the problems. There should first of all be a stiffer organ established at the Federal level with the aim to harmonize all the activities of the sector across the country and not to leave the running of its affairs in the hands of state governments. At the moment, the federal government is only directly involved with Unity Schools, numbering only 104. And even these schools are poorly funded and managed. Thus, in like manner to its counterparts the Primary Education and the Tertiary Education, Secondary Education should also have what should be termed National Secondary Education Commission as against the mere Boards of Governance as is currently the case. At the moment, the only unifying element for the secondary education sector is the West African Examination Council and the (NECO). This is not good enough as they only test the level of co-relationship among the schools once in a year. More should be done to ensure that every quota, heads of secondary schools are brought together if not at the national level, at least at the regional level Where strategies and styles of management would be brought to the common table for a review. It is not enough that heads of secondary schools only meet at the state level. This does not allow for innovation and novelty of ideas. If there is interstate or interregional seminars and symposia, there will be room for comparative analysis of the effects of style of management which will result in the overall improvement of this sector.

The ages for enrollment into and completion of Secondary School (12-18) are very volatile stage in the life of a student and such can easily be influenced. At this stage, the students are malleable and can easily be swayed. Therefore there is the need for extra attention to be given to this sector since it is the midwife for potential professionals or otherwise half-baked intellectuals. It is at this stage that the mental curiosity of the child is being developed. The three domains of learning, the affective, cognitive and the psychomotor domains are at their most receptive stage. This is why those who are either dropouts or who barely managed to graduate from this sector often turn out to be societal disasters and miscreants, causing mayhem here and there at the expense of our national security. It is in the light of this that a strong advocacy for our national budget should be made to reflect that we are not paying lip services to this

sector. In order to minimize the threat that failure to manage this sector can cause, it is important that a reappraisal of the system be carried out such that students would be motivated across board at the national level without having to allow only the state governments to grapple with its management. A synergy of collaboration from the Local Government where the schools are sited, State Government and the Federal Government should be involved so as to have a free flow of reports that would be analyzed for better improvement of the sector. The rate at which secondary education, albeit education in general, is being paid lip service is the bane of meaningful productivity in this country. Being an indispensable stakeholder in manpower production, one would have thought that our annual budget should offer good percentage to this sector in order to tame and channel the welling energies of our youths in the sector from misappropriating such talents and energies to crime towards self-discovery and national consciousness. It should this is quite unfortunate for the secondary education in Nigeria, which is major link to the tertiary education and an indispensable stakeholder in manpower production in the country.

As the saying goes, 'he who plays the drum controls the music'. This could be argued that the collapse of the secondary education sector is due to lack of academic and political will on the part of the policy makers and implementers. Thus, as a means to revive the strong will of commitment by them to this task, a new policy thrust should be developed to stop all public workers, especially those who are stake holders in the operational affairs of the sector, from enrolling their wards or children in private schools or even sending them abroad. As a point of emphasis, all children of public servants should, as a matter of policy, be made to only enroll their children in public schools. People have the tendency to protect their interest wherever. Thus if the wards and children of public servants and all stake holders are banned from enrolling into privately owned schools, it is apparent that all the stake holders would stop paying lip services but would spring into action to revive the almost decayed secondary sector. On this, government must exhibit the strong will to remain resolute towards ensuring that the implementation of this policy is carried out asymmetrically. As a country, Nigeria has always exhibited a tendency to praise the academic achievements of its founding fathers by making references to how much they achieved in the past without making effort to surpass such in our present era. The yardstick should be about breaking new frontiers rather than reveling in past glories. Today, the rate of productivity of secondary graduates of nowadays in the open market, even after having sat for different external examination (WAEC, SSCE, NECO, JAMB, BECE), is hardly to be compared with the performances of those who sat for only GCE examination. Thus, instead of making progressive steps, we are rather retrogressing. In the light of this, government and all stake holders in this sector of education should discourage making references to the achievements made in the past and explore newer levels of progress. We are to challenge teachers and students alike to be at their best in order to excel beyond their predecessors. Even as one is concerned about the declining productivity of the secondary students, it is equally important to trace part of this poor performance to either poor motivation of teachers by government and or students by teachers. In the aspect of teacher's poor motivation, this shows itself in intermittent payment of emoluments by government to the teachers. This, of course often has adverse effects on

the teachers who instead of giving out their best, have their time spent looking for how to augment their living standard by engaging in other kind of jobs. Some teachers, due to lack of government's adequate attention to them, are not able to have the barest basic necessities of life. This situation often demoralizes the teachers, thereby making some of them to have low self-esteem. A person with low self-esteem is a recipe for poor productivity.

There is also the need to revisit the operational system of the secondary system where some of the children go to attend classes from their parents' houses while others stay within the school compound all through the term to receive education. While the operation of boarding system of schooling is commendable and should be encouraged, something has to be done to scale up equal performance in the day schools. Our day secondary schools often, apart from students coming mostly late to school compound, also often have the students flagged out and are not able to concentrate especially for the afternoon classes. On the other hand, an effective boarding school is sure to offer students adequate health care, good level of discipline and inculcation of sound moral values, high sense of inter-cultural accommodation and co-existence, adequate safety to students and staff alike, room for extra curricula activities which allows for self discoveries among students is made available. On the other hand, apart from the benefit of the student being always within the view of its parents and the fact that the day students, due to being exposed to risks are often resilient, so much counts against this system of educating the child. It is therefore imperative that stake holders in secondary education revisit operations of the day school by ensuring that all day schools, before they operate, should make extra provision for easy arrival to the school by means of transportation. Also only parents whose houses are within one to two kilometers from such schools should be allowed to enroll. This must be enforced as a policy since the education of the child a national matter of concern

Conclusion

Secondary education in Nigeria, a very vital tier in the education sector, has undergone a turn for the worst in recent times partly due to lack of social and political will on the part of all stakeholders in this sector. A reappraisal is apt and timely to salvage this all important but often trivialized tier of education. The lack of adequate will power from the stakeholders in this sector has dampened the ability of the sector to meet its prescribed aims and objectives as contained in the national Policy on Education of the country. It is the awareness of the deterioration of this sector that has prompted the writer to offer a need for rethinking on the sector through a philosophical approach. The establishment of education board for secondary education, interstate harmonization of Basic Examination Certificate (BECE) examination, a robust accreditation mechanism for monitoring the approval and establishment of secondary schools for both private and public owners, as well as renewed effort aimed at motivating secondary teachers, are proffered as possible remedies to the worsening conditions of secondary education in Nigeria. It is the conviction of the writer that the implementation of the suggestion proffered above, will not only redeem the sector but galvanize sincere commitment from all stakeholders in the sector.

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ORGANIZATIONAL JUSTICE AND THE PERFORMANCE OF PUBLIC PRIMARY SCHOOL TEACHERS IN BENUE STATE-NIGERIA

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Abstract

This study examines organizational Justice and the performance of Public Primary School Teachers in Benue State-Nigeria. Descriptive survey design was adopted for the study. A sample size of 419 was drawn from the population of 8,118 Public Primary School Teachers and State Universal Basic Education Board (SUBEB) staff from six local government areas in Benue State. The hypotheses were tested using Covariance-based structural equation modeling (CB-SEM). The results from the study revealed that all three justice dimensions – procedural, interpersonal, and distributive justice – are significantly related to performance of Public Primary School Teachers in Benue State. Procedural justice is found to be having a stronger predictor of teachers' performance. Based on the findings of the study, it was recommended amongst others that, public school management should be focused at strengthening and enhancing adequate interpersonal relationship with their subordinate and coworkers.

Key words: *Organizational justice, distributive justice, procedural justice, interactional justice, employee performance.*

Introduction

Organizational Justice has been seen as an imperatively tool for improving the performance of employees in organizations. Different studies have shown that if employees are not treated fairly it result in reducing output from the employees as a likely response to the unfair treatment (Sev, 2011). Organizational justice has been viewed to enhance overall obligation of employees (Cropanzano, Bowen, & Gilliland, 2014). The concept of justice is rooted from the concept of equity theory by Adam Smith which this research work has been anchored because; it is guided in resolving conflicts amicably within a social setting. From the literature review, organizational justice is divided into three main dimensions namely distributive justice, procedural justice and interactional justice. Distributive justice means the perceived fairness that result from outcomes along with how the decisions are undertaken. Procedural justice means fairness of measures with respect to the processes and methods adopted to reach the point of how these outcomes have been shared as well as what ways and procedures adopted to reach the final decision. Whereas interactional justice relates to how people interact and communicate with their subordinate at social environment (Muhammad, Muhammad, Anum, & Samina, 2017).

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The popular chant “No Teacher, No School” by the protesting primary school pupils on the street of Makurdi on Thursday, 24th October, 2013 in support of their teachers attested to the ill-treatment meted out to the primary school teachers in the state (Iwambe,2014 with Akpakwu, Olaitan, & Sanusi, 2014). Education is said to be life and the instrument by which life is birthed through teachers. Today, the world is talking about movement from education to knowledge when teachers are neglected in Nigeria (Akpakwu, Olaitan, & Sanusi, 2014). When society fails to place premium value on knowledge it becomes doomed.

The quest for researchers in understanding the process and procedure for fair treatment of teachers in Public Primary Schools in Nigeria with emphases in Benue State is the cardinal motivation for this study. It seems most Public Primary Schools teachers in Nigeria, particularly in the remote areas are in the perpetual habit of work absenteeism. One may hurry to ask why teachers’ play truancy; and the poor performance among teachers which have become worrisome; and poor students’ performance in external examinations. The answer to the above questions may not be farfetched from dissatisfaction that may arouse as a result of non-payment of the teachers’ salaries and unethical treatment and poor working conditions. These issues according to Ananga (2011) include non-payment of upwardly review salaries and allowances: the procedure for promotion, poor information about annual leave, bad working environment and unfavorable school climate.

Form the above notion, Shafritz (2005) affirms that salary and promotion are the main entitlements which teachers make of their employment. The government on the other hand has to simply assign tasks that workers are supposed to do and the amount of money they are to earn by the end of the day for efficient symbiotic relationship. Robbins and Judge (2008) assert that teachers derive job satisfaction from: the way job itself is distributed, the process for payment of salary, process of selecting teachers for seminars, possibilities to advance themselves, interpersonal relationship with their supervision, and relationship with their coworkers. The absent of this may led to the incessant strikes, absenteeism and poor teaching performance among the teachers. This tendency of teachers’ dissatisfaction may lead to reduction in the quality of teachers’ performance.

The limited research that exists in Public Primary Schools, particularly, in a developing country like Nigeria, where a large number of citizenry highly depend on Public Primary Schools has a pivotal role as bedrock of our educational sector. Organizational justice being the corner-stone of any organization’s success needs further insights. This will help us to reach to viable conclusions for future guidance. Hence, this study investigate the effect of organizational justice as an influential factor in determining teachers’ performance and behavior displayed at work in Benue State-Nigeria.

Research objective

The aftermaths of the study were aimed at achieving three specific objectives:

1. To investigate the effect of distributive justice on absenteeism of public Primary School Teachers in Benue State.
2. To investigate the effect of distributive justice on productivity of public Primary School Teachers in Benue State.
3. To assess the effect of procedural justice on absenteeism of Public primary School Teachers in Benue State.

4. To assess the effect of procedural justice on productivity of Public primary School Teachers in Benue State.
5. To examine the effect of interactional justice on absenteeism of public School teachers in Benue State.
6. To examine the effect of interactional justice on productivity of public School teachers in Benue State.

Literature Review

Organizational Justice

Philosophers and social reviewers recognize for a long time and were writing about justice before management scientists. Among the early Greeks, were Herodotus' History and Plutarch's Lives that describe the achievements of the lawgiver Solon, who reformed Athenian government (Cropanzano, Bowen, & Gilliland, 2014). These were the prescriptive approaches, since they seek to logically determine what sorts of actions truly are just. As such, they reside comfortably within the domain of business ethics.

The concept of organizational justice is borrowed from these older traditions; it has its own distinctions. Contrasting the work of philosophers and attorneys, management scientists are less concerned with what is just and more concerned with what people believe to be just (Ambrose & Schminke, 2007). In other words, these researchers are constantly digging a descriptive agenda. They seek to understand why people view certain actions as just, as well as the consequences that follow from these evaluations. In this regard, justice is a subjective and descriptive concept in that it captures what individuals believe to be right, rather than an objective reality or a prescriptive moral code (Ambrose & Arnaud, 2005).

Therefore, arisen from management perspective, organizational justice is the degree to which workers perceive that they are fairly treated relating to work place entitlements. Similarly, Muhammad, Muhammad, Anum and Samina (2017) state that organizational justice is the manner in which employees determine if they have been fairly treated in their jobs and the ways in which these determinants influence other job related issues.

Distributive Justice

Distributive justice is conceptualized as the fairness associated with decision outcomes and distribution of resources. The outcomes or resources distributed may be tangible (pay) or intangible (praise). Perceptions of distributive justice can be fostered when results are perceived to be equally applied (Adams, 1965; Ogwuche, Musa, & Nyam, 2018). Distributive justice concern people's perceptions of the fairness of the distribution of resources between coworkers (Greenberg & Baron 2003). Therefore, distributive justice perspective focuses on the fairness of the evaluations received relative to the work. Cropanzano, Ambrose and Greenberg (2007) distinguish three allocation rules that can lead to distributive justice if they are applied appropriately: equality (should apply the same to each party involved), equity (should apply to each party in accordance with contributions), and need (should apply to each in accordance with the most urgency). Karsh, Bookse and Sainfort (2005) also found that employee may rationalize their desire to quit by finding 'evidence' which illustrates how unfairly rewards are distributed. Furthermore, distributive justice seems to play a salient role for employee in evaluating their employing organization. Employee would be more attached to their organization if they cannot obtain the same benefits in another firm

(Lee, Griffin, Neal, Neale, 2007; Ogwuche, Musa, & Nyam, 2018). Karsh, Bookse and Sainfort (2005) also found that employee may rationalize their desire to quit by finding 'evidence' which illustrates how unfairly rewards are distributed. Therefore, we hypothesized that:

H_{0.1a} Distributive justice has no significant effect on absenteeism of Public Primary School Teachers in Benue State.

H_{0.1b} Distributive justice has no significant effect on productivity of Public Primary School Teachers in Benue State.

Procedural Justice

Procedural justice can be seen as the willingness and processes management put in place for decision making concerning the allocation of derivatives during business operationalization. Cropanzano, Ambrose and Greenberg (2007) concisely refer to procedural justice as the fairness in the processes that lead to outcomes. When individuals feel they have a voice in the process or the process involves characteristics such as consistency, accuracy, ethicality, and lack of biasness, then procedural justice is enhanced (Leventhal, 1980). Leventhal (1980) argue that individuals use various criteria to assess decision-making procedures to judge whether the procedures are fair or unfair. Leventhal postulates specific procedural rules for fair procedures, including consistency (that is consistent procedures across time and persons), bias suppression (the exclusion of self-interest), accuracy (the provision of accurate information), Correct ability (that is allowing for appeals and grievances), representativeness (the basic concern of all individuals being represented), and ethicality (moral and ethical standards). Allocation procedures that satisfy these criteria persuade individuals to believe that they are treated by the organization fairly.

Previous research works demonstrate that procedural justice has repeatedly predicted variety of work attitudes, including organizational performance (Warner, Dunnette & Hough, 2005). The equality of the decision making process itself seems to be more important than the actual amount of reparation that is received by individual (Teprstra & Honoree 2003). Cropanzano, Prehar, and Chen (2005) argue that although procedural justice and interactional justice are distinct constructs, they are closely correlated with the other. As pointed out by Tyler and Bies (2004), procedural justice is important in shaping interpersonal relationship, and thus it affects perception of interaction justice. If the process of procedure is perceived as just, employees show greater loyalty and more willingness to behave in the best interest of the organization; we thus hypothesized that:

H_{0.2a} Procedural justice has no significant effect on absenteeism of Public Primary School Teachers in Benue State.

H_{0.2b} Procedural justice has no significant effect on productivity of Public Primary School Teachers in Benue State.

Interactional Justice

Interactional justice refers to perceived fair treatment that an individual receives as decisions are made and can be promoted by providing explanations while decisions and decimation of information are made in such manner (Adeyemi, 2008). A construct justification study by Colquitt, Conlon, Wesson, Porter and Ng (2001) propose that interactional justice should be broken into two components: interpersonal and informational justice. Interpersonal justice reflects the degree to which people are

treated with politeness, dignity, and respect by authorities and third parties involved in executing procedures or determining outcomes. It is also refer to the perceptions of respect and propriety in one's treatment while informational justice relates to the adequacy of the explanations given in terms of their timeliness, specificity, and truthfulness (Mehmood, Norulkamar & Ahmad, 2016). Informational justice focuses on explanations provided to employees why some procedures were used in a certain way or why outcomes were distributed in a certain fashion. More specifically, informational justice is defined as providing accurate information in timely communications, being transparent in communication, and providing reasonable explanations for events at work, whereas interpersonal justice is shaped by interpersonal experience of being treated with respect and politeness by the authorities (Colquitt, Greenberg & Zapata, 2005). Previous research states that there are six sub-dimensions for Interactional justice. These sub-dimensions are: courtesy, honesty, offering explanations, empathy, endeavor, and offering apologies (Nikbin, Ismail & Marimuthu, 2010). Consequently, we hypothesized that:

H_{0.3a} Interactional justice has no significant effect on absenteeism of Public School Teachers in Benue State.

H_{0.3b} Interactional justice has no significant effect on productivity of Public Schools Teacher in Benue State.

Employee Performance

Employee performance is a multi-component concept that is on the fundamental level one can distinguish the process aspect of employee performance. That is, behavioral engagements from an expected outcome (Borman & Motowidlo, 2013). The behavior over here denotes the action people exhibit to accomplish a work, whereas the outcome aspect states about the consequence of individual's job behavior (Campbell, 1990). Apparently, in a workplace, the behavioral engagement and expected outcome are related to each other (Borman & Motowidlo, 2013), but the comprehensive overlap between both the constructs are not evident yet, as the expected outcome is influenced by factors such as motivation and cognitive abilities than the behavioral aspect. Employee performance therefore refers to how workers behave in the workplace and how well they perform the job duties obligated to them. Focusing on employee performance, this work adopted dimensions of employee performance according to Campbell (1990), who defines it in terms of employee absenteeism and employee productivity. Absenteeism refers to teachers' interruption of the school plans, execution, and achievement of sectors' goals and objectives and other stakeholders; while employee productivity is the value of work delivered by an individual, team or organization. This can include the quality of task completion, interaction and deliverables.

Theoretical Framework

This study primarily was anchored on the Equity theory by Adam Smith which provides evidence that workers perception of fairness in the organizational process is key drivers of organizational performance (Borman & Motowidlo, 2013). The reason for considering this theory is that, the idea of distributive justice, procedural justice and interactional justice as a perceive fairness is rooted in Smith equity theory (Gilliland, 1993).

Equity Theory

One of the starting points for the pursuit of facts about the perception of justice and equity by individuals and groups is attributed to the Theory of inequity, proposed by Adams (1963, 1965). According to the author, in any trade-off relationship equity exists when the ratio between the investment and the return of an individual is perceived as being identical in terms of ratio to that of other people or groups, such that the recognition and relevance of inputs and investments are shared both by who is investing and who is the recipient of the investment (Balassiano & Salles, 2012). When this fails to occur, the relationship is considered inequitable; leading to tension between individuals who try to remedy the situation in a quest for the restoration of equity by means of cognitive adjustments. Furthermore, the perception of inequity affecting both the interpersonal and the organizational outcomes is not a logical argument, but instead, an emotional and psychological nature.

Rawls (1971) narrows Adams' theoretical postulates seeking to identify what antecedents would lead individuals to perceive justice in the distribution of rewards. As a result, two conceptual criteria of justice were defined: distributive justice which is referred to the distribution of scarce goods; and the justice of criteria relating to the choice of procedures to be used in the distribution (Cropanzano & Folger, 1991).

Adams (1965) also pointed out that the perception of equity in comparative judgment could lead to two types of emotions: anger – when people feel under-benefited, i.e., they do not receive enough when compared to others; and guilty – when they feel over-benefited, i.e., they receive too much when compared to others. Burrus and Mattern (2010) state that distributive justice judgments are formed by the concepts of equity, egoism, and egocentrism. They show that there is a tendency to judge, from a self-centered perspective, the relationship between their own contributions and those of others (based more heavily on assumptions); thus enabling new interpretations on the perception of equity.

Theoretical contributions that occurred after Adams, as reported by Paz (1999) and Mendonça (2013) sought to establish empirical evidence of Adams' proposals and they investigated the behavior of individuals in situations where they experienced feelings of injustice. However, this model of justice, as claimed by prevailing studies, proved to be limited, making it difficult to understand the psychological processes involved in this phenomenon (Santos & Odellius, 2015). In conclusion, individuals' perceptions about equity, on the part of organizations, can be associated with positive outcomes of the relationship; such as organizational performance and identification, and consequently commitment (Balassiano & Salles, 2012). On the other hand, perceptions of inequity, particularly those related to losses, can be associated with stress and dissatisfaction. This fact becomes more relevant when one considers equity as a phenomenon laden with subjectivity.

Methodology

The study analyzed the effect of organizational Justice on the performance of Public Primary School Teachers in Benue State. Cross-sectional research design was adopted and questionnaire for collection of information from respondents at a single period of time. The study was conducted using stratified sampling technique and simple random sampling technique because of the nature of the population of study and the behavioral pattern of government owned institution. Two local governments were selected from each senatorial zone in Benue State to allow fairness for the entire three

senatorial zones. Vandeikya and Kwande were selected from zone A, Makurdi and Gboko, Otukpo and Oju were also selected from zone B and zone C senatorial zones respectively. The selection was done through the means of a raffle draw separately for each zone. The population of the study consisted of 7, 257 public primary school teachers and 861 SUBEB officials, given a total of 8,118 from the six local government areas in Benue state. A sample of 381 was drawn with the aid of Taro Yamane (1967) formula and 10% error confidence level was added, making the sample size up to 419 for the study. The study design is appropriate because it allows the researcher to compare many variables at the same time and no active manipulation would be performed on any of the variables. The questionnaire was validated by experts in the faculty of management sciences Federal University of Agriculture Makurdi-Nigeria. A pilot test was design for 42 respondents; teachers and SUBEB officials in Katsina-Ala Local Government of Benue State who were not part of the sampled population.

To ensure that the constructs actually differed, the discriminant validity was tested using two methods recommended by Hair, Hult, Ringle and Sarstedt (2014): (1) analysis of indicator cross-loadings and (2) the Fornell and Larcker criterion. Concerning the cross-loadings analysis with the range of 0.700 and above, the loadings of the indicators in their respective constructs were higher than those of the other constructs. Hence, discriminant validity was generated using the first method (Hair, Hult, Ringle, & Sarstedt 2014) as shown in the table 3.1.

Table 3.1: Discriminate Validity

	Distributive Jus...	Employee Perf...	Interactional J...	Procedural Jus...
Distributive Jus...	0.661			
Employee Perf...	0.727	0.693		
Interactional Ju...	0.638	0.852	0.658	
Procedural Just...	0.510	0.684	0.708	0.659

Source: Output from SmartPLS.

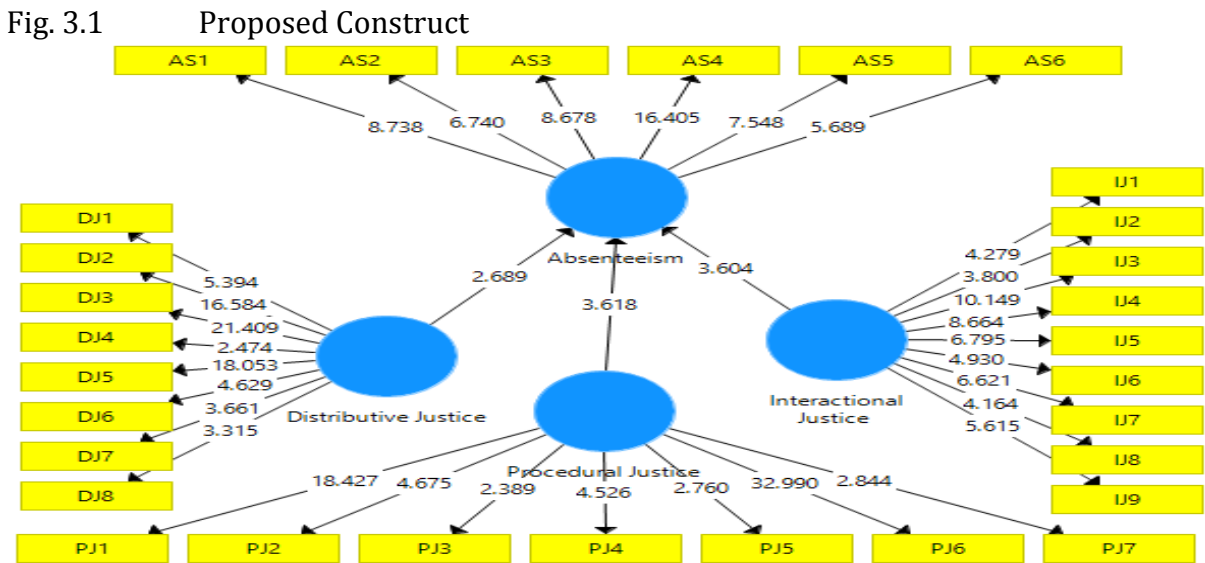
The Table 3.2 shows the Cronbach Alpha values of the factors loadings range from 0.726 to 0.820 suggesting satisfactory levels of just two construct reliability. Cronbach Alpha values equal to or higher than 0.70, indicate the reliability of the instrument (Hair, Anderson, Tahtam & Black, 1998), therefore, researcher uses all the instrument for the study, since its met the recommended scale. The Composite Reliability index provides an assessment recommend Composite Reliability value ≥ 0.70 (Olsson, Foss, Troye & Howell, 2000). All the constructs have Composite Reliability value above this minimum level (see Table 3.2). The coefficient indicated high internal consistency.

Table 3.2: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Absenteeism	0.808	0.827	0.862	0.514
Distributive Justice	0.792	0.844	0.851	0.440
Interactional Justice	0.820	0.828	0.863	0.416
Procedural Justice	0.726	0.823	0.807	0.398

Source: Output from SmartPLS.

The data collected was analyzed using the Covariance-based structural equation modeling (CB-SEM).CB-SEM is recommended for ordinal scales (Hox & Roberts, 2011), non-normal distributed data (Hox & Roberts, 2011; Olsson, Foss, Troye & Howell, 2000), and if the sample size is large (e.g., more than 250 observations), CB-SEM has higher parameter accuracy and consistency than PLS-SEM. When the sample size is small, in comparison with CB-SEM, PLS-SEM has always larger or equal statistical power (Reinartz, Haenlein, & Henseler, 2009; Newsom, 2015). Both methods were calculated using R software version 3.3.0 with the packages Lavaan version 0.5-20 for CB-SEM and using SmartPLS version 3.0for PLS-SEM.



Source: Output from SmartPLS.

The measurement of this tool is regarded as significant if the ($p < 0.05$) path estimates; while t -tests ≥ 1.97 value of the factor loading construct is be considered significant. The data presented in Table 3.3, Fig 3.1 and Fig 3.2 were used to evaluate the significance of the construct relationships. First, the relationships between the three organizational justice dimensions (distributive justice, procedural justice and interactional justice) were measured against employee’s performance dimension of employee absenteeism (see Fig 3.1 and Table 3.3) and all the constructs were found to be positive and significant. Procedural justice had the highest coefficient ($t = 3.618$, $p = .000$), while distributive justice had the lowest coefficient ($t = 2.689$, $p < .008$) (see Table 3.3 and Fig. 3.1). The analysis of the relationships between interactional justice and employee absenteeism shows significant relationship at ($t = 3.604$, $p = .000$) (see Fig 3.1 and Table 3.3).

Table 3.3: Test of Hypotheses.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Distributive Justice -> Absenteeism	0.216	0.218	0.080	2.689	0.008
Interactional Justice -> Absenteeism	0.389	0.378	0.108	3.604	0.000
Procedural Justice -> Absenteeism	0.394	0.409	0.109	3.618	0.000

Source: Output from SmartPLS.

The second test of hypotheses was to establish the relationships between the three organizational justice dimensions (distributive justice, procedural justice and interactional justice) against employees performance dimension of employee productivity(see Fig 3.2 and Table 3.4) and all the constructs were also found to be positive and significant. Procedural justice had the highest coefficient (t = 4.599, p <.000), the interactional justice had the least coefficient of (t = 2.433, p <.016) (see Table 3.4 and Fig. 3.2. The analysis of the relationships between distributive justice and employee productivity demonstrations significant relationship of (t = 3.611, p <.000) (see Fig 3.2 and Table 3.4). The results of the six hypotheses are discussed in detail in the following section.

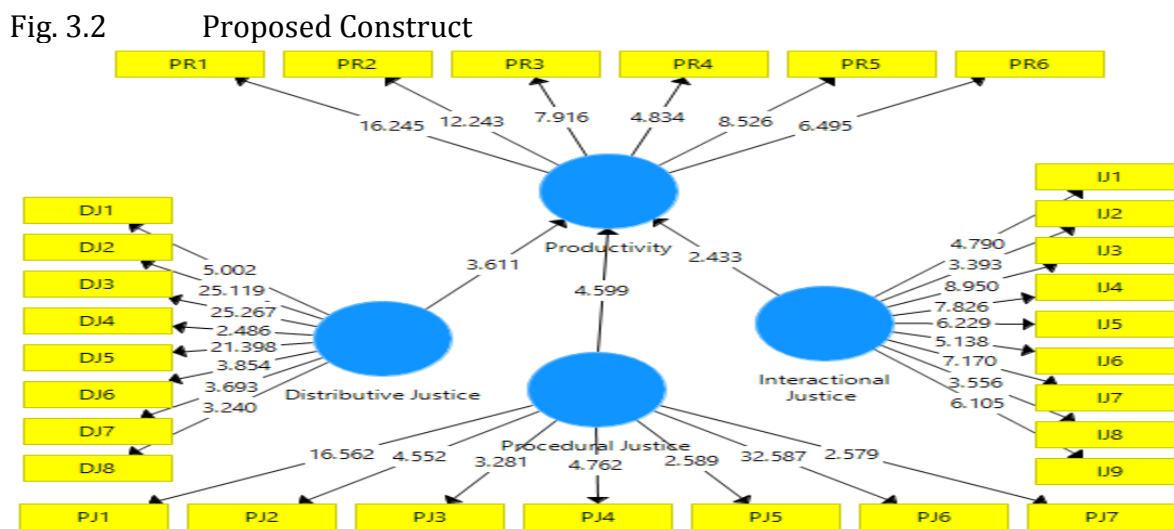


Table 3.4: Test of Hypotheses.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Valu...
Distributive Justice -> Productivity	0.313	0.313	0.087	3.611	0.000
Interactional Justice -> Productivity	0.245	0.250	0.101	2.433	0.016
Procedural Justice -> Productivity	0.450	0.448	0.098	4.599	0.000

Source: Output from SmartPLS.

Discussion of Findings

Considering individual contribution of the constructs, it is revealed that, procedural justice made the highest contribution to the influence in absenteeism and productivity among public primary school teachers. This means that teachers are mindful of the interpersonal and informational relationship with their subordinates in a work environment. This finding corresponds with Cohen-Charash and Spector (2001) who found a significant impact of procedural justice on employees’ cognitive, affective, and behavioral reactions toward the organization. Similarly, Hasan and Al-Zu’bi, (2010) found a positive association between procedural justice and job productivity. The findings of the study supported the notion that procedural justice is positively related to teachers’ performance and such affect is produced by fairness of process and procedures when determining outcomes of employees.

Distributive justice has positive and significant effect on public primary school teachers' performance in Benue State-Nigeria. The hypothesis though had the least coefficient when distributive justice was tested against absenteeism but it came second when tested against teachers productivity. Previous research's also supported the results that distributive justice having significant and positive impact on employee performance (Mehmood, Norulkamar & Ahmad, 2016; Borman, & Motowidlo, 201) 3. However, distributive justice as compared to interactional justice in the first model (see Table 3.1), shows a moderate predictor of performance though higher than in the second model when measured against employees' productivity justice. This has reflected that, outcomes of public primary school teachers' performance in Benue State are more affected by distributive fairness and quality of interaction relationship rather than process of reward allocations. For example, Adams and Freedman (1976), and Greenberg (1982) explain that underpaid employees will reduce their input which will result in decreased output. This may create a situation where employees develop immediate reactions and perceptions. Equity theory (Adams, 1965) also explains the comparative nature of individuals judging their rewards against others which makes it difficult to satisfy everyone.

Interactional justice also reflects positive and significant effect on public primary school teachers' performance. The findings are consistent with that of Moosa, (2014) who found a positive relationship between interactional justice and employees' job performance. The study revealed that persistency in fair treatment by school managers and supervisors for managing interactivity will determine the teachers' productivity, quality of teaching, and future direction of interpersonal relationship that will eventually be reflected in employees' outcomes of teachers.

Conclusion

This study investigated effect of justice-performance and found that justice dimensions such as procedural, interpersonal, and distributive, are significantly related to public primary school teachers' performance in Benue State of Nigeria. However, interactional justice is found to be a stronger predictor of employees' absenteeism and employees' productivity. The findings of this study provide several insights to the SUBEB officials, Heads of schools and government of Benue State that the manner of interpersonal relationship with teachers, dissemination of information and fair treatment of teachers will determine the outcome of public primary school teachers' performance in Benue State of Nigeria. It can be fairly assumed based on these statistics that public primary school teachers' performance in Benue Sate are more concerned with the manner government and public primary school managers interact with them. Then followed by the manner to which outcomes are distributed among public primary school teachers. Managers and supervisors in public primary school teachers should acknowledge this when taking decision regarding interaction and distribution of outcomes to avoid abusive supervision and give fair distribution of outcome priority.

Recommendations

1. The findings reported here have some practical implications. Fundamentally, public primary school headmasters and head mistresses need to realize that teachers' evaluation of interaction is capable of causing teachers' absenteeism poor and work productivity. It is important to note that abusive or poor interaction and interpersonal relationship is a high motivator of job absenteeism and productivity at

the workplace. To promote task productivity and reduce absenteeism in public primary schools, headmasters and head mistresses should ensure that they enhance and provide adequate interpersonal relationship with their subordinate. In a similar vein, heads of schools who wish to improve the contextual performance of their subordinates must treat and interact with them fairly and make use of fair procedures when making outcome allocation decisions in terms of selection of teachers for workshops and seminars.

2. The central aspects to consider as compared to interaction with teachers at work is the reward system (distributive justice) of workers has to be given paramount attention based on objective criteria, periodically as when due and merit. This simply means not just payment of salaries of workers as of when due but include promotion at a regular basis, assigning of seminars and conferences should not be politically motivated.
3. The study also recommended that government's attention should be directed on what is right and just to teachers in order to lift the standard of the public primary school and build confidence in her teachers. SUBEB should as well organize seminars to enlighten school head masters on the important roles played by procedural justice and job performance among teachers.
4. It was also recommended that public school management should focus on strengthening and enhancing adequate interpersonal relationship with their subordinate and coworkers.

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POLITICS OF EDUCATIONAL POLICIES AND PROGRAMMES FOR THE UNDERSERVED GROUPS IN NIGERIA

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Abstract

The interaction of politics and education is not novel in Nigeria. Since the period of colonial administration, the planning, administration and management of education has been under the influence of political arrangements. Successive administrations in Nigeria have been using education through their manifestoes as a political tool. The paper pinpoints that the inconsistency in the education policies and programmes especially for the underserved is as a result of the interplay between politics and education. This paper has identified the underserved groups in education to include those that do not have equitable resources as other students in the education circle and those from minority ethnic groups among others. The paper has also discussed the impact of politics on educational policies in Nigeria. The negative impact of politics as discussed in this paper seems to outweigh the positive impact as could be seen in inadequate funding of education, poor school mapping and others. It is also observed in this paper that most of the education policies especially for the underserved have political undertone. The political class does not show sincerity of purpose in ensuring that these policies are fully implemented for the benefit of all. Such policies are only used as campaign tool. Based on this discovery, the paper recommends that political issues on education should be made sustainable by implementing educational policies of the previous governments. Full implementation of educational policy should be a matter of priority by the government in power among others. The paper concludes that education policies should be pursued with vigour and should not only be used as "votes catching baits" by the political class.

Key words: Politics, educational Policies, Underserved groups.

Introduction

Education today has become an investment for economic, social and political development as well as an aggregate tool of empowerment for the poor and the socially marginalized groups. The National Policy on Education (2013) avers that it is an effective means of developing the full capabilities and potentials of human resource, as well as the development of competent work force through the acquisition of practical life skills relevant to the world of work as a veritable means of developing sound intelligent learning societies. These enormous contributions of education to the development of most nations of the world and the individual call for the provision of guidelines for the effective administration, management and implementation of education policies at all tiers of government (Adum, 2010).

These guidelines otherwise known as National policy on Education (2013) is a statement of intentions, expectations, goals, prescriptions, standards and requirements for quality education delivery in Nigeria. It is pertinent to mention that education

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policies are not free from the grip of politics. Politics shapes educational policies in Nigeria. For instance, the government in power formulates education policies which are transmitted to the states and the local governments to implement.

Policies arise from the needs of the society and from the aims and objectives of organizations. Policies are formulated to lay down procedures or rules under which institutions, organization and the society at large can function or exist (Adzongo & Agbe 2009). According to Adzongo et al (2009), policies are laid down rules, guides, ordinance, plans, procedures or statements with particular goals or actions legally accepted by leaders in society. In a similar view Abu (2011) maintains that a policy is a set of laws, actions, activities and programmes that have specific aims and goals for the society. In education, as earlier mentioned in this paper, education policies are influenced by politics in Nigeria if not all countries of the world. Aristotle as cited in Anifowose (2015), maintains that man by nature is a political animal. Where two or more people are gathered politics is usually displayed. When an individual tries to convince his partner to key into his ideas for personal or public interest, politics is involved (Ajayi 2012). According to Anifowose (2015) politics is the process of making and execution of government decisions or policies. Education policies in Nigeria cover all categories of citizens of the country. What remains a mirage is whether these policies are implemented as enshrined in the National Policy on Education including the underserved groups (Amina, 2010).

The underserved groups are also not left out of the grip of politics of education. The Federal Government of Nigeria (2013:2) in one of the beliefs of the philosophy of education states that “Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion and any peculiar individual challenges”.

The Federal Government of Nigeria (2013:2) further states that the five main National goals of Nigeria as stated in the constitution of the Federal Republic of Nigeria are building:

- a. a free and democratic society.
- b. a just and egalitarian society.
- c. a united strong and self reliant Nation;
- d. a great and dynamic economy and
- e. a land full of bright opportunities for all citizens.

Adama (2012) claims that these National goals are only political statements. In reality there are highly un operational especially in the realm of the less privileged in the society. One is therefore tempted to say that politics and education are un-identical twins that perform complementary roles in the society. Politics uses education as a “vote catching” bait while education realizes its goals and objectives through the political process. In the words of Osuola (2012) politics and education are interwoven and their separation appears impossible.

Concept of Educational Policy

Educational policies are initiatives or directional statements mostly by governments that determine the direction of an education system (Baja 2010). According to Akanga (2011) education is a sure way in which the society initiates its young ones into full membership. So, every society needs some educational policies to guide it in the process of such initiation. In the views of Udidaas cited in Ukpong (2017) educational policy could be taken to mean projected programmes of action, which

specifies, goals, values and practices of an education system. It could also be seen as a statement which guide and directs all actions at achieving national development through educational sector.

On the other hand, Ozurumba and Ebuara (2014) sees educational policy is basically a statement (written or unwritten) that contains principles, rules and regulations that seek to provide answers to certain issues like,

- a. How will people be educated?
- b. Where and when will the people be educated?
- c. How will peoples' education be financed?
- d. To what extent will the people be educated and assessed?
- e. To what extent will the role of politics influence education policy making process?

All the issues highlighted above cannot be discussed and provided with one answer. This is as a result of the fact that the making of politics of educational policy is concerned with a wide range of options most common with the people and society where policies evolved. From the explanation given above, educational policies are very important for the achievement of the goals of the educational system and that of the society. In corroboration, Miller (2010) asserts that educational policies are the agreed ways the educational system of a nation should be operated or managed. It is also pertinent to state that educational policies are necessary in order to ensure that direction is given to any action taken on education. Nobody can just take action on educational issues without recourse to the agreed ways (policies) of operating the system.

From the antecedence above, one could consider an educational policy as a statement of intent by the government towards providing desirable quantitative and qualitative education for the citizens, thereby making education policy inevitable in any educational system. By and large the relevance of any education policy is inextricably immersed in politics.

Concept of Politics in Education

The growing politicization of education is a factor of concern in most nations of the world. In Nigeria and many other developing countries, educational institutions are witnessing more and more government interest and control as well as increasing intervention by the legislatures and courts (Federal Government of Nigeria as cited in UKpong, 2017). The interplay of politics and education is not novel in Nigeria. Since the period of colonial administration, the planning, administration and management of education has been under the influence of political arrangements (Adebayo, 2015). The concept politics according to Ozurumba et al (2014) simply means the unbridled struggle for power among individuals or groups in a particular society. In this definition, politics is conceived as a "dirty game" too unwholesome for the sanitized humanitarian act of education (Ozurumba, et al, 2014). Such narrow or restricted conception of politics was common with the perception of the earlier politicians and the traditional political scientists. Generally speaking, a lot of authors have defined politics in their own views.

Harold Lasswell, an American political scientist (as cited in <https://infoguidenigeria.com> relationship-education-politics-Nigeria) defines politics as who gets what, when and how this connotes the understanding of politics by Nigerians and to a great extent Africa. To Nigerians and black African countries, politics involves

the allocation of scarce social, economic and cultural resources to individuals, groups, regions and classes.

According to Udu (2009), politics is dealing with power. That is how power is structured, pursued, captured, retained and lost. The politician is empowered by the society to make public policies (based on political ideology of its party) and in the context of this paper, educational policy.

In the views of Okunamiri (2009) politics of education could be referred to as the social and political contexts of education, aimed at identifying the various social and political factors, influences, issues and problems which affect education production process. Okafor (2010) asserts that politics of education involves a complex inter relationship among groups, politicians and bureaucracy. Okafor further adds that considering the whole educational structure politicians want schools to serve particular goals and needs of a political party in power. This clearly points to the fact that public education is by necessity an extension of our political system, resulting in schools being reduced to vehicles for implementing political mandates. Agbo (2011) notes that politics of education involves a complex interrelationship among interest groups, politicians, educationist, bureaucrats and knowledge brokers. This means that these actors want educational institutions to serve particular goals and needs as they define them.

From the above explanations, politics of education entails the use of political powers in deciding educational fortunes of a nation. Such policies affect all categories of people in the nation. One of the groups being the underserved.

Underserved Groups in Education in Nigeria

Politics in Nigeria has impacted negatively on many citizens and regions of the country. Obanya (2010) highlights how politics and education influence each other which through a continuous process has failed the education sector, particularly in the last decade. Nigeria's problems of corruption, adult illiteracy, region and political instability have placed some citizens at disadvantaged positions. These are the underserved groups.

Who are the Underserved?

In this paper, the concept of "underserved" will be limited to education. Underserved students are defined as students who do not receive equitable resources as other students in the academic pipeline.

Typically, these groups of students include low-income, under represented, racial/ethnic minorities and first generation students as well as many others (media college board.com>public>scho). In furtherance to this definition, one would still explore to know what it means to be underserved. Many families who live on paycheck-to-paycheck are currently underserved by the financial services industry (<https://en.m.wiktionary.org/wiki/unde>).

Explicitly, one could say that those who are underserved in education are those who are unable to pay school fees, inability to access education due to reasons of race, religion, language or social status (<https://en.m.wiktionary.org/wiki/unde>).

In 1999, the civilian government under the leadership of Obasanjo launched the Universal Basic Education (UBE) to give free and compulsory education to Nigerian children. However, factors identified above and mostly that of politics has made the policy to be cosmetic. Agena (2010) stipulates that bad politics of education have made many of the Nigerian educational policies to start and end in the media.

The Federal Government of Nigeria (2013:30) has captured the following as the goals of mass literacy, adult and Non Formal Education:

- a. Provide functional basic education for adults and youths who have never had the advantage of formal education or who left school too early. The target groups include migrant folks, almajiri pupils, illiterate and semi-literate adults, youths and adolescents; persons who left the formal school system early and are now working to come back and continue schooling; and other categories of disadvantaged groups; who are unable to have access to the conventional educational system and therefore required other forms of educational programmes to cater for their particular/peculiar needs and circumstances;
- b. Provide remedial and life-long education for youths and adults who did not complete secondary education; and
- c. Provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills.

Very lofty and desirable as the objectives of mass literacy and Non Formal Education have been, its implementation at all levels of education as seen in the component of the scheme depended on the government in power and the political party in control of the government. A close look at the scheme has shown that government has not kept to the provisions of the NPE leaving the whole scheme to become a political gimmick.

Impact of Politics on Educational Policies in Nigeria

Policies are principles, rules and statements of intent guiding organizations or institutions for achieving specific set goals and objectives. The rule states what to do while the principle explains why that rule must be obeyed (Ozurumba&Ebuara, 2014). Though education is a vital instrument in development, often there are debates that politics should be taken off education or that education should not be mixed with politics. Musa (2012) however, asserts that the duo seem to be inseparable. Some people have continued to agitate for the removal of politics from education as a result of the negative impact of politics on the sector which according to Arubayi (2005) include:

1. Inadequate funding of education
2. Poor planning/ineffective implementation of educational plans and objectives.
3. Poor school mapping as pupils travel more than five kilometers to get to school daily.
4. Poor supervision and monitoring of UBE programme:
5. Inadequate vehicles for monitoring
6. Inadequate number of qualified monitoring officers, inadequate office accommodation and office equipment (e.g computers and ICT facilities). This claim by Arubayi on poor supervision was supported by Ezenkwensili (2007) that there has been no inspection and supervision of schools in the last decades and supervision of schools is the beam of quality assurance in education.

It is not an over statement that politics had impacted negatively on the human resource in the education sector regarding the underserved. For instance, the ban on employment of personnel who would have served as teachers and other workers due to economic down turn has affected the provisions of the national policy on education on mass literacy (Mangu, 2012).

Another impact of politics on education is that politics prefers leadership characteristics above expertise. As noted by Blasé and Blasé in Adedayo (2015), no politician can possibly have the expertise and experience needed in all the areas a leader must address (notably in roles such as governor and president). One distinct flaw in that development according to Ijaduola, Odumade and Agbajeola (2009) has been a trickle-down effect starting from presidents and governors to state superintendents of education and school board chairs and members; people who have no or very little experience or expertise as educators or scholars attain leadership positions responsible for forming and implementing education policy. In other words, square pegs are put into round holes in leadership positions as a result of politics.

Related to the above discussion is the failure of education reforms. As earlier mentioned in this paper politics bestows authority and a hierarchy on education that allows and perpetuates leadership without expertise or experience. Adedayo (2015:64) asserts that education reforms fail due largely to the following:

1. Inexpert leadership that is ideologically committed to solutions and thus implements solutions without identifying and clarifying the problems, first and
2. Inexpert leadership that is in constant flux with the perpetual changes in administrations is apt to implement the same solutions over and over with different outcomes expected.

Politics also has a great impact on the funding of educational programmes, formulation and implementation of educational policies, planning and administration of education, provision of infrastructural facilities in our educational institutions. Education in Nigeria according to Akpan (2012), has suffered so much neglect in the hands of the political leaders, who drop the educational policies and programmes of their predecessors and introduce new programmes and policies in a bid to fulfill their electioneering promises to the electorates.

Education programmes are not properly funded by the political leaders. Funding is central to effective implementation of any educational policy and development of any country. The issue of poor funding of education programme has been one area that politics has negatively affected education in Nigeria (Ukpong, 2017). Politics has also affected education in the area of appointment, promotion and postings/transfers of teachers. Some persons are favoured in posting, appointment as Principals, Rectors, and Vice Chancellors due to their connection to influential politicians in the state (Adum, 2010).

Impact of politics is made manifest on the sitting of educational institutions. Adamu (2010) asserts that political weight is thrown on the sitting of educational institutions at the communities of some politicians to the detriment of other communities who lack representation in the nation's corridors of power. Abu (2010) in corroboration maintains that some places are overcrowded with schools than others as a result of political influence of their representatives or their political cohorts.

The creation of states is an attempt to provide more acceptable political structure in order to usher in Peace and Unity. In the views of Amadioha (2008), this has led to some dangerous discrimination attitudes which are ultra-vires to the goals which education is supposed to achieve. Such attitudes include; (i) lack of easy employment opportunities in the public sector of the different states in the country (ii) admission of Nigerians into different state owned institutions sometimes this anomaly has been covered up in the name of quota system. (iii) the discriminatory payment of fees in some state owned higher institutions. This is a situation where the non-state indigenes pay, higher fees as if they were expatriates.

As mentioned earlier, these attitudes are working against the unity or against the main national goals of Nigeria as stated in the constitution of Federal Republic of Nigeria as captured by the National Policy on Education (2013) which education has been trying to inculcate in the citizens.

The political system contrary to the goals of education has taught the citizens including the younger generation powerful lessons on selfishness, tribalism, the uncontrolled lust for power and the greed for more money at the expense of the common man (Amadioha, 2008). Politics has taught school children good lessons on vices like bribery and corruption, insincerity and lack of accountability. National consciousness and unity cannot be achieved when the greater population of the people are deceived and told lies on a daily basis. These vices have gone deep into the thinking of the youths more than what education is struggling to inculcate (Adum, 2010). Despite these negative impacts of politics on education, it has also contributed in funding, provision of infrastructure, security, employment among others in education.

Politics of Educational Programmes for the Underserved

In Nigeria, educational development has been guided by politics. There is always a political or social purpose behind any educational policy which is upon the ideology of the government or party in power (Mu'azu, as cited in Ukpong, 2017). Basically, in Nigeria, the efficiency of education and its administration are influenced by the realities of political power. For instance, policies and programmes on nomadic education, Universal Basic Education (UBE), Unity schools, Almajiri schools all have political undertones.

For purpose of clarity, the focus of this paper would be on the Universal Basic Education Programme, and mass literacy, adult and non-formal education. Emphasis would be laid on whether government has lived up to her responsibilities for the Nigerian child. Or is it the usual "policy of popularity" as regards providing education for the underserved.

According to the Federal Government of Nigeria (2013:5) UBE has the following objectives:

- a. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- b. The provision of compulsory, Free and universal basic education for every Nigerian child of school age;
- c. Reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;
- d. 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; and
- e. 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 of a solid foundation for life-long learning.

A closer look at these objectives clearly points to the fact that there are mere political statements (Adum, 2010, Adama, 2010). The Universal Basic Education Act as cited in Ukpong, (2017) makes primary and junior secondary education free and compulsory for children and also guarantees regular government funding from the Federal Government through the Federal Ministry of Education for the proper implementation of the programme. Akanga (2011) however, maintains that this

nebulous task arrogated by the government has contributed to the failure of the scheme already. This could be seen in the dearth of adequate infrastructure, poor motivation of teachers, inadequate teachers especially in the rural areas, just to mention but a few. Agbo (2011) affirms that government has not shown sincerity of purpose towards effective implementation of the programme.

Basic education according to Federal Government of Nigeria (2013) shall be compulsory, free, universal and qualitative. This again has exposed the failure of government in this regard. Amina (2010) states that children of school age still roam the streets of the country freely without reprimand by the government. The enactment of the child rights act has not really helped matters. Education under UBE has not proved to be compulsory, free, universal and qualitative due largely to the politics behind the introduction of this programme.

It is pertinent to stress that the key power players of the public governance with the educational sector conspire to keep the public school system in a moribund state. This is occasioned by poor funding of education and “predetermined” neglect in terms of poor infrastructural facilities (Adedayo, 2015). Despite one of the goals of Basic Education (Federal Government of Nigeria, 2013:6) which states that education shall “provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement” government or the political class has continued to exhibit unworthy attitude of double standard; implementation of free education with no human-capital and infrastructural facilities, whilst their children attend well equipped schools abroad with public funds or private schools within the country (Adedayo, 2015). With the private participation in the provision of education, education for all (EFA) becomes impossible due to the exorbitant school fees charged by the schools. The emergence of these private schools is the failure of the political class to provide a stable education for all as enshrined in the country’s education policy.

The politicization of Nigeria’s education system as earlier mentioned in this paper has made the realization of the goals of the National Policy on Education especially for the underserved a mere wish. The political class has continued to say one thing and do the opposite, introducing double standard. The ill luck being faced by UBE is applicable to other programmes such as Nomadic Education, education for the physically challenged, and so on. Lack of political will by the government in power to continue with already existing programmes or provide the needed sponsorship for their education programmes have continued to stare in the face of the less privilege denying them of equal educational opportunities as enshrined in the nation’s National Policy on Education.

There is no gain saying the fact that education in Nigeria has been characterized by policy somersault as a result of persistent change in educational policy. This inconsistency in the country’s education sector is responsible for the non-realization of educational goals and objectives for the underserved groups in Nigeria. Another programme designed to benefit the underserved groups and which has attracted the interest of the paper is mass literacy, adult and non-formal educational programme.

Mass literacy, adult and non-formal education programme is supposed to benefit the underserved. But due to the politicization of education, the program is well articulated on paper but non-existence. Successive governments have failed to implement this programme despite its immense benefits to the Nigerian populace. Nigerian children or the others remain illiterate thereby becoming dangerous weapons in the hands of the political class. Information technology and other infrastructural

facilities, such as libraries, viewing centres and reading rooms as stipulated to be provided as captured in the NPE are nowhere to be found. The implication of this negligence by the government is that many Nigerian youths will not have access to education. Thus, Adedayo (2015) submits that successive regimes and administrations in Nigeria have not been able to achieve national goals of education and lack of programme continuity.

Conclusion

The paper has clearly shown that there is a strong correlation between politics and education. Their relationship appears to be inseparable. This relationship however, has negative impact on education which goes a long way in politicization of education policies making them to be mere political statements. Lack of political will to implement education polices has made some people to suggest that politics should be alienated from Education. The paper therefore conclude that educational policies should be pursued with vigour and should not only be used as “votes catching baits” by the political class.

The Way Forward

As a result of lack of continuity of education policies, the following suggestions were offered to tame the tide of discontinuity of educational programmes in Nigeria.

1. Political issues on education should not be allowed to go with the initiators of the issues. New political office holders should try and implement educational policies of their predecessors in order to make education to be meaningful to the citizens.
2. If education is to benefit the underserved, government should see to it that policies are not just formulated to score cheap political points. The implementation of such policies be ensured to the fullest. If government intends to provide free and compulsory education, no barrier should stand the way of school age children. There should be sincerity of purpose on the side of government.
3. The political class should not promote social vices such as thurggery, tribalism, sectionalism, fraud, corruption and murder. These are the vices that education has been trying to eradicate in order to foster national unity as enshrined in the nation’s constitution and national policy on education.
4. Educational policies formulated by the political class should be well thought of, policies should not just be introduced for the sake of it. Adequate funding, personnel, infrastructure should be properly weighed before the pronouncement of the policy.
5. Education should be used as a tool for good policies. (Politics for the welfare of the masses) but not as a “vote catching bait” for the political class.

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TOWARDS ENHANCING THE TEACHING AND LEARNING OF PARTICIPATORY THEATRE: PERSPECTIVES FROM THE CONSTRUCTIVIST APPROACH

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Abstract

The dynamic nature of teaching and learning has continued to evoke critical analysis. Thus, this paper highlights the role of educators as pivotal in the changes and innovations prevalent in the education process that might give rise to critical analysis. It emphasises that learners need to synergise with the teachers/educators to acquire new knowledge. The aim is not just for the sole purpose of meeting a curriculum demand, but above all, the wellbeing of the learner, which can lead to a developed society. Participatory theatre, as a form of entertainment for enlightenment towards social change, is used here as a means of educating the learners about HIV, drawing fundamentally from the theoretical assumptions of the constructivist method. Thus, the paper proposes the adoption of a blended style of teaching and learning using a post-performance evaluative strategy with students at Victory Secondary School, Makurdi. This has been predicated on the efficacy of the method as practised in most parts of the world. Different views on the need to adopt this method were aggregated using performance and an oral quiz because it appears that for active learning to occur, there has to be a mental construction of new knowledge which is obtained from real and practical experience. The paper concluded that based on the contemporary appeal of constructivism, the incorporation of technology-based online materials is recommended for secondary schools in Benue State for the sustainability of active learning. This paper is part of a research conducted at Victory Secondary School, Makurdi with a class of 40 students (25 girls and 15 boys).

Keywords: Participatory theatre, constructivism, teaching and learning, students learning

Introduction

Educators have a role to play not only in the academic development of a learner but also in their social, health and wellbeing (Baker et al. 2008). The relevance of the above statement can only be achieved when the educator nudges the learner towards the attainment of a synergistic effect which is geared towards not only the acquisition of new knowledge but the overall wellbeing of the learner. Suhrcke (2011); Day, Fleming and Martin (2016) have related excellent academic attainment to good mental health. Thus, Carpenter and Bell (2002) have described learning as an active process which occurs as an individual assimilates information or experiences from the environment; this can be through prior or new knowledge which is applied to the present learning experience. It has also been shown that, for active learning to occur, a student needs to

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mentally construct meaning and understanding of the subject based on new knowledge and existing experiences (Schunk, 2004). Furthermore, a structured and analytical learning space, which includes learning resources, technology, and approaches to learning (Warger & Dobbin, 2009) is also essential for the formal and conducive educational process to be achieved. To enable a better understanding of what a learning space is, Unge et al. (2018) define a learning space as a place which is created to ease, support, stimulate or complement teaching and learning.

Accordingly, teachers and learners over the years have explored different learning experiences using diverse methods for assessment depending on the context and desired outcomes. As a result, blended learning, which is a style of teaching and learning, will be explored foregrounding on a constructivist approach. Blended learning can be defined as a combination of classroom-based face-to-face learning with online resources and experience in an educational setting (Garrison & Cleveland-Innes, 2003; Garrison & Kanuka, 2004); and it is a combination of technological-based online resources and face to face transfer of instructions with the student having an element of control over the learning pace.

To comprehensively discuss teaching and learning, the educator is required to be able as postulated by Rose and Best (2005). This is to aid the students in the development of academic skills, which include oral, written, critical, analytical, time management, interpersonal and organisational skills. Furthermore, the learners' feedback according to Cramp (2011), is an essential part of learning in which the educator provides supervision, supply guidance and support to enable the learner to develop academically to the best of their abilities. In this situation the educator also completes an assessment, which is used to measure the learning skills, understanding and knowledge of the learner, among other requirements.

Consequently, Walker and Grosejean (2010) recommend that the teacher should have knowledge, experience, teaching skills and the right attitude to teaching, and most importantly, an interpersonal relationship with the students. Secondary schools in Nigeria have over the years imbibed most of these outlined principles in their attempt to provide qualitative driven education. However, the adequacy of world-class educational attainment has been characteristically slow in several states of Nigeria; thus, the research into the adaptation of active learning in schools in Benue state becomes imperative. A summary of the methodology used for teaching during the research can be found in table 1 below.

Methodology

Table 1

Dimension	Characteristics of Approach
Learning approach	Performance analysis
Duration	One academic session
Topic	Blended learning/Active learning
Task setting 1	Based on students' prior experience and possibly the experience of others.
Task setting 2	Substantiated by theory and practice
Task setting 3	Actual world setting
Interpersonal	-Monologue and dialogue -Personalised learning
Task engagement	Individual and group performance
Instructional material	Video clips, Textbooks, handouts, leaflets on HIV, pictures, and films
Behavioural objective	The adaptation of active learning by the students.

A presentation of three keys for the Dimensions of the Framework used are below, and the full description is in the appendix.

1. **Areas of Activity (A)** which we used while teaching and facilitating the learning outcome.
2. **Core Knowledge (K)** which we used to carry out the areas of activities such as rehearsals and dramatic performance.
3. **Professional Values (V)** that we used to demonstrate our teaching or support during the teaching process.

Demonstrating A1: (Design a Strategy of Activity and Plan of Study)

1.6 million young people aged 10-19 were living with HIV in the year 2018. [UNICEF, 2019]

The first experimental lesson was based on Drama skills and exercises with the topic of discussion being HIV status disclosure. The teaching and learning process were based on the constructivist theory which places emphasis on self-construction of knowledge by a learner through active interaction and taking part in authentic tasks with specific goals. Jean Piaget (1970) propounded the constructivist theory and argues that people construct new knowledge from their prior experiences through the assimilation and integration of new skills with an existing one. This means that learners can generate meaning and understanding when they actively reflect on earlier experiences and apply them to the present learning experience.

The reason for the choice of HIV status disclosure as a topic is because HIV/AIDS is an ongoing global issue (Beck, 2006), and a collective global response must be used to stop the Pandemic. The disclosure of an HIV status could also create awareness of the risks involved in unsafe sex (Amaran, 2012). Given these points, HIV status disclosure is broad. Therefore, the topic was split into sub-topics for a better understanding by the students, and the sub-topics were taught on different lecture days. Accordingly, the inquiry-driven and group focused nature of the lesson from the beginning provided a

friendly active disposition for the students' learning process, this approach postulates that a teacher facilitates while the learner actively participates in the learning process (Von Glaserfeld, 1989). During the lesson, simple ended questions were asked to enable a better understanding of HIV status disclosure. The questions are listed below.

- (a) What is HIV/ AIDS?
- (b) What is HIV disclosure?
- (c) Why is HIV disclosure necessary? (K1)

In order, to achieve the aim and goals of the research, a participatory theatre performance which is usually interactive, was introduced using a short video. Participatory theatre can be defined as an educative tool which can be used as a form of entertainment geared towards influencing people's way of life and bringing about a positive behavioural change (Sayye, 2004). The participatory theatre was used with the primary aim of the research as well as a channel for bringing up different viewpoints about sexuality and HIV, thereby stimulating problem-solving skills among participants (Mwansa & Bergman, 2003), this is significant because it is a form of active learning. Furthermore, the application of participatory theatre to the learning process is in line with Beetham and Sharpe (2007) who have called for a constructivist pedagogical approach to teaching and learning because the learner should always be doing something central to active learning. Collins (2017) has advocates a move from traditional classroom teaching to an approach-based on active learning and engagement.

Consequently, for effective teaching on our part, we used a lesson plan which covers all the activities of the learners and their cross-cultural interactions for a better understanding of what HIV disclosure is. Additionally, the appraisal was geared towards activating the students critical thinking through active and behavioural engagement in the learning process (Mark, 2000) (K2, K3), to evaluate the teaching comprehensively, the students engaged in asking questions and giving answers, which enabled them to solve problem exercises without a large amount of teacher provided instruction. On the third day, rehearsal for an enactment began, because, participatory theatre is a useful interactive tool which is used to forge the mutual relationship between the actors and audience and among the spectators (Ponzetti, et al, 2009), because it is expected that the students will remember the enactment and thus, the lesson taught.

Demonstrating A 2: (Teaching and Support of Student Learning)

Study materials were made available to the students ahead of the lesson. This was to support the diverse learning needs of the students (V1, V2, K4) and because people have different educational needs, it was essential to recognise this fact and to supply handouts which were printed in a bold and straightforward font for simple reading (Werth 2003). Additionally, to enhance easy understanding, the use of electronic devices was allowed where necessary (V1 V2). The researchers then introduced the topic and requested the students to write down what they know about HIV disclosure; the information gathered was enacted in an improvisational drama. An improvisational drama is play-acting, which is carried out without prior preparation or a script. As rightly summarised by Keefe (2002, p. 6), "...Making the most of what you have and getting the most out of what you make". The introduction of this active learning resulted in not just a deeper understanding of the topic, but a better transfer of knowledge (Perkin & Salomon, 1992) (K2, K3). In keeping with (Brownell, 1990), students learn better when they are physically involved in an activity instead of just listening.

Thereafter, the students formed groups of five to reflect and discuss the key findings from the enactment because the interactive approach created a positive class climate that encouraged creativity and motivation, resulting in holistic learning (Lešnik, 2017). The students used their discretion to critically and constructively draw on their understanding of the content taught, which made it easy to supply feedback and comment on the depth of knowledge of the topic, and giving praises appropriately (K2, K3). Overall, the students had learnt about HIV status disclosure, types of notification, and how to reveal an HIV status to others. Also, more materials were shared, in addition to the lessons held after the enactment (K1, K2, K3, K4), open-ended questions were asked, leading the development of an understanding of the topic; also, the feedback was given at the end of the discussion by the research team (K2, K3). Furthermore, using proper body language according to Bulut and Sonmez (2005) should be used consciously due to its effect on the student's attention. The body language was not domineering, and this can be achieved by not standing over a seated learner; meanwhile, the students were also given room for an anonymous evaluation of the exercise (K5). Lastly, an online forum [WhatsApp] was set up, where the students shared ideas, asked questions, and contributed further findings on the topics taught (K4). We made an allowance during school hours for the students to have one-on-one contact with any member of our team and the school Health master; this is because of the diverse learning needs of the students. (V1, V2).

Demonstrating A3: (Assess and give feedback to Learners)

Another step in the lesson was the introduction of a Pop Quiz as a formative assessment to the students to measure what they had learnt, and feedback was gotten on the teaching methods. Also, the quiz served as a structure for the students to deliberate on their learning activities and experience (Barab, et al, 2007). The students were also encouraged to discuss, ask questions, and review the answers from the quiz in groups (Nicol & Boyle, 2003). While the discussions were going on, the teacher moved around the classroom listening and deducing if a student needed more hints on the topic learnt and taking note of the active students and those who seemed nonchalant by asking them questions about their opinion (Mckinney & Graham, 1993). The reason for encouraging group participation was to find if the students had a clear understanding of the topic taught (K5).

Subsequently, a summative assessment was administered to enable the students to receive an evaluation of their written work. Whether it met the appraisal criteria (V4), the review was designed to determine an understanding of the subject content and the relevant competency. Thus, the question used was to critically discuss the harm and risk reduction strategies that can be used in the prevention of the spread of HIV/AIDS as enunciated by Catania et al. (1990).

Demonstrating A4: (Developing a Productive Environment for Student Support and Guidance)

The students made the lesson more interactive by sharing their understanding of the topic with each other (Brownell 1990), on the other hand, the team rewarded the students by acknowledging the student's inputs (K1, K2, V1, V2). It was also crucial to get an evaluation from other colleagues (s), who evaluated the teaching style and gave feedback (A5).

An Evaluation of Constructivism as a Learning Theory

This article attempts a retrospective review of the constructivist theory of learning and highlights its sustenance in contemporary teaching and learning. Jean Piaget's (1970) conception of constructivism is that education is an ongoing evaluation of constructive knowledge, which is better learned through interaction with prior experience. Jean Piaget was a Swiss Psychologist whose epistemological theory of cognitive constructivism has become one of the most critical approaches relating to teaching and learning (Jonassen, 1991). Thus, it has been postulated that learners perceive and construct knowledge differently, even when given the same scenario, based on their unique previous experience. Constructivism as a learning theory places emphasis on the adaptation of active implementation of an idea to solve a problem instead of the passive transfer of facts and knowledge (Piaget 1977; Mvududu & Thiel-Burgess, 2012; Jayeeta 2015). Also, (Bruner, 1996; Maclellan & Soden, 2004) have expounded the Constructivist theory as the active construction of new knowledge through a learner's perception of their experiential world, based on their prior knowledge. Also, constructivism, as a learning theory, expounds the idea that, through personal experience and prior knowledge, a learner can understand and make meaning from what is being taught.

Besides, Brooks and Brooks (1993) describe constructivism, as a theory of knowledge and not of teaching, they further explain that the approach seeks to liaise between temporary knowledge and a person's ongoing cognitive developmental process. Additionally, Constructivist theory applies to active learning and teaching practice and has an impact on cognitive development theory (Piaget, 1970). To sum up the different views on constructivism, it is not out of place to affirm the position of many who see it as a learning theory which emphasises the adaptation of active implementation of an idea to a problem, instead of the passive transfer of information. It is important to note that, constructivism as a learning theory places prominence on a learner's cognitive process (Snowman, 1997) because it is believed that, the learner has a rich, vast earlier knowledge which can be applied to the present learning experience. The above is because the learner is expected to experiment continuously with concepts through social negotiation (Wenger, 1999); thus, the focal point of constructivism as a learning theory is on the mental construction of knowledge based on prior experiences. Equally, the approach has a profound impact on learning because it enhances the development of a student's conceptual understanding (Murphy et al. 2018); therefore, the provision of a conducive learning environment will contribute to creating awareness of the subject taught and the process of knowledge construction (Elliot, 2007).

In discussing constructivism as a learning theory, it is crucial to see it as a search for meaning which can be developed through active participation of a learner in the learning process, and this can be through, experimenting, observation, interaction, collaboration and problem-solving (Baumgartner, 2003; Sutton, 2003; Rummel, 2008). Consequently, Clapper (2014) states that the educator only serves as a facilitator who plans and collaborates while motivating and encouraging the learner to discuss, question and construct their own opinion on a given subject (Bernaus, et al, 2004) and finally get to an exact conclusion on the chosen topic.

Constructivism and Active Learning

Consequently, during active learning, the teacher serves as a facilitator whose role is to aid the learner towards acquisition of new knowledge; thus, a constructivist teacher encourages students to question their assumptions and those of others when faced with a problem (Gray, 1997); given the need for interactions among the students, and between the teacher and students, this is vital for the learning process to be complete. Furthermore, in a constructivist classroom, different educational strategies are used for intellectual understanding, and to strengthen the assimilation of knowledge (Balachandran, 2015), this is because instructional strategy can be used for stimulating learning behaviours in a student and the practical adaptation of teaching strategies to meet the learning needs of the students. Lastly, the learner's prior knowledge is recognised and integrated into the learning process.

The Benefits of Constructivism

According to Driscoll (2000), constructivism as a learning theory seeks to improve a learner's critical problem-solving skills through the application of logic and conceptual growth. While Tam (2000) places emphasis on the cognitive development of the learner through the dissemination of information, it is expected that the learner will actively focus on the information received, organise the ideas presented and create meaning using prior knowledge or experience and arrive at a conclusive result (Bereiter, 2014). The learner is expected to think and understand the subject material rather than memorising the ideas. For Driscoll (2000) constructivism exists in the human mind as learners continuously updating their perception of the world around them mentally to construct or interpret their reality. Also, Brooks and Brooks (1993) state that constructivism encourages learners to internalise, start, and reorganise information. This results in the learner aspiring to reach elevated levels of different thinking which aids them to understand the introduction of new knowledge and strategies better. Most importantly, a learner develops social and communication skills through the exchange of ideas and discussion on the subject in the classroom with significant others.

Criticism of Constructivism

Notwithstanding, the many advantages attributed to constructivism, does not stop its critics. Kirschner, et al (2006) points to the fact that empirical studies might not be comprehensive due to constructivist approaches being minimal. This is because the learner constructs knowledge internally; thus, the necessary experience might be subjective. Also, Christie (2005) states that some learners might not have the ability to structure their prior knowledge to confirm or produce results when needed in a new learning experience. To sum up the viewpoints of the critics, technological and environmental factors, especially in Benue State, can also be a hindrance to the constructive development of a learner.

Conclusion

As far as we are concerned, constructivism as learning theory has created an environment where learning occurs in an authentic and stimulating manner, because students are responsible for their education, while the teacher guides and supports them where necessary for the construction of new knowledge. Therefore, it behoves on the students to ensure that, the learning process will result in inherent self-sufficiency.

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CONTEMPORARY ISSUES AFFECTING STUDENTS' EDUCATIONAL ATTAINMENT IN NIGERIA

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Abstract

Contemporary issues are issues that are seemingly causing a lot of setback to educational attainment of students in the society today. These issues are mostly associated with cases of indiscipline both in school and the society. In schools today, indiscipline which is one among the major contemporary issues that seems to cause a lot of setback to educational attainment of students today. It stems from cultism, gangsterism, drug abuse, sexual promiscuity, truancy, cheating and bullying, thuggery among others. This issue has become so alarming in schools such that, students hardly have time for their studies. In most cases, even after graduation from school, some are distracted by these issues to the extent of not seeking to further their education. The major thrust of this study is to x-ray the contemporary issues affecting students' educational attainment in life. The paper looked at the concept of contemporary issues, educational attainment. It also specifically addressed various contemporary issues such as: cultism, drug abuse, sexual promiscuity, examination malpractice, bullying, indecent dressing and thuggery in terms of their negative influence on the educational development of the students and the way forward.

Keywords: Contemporary issues, students' educational attainment, cultism, drug abuse, sexual promiscuity

Introduction

Every society trains her members to be useful and not useless. The main reason for the training is to instill discipline in them in a way of maintaining their cultural values and norms so as to enable them contribute positively in building the society. Moreover, schools are established for the purpose of transmitting what is worthwhile into the learners. This is through inculcating into the learner our cultural values, norms and good attitudes that will make him to become a useful and functional member of the society. Anti-social activities are rampant in the contemporary Nigerian Society. This is evident in the deluge of social problems witnessed on regular bases. These problems which include various factors such as social inequality, ethnicity, limited resources, corruption, poverty, criminality, and other socio-economic crises pervade the length and breadth of the country. There is a wide gap between the expectations of the society and its actual manifestations. Hardly would a day go by without a record of one form of social problem or the other (Eitzen, 2009). The success of any student in terms of academic achievement is determined by his level of discipline in school. Oladunmi

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(2010) observes that students in schools today are not performing well in their academic activities as expected of them. Oladunmi further states that the reason for students' poor performance in academic activities is as a result of their indisciplinary act which to a large extent affects their educational attainment.

There has been serious increase in cases of indiscipline in institutions of learning particularly in recent times. Commenting on disciplinary issues in secondary schools in the past, Agba (2008) opines that many schools today hardly provide the conducive, mental, social and psychological atmosphere of security so valuable to leadership skills and positive acceptable student behaviour. Contributing to the above, Enoch (2006) observes that schools today in Nigeria have become grounds for guerrilla warfare, anti-social behaviours and breeding grounds for unacceptable behaviours by students and teachers rather than being places where desirable and relevant changes in behaviours of learners occur.

In the opinions of Obiabo and Leke (2007), the act of indiscipline among students in schools today is characterized by truancy, cultism, sexual immorality, drug abuse, gansterism, cheating, stealing, fighting, bullying, indecent dressing among others. This makes most of the students lack proper concentration properly on their studies. According to Paddy (2009), some students end up repeating classes because of poor academic performance while others get suspended from school sometimes thereby loosing valuable academic activities that culminates in failures in their external examination. Orhungur (2010) opines that students who indulge in drug abuse spend most time in cult activities, gangsterism, fighting in schools and examination malpractice. Musa (2013) asserts that if students are to learn what the society expects of them and to encourage their behaviour to conform to these expectations, then their upbringing should be good. Aduloju (2007) lists the causes of indisciplinary behaviours among school students to include; poor parental upbringing, peer group influence and the school's inability to impact the right norms and values into the learners as well as indiscipline. This according to Adulogu has resulted in affecting their educational life.

Viewing the issue of indiscipline, Waraba (2008) opines that the societal expectation of every school-going child is to acquire the right cultural values and norms that will make him useful to his parents, relations and the society at large. Waraba reiterates that the act of indisciplinary behaviour on the part of students in schools today is really telling on them as most of them end up as drop-outs or finishing their schools without any valid certificates. Some even end up as drug addicts, political thugs and sex hawkers among others. This is because; their level of educational attainment has been badly affected by their acts of indiscipline while in school. In most schools in recent times, student's exhibit high level of truancy, indulge in cult-related activities and sexual immoral acts. It is difficult to assume or know when the school is on break. This is because of the level of students' truancy. They hardly stay in their classes for lessons but play truant or hang outside the class or school until school closes. Also students' level of involvement in cult-related activities is on increase particularly the secondary schools. They go about intimidating other students, teachers and even outsiders. This tends to keep them away from school programmes which seem to affect their educational attainment. Moreso, the extent of promiscuity among the students especially the female ones are high both in schools and even outside the school. Students now go about befriending each other and exhibiting immoral acts capable of jeopardizing their educational attainment. Most of the students who even after

graduation instead of working hard to proceed to higher institution rather decide to engage themselves in contemporary issues that end up jeopardizing their educational attainment.

Contemporary Issues

Contemporary issues are subjects that are currently in public discourse. Most often, it is a problem that people are discussing about and trying to find solutions for themselves in order to find a solution e.g. the issue of indiscipline in schools such as: truancy, cultism, sexual promiscuity, examination malpractice, drug abuse, indecent dressing, cheating and bullying. Moreso, the issue of Girl Child education in Africa, peace in the Middle East, the issue of insurgency (Paddy, 2010). "A contemporary issue can also be defined as any event, idea, opinion or topic in a given subject that is relevant to the present day. Contemporary issues can be found in almost any matter of interest." Any issue which has its implications, applicability, relevance, significance, effect and material presence in present time or at its given frame (period) of time can be sorted as Contemporary issues (Rogers, 2011:4).

Educational Attainment

Educational attainment refers to the highest level of education that an individual has completed. This is distinct from the level of schooling that an individual is attending (Voogt, & Roblin, 2012). In another view, Indyar (2015) define educational attainment as the number of years of education a person has attended and completed, or the highest degree earned. This includes the number of elementary and high school years completed, participation in college prior to graduation, and varying levels of degree attainment (i.e. Associates, Bachelor's, master's, professional, and doctoral degrees). Educational attainment is not a measure of the quality of education received by the student during these years or their proficiency or grades in subject areas. Nor does the statistic explain contextual causes or influences, such as attainment of learning objectives, immigration patterns, test scores, discipline, or public policies. Educational attainment may also refer to the level of education completed (reported here as high school completion or higher,¹ an associate's or higher degree, a bachelor's or higher degree, or a master's or higher degree).

Educational attainment, in terms of the highest level of education completed, is associated with various positive outcomes. Pellegrino and Hilton (2013) reviewed studies and concluded that educational attainment is a stronger predictor of labour market success than measures of cognitive skills, personality traits, and intra- and interpersonal competencies. Workers who are better educated have better abilities to complete a given task, learn more from complex task training, and are more efficient in allocating work resources compared to workers who had attended school for lesser number of years.

Countries recognize that educational attainment is important to the economy because by logic of reasoning: more years of schooling means workforce will become more highly skilled and productive, leading to higher output of goods and services and eventually a stronger economy (Barro & Lee, 2011). Other than economic outcomes, educational attainment is also related to social outcomes, such as health, population growth, and income distribution (for data set of educational attainment in the world between 1950 and 2010, (Barro & Lee, 2013). To develop a workforce that can meet the demands of the new economy, education systems have to anticipate these needs and

keep up with the changes. Dede (2007) argued that the emergence of a global, knowledge-based workplace require the new generation of workers to gain 21st century skills and knowledge. Workers of the new economy does not necessary equate to employees of new businesses as current trends show that students are more likely to start their own businesses. Therefore, educational attainment is not only a matter of the number of years of schooling people complete, but also the range of knowledge, skills, and competencies they acquired to take on the responsibilities of leading the world's economy in the upcoming century.

Contemporary Issues Affecting Students Educational Attainment in Nigeria Cultism

Cultism is defined as any form of organization whose activities are exclusively kept away from the knowledge of others. Such activities are carried out at odd hours of the day and they often clash with the accepted norms and values of everyday life (Ogunbameru, 2014). Onikpe in Ezra (2014) maintains that cultism "contaminates" the school environment and jeopardizes the educational process. According to Onikpe, there can be long-standing effects such as physical, emotional and psychological implications for students including, distress, reduced self-esteem, risk of depression and suicide, reduced school attendance, impaired concentration, fear and a diminished ability to learn by students. This is also capable of affecting their educational development in the future. Anwuluorah (2008:7) opines that the youth's involvement in cultism is a serious concern for many Nigerians. The secret cults engagement in nefarious activities like armed robbery, petty stealing, murder/killings, rape, hard drugs, cruel acts, rudeness and fighting. The above lend support to the claim made by many that most of the unrest and the state of anarchy in educational institutions are due to cultism. Most student cultists sometimes end up as kidnappers. This is because, they look for money at any time they done have with any available means. Such act is capable of affecting their educational attainment in life as most of them end up being either rusticated from school, imprisoned or even killed.

Truancy

Truancy according to Orhungur (2010) is the act of staying away from school without permission by the school authority. To Jenkins (2011) truancy is any intentional unauthorized absence from compulsory schooling. It also refers to students who attend school but do not go to classes. Eze (2010) maintains that the term truancy typically describes absences caused by students of their own will, and usually does not refer to legitimate "excused" absences such as the ones related to medical conditions. Eze further notes that in most institutions of learning today, most students are seeing roaming around the street of markets, film halls, stadium and drinking joints during school hours without any genuine reason for staying away from school. In his opinion, Amema (2007) asserts that truancy has the following effects: stealing, dishonesty, sex offenses, disobedience, drug abuse, assault, wickedness, suicide and charms which has negatively affect their educational attainment of such students in life. This is because, students who truant may find it difficult to pass their internal and external examinations.

Sexual Promiscuity

Sexual promiscuity according to Musa (2013) is the deliberate violation of accepted principles of right and wrong which includes any form of “illicit sexual intercourse, adultery, fornication, homosexuality, lesbianism, intercourse with animals”. Musa puts it that sexual promiscuity has suddenly been dignified in most schools and this seems to have portrayed a very bad image on the school by the public. Accordingly, Okpani and Okpani (2010) wrote concerning the decline in the age of sexual experience among adolescents contrary to accepted moral and cultural values. They observed that this is a dangerous trend which affects the educational attainment of the child and the society at large. According to Akingba (2012), the estimated account for inducing abortion is currently between 20,000 to 50,000 maternal annual deaths in Nigeria. This could be the reason why Uchekukwu (2011, p. 14) wrote, “If one goes by the multifarious social problems plaguing the Nigerian society in recent times, one will appreciate the urgent need for the school to wade in and give parents a helping hand in the appropriate education on issues concerning sex early in life”.

Drug Abuse

Drug Abuse is any drug taken without medically recommended or if its use causes physical, psychological, legal or social harm to the individual user or other affected by the drug users' behaviour (NDLEA, 2012). Nte (2008) observes that students who abuse drugs are found loitering and participating in other forms of criminal activities in the school and outside the school, thereby causing distraction to school academic activities. They are also likely to receive poor grades and are likely to drop-out of school. Denga (2011) stresses that drug, abuse does not only affect the academic activities of students, but also affect the lives of the students and the measure of their educational achievement. Denga further states that, some students end up dropping out of school because they cannot cope with school academic activities as drugs have taken their time and change their perception and thinking.

Examination Malpractice

Examination malpractice is also a disciplinary problem and a cankerworm that has eaten deep into the fabric of our educational system today. Odo (2011) sees it as any irregular behaviour exhibited by candidates charged with the conduct of examinations or outside the examination hall before, during or after such examination. He further maintains that such irregular behaviour contravenes the rules and regulations governing the conduct of such examination. According to him, if his opinion is correct, then examination malpractice is another form of indiscipline during or after examinations. The negative implication of such acts is that, such students may end up being rusticated from school when caught or imprisoned for years. This is thus capable of affecting their educational attainment in life.

Indecent Dressing

In our institutions of learning today, students dress how way they feel and leave for school. They do not follow the acceptable way of dressing as students before going to school. Nivi (2012) observes that the issue of indecent dressing in institutions of learning is more pronounced than even outside the school setting. Nivi maintains that indecent dressing is the unacceptable and unconfirmed way of dressing by students of an institution to school. Nivi also notes that most students dress indecently to school. They are seen flying their shirt, while the girls dress with tight uniforms showing their

all round shape or with short skirts that attract a lot of attention by other students and teachers. Students are seen dressed half naked and exposes their bodies to teachers and other students. This is also an unwanted phenomenon that is bugging the Nigerian education system today. Answers.com (2011) maintains that there is the likelihood that female students who dress indecently or provocatively in their uniform like wearing of skimpy and tight fitting and transparent clothes could be pruned to sexual harassment and rape among students and teachers. Jacob (2011) avers that many students who dress indecently are easily invited for a suppressed sex only to become pregnant and drop out of school or being killed by ritualists. The negative consequences of indecent dressing have also been identified to include rape, prostitution, HIV/AIDS and other venereal diseases, infections as well as armed robbery and poor academic performance in school. Similarly, Articles base.com (2011) posits that students who dress indecently in their uniforms are easily forced to sex against their will which results to their contact of venereal disease such as HIV/AIDS because of lack of protection.

Fighting/Bullying

A critical observation of schools today shows that students are seen fighting or bullying each other while in school and after school hours. Thus, the stronger students take advantage over the weaker students by beating and bullying them unnecessarily. This sometimes leads to gangsterism and cultism. School bullying is a type of bullying that occurs in connection with education, either inside or outside of school. Bullying can be physical, verbal or emotional and is usually repeated over a period of time. According to Laving (2010) bullying in schools occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in physical education (PE), recess, hallways, bathrooms, classes that require group work and/or after school activities. Ayainde (2009) stated that, bullying in school sometimes consist of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying their target.

Targets of bullying in school are often pupils and students who are considered strong or different by their peers to begin with, making the situation harder for them to deal with. One student or a group can bully another student or a group of students. While bystanders may participate or watch, sometimes out of fear of becoming the next victim. This is also a form of disciplinary problem and act of indiscipline that is plaguing our schools from time immemorial. The act of this bullying may for example include; punching, pushing, shoving, kicking, and inappropriate touching, tickling, headlocks, school pranks, teasing and fighting with the use of available objects as weapons. This act is capable of earning a student suspension from school, rustication or even arrested and imprisoned which may affect their academic attainment in life.

Thuggery

Most students who graduate from secondary schools take profession of becoming political thugs. They do dirty deals for their pay masters who do not even care about their future educational attainment. For instance, during elections in Nigeria, politicians make good use of students' cultist as thugs to disrupt election exercises. Moreso, in the school settings, teachers and fellow students are beaten and manhandled for one reason or the other by students who are thugs. Some teachers are intimidated and threatened. Academic activities are halted in schools and fear of uncertainty freeze

human beings (Osarenren, 2012). Such act of indiscipline is capable of affecting students' educational attainment as most of them do not end up well in life. Some of them end up been frustrated in life, used and dumped by politicians or sometime are killed by political associates of their pay masters.

The Way Forward

1. Students who are caught practicing cult-related activities should be rusticated from the school and that there should be a standing policy that will warrant all their identity published in newspapers and announced on radio, televisions such that the students would be rejected anywhere.
2. Appropriate school authorities should device means of stopping truancy among students in schools. This can be done through checking of students regularly and giving them severe punishment.
3. Seminars and workshops should be organized periodically on the dangers of sexual promiscuity among students so as to scare them to desist from such act capable of jeopardizing their educational attainment in life. The government, Ministry of Health and some NGOs should also extend the fight against HIV/AIDS a bi-product of sexual promiscuousness to secondary schools and higher institutions where there is a larger group of people who are vulnerable to infection.
4. The management of the schools at all levels should intensify efforts at minimizing drug abuse among students in schools. This they can do through making it a policy in the school that students are regularly checked by medical team to know those who do drugs and either rusticate them or punish them in any other way so as to serve as deterrent to others.
5. Cases of examination malpractices could be minimized through the efforts of counselors, teachers and other educational practitioners who would take time to orient students on the dangers of engaging in examination malpractices particularly as regards the jail terms accrued to it when caught.
6. The management of schools should enact policies through the various Departments on the kind of dressing that would be worn by students. Anything different from the acceptable one should not be accepted. As such, any student caught flaunting the school orders should be dealt seriously with.
7. The school managers should make it a policy that any bullying act found among the student will amount to immediate rustication. This will help to serve as deterrent to other students with such characters.
8. Religious institutions should be more serious with our youths to indoctrinate them in virtues before they leave their homes. They should be made to know that they are leaders of tomorrow not just by name but by exhibiting characters that would prepare them to take over leadership and not allow themselves to be used as thugs and end up being killed at any time. Moreso, The signing of agreement by students and their parents with authorities on the prohibition of informal gathering of students which is capable of resulting to thuggery all in the name of protecting the interest of students. This will go a long way in helping to avert the problem of thuggery which sometime.

Conclusion

Educational institutions in Nigeria are in the war front because of indisciplinary acts of students and their activities. School environments are no longer conducive for effective learning. Lives of students, teachers or other personalities have been at stake. There is terror and sorrow in the school and the society. Government, parents and the community among others are not at rest as there are frequent cases of one form of students' misbehaviour and another. The educational attainment of such students is also at stake as most students who indulge themselves in such acts end up as drop-outs or even become political thugs who are sometimes killed. The future of the Nigerian youths and the nation is also at stake. All hands must be on deck to eliminate some of these contemporary issues like indiscipline especially in schools in order to produce graduates who would be useful and not useless in the society tomorrow. Indisciplinatory acts of students must come to an end to enable our students acquire mass qualitative and effective education for meaningful survival in the society.

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INFLUENCE OF MOTIVATION ON SECONDARY SCHOOL TEACHERS' JOB SATISFACTION IN BENUE SOUTH SENATORIAL DISTRICT, NIGERIA

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Abstract

This study investigated influence of motivation on secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria. Two research questions guided the study while two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised 1,191 teachers from 100 grant aided secondary schools in the District. A sample of 291 teachers representing 24%, was drawn from 24 Secondary Schools using simple random sampling technique. A self-structured 10-item questionnaire titled "Influence of Motivation Questionnaire (IMO) was used for data collection. The instrument was validated by experts in Educational Management and Measurement and Evaluation in Benue State University, Makurdi. The reliability of the instrument was ascertained through trial testing which yielded reliability co-efficient of 0.66 using Cronbach Alpha. Data obtained from the study were analyzed using mean and standard deviation to answer the research questions, while Chi-square (χ^2) test of goodness of-fit to test the null hypotheses at 0.05 level of significance. The findings indicated that participatory decision making and provision of material and non-material inducements significantly influenced secondary school teachers' job satisfaction. It was recommended among others that school managers at the various hierarchical levels of administration should organized regular staff meetings/briefings so that teachers can be part of vital decision making, with the cumulative effect of ensuring school goal attainment and individual teacher job satisfaction.

Keywords: Motivation, Teachers' Job Satisfaction, Participatory Decision Making and Material/Non Material Inducement.

Introduction

The fundamental role of teachers in the fulfilment of educational objectives underscores the need to motivate them to be satisfied with their jobs. This is because, in every education settings, the teachers are the seemingly life-wire of the organization. They are the ones that do not just use and control other resources, but determine the achievement of set aims and objectives. In this regard, Inayatullah and Jehangir (2015) posit that motivation plays an important role in the school hence it enhances job satisfaction as well as increases the productivity of teachers which invariably translate to goal achievement in an efficient way. More so, the performance of teachers can be improved through motivation in any school system. Corroborating this view, Okeke (2011) asserts that school goals are unattainable without the enduring commitment of the teachers.

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Job satisfaction is the extent to which individual needs are satisfied in relation to the perception that such satisfaction is enabled by his/her total job situation (Ejiogu, 2012). Satisfaction also connotes happiness and a state of psychological feeling of contentedness as an outcome of need fulfilment. The secondary school teacher is a family man or woman with the responsibility of catering for family members/other dependants in terms of provision of food, shelter, clothing, school fees among others. It is important to stress that, whether or not they are able to do so shapes their perception and also affect their attitude towards the work place (Weirich & Knoontz, 2012, Ubom, 2014). This explains why Cameron (2014) stresses the need for employers of labour to provide the employees with the reasonable means to meet their socio-psychological needs, in order to avoid distraction. Job satisfaction is closely linked to motivation and is enhanced by job design, management style, involvement in decision making and empowerment (Russel, 2005).

Motivation is an inner state that energizes, activates or makes and channels behaviour towards goal attainment. It is a driving force that compels an individual to take some actions in order to achieve certain goals (Ali & Aroosiya, 2010). It is a general term applying to the entire class of drives, needs, wishes and similar forces. According to them, a manager motivates subordinates to do those things which the manager hopes will satisfy their drives and induce them to act in desired manner (Uche, Fiberesima & Christiana, 2011). According to Ogbonna (2014), motivation of teachers is necessary in order to enhance their job satisfaction as well as performance. Ogbonna further posits that teachers put in their best when they are given incentives and are getting satisfaction in their jobs and are made to feel that their interests are considered. According to Ogbonna, if teachers are to be retained so as to improve students' performance, it is important that they are properly motivated from time to time so that they equally feel satisfied with their job.

Job satisfaction of teachers in recent times seems difficult without proper motivation. As speculated in the study area by relevant educational stakeholders such as school administrators, teachers, parents and students among others, involving teachers in decision making and provision of material/non material inducements are crucial Job satisfaction indices which can be used as a motivational tool by school administrators to achieve predetermined goals.

Involvement of teachers in decision making is a seemingly job satisfaction variable which likely enhances teachers motivation to work. Decision making is the process of identifying a problem, creating a systematic alternative, testing the alternatives and selecting the best for implementation (Carver in Wellington, 2012). Decision making according to Akpakwu (2008) is the selection of one behaviour from two or more possible alternatives. It is the act of determining in one's mind upon an opinion or course of action.

In their opinion, Olorunshola and Olayemi (2011) assert that where teachers are adequately involved in decision making process, they are better committed to cooperate with the management towards realizing school goals, devoid of apathy and opposition. Participatory decision making is considered as higher level individual effort to provide subordinates greater voice in organizational performance (Okeke, 2011). In the secondary schools like any other school system, decisions are made at both academic and administrative level for the purpose of improving the lots of the schools. From the academic point of view, decisions are taken as to who (teacher) teaches what (subject) and when (time table). It sometimes also includes indenting the best textbooks for use from the myriads available.

Involving teachers in decision making here also implies soliciting their idea for turning situation in the school around for the ultimate goal of achieving objectives. It is believed that staff participation in decision making improves quality of decision that translates to higher performance and reduces staff turnover. This is necessary for survival in an increasingly competitive world (Awotua, 2009). The potency of participatory decision making to reduce staff turnover implies that it cumulatively influences job satisfaction. The foregoing suggests that equity is an important element to be considered in appreciating the concept of job satisfaction, particularly among secondary teachers. Equity calls for a fair balance between employees' input (Hard work, skill level, enthusiasm) and employees' reward (Salary, benefits, recognition). A situation where employee's input outweighs his/her reward, commitment to work will be grossly affected, and alternative job seeking becomes inevitable. Olorunsola and Olayemi (2011) found that where teachers are adequately involved in decision making process, there would be total commitment and the realization of school goal will be easy, where teachers are not involved in school governance, it results to teachers behaving as if they are strangers within the school environment which adversely affect students' performance. Olorunsola and Olayemi further added that where teachers lack motivation and involvement in decision making, truancy, excessive excuses and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals.

Provision of material/non material inducements is another motivational tool which seems to enhance teachers' job satisfaction. Incentive package as a form of stimuli could be material in nature (Cameron, 2011). Over time, incentive measures like salaries, secondary benefits and tangible rewards (recognitions) and sanctions have been used to motivate employees for better performance. Adams (2011) is also of the view that non material inducement like decorating employees who accomplish special feat with gold, silver or bronze plate of distinction; nominating them for national awards/honorary titles or issuing them with certificate of merit will not only spur the recipients to greater performance, but also motivate others to strive for recognizable excellent performance. Other monetary benefits like housing/vehicle allowance, pension and other retirement benefits play a major role in total compensation, such that when they are absent, they contribute to a culture of absenteeism, alternative job seeking and ultimately low productivity (Sabry, 2010). Invariably, good incentive system encourages employee to be productive, creative, innovative and loyal (Adams, 2011).

Relatedly, Ambani (2011) observes that teachers may be induced and propelled to put in their best towards job performance, mostly in a situation where the management is responsible for medical bills of their staff and families or help in subsidizing the cost of their medical bills. According to Ambani, institutions can provide medical facilities by building hospitals, clinics and dispensaries for their staff and family members. Ambani posits further that if the general well-being of a teacher is improved, he or she is bound to put in his/her best in the discharging of duties. This is because he or she would derive satisfaction from being a teacher. In another perspective, Akpakwu (2010) stresses on the need for motivating teachers for outstanding performance through the provision of incentives like transport, good recreation centres like staff club, workers canteen, and medical service among others. Akpakwu further states that, if teachers are guaranteed with the above, there is the tendency that they will perform maximally towards the growth and development of the institution.

Secondary school teachers in Benue South Senatorial District today seemed to be dissatisfied with their jobs. Evidences are seemingly high attrition rate, occasioned by alternative job seeking in the federal civil services, military, paramilitary and other lucrative job offers. This gradually, is reducing the number of available teachers and thus, constituting high teacher-student ratio, with its attendant consequences. It is obvious, that high student-teacher ratio depletes the effectiveness of teacher in carrying out their constitutional role of teaching, assessing, providing prompt feedback, and correcting students' deficiencies. This invariably affects quality of education, as students' academic performance is affected.

If school improvement depends fundamentally on improvement of teaching, then ways to increasing teacher motivation and capabilities should be the core focus. This is because highly motivated and needs-satisfied teachers can create a good social, psychological and physical climate in the classroom, being able to integrate professional knowledge (subject/pedagogy), interpersonal knowledge (human relations) and intrapersonal knowledge (ethics/reflective capacity). This has aroused interest in the researcher to embark on the study which investigated the influence of motivation on secondary school teachers' job satisfaction in southern senatorial district of Benue State.

Purpose of the Study

The main purpose of this study was to investigate the influence of motivation on secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria. Specifically, the study sought to:

1. examine the influence of participatory decision making on secondary school teachers' job satisfaction in Benue South Senatorial District.
2. investigate the influence of material/non material inducements on secondary school teachers' job satisfaction in Benue South Senatorial District.

Research Questions

The study was guided by the following questions:

1. How does participatory decision making influence secondary school teachers' job Satisfaction in Benue South Senatorial District?
2. How does the provision of material/non material inducements influence Secondary school teachers' job satisfaction in Benue South Senatorial District?

Hypotheses

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

Ho₁ Participatory in decision making does not significantly influence secondary school teachers' job satisfaction in Benue South Senatorial District.

Ho₂.Provision of material/non material inducement does not significantly influence secondary school teachers' job satisfaction in Benue South Senatorial District.

Research Methodology

An analytical descriptive survey design was adopted for this study. This design describes and interprets what exists at present in terms of relationship or influence that is being felt (Emaikwu, 2011). The design is suitable for this study because the influence of motivation on secondary school teachers' job satisfaction was investigated without manipulating the respondents. The study was carried out in secondary schools in southern senatorial district of Benue State which is made up of 9 local government

areas comprising–Ado, Agatu, Apa, Obi, Ogbadibo, Ohimini, Oju, Okpokwu and Otukpo. The population of the study comprised 1,191 teachers from 100 grant aided secondary schools in Benue South Senatorial District. A sample of 291 teachers representing 24% was drawn from 24 Secondary Schools using simple random sampling technique. A self-structured 10-item questionnaire titled “Influence of Motivation Questionnaire (IMO) was used for data collection. The instrument was modelled on four point rating scale with a response mode of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, Strongly Disagree (SD) =1. The instrument was validated by experts in Educational Management and Measurement and Evaluation in Benue State University, Makurdi. A pilot study was conducted on 30 respondents randomly sampled from two schools within the district which were not part of the main sample. This yielded a reliability coefficient of 0.66 which according of Emaikwu (2011) signified high consistency. A total of 285 copies of the instrument representing 97.9% were returned. Mean and standard deviation were used to answer the research questions. The Boundary limit for Decision Making was 1.00-1.49=Strongly Disagree, 1.50-2.49=Disagree, 2.50-3.49=Agree, 3.50-4.00=Strongly Agree. The hypotheses were tested using chi-square (χ^2) test of goodness of fit at .05 level of significance. The decision was that if the calculated (χ^2) value was greater than the critical table value, the null hypothesis was rejected and the alternative hypothesis accepted and vice versa.

Results and Finding

This section presents and discusses the results of the study.

Research question one

How does participatory decision making influence secondary school teachers' job satisfaction in Benue South Senatorial District.

Table 1: Mean ratings and standard deviation of responses on the influence of participatory decision making on secondary school teachers' job satisfaction

Item no	Item description	N	SA	A	D	SD	\bar{X}	δ	Decision
1	Teachers' have a sense of belonging when involved in decision making process.	285	113	126	19	27	3.14	0.90	Agree
2	Teachers are committed to implementing decision imposed on them by school management.	285	11	27	150	97	1.83	0.75	Disagree
3	Participatory decision making leads to goal attainment which enhances job satisfaction of teachers.	285	164	97	13	11	3.45	0.76	Agree
4	Teachers' non-involvement in decision making does not lower their morale.	285	16	8	179	82	1.85	0.72	Disagree
5	Participatory decision making improves teachers' relationship with management which tends to enhance their job satisfaction.	285	171	110	4	-	3.59	0.52	Agree
Cluster Mean							3.09	0.69	Agree

Data on Table 1 showed that the mean ratings for items 1-5 are 3.14, 1.83, 3.45, 1.85 and 3.59 respectively with their corresponding standard deviations of 0.90, 0.75, 0.76, 0.72 and 0.52. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents agreed with items 1, 3 and 5 in the cluster which mean scores were above the cut-off point of 2.50 and disagreed with items 2 and 4 which mean score were below the cut-off point of 2.50. The cluster mean of 2.77 was also found to be above the cut-off point of 2.50. This implies that participatory decision making influences secondary school teachers' job satisfaction in Benue South Senatorial District.

Research Question Two

How does provision of material/nonmaterial inducement influence secondary school teachers job satisfaction in Benue South Senatorial District.

Table 2: Mean ratings and standard deviation of responses on the influence of provision of material/nonmaterial inducement on secondary school teachers' job satisfaction

Item no	Item Description	N	SA	A	D	SD	X	δ	Decision
6	Prompt payment of salaries will not boost teachers' morale.	285	9	26	134	116	1.75	0.76	Disagree
7	Prompt implementation of yearly incremental steps enhances teachers' job satisfaction.	285	125	130	20	10	3.30	0.75	Agree
8	Provision of housing loans for teachers will enhance job satisfaction.	285	154	108	12	11	3.42	0.75	Agree
9	Subsidizing medical care for teachers will enhance their job satisfaction.	285	184	51	31	19	3.40	0.92	Agree
10	Appreciating teachers' efforts through awards will not enhance their job satisfaction in the school settings.	285	18	16	101	150	1.66	0.85	Disagree
Cluster Mean							2.92	0.64	

Table 2 indicated that the mean ratings for items 6–10 are 1.75, 3.30, 3.42, 3.40 and 1.66 with their corresponding standard deviations of 0.76, 0.75, 0.75, 0.92 and 0.85. The standard deviations are small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents agreed on item 7, 8 and 9 in the cluster which mean scores were above the cut-off point of 2.50. Meanwhile they disagreed with item 6 and 10 which means scores were below the cut-off point of 2.50. The cluster mean of 2.65 was also found to be above the cut-off point of 2.50. This implies that provision of material and non-material inducement influence secondary school teachers' job satisfaction in Benue South Senatorial District.

Hypotheses Testing

Hypotheses One:

Participatory decision making does not significant influence secondary school teachers' job satisfaction in Benue South Senatorial District.

Table 3: Chi-square test of the Influence of Participatory Decision Making on Teachers' Job Satisfaction in Benue South Senatorial District

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	χ^2 -cal	P-value	Decision
SD	46	71.3	-25.3	.05	3	39.37	0.00	Sig.
D	51	71.3	-20.3					Rejected
A	75	71.3	3.8					Ho₁
SA	113	71.3	41.8					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 64.0.

Table 3 revealed that $\chi^2 = 39.37$, at $df = 3$ and $p = 0.00$. Since p -value of $0.00 < .05$ at 3 degree of freedom, the null hypothesis which states that participatory decision making does not significant influence secondary school teachers' job satisfaction in Benue South Senatorial District, Nigeria was therefore, rejected. This implies that participatory decision making significantly influence teachers' job satisfaction in Benue South Senatorial District.

Hypotheses Two

Provision of material/non material inducement does not significantly influence secondary school teachers' job satisfaction in southern senatorial district of Benue State.

Table 4: Chi-square test of the influence of Provision of Material/Non Material Inducement on Secondary School Teachers' Job Satisfaction in Benue South Senatorial District

Opinions	Observed N	Expected N	Residual	Level of Sig.	df	χ^2 -cal	P-value	Decision
SD	61	71.3	-10.3	.05	3	122.14	0.00	Sig.
D	14	71.3	-57.3					Rejected
A	66	71.3	-5.3					Ho₁
SA	144	71.3	72.8					

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 64.0.

Table 3 revealed that $\chi^2 = 122.14$, at $df = 3$ and $p = 0.00$. Since p -value of $0.00 < .05$ at 3 degree of freedom, the null hypothesis which states that provision of material/non material inducement does not significantly influence secondary school teachers' job satisfaction in southern senatorial district of Benue State, Nigeria was therefore, rejected. This implies that provision of material and non-material inducement significantly influence teachers' job satisfaction in Benue South Senatorial District.

Discussion of Findings

The first finding of the study revealed that participatory decision making influences secondary school teachers' job satisfaction in Benue South Senatorial District. This finding is in tandem with that of Mualuka, Mukasa and Judy (2009), who found that teachers desired to be involved in all areas of decision making (i.e. curriculum and instruction, student/staff personnel management, school organization, school and community relation. The finding also agreed with Olorunshola and Olayemi (2011) who discovered that teachers are happy and willing to perform their jobs effectively when allowed to be part of the decision on matters that pertain to them. The implication is that participatory decision making appreciably reduce feelings of alienation and creates an enduring working environment which promotes job satisfaction. Managers can thus motivate teachers towards aligning themselves, with Maslow's needs hierarchy based on delegating authority, and also involving them in decision making.

The second finding revealed that provision of material and non-material inducements significantly influence secondary school teachers' job satisfaction in Benue South Senatorial District. This finding corroborates the discovery of Ololube (2006) that provision of material reward, recognition, improved pay fringe benefits and regular promotion have greater impact on teachers' performance and hence their job satisfaction. The finding however contradicts Sabry (2010), who found that pay increase does not have significant effect on teachers' job satisfaction. Specifically, this result revealed that teachers with high academic attainments were significantly less satisfied with the teaching profession in spite of the pay increase than teachers with low academic attainment. This could be because motivation and responsiveness to incentive is a function of several variables with particular reference to hierarchy of needs and its fulfilment. Motivation towards job satisfaction, job content or career development could be the strongest inducement for employees. Since organisational success depend on its ability to create the conditions and systems that entice the best workers, it becomes imperative for school managers to dynamically seek ways to attract and keep their teachers engaged in quality teaching via motivation.

Conclusion

Based on the findings of this study, it was concluded that participatory decision making and provision of material and non-material inducement significantly influenced secondary school teachers' job satisfaction in Benue South Senatorial District. It therefore means that for teachers to be effective in the discharge of their duties, efforts must be made to satisfy their needs.

Recommendations

1. School managers at the various hierarchical levels of administration should organize regular staff meetings/briefings so that teachers can be part of vital decision making, with the cumulative effect of ensuring school goal attainment and individual teacher job satisfaction.

2. Government should set up committees to study the needs of teachers as a prerequisite for combining incentives (financial and non-financial) into packages that will be captured on their payment vouchers so as to motivate and keep them in the profession.

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COMPARATIVE EFFECTS OF SELF DIRECTED LEARNING (SDL) STRATEGY AND SIMULATION TECHNIQUE (ST) ON STUDENTS ACHIEVEMENT IN SOCIAL STUDIES AT UPPER BASIC 11 IN KOGI EAST EDUCATION ZONE

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Abstract

This study investigated the comparative analysis of the effects of self directed learning strategy and simulation technique on students' interest in Social Studies at upper basic 11 in Kogi East Education Zone of Kogi State. The study used gender as a moderating variable to compare the mean interest rating scores, of male and female students when exposed to the treatment using self directed learning and simulation techniques. Three research questions guided the study while three hypotheses were formulated and tested at 0.05 level of significance. The study employed the quasi experimental specifically the pre-test, post-test and non equivalent groups. The sample consisted of 442 Social Studies students, comprising 232 males (52.49%), and 210 females (47.51%) drawn from 6 intact classes of co-educational government public schools in the study area. The instruments for data collection were Social Studies Interest Questionnaires (SSIQ) and Social Studies Achievement Test (SSAT). The SSIQ was computed using cronbach alpha with reliability $r = 0.77$. Mean and standard deviation were used to answer research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses. Findings revealed that students that were taught Social Studies using the self directed learning strategy exhibited higher positive interest, achievement and retention. That is $f(1,441) = 108.107$; $p = 0.00 < 0.05$ than those who were taught using simulation technique. There is significant difference in the mean interest rating using Self Directed Learning (SDL) and simulation technique in favour of male students. Based on the findings, the study recommended among others that, Social Studies teachers should be encouraged to employ self directed leaning as a strategy in the teaching/ learning of Social Studies. Government, professional bodies, parents and stakeholders should encourage capacity building workshops, seminars, conferences, in service training on the use and implementation of self directed learning and simulating techniques in Social Studies.

Keywords: Self directed learning strategy, Self directed learning strategy, Students' achievement, Social studies, Basic education.

Introduction

Education is the process through which succeeding generations of people are enabled to use the set of beliefs, knowledge, skills, attitudes and behaviour that they consider as acceptable to their ways of life (Adagba, 2015:12). The Federal Government of Nigeria (2013) reiterates in the National Policy on Education that: by an education

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revolution. That is why education is widely acknowledged as an instrument per excellence for the development of a society. It is the fundamental agents of change that gradually transforms people and made them become refined and civilized in the society (Obanya, 2002). The objectives of Junior Secondary Education are:

- a) provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement.
- b) develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities;
- c) inculcate values and raise morally upright individuals capable of appreciate the dignity of labour; and
- d) inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background (Federal Republic of Nigeria, 2013).

Social Studies is therefore adopted as one of the compulsory curriculum subjects in the junior secondary schools. In Nigeria today and globally, there is a constant change in the curriculum of social studies education aimed at meeting modern day societal needs (National Council for Social Studies, 2010). Students taking Social Studies have the ability to comprehend and appreciate the societal values embedded in the concepts of the subject.

For this reason, many Social Studies educators have clamored for linking its teaching and learning to the world of students, emphasizing in them the need to participate in different kinds of activities to gain a broad knowledge base, develop thinking skills and take responsibility for their own learning (Oyediji & Okwilagwe, 2015).

Mesieobi (2008), defined Social Studies as an integrated field of study which probes man's symbiotic relationships with his environments. It also endows man with the reflective or contemplative capabilities affective and psychomotor skills to enable him understand his world and his problems and to rationally solve them for effective living in the society. Human beings (students) interact with their environments, and the influences may be positive or negative. The general purpose of Social Studies education is to help learners develop the ability to adapt to the ever-changing environment in which they find themselves through the acquisition of relevant knowledge, attitudes values and practical skills (Adeyemi, 2010).

Although, teachers are expected to use several approaches to influence effective teaching and learning, the conventional method is still much evident in the Nigerian classrooms, in spite of it being criticized for emphasizing teaching centeredness and relegating the learner to a passive role player in the education process (Okam, 2010). This scenario has created continuous and enormous gap between the intended behavioural changes and the actual classroom practices in Social Studies teaching and learning. Thus, experts in the field have affirmed that the situation has not changed over time in spite of the introduction of new concepts in the curriculum and innovation into the teaching and learning of Social Studies (Adeyemi, 2008). Besides the abysmal students' performance observed in the subject, there is the problem of students not imbibing the effective changes expected from the learning experiences they go through. Thus, many youths are rich in the knowledge of Social Studies but deficient in the expected social values and attitudes that characterize socially responsible citizens (Adeyemi & Ajibade, 2011).

The institutionalization of Social Studies as a school subject rose out of the realization that the study of man and his environment was not adequately covered by single discipline in the social sciences. It is on this note that the federal government of Nigeria in her National Policy on Education (FRN, 2013). Recognized Social Studies as one of the compulsory subjects in primary and post primary schools. It is also studied as a discipline in some of the higher institutions of learning in Nigeria (Federal Republic of Nigeria, 2013).

Despite its recognition, Odoma (2013); Ikwumelu and Oyibe (2014) observe that Social Studies has been part of educational curriculum in the United States of America (USA) for many years before its formal introduction into Nigeria educational curriculum in early 60s yet its philosophy, scope, content and methods of teaching have remained to both scholars and Social Studies teachers. Thus, opinions about what Social Studies should vary from country to country, even within a single nation, experts are divided on the question of the definition (Ikwumelu & Oyibe, 2014).

Mezieobi (2008) defines Social Studies as an integrated field of study which probes man's symbiotic relationships with his environments, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills to enable him understand his world and his problems as well as to rationally solve them for effective living in the society.

The general purpose of Social Studies is to help learners develop the ability to adapt to the ever-changing environment in which they find themselves through the acquisition of relevant knowledge, attitudes, values and practical skills (Adeyemi, 2010). With this in mind, Social Studies has been designed and introduced into the national curriculum of primary and secondary schools and made a compulsory subject in the current school structure, referred to as the Universal Basic Education (UBE).

Ironically, Social Studies has been implemented many years now without adequate success in terms of inculcating the right type of attitudes and values of good citizenship among the youths (Abdu-Raheem, 2012). The youths are rich in knowledge of Social Studies' concepts and facts but deficient in expected social values, attitudes and behaviours that characterize socially responsible citizens (Adeyemi & Ajibade, 2011). It is assumed that the deficiency arose from the way the subject was taught and learnt in the classroom. Some Social Studies educators have blamed teachers of using lecture method in teaching the subject that required interactive methods in a conducive social environment (Okam, 2010). The Okam further explains that a teacher is expected to be a facilitator whose main function is to help learners to become active participants in their learning.

There are many research works supporting various instructional techniques which enhance teaching and learning as well as enhance achievement in Social Studies. (Chiodo & Byford, 2009; Russell & Waters, 2010, Essien Akpan & Obot, 2015). The instructional techniques intended to address in this study are: to compare self-directed learning and simulation learning strategies, as to which would best enhance, achievement of Social Studies Students in Kogi East.

Self-Directed Learning (SDL) is a process in which individuals consciously take responsibility and initiatives with or without the help of others to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies as well as evaluate learning outcomes within a given framework, thereby becoming their own learning agents (Long, 2010; Grow, 1991; Guglielmino, 2013). The advantage of self-directed learning is a paradigm shift

from teacher to learner-centeredness. That is, it removes the passive role students play and thus give room for effective participation during the classroom teaching and learning. Students chose different learning objectives and performance outcome based on their personal interest and strengths.

When a teacher directs learning, learners tend to be more dependent-prone. In a self-directed learning situation, students take control over their learning experiences, challenge themselves by going beyond the easy familiar, think independently, plan and execute their own activities. These make them to exhibit curiosity and motivate interest, since they are given the opportunity to work independently

The term simulation technique entails the use of activities or materials that represent real life situation, past events, incidents or organization in such a way that pupils learned and understand more about them (Adegoke, 2013). It is a simplified model of a real-world situation. Simulation is simply pretence or an imitation device used to help learners discover how certain situations, circumstances or processes that affect human behaviour. Adeyemi (2008) as well as Glen and Johnson (2012) describe simulation as an unstructured situation in which learners improvise behaviour according to their assigned roles. Glen and Johnson further explain that simulation technique entails assigning students to unique roles within a group as the group addresses a series of issues. Simulation technique motivates pupils by keeping them actively engaged in the learning process which requires them to play roles. Glen and Johnson also assert that simulation could make the teaching of Social Studies interesting and realistic which lead to acquisition of knowledge, skills and values necessary for the survival of the individual and the society at large. Okereke and Onwukwe (2011) assert that the use of simulation technique make students learn concept or material much better as they could discern situations for themselves.

Achievement is defined as the process of accomplishing a task successfully. Academic achievement could be seen as the extent to which a pupil, teacher and institution have achieved educational goals. (Chido & Byford, 2009; Jimin, 2014). Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that are the focus of activities in instructional environments, specifically in school. Achor (2017) posits that achievement has multifaceted construct that comprised different domains of learning. Achor asserts that because the field of academic achievement is wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Operational definition of achievement in this study is measured by examination or continuous assessment to know the amount of knowledge gain as a result of students being exposed to Social Studies curriculum package through self-directed learning and simulation strategy.

Adherents of achievement theory believe that people have innate needs to succeed or reach a high level of attainment, and people who experience greater level of success are motivated to strive more for success (Fabumi, 2004 & Jimin, 2014). It has been postulated that people who achieve high level of excellence tend to regard those who do not, as not having tried enough, while those who are not high achievers tend to see those who are, as being lucky. Such individuals, he claimed, set challenging goals for themselves, assumed personal responsibility for goal accomplishment and are highly persistent, take calculated risks to achieve the goals.

Abdul-Raheem (2010) conducted a study on the effect of cooperative and competitive instructional strategies on achievement of students. It was found out that

the poor achievement of students was due to over-crowded classrooms that leave no room for students' interaction and engagement by the teacher. This problem, according to Abdul-Raheem was also caused by none increase in the provision of facilities, instructional and supporting personnel. Similarly, James (2008) found in a study that there was a decline in students' achievement in Social Studies. Findings from many studies had advanced numerous reasons for the deplorable state of Social Studies performance in Nigeria schools. It is believed by some researchers that poor professional training, poor academic background of the teacher and inability of making proper use of assisted instructional methods are among the main factors responsible for the low performance of students in the subject (Mbakwen 2005 & Mazi, 2000).

The National Council for Social Studies (NCSS) (2001) states that for students to attain desirable level of achievement in Social Studies, the subject must be taught and learned in a manner that is consistent with constructivists' view of learning. The essential characteristics of constructivists view as described by NCSS (2001) indicated that Social Studies teaching/learning should be meaningful and interactive not resisting the learners but should create room for learners' engagement by the teacher in the learning process where the learners actively take the responsibility of creating or constructing their own knowledge. Social Studies teachers are therefore expected to possess the pedagogical knowledge, capabilities and disposition needed to create the kind of learning experiences and school environment that are capable of favouring learners towards meaningful, integrative, value-based, challenging and active instruction. Among the strategies aimed at meeting the principles of constructivism are self-directed learning and simulation-based technique. Consequently, in order to realize these objectives that relate to the participation of students in practical activities, Matthew (2008) advises that teachers should use appropriate pedagogies that would not only clarify Social Studies but also make it more interesting, fun and less fearsome. This implied that the higher the students curiosity towards Social Studies, the higher their academic achievement. Since the population for this study consisted of both male and female students, gender has to be incorporated as one of the moderating variables for comparison.

Gender roles are patterns of behaviours, attitudes, and expectations associated with a particular sex-with being either male or female. Education For All (EFA) goals number 4, 5, and 6 showed that there is gender disparity in schools. The latest data showed that there are seven females to every ten boy male in primary schools; while at the secondary school level, 97 countries have not reached gender parity, in forty-three of them females are disadvantages. In many middle and high income countries, males are more likely to be out of secondary schools than female students. Females students perform better than males in reading at both primary and secondary school level. Male students have an advantage in sciences, although there are some evidences that the gap is narrowing down. (UNESCO, 2012).

Literature showed that gender is a strong predictor of human conduct and many differences have been identified between influence of gender, the behaviours, attitudes, interest, achievement and retention of male and female students. This explains the influence of gender on the learning outcomes of students which do not seem to have reached a consensus on the effect of gender on students' performance in school (Abdu-Raheem, 2012; Akinbode, 2006; UNESCO, 2012). In the light of this, the role of gender as it affects interests, achievement and retention are worth further studying in order to

provide better insight on how they influence learning outcomes, especially under experimental condition(s) of self-directed learning and simulation technique.

The debate on who achieves higher (male or female) has been a subject of academic discourse for a long time. However, Abdu-Raheem (2012) posits that improved instructional techniques can close the gender gap in achievement in social studies. Thus, this study sought to find out if achievement male and female pupils in social studies could be enhanced through SDL and simulation technique.

Statement of the Problem

The implementation of Social Studies Curriculum Upper Basic II level is yet to be appreciably effective. According to Okobia (2015:68), the implementation of Social Studies in the past has not been very encouraging. Report of studies evaluating Social Studies curriculum implementation demonstrated a wide gap between the expectations of the curriculum developers and the perception and attitudes of teachers in actual classroom practice.

There are evidence of poor performances of students in Social Studies at the Upper Basic II level. Imogie (2010) observes that teachers quality determines learners strength of leaning and by extension performance in internal and external examinations. Ukadike (2005) in a study found that students poor performance at the Upper Basic II level are based on ineffective teaching strategies and appropriate learning environment to induce effective learning, Ikem (2014) remarked that poor performance in Social Studies and learning of Social Studies are based on the following factors; the employment of significant number of non-professionally qualified Social Studies teachers who lack the professional instructional orientation to present content to the cognition of learners, including inadequate use of resources, improper delivery of instruction to enhance high level of comprehension amongst learners.

Pedagogic practices at the basic level of education in Nigeria encourage learners' regurgitation of facts without the inculcation of behavioural changes which are supposed to reflect the objectives of learning Social Studies (Oyedij and Okwilagwe, 2015). Instructional practices have shifted from teacher-centeredness to student-dominated processes in many developed nations of the world. It has been established by (Okam, 2012; Abdu-Raheem, 2011; Ikwumelu & Oyibe, 2014), that exposition method does not encourage enhanced development of cognitive and affective components in learners. Grant, Utulu, 2007, suggests that it is only through the application of appropriate innovative instructional and learning methods that sound knowledge and the corresponding behaviour changes can be imparted to students. In view of this, the present study investigated experimentally, the effects of self-directed learning and simulation technique on students' interest, achievement and retention in social studies at Upper Basic II, Kogi East.

There had been frequent poor students' interest, achievement in Social Studies in upper Basic Education level in the study area of Kogi State. This deplorable state of poor students' achievement is seen in Appendix 0, which showed students performance in JS III Social Studies external examination between 2007 – 2016. The table shows the total numbers of students who sat for the examination; the number who passed within grade 1-6; and the total average number of students that passed was 56%. The percentage showed that only 4 years were above 60%. The researchers therefore, wondered what could have been responsible for the irregularities in students' achievement or performance in the study area.

There is, however, inadequate documented information in researches conducted in Nigeria and /or in the study area on the comparative effects of self directed learning (SDL) and stimulation technique on students' achievement and in Social Studies in upper Basic level of Education. The problem of this study, therefore is; what are the comparative effects of Self Directed Learning (SDL) and Simulation technique on students' achievement in Social Studies at upper basic II in Kogi East Education zone?

Purpose of the Study

The purpose of this study was to compare the effects of self-direct learning (SDL) and simulation techniques on students' achievement in Social Studies at upper Basic II in Kogi East. Specifically, the study sought to:

1. Determine the difference in the mean achievement scores of students taught Social Studies using Self Directed Learning (SDL) strategy and Simulation Technique.
2. Find the difference in the mean achievement scores of male and female students taught Social Studies using Self Directed Learning(SDL) strategy.
3. Determine the difference in the mean achievement scores of male and female students taught Social Studies using simulated technique
4. Determine the interaction effect of methods and gender on students' mean achievement scores in Social Studies

Research Questions

The study sought to provide answers to the following research questions:

1. What is the difference in the mean achievement of students taught Social Studies using Self Directed Learning (SDL) strategy and Simulation Technique (ST)?
2. What is the difference in the mean achievement scores of male and female students taught Social Studies using Self Directed Learning(SDL) strategy?
3. What is the difference in the mean achievement scores of male and female students taught Social Studies using simulated technique?
4. What is the interaction effect of methods and gender on students' mean achievement scores in Social Studies?

Hypotheses

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

1. There is no significant difference in the mean achievement scores of students taught Social Studies using Self Directed Learning (SDL) Strategy and those taught using simulation technique
2. There is no significant difference in the mean achievement scores of male and female students taught Social Studies using Self Directed Learning (SDL) Strategy
3. There is no significant difference in the mean achievement scores of male and female students taught Social Studies using simulation techniques
4. There is no significant interaction effect of method and gender on students' mean achievement scores in Social Studies

Research Method

The study adopted the quasi-experimental design of pre-test, post-test non equivalent- group design. The reason for the adoption of this design was hinged on the fact that it was not possible to have a complete randomization of the subjects hence intact classes were assigned to experimental groups.

The design was implemented in four stages. In the first stage, pre test was administered to the first and second experimental groups. In the second stage, self-directed learning was administered to experimental group 1, simulation technique were administered to experimental group 2. In the third stage, post test was administered to both groups. Finally, the respondents were tested after 8 weeks to ascertain the level of retention of what was learned and achieved.

This study was carried out in Kogi East Education Zone of Kogi State. The researchers chose the study area because of the homogeneous nature of the people. Beside, from the literatures that were reviewed, there had not been empirical records of the use of Self Directed Learning and Simulation Technique in the zone which justified the choice of the study area.

The target population of this study consisted of 18,560 Upper Basic II students from 150 public junior secondary schools in Kogi East Education zone for 2016/2017 academic session. This population, according to Kogi the State Ministry of Education was made up of 10,240 male and 8,320 female. Out of the 150-public, co-educational schools, 6 schools were selected. 3 schools for experimental group I from old Ankpa Education Zone for Self Directed Learning, while 3 schools for experimental group II from old Dekina Education Zone for Simulation Technique.

The study used a multi-stage random sampling technique. In the first stage, purposive sampling technique was used to select 6 schools from the nine (9) Local Government Areas in Kogi East. The choice of purposive sampling technique was to enable equal and fair representation of Local Government Areas in the sample. In the 2nd stage, simple random sampling was used to pick Upper Basic II class in each school. In the 3rd stage, the number of males and female were assigned to the experimental group one and two through a random sampling technique. The co-educational nature of the schools allowed for the determination of gender variable in the study. A total of 442 Upper Basic II students formed the sample; 232 (52.5%) males and 210 (47.5%) females.

Social Studies Achievement Test (SSAT) was used as instrument for data collection. The SSAT was designed by the researcher to test students' achievement in Social Studies. The instrument consisted of 50 multiple choice objective items with four options letter A-D but was scaled down to 40 items by the analysis. The instrument used was developed based on topics in Social Studies such as marriage, family, drug abuse, communication and religion which were drawn from the Upper Basic II Social Studies curriculum. The topics cut across all terms. In constructing the SSAT, consideration was given to the objectives of the contents as these served as a guide in determining the number of topics for each of the units that were studied. The items of SSAT were developed according to lower order questions, which represented knowledge and comprehension of cognitive domain and higher thinking processes covering application, analysis, synthesis and evaluation. The administration of the lesson plan covered upper basic II students and not more than 40 minutes duration as it has been in the school timetable. Previous knowledge of the students as regards the topics such as marriage, family, drug abuse, communication and religion were ascertained. Laid down steps in instructional delivery, evaluation, conclusion, summary as well as assignment were equally presented to the students.

The instrument was presented to three experts, one in Social Studies Education, another in Curriculum and Teaching and the other in Test and Measurement from the Department of Curriculum and Teaching, Benue State University, Makurdi for

validation. These experts' advice was sought in terms of scope of coverage, content relevance, ambiguity and vagueness of expression. The experts also checked among other things whether SSAT answers were correct or not. Through this process, corrections were effected, additional items were framed and inappropriate items removed to ensure that the instruments were less ambiguous and capable of providing all the necessary information required for answering the research questions and testing the hypotheses. The SSAT had 50 items which were scrutinized by the analysis to 40.

A trial test was conducted in two secondary schools within the area of study, but outside the schools to be used for the main study. The data generated were used to compute the reliability of the two instruments. The SSAT was administered to 36 students. One day was used for the trial test. The regular Social Studies teachers served as a research assistant. The teacher was responsible for administration and collection of the instrument. The reliability of the SSAT was computed using Kuder-Richarson 21 formula. It yielded a reliability coefficient of 0.89. The instrument was considered to be sufficiently reliable to be used for the study as they met the condition of 0.70 set by Emaikwu (2011) as necessary for an instrument to be considered reliable.

The researcher obtained permission from the school principals, and letter of introduction were given to them. A week before the commencement of the experimental procedure, six research assistants were trained by the researcher. Intact classes were assigned to experimental groups. The researcher with the help of the research assistants administered the SSAT in each of the schools selected. The students were taught by research assistants who were their regular Social Studies teacher. The criteria used in the selection of these assistants were people who had first degree in Social Studies and Have at least five years of experience in teaching the subject. They were also currently teaching in Upper Basic II classes. Oral test and interviews were carried out after training to determine whether they had mastered the instructional packages. The training was carried out in the following stages:

Treatment Schedule

This section covered training of research assistants, exposure of experimental group 1 to self-directed learning (treatment), and that of experimental group 11 to simulation technique. The normal time table of the schools was used for the study. Three research assistants were exposed to Self Directed Learning strategy. Lesson plans to teach the five topics selected in the experimental group 1, while on the order hand three research assistants were exposed to simulation technique in the experimental group II using simulation lesson plans on the five topics.

Data were analyzed using mean and standard deviation to answer the research questions. The hypotheses were tested at 0.05 level of significance using Analysis of Covariance (ANCOVA). This statistic was deemed appropriate because it eliminated bias which resulted from using intact classes whose equivalence in certain measures have been determined. This method removed the initial differences among the research respondents and control extraneous variables (Ali, 2006).

Results and Discussion

This section presents data for analysis and interpretation of the results. It also discusses the finding of the study.

Research Question 1

What is the difference in the mean achievement scores of students taught social studies using Self Directed Learning (SDL) strategy and Simulation Technique (ST)?

The data which provide answer to this research question is presented in Table 2.

Table 1: Mean and Standard Deviation of the Achievement of Students taught Social Studies using Self Directed Learning (SDL) Strategy and Simulation Technique (ST)

Method		PreSSAT	PostSSAT	Mean Gain
Simulation Technique	Mean	26.7522	46.0708	19.7522
	N	226	226	
	Std. Deviation	7.4435	8.2135	
Self Directed Learning	Mean	35.7269	59.3519	23.6250
	N	216	216	
	Std. Deviation	10.0220	9.2292	
Difference				3.8728

The analysis of data on Table 1 shows the mean achievement scores of students taught Social Studies using Self Directed Learning (SDL) strategy and Simulation Technique (ST). The table shows that 226 Upper Basic II social studies students were taught Social Studies using Simulation Technique (ST), while 216 Upper Basic II Social Studies students were taught social studies using Self Directed Learning (SDL) strategy. The table revealed that the mean achievement scores of students taught social studies using Simulation Technique (ST) was 26.75 with a standard deviation of 7.44 during pre-test and their post test scores was 46.07 with a standard deviation of 8.21. The mean achievement scores of students taught social studies using Self Directed Learning (SDL) strategy was 35.73 with a standard deviation of 10.02 during pre-test and their post test scores was 59.35 with a standard deviation of 9.23. Table 1 further shows that the mean gain of students taught social studies using Simulation Technique (ST) was 19.75 and those taught social studies using Self Directed Learning (SDL) strategy was 23.63. The mean difference between the achievement scores of students taught social studies using Self Directed Learning (SDL) strategy and Simulation Technique (ST) was 3.87 in favour of Upper Basic II students taught social studies using Self Directed Learning (SDL) strategy.

Research Question 2

What is the difference in the mean achievement scores of male and female students taught social studies using Self Directed Learning (SDL) strategy?

The data which provide answer to this research question is presented in Table 6.

Table 2: Mean and Standard Deviation of Achievement Scores of Male and Female Students taught Social Studies using Self Directed Learning (SDL) Strategy

Gender		PreSSAT	PostSSAT	Mean Gain
Male	Mean	26.3534	37.6034	11.2500
	N	116	116	
	Std. Deviation	7.0059	5.7451	
Female	Mean	27.0000	37.7315	10.7315
	N	110	108	
	Std. Deviation	7.8073	8.2786	
Difference				0.5185

Table 2 shows the mean achievement scores of male and female students taught social studies using Self Directed Learning (SDL) strategy. The table shows that 116 male students and 110 female students in Upper Basic II were taught social studies using Self Directed Learning (SDL) strategy. Table 2 reveals that the mean achievement scores of male students was 26.35 with a standard deviation of 7.01 during pre-test and the post test scores was 37.60 with a standard deviation of 5.75. While the mean achievement scores of female students taught social studies using Self Directed Learning (SDL) strategy was 27.00 with a standard deviation of 7.81 during pre-test, the post test scores was 37.73 with a standard deviation of 8.28. Table 6 further reveals that the mean gain of male students taught social studies using Self Directed Learning (SDL) strategy was 11.25 and that of the female students taught social studies using Self Directed Learning (SDL) strategy was 10.73. The mean difference between the achievement scores of male and female students taught social studies using Self Directed Learning (SDL) strategy was 0.52 in favour of the male students.

Research Question 3

What is the difference in the mean achievement scores of male and female students taught social studies using simulation technique?

The data which provide answer to this research question is presented in Table 7.

Table 3: Mean and Standard Deviation of Achievement Scores of Male and Female Students taught Social Studies using Simulation Technique

Gender		PreSSAT	PostSSAT	Mean Gain
Male	Mean	26.3534	46.6897	20.3363
	N	116	116	
	Std. Deviation	7.0059	7.7318	
Female	Mean	27.0000	45.1944	18.1944
	N	110	108	
	Std. Deviation	7.8073	8.5396	
Difference				2.1419

Table 3 shows the mean achievement scores of male and female students taught social studies using simulated technique. The table shows that 116 male students and 110 female students in Upper Basic II were taught social studies using simulated technique. Table 3 indicates that the mean achievement scores of male students was 26.35 with a standard deviation of 7.01 during pre-test and the post test scores was 46.69 with a standard deviation of 7.73. While the mean achievement scores of female students taught social studies using simulated technique was 27.00 with a standard deviation of 7.81 during pre-test, the post test scores was 45.19 with a standard deviation of 8.54. Table 7 further reveals that the mean gain of male students taught social studies using simulated technique was 20.34 and that of the female students taught social studies using simulated technique was 18.19. The mean difference between the achievement scores of male and female students taught social studies using simulation technique was 2.14 in favour of the male students.

Research Question 4

What is the interaction effect of methods and gender on students mean achievement scores in Social Studies?

The data which provide answer to this research question is presented in Figure 1.

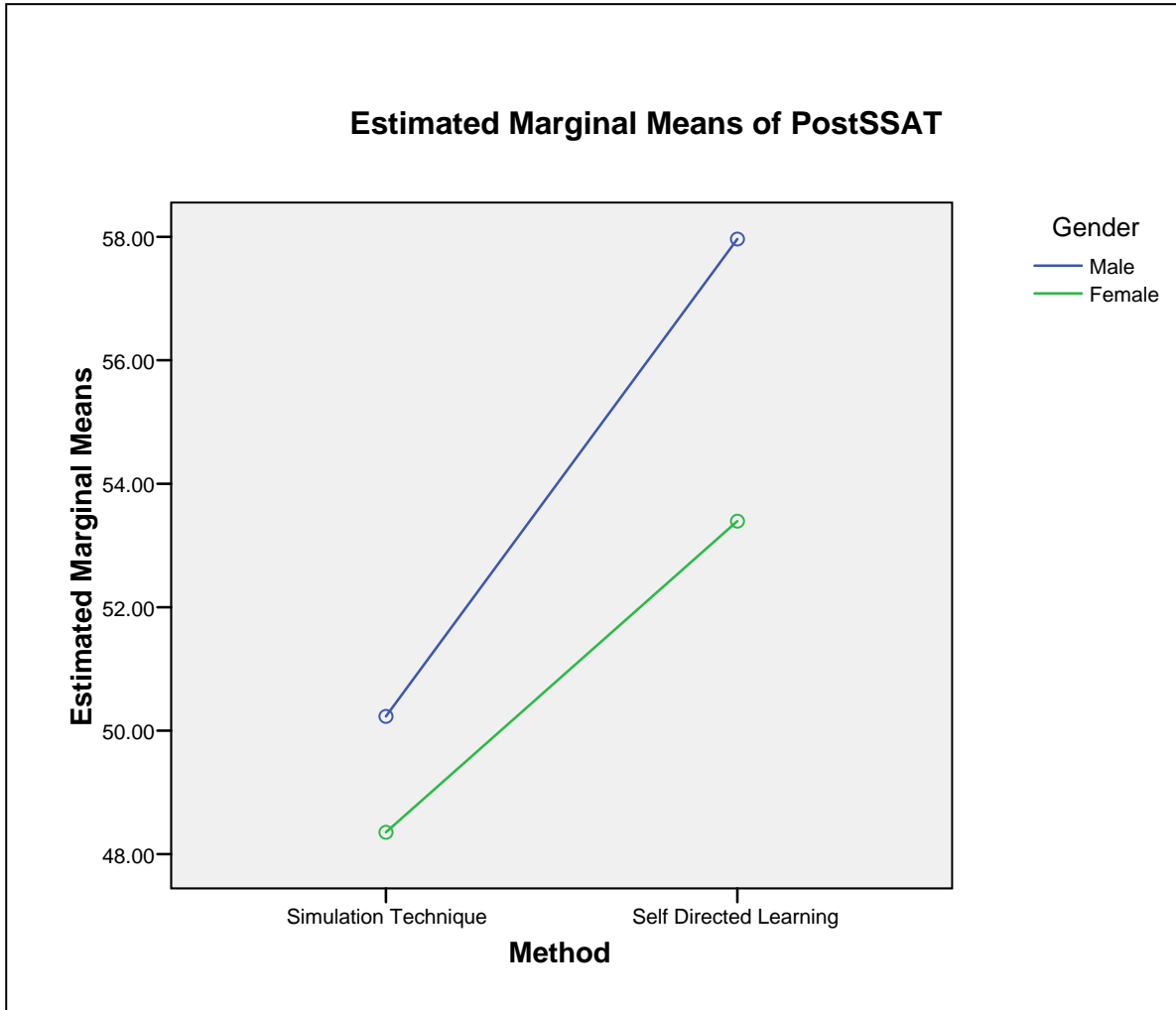


Figure 1: Interaction Effect of Methods and Gender on Mean Achievement Scores of Students in Social Studies

In Figure 1, the profile plot/graph shows the interaction effect of methods and gender on students' mean achievement scores in Social Studies. The interaction pattern shows that, the plots for males and females do not intersect though not parallel lines. This indicates that there is no likelihood of an interaction effect between methods and gender in Social Studies Achievement Test (SSAT) especially when the two lines do not intersect though not parallel. But when the plot is extrapolated the intersection could only be at infinity, which means that the interaction effect between methods and gender may be attainable in this case.

Hypothesis 1

There is no significant difference in mean achievement scores of students taught Social Studies using Self Directed Learning (SDL) Strategy and those taught using simulation technique.

Table 4: ANCOVA on Mean Achievement Scores of Students taught Social Studies using Self Directed Learning (SDL) Strategy and those taught using Simulation Technique.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	38703.944(a)	4	9675.986	296.337	.000
Intercept	27757.021	1	27757.021	850.087	.000
PreSSAT	18560.246	1	18560.246	568.427	.000
Method	3529.916	1	3529.916	108.107	.000
Gender	1133.238	1	1133.238	34.707	.000
Method * Gender	198.492	1	198.492	6.079	.014
Error	14268.906	437	32.652		
Total	1274072.000	442			
Corrected Total	52972.851	441			

a R Squared = .731 (Adjusted R Squared = .728)

Table 4 reveals that $F(1, 441) = 108.107$; $p = 0.00 < 0.05$. Thus, the null hypothesis one is therefore rejected. This implies that there is significant difference in mean achievement scores of students taught Social Studies using Self Directed Learning (SDL) Strategy and those taught using simulation technique. Thus, it can be concluded that based on evidence from data analysis that there is significant difference between the mean achievement scores of Social Studies students taught using Self Directed Learning (SDL) Strategy and those taught using simulation technique. The findings agree with that of Abdul-Raheem (2011) that there is significant difference between the achievements mean scores of students in the experimental and control groups. The findings also agree with the findings of Ikwumelu and Oyibe (2014) that there was a significant difference between the mean achievement scores of students who were taught Social Studies using self-directed instructional method than those taught with orthodox/traditional methods. The finding is also consistent with that of Oyediji and Okwilagwe (2015) that self-directed learning proved to be the most significant in improving the learning of Social Studies concepts, followed by a combination of self-directed learning and collaborative task methods while the collaborative task method was the least effective. However, the findings are contrary to the findings of Adeyi (2017) that there is no significant differences between achievements mean scores of students' using inquiry method and those taught using conventional method.

The findings have promising implications for the power of Self Directed Learning (SDL) strategy to improve student's achievement as being explored in this study. The research also encourages educators to target the development of Self Directed Learning (SDL) strategy learning in their classrooms. This is because for students to attain desirable level of achievement in Social Studies, the subject must be taught and learned in a manner that is consistent with constructivists' view of learning. The essential characteristics of constructivists view are that Social Studies teaching and learning should be meaningful and interactive not resisting the learners but should create room for learners' engagement by the teacher in the learning process. Here the learners

actively take the responsibility of creating or constructing their own knowledge. Social Studies teachers are therefore expected to possess the pedagogical knowledge, capabilities and disposition needed to create the kind of learning experiences and school environment that help learners towards meaningful, integrative, value-based, challenging and active instruction. Among the strategies aimed at meeting the principles of constructivism are self-directed learning and simulation-based technique being compared in the study. Consequently, in order to realize the participation of students in practical activities, teachers are expected to use appropriate pedagogies that will not only clarify social studies but also make it more interesting, fun and less fearsome to both male and female students.

While findings on the use of Self Directed Learning (SDL) strategy and gender on the students achievement in social studies reveals that the mean achievement scores of male and female students taught social studies using Self Directed Learning (SDL) strategy was 0.52 in favour of the male students. This implies that the use of Self Directed Learning (SDL) strategy was gender sensitive in favour of male based on students' achievement in Social Studies. To check if the difference in the mean gain is statistically significant it was found that there is significant difference in mean achievement scores of male and female students taught Social Studies using Self Directed Learning (SDL) Strategy.

Likewise, findings on the use of Simulation Technique (ST) and gender on the students' achievement in Social Studies, show that the mean difference between the achievement scores of male and female students taught social studies using simulation technique was 2.14 in favour of the male students. This implies that the use of Simulation Technique (ST) is gender sensitive in favour of male based on students' achievement in social studies. To check if the difference in the mean gain is statistically significant, it was found that there is no significant difference in mean achievement scores of male and female students taught Social Studies using simulation technique. The findings agree with that of Achor, Ajayi and Imoko (2010) that male and female student's taught using games and simulation did not differ significantly in their achievement. The result showed that students that were taught with the games and simulation methods achieved better than those that were taught using the conventional method. However, the findings are contrary to the earlier findings of Adeyi (2017) that there is significant difference between male and female students in achievement.

Hypothesis 2 There is no significant difference in mean achievement scores of male and female students taught Social Studies using Self Directed Learning (SDL) Strategy

Table 5: ANCOVA on Mean Achievement Scores of Male and Female Students taught Social Studies using Self Directed Learning (SDL) Strategy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10133.629(a)	2	5066.814	223.954	.000
Intercept	7796.429	1	7796.429	344.603	.000
PreSSAT	10042.353	1	10042.353	443.873	.000
Gender	226.942	1	226.942	10.031	.002
Error	5045.238	223	22.624		
Total	494868.000	226			
Corrected Total	15178.867	225			

a R Squared = .668 (Adjusted R Squared = .665)

Table 5 reveals that $F(1, 225) = 10.031$; $p = 0.002 < 0.05$. Thus, the null hypothesis two is therefore rejected. This implies that there is significant difference in mean achievement scores of male and female students taught Social Studies using Self Directed Learning (SDL) Strategy. Thus, it can be concluded that based on evidence from data analysis that there is significant difference between the mean achievement scores of male and female students taught Social Studies using Self Directed Learning (SDL) Strategy. The findings agree with that of Okereke and Onwukwe (2011) that male students achieved significantly better than female students. Self-Directed Learning (SDL) as a teaching strategy encompasses the involvement of male and female learners in the process that lead them to understanding of key ideas. As a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implement appropriate learning strategies and evaluating learning outcomes. The effective use of Self-Directed Learning (SDL) strategy in teaching would ultimately enhance the achievement of both male and female students though male students performed better in this study.

Hypothesis 3

There is no significant difference in mean achievement scores of male and female students taught Social Studies using simulation techniques.

Table 6: ANCOVA on Mean Achievement Scores of Male and Female Students taught Social Studies using Simulation Techniques

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5635.375(a)	2	2817.687	105.724	.000
Intercept	6313.517	1	6313.517	236.892	.000
PreSSAT	5626.496	1	5626.496	211.114	.000
Gender	1.347	1	1.347	.051	.822
Error	5943.263	223	26.651		
Total	334436.000	226			
Corrected Total	11578.637	225			

a R Squared = .487 (Adjusted R Squared = .482)

Table 6 reveals that $F(1, 225) = 0.051$; $p = 0.82 > 0.05$. Thus, the null hypothesis three is therefore not rejected. This implies that there is no significant difference in mean achievement scores of male and female students taught Social Studies using simulation techniques. Thus, it can be concluded that based on evidence from data analysis that male and female students taught Social Studies using simulation technique do not differ significantly in their mean achievement scores. Okereke and Onwukwe (2011) findings on the use of Simulation Technique (ST) and gender on the students achievement in social studies, show that the mean difference between the achievement scores of male and female students taught social studies using simulation technique was 2.14 in favour of the male students. This implies that the use of Simulation Technique (ST) is gender sensitive in favour of male based on students' achievement in social studies. To check if the difference in the mean gain is statistically significant, it was found that there is no significant difference in mean achievement scores of male and female students taught Social Studies using simulation technique. The findings agree

with that of Achor, Ajayi and Imoko (2010) that male and female student’s taught using games and simulation did not differ significantly in their achievement. The result showed that students that were taught with the games and simulation methods achieved better than those that were taught using the conventional method. However, the findings are contrary to the earlier findings of Adeyi (2017) that there is significant difference between male and female students in achievement.

Hypothesis 4

There is no significant interaction effect of method and gender on students’ means achievement scores in Social Studies

Table 7: Tests of Between-Subjects Interaction Effects of Methods and Gender on Students’ Mean Achievement Scores in Social Studies

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	38703.944(a)	4	9675.986	296.337	.000
Intercept	27757.021	1	27757.021	850.087	.000
PreSSAT	18560.246	1	18560.246	568.427	.000
Method	3529.916	1	3529.916	108.107	.000
Gender	1133.238	1	1133.238	34.707	.000
Method * Gender	198.492	1	198.492	6.079	.014
Error	14268.906	437	32.652		
Total	1274072.000	442			
Corrected Total	52972.851	441			

a R Squared = .731 (Adjusted R Squared = .728)

Table 7 reveals that the interaction effect of methods and gender on students’ mean achievement was significant, $F(1, 441) = 6.079, P < 0.05$. Therefore, we reject the null hypothesis and draw conclusion that there is significant interaction effect of method and gender on students’ mean achievement scores in Social Studies. Okereke and Onwukwe (2011) findings on the use of SDL and Simulation Technique (ST) and gender on the students’ achievement in social studies, show that the mean difference between the achievement scores of male and female students taught social studies was negligible with SDL having an edge on ST in favour of the male students. This implies that both SDL and Simulation Technique (ST) is gender sensitive in favour of male based on students’ achievement in social studies. To check if the difference in the mean gain is statistically significant, it was found that there is no significant difference in mean achievement scores of male and female students taught Social Studies using self directed learning technique and simulation technique.

Conclusion

Based on the findings of this study, it was concluded that self directed learning and simulation technique enhance students interest, achievement and retention in social studies. It was concluded that social studies concept are better taught via self directed leaning, since the students find themselves reassessing the importance of social studies and becoming more interesting. The study concluded that self directed learning is gender sensitive in favour of male based on student’s interest in social studies. Interest is a degree of choice that the leaner has within an instructional

situation. Learners exhibited different levels of self direction in different learning situation.

The study concluded that students taught social studies using ST is gender sensitive in favour of male based on student's interest in social studies but in achievement and retention scores, the subject is not affected by gender.

Since self directed learning and simulation technique has been proven to be instrumental in helping teachers to teach Social Studies more meaningfully in improving achievement; the persistent poor achievement of Upper Basic II social students need not to continue. There is hope that with self directed learning and simulation technique. The situation can be changed or reduced to the minimal.

Recommendations

The following recommendations were made in the light of the findings of this study.

1. Social Studies teachers should employ self directed learning strategy and simulation techniques in their classroom interaction since they have the capacity to improve student's interest, achievement and retention in the subject.
2. Social Studies teachers should regularly provide the structure and opportunity for learners to employ these learning methods.
3. Students with low achievement and female students who are observed to have less academic achievement should be encouraged academically since they are influenced by the methods to succeed in a students' centered academic environment to close gender gap
4. In service training, seminars, work-shops and symposia should be organized by the state and federal ministry of education for training social studies teachers on the use of self directed learning and simulation in teaching the subject.
5. Social studies teachers' guide and workbook including the modules on the use of self directed learning are recommended.
6. Self directed learning and simulation technique should be included in the training package of teacher education programme both in colleges of education and at university level to ensure that teacher trainees acquire necessary skills to effectively implement the techniques.

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CONDUCTIVE SCHOOL ENVIRONMENT: A NECESSARY FACTOR FOR EFFECTIVE TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN GWAGWALADA AREA COUNCIL OF ABUJA

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Abstract

The school environment in which teaching and learning take place is an important factor that cannot be ignored if the aims and objectives of the school system are to be optimally achieved. Hence, a conducive, healthy and safe school environment is very paramount to effective teaching and learning. This study therefore, examined classroom setting and school noise as components of school environment and how they affect public secondary school students' performance in Gwagwalada Area Council, Abuja. The research design used for the study was a descriptive survey. The population of this study constituted of 700 public secondary school students in 6 secondary schools in Gwagwalada Area Council. The sample of the study comprised 402 public secondary school students selected through simple random sampling technique in order to give each element (student) equal chance of being selected. The instrument used for data gathering was closed-ended questionnaire. The questionnaire was designed using 4 points scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 402 questionnaires were administered but 394 was validly filled and returned for analysis. Data collected via questionnaire were analyzed with mean statistical technique. The choice of mean as a statistical tool was informed by the fact that the study is descriptive in nature and as such, has no hypothesis to be tested. The decision rule or benchmark for the acceptance of an item was 2.5 and above. Major findings of the study indicated that conducive classroom setting has positive effect on public secondary school students' performance. It was also revealed that school noise affects students' performance negatively. However, result further showed that air conditioned classroom and decoration of classrooms do not enhance students' understanding, retention and sense of comfort. Based on the findings, major recommendations were that since conducive classroom setting has positive effect on students' performance, teachers should ensure that their classes are well-lit in order to help students' vision and ability to copy notes. They should also make the classroom very conducive so that the students can feel relaxed, comfortable and participate more actively the teaching-learning process. Second, teachers should help in minimizing students' noise while in school. School management should ensure that schools are sited in areas devoid of noise.

Keywords: Conducive, School Environment, Factor, Teaching and Learning.

Introduction

The way and manner at which teaching and learning activities are carried out more efficiently and effectively lies greatly on the nature of the environment in terms of conduciveness, healthiness, safety and availability of quality human and material resources etc. Abbott (2014) maintained that the school environment is an essential element of teaching and learning; of which no reasonable teaching-learning process can take place without its conduciveness. In the same vein, Kwa (2017) observed that creating a conducive educational environment is as important as what is taught and shared. Meaning, it is not only the infrastructure, the technology, the educators or the

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student itself. According to WHO (2010), school environment represents an important setting for effective control measures. Thus, wood smoke, environmental tobacco smoke, molds and many volatile chemicals found in indoor environments can reduce respiratory function in school children. School absenteeism associated with these respiratory diseases can adversely affect both intellectual and emotional development. Children are more susceptible to environmental diseases than adults and therefore need healthy school environments.

In the opinion of Alexander (2013), observed that a conducive and healthy school environment shapes the attitudes which children develop toward the school as well as promotes teaching and learning. A safe and healthy physical environment requires a good location and safe buildings; protection from excessive noise; natural light; clean indoor air and water; a healthy outdoor environment; and healthy school-related activities including safe management and maintenance practices, use of non-toxic cleaning supplies, careful use of pesticides, vector control and use of non-toxic art supplies.

Corroborating the above assertion, Blum (2015) opined that students who attend schools with a positive, respectful climate are able to focus on learning and realize their academic, interpersonal and athletic potential. Such schools have clearly and explicitly communicated policies and procedures that set clear boundaries for respectful, non-violent treatment of school community members and support an environment that is free of negative and harmful physical, social, emotional and intellectual language and actions. A positive and conducive school climate provides a solid foundation for supporting students' academic achievement and development of positive attitudes and behaviors.

Blum (2015) further admitted that students who are connected to school (i.e., feel safe, perceive themselves to be treated fairly by adults, are happy to be in school, feel they are a part of the school community and feel close to people at school) experience less distress and engage in fewer risk-taking behaviors. Students with high levels of school connectedness demonstrate lower levels of violence and report more factors that protect them from engaging in risky sexual and substance abuse behaviors. Teachers report that students with a commitment to school have high self-esteem. A strong relationship exists between school climate and student self-concept, student absenteeism, and suspension rates. Students, who feel safe, cared for, appropriately supported and sensitively encouraged to learn in challenging and meaningful ways experience increased academic achievement.

Hawkins, Catalano, Kosterman, Abbott and Hill (1999) cited in Pohnpei (2010), maintained that when students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviors. They are more likely to develop positive attitudes toward themselves and pro-social attitudes and behaviors toward others. Hence, supportive schools foster these positive outcomes by promoting students' sense of connectedness during the school day. In the same vein, Pekka (2010), posits that the children of today are the adults of tomorrow and as such, they deserve to inherit a safer and healthier world. There is no task more important than safeguarding their environment.

According to Nathaniel (2014), school environment is synonymous with learning environment and educational environment. As such, they are often used interchangeably. Nathaniel therefore, defines school environment as a combination of social and physical qualities that create the classroom experience. It includes classroom

management procedures as well as the way the space is organized, furnished and maintained. It also refers to those school-level variables that relate directly to the school environment such as teachers, curriculum coordinators or principals and also reflect on policies created at the school or community level and impact the entire school faculty, parents and students.

School environment encompasses all the variables that influence students' learning. This includes: classroom and its setting, teacher-students' ratio, discipline, instructional materials, teacher-students' relationship, school head-teachers' relationship, school head-students' relationship, the curriculum contents, the examination system, libraries, technical workshops, laboratories, play grounds, conveniences, sanitation, maintenance culture, aesthetics to mention but a few (Eric, 2009).

According to Abbott (2014), the school/learning environment is an essential element for teaching and learning to take place effectively. He sees **school environment** as a diverse physical location, contexts and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to *classroom*, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another as well as the ways in which teachers may organize an educational setting to facilitate learning.

Some public secondary schools in Nigeria especially those found in rural areas are characterized by over-crowded students, inadequate seats for learners to comfortably sit and learn, dirty classrooms, lack of well-ventilated classroom, bushy school surroundings, unequipped school libraries, inadequate school laboratories poor leadership tendencies etc. Udoh (1999) cited in Blum (2015) identified some unhealthy practices in some public schools to include poor sitting arrangement, inadequate facilities, poor ventilation etc. He further stressed that most schools have no light, insufficient facilities, dilapidated buildings and no ventilation. Under these conditions, the health of students according to Udoh may be adversely affected, which will in turn reflect on students' academic performance.

Classroom setting as a component of school environment is very fundamental and can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classroom setting can also be regarded as classroom environment. It is a broad term and is defined in many different ways according to theory as well as practice. It is physical environment around the class involving the classroom size, the light, the arrangement of chairs, the noise which affects teachers and students' attraction. The classroom environment affects the way teachers teach and learners learn. The type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should as much as possible foster cooperation and acceptance as the teaching methods that the teacher uses (James, 2012).

Classroom setting according to Fraser, (2002) cited in Nathaniel (2014) encompasses the teacher and children including the curriculum, actual teaching, classroom management, classroom climate and the physical condition of the classroom (dark or illuminated) (hard floor or sandy floor) (arrangement of seats etc.). A good

classroom environment can be achieved through: 1. Classroom organization and class size-the number of children in each class should be manageable. 2. Physical organization of the class to ensure good seating arrangement, floor space and placement of the chalkboard at the center of the classroom. The classroom should be well illuminated with enough light and there should be free flow of air through adequate ventilation. 3. Teachers and children's disposition should reflect cheerful atmosphere. The teacher should show interest and concern for her children and work. In the classroom the teacher's voice should be audible, controlled and should be heard by every member of the class.

Pohnpei (2010), perceived classroom environment as the physical characteristics of the classroom. It encompasses things like the size of the room, how dark or light it is, what the temperature is like, whether it has carpeting or just concrete, etc. The major importance of the physical environment is that it can affect students' comfort and to some extent, their ability to learn. Students who are uncomfortable are unlikely to learn as well as those who are comfortable. In addition, the environment can affect the morale of students. If they feel their classroom is physically worse than those of richer kids, for example, they might be discouraged and upset and less willing to learn. Njoku and Yaya (1997) cited in Kwa (2017) stressed that a classroom atmosphere of love, trust, humanity and co-operation and mutual respect creates a very favourable or conducive climate for learning to take place effectively. Hence, a classroom setting that is conducive will remove charged emotions and bring serenity for increased learning among students. Poor classroom climate brings class distraction and other vices which will disturb learning by the students.

Miller (2011), lending her voice to the concept of classroom environment stresses that classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts and numerous instructional components related to teacher characteristics and behaviors. Similarly, Denise (2012), posits that the classroom is "home away from home" for teachers and their students. Hence, he advised teachers to make it attractive and functional. The physical aspects of your room include room arrangement, seating, bulletin boards and black/white board displays and physical climate. Each of these should be carefully considered with both individual students' needs and instructional goals in mind. While a teacher considers how to arrange your classroom, several things are important to remember. The seating arrangement should be designed in a systematic way so that the organization of the seats helps the students to feel more organized. Sometimes, this sense of organization is helped if students have assigned seats. Make sure the room has only the amount of furniture that is functional and does not contain useless or non-essential furnishings. The entrance to your room and the hallway outside should not cause distractions to students during lessons. Additionally, seats should be arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener they should not overly distract students they pass. Allow plenty of space for foot traffic, especially around areas where supplies are stored.

Pohnpei (2010) stated that classroom setting affects the morale of students. In his view, if they feel their classroom is physically worse than those of richer kids, for example, they might be discouraged and upset and less willing to learn. Njoku and Yaya (1997) cited in Kwa (2017) stressed that classroom setting that is conducive will remove charged emotions and bring serenity for increased learning among students. To

the researchers, poor classroom climate brings class distraction and other vices which will disturb learning by the students. In the same direction, James (2012) posited that classroom setting affects the way teachers teach and learners learn; as overcrowded classroom reduces the level of students' concentration, understanding and retention. James (2012) further maintained that the type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should as much as possible foster cooperation and acceptance as the teaching methods that the teacher uses.

In the opinion of Nathaniel (2014), a conducive classroom setting has positive impact on the learners. In his view, a more open classroom makes students to learn comfortably and an air conditioned classroom enhances students' understanding and retention. Well-lit classroom helps students' vision and ability to copy notes and see the board very clearly. Nathaniel added that soft chairs in the classroom promote students' comfort and sustained learning. Conducive classroom makes students feel relaxed to ask questions and express their thoughts and feelings while poor classroom climate brings about class distraction.

School noise also constitutes one of the components of school environment and tends to affect the performance of the learners. According to Knez and Hygge (2002) cited in Lauren and Wang (2009), there are limits to the judgments about the effect of noise with several studies revealing that participants can be apparently mistaken about the effect of the noise situation on their performance. Thus, there is considerable literature on the effect of noise on students' performance. Stansfeld and Matheson (2013) maintained that school noise has the capacity to affect the health and psychological problems of students which results in annoyance, sleep and cognitive performance in adults and children. Noise also tends to raise blood pressure and signs of learned helplessness of the learners. A more chronic noise exposure impairs cognitive functioning of the students and noise-related reading problems deficiencies in pre-reading skills and more general cognitive deficits.

In the view of Shield and Dockrell (2008) cited in Blum (2015), students while in school are exposed to various types of noise including external, environmental noise and noise generated within the classroom. Noise therefore has detrimental effects on students' performance in school including reduced memory, motivation and reading ability. A study was conducted by Shield and Dockrell to examine the impact of chronic exposure to external and internal noise on the test results of children aged 7 and 11 in London (UK) primary schools. External noise was found to have a significant negative impact upon performance, the effect being greater for the older children. The analysis suggested that children are particularly affected by the noise of individual external events. Test scores were also affected by internal classroom noise, background levels being significantly related to test results. Negative relationships between performance and noise levels were maintained when the data were corrected for socio-economic factors relating to social deprivation, language, and special educational needs. Linear regression analysis has been used to estimate the maximum levels of external and internal noise which allow the schools surveyed to achieve required standards of literacy and numeracy.

Bradley and Sato (2018) is of the view that the classroom involves good speaking and listening as the primary communication mode. Students learn by listening to their teachers and to each other. Excessive background noise or reverberation (i.e., many

delayed reflections of the original sound) interferes with speech perception and consequently, impairs educational outcomes. Careful attention to acoustical design requirements is essential for creating an effective learning environment. Noise exposure affects educational outcomes and students' ability to recognize speech sounds is decreased by even modest levels of ambient noise and this effect is magnified for younger children. Bradley and Sato, concluded that speech intelligibility is dramatically reduced by higher levels of background noise, particularly for young listeners. A study was conducted by Lauren and Wang (2009) to determine the relationship between background noise levels in elementary classrooms due to the building mechanical systems and student performance on achievement tests. Results from the study showed that for the elementary school system tested, lower students reading comprehension scores were significantly related to higher background noise levels from building mechanical systems.

Hygge (2013) opined that excessive noise can also interfere with learning by affecting memory and acting as a distraction that impairs a student's ability to pay attention. To him, the ability to pay attention is most important when students are engaged in tasks that demand higher mental processes, such as learning new concepts or when teachers are verbally presenting new or complex information. Schneider (2012), in the same vein, commented that good acoustics are fundamental to good academic performance. Teachers pausing during bursts of external noise leads to an effective reduction in teaching time which has been put as high as an 11% loss in teaching time. Although there is interest in noise annoyance and links to mood, it seems there is also a more direct cognitive mechanism reports that various noises (recordings of aeroplanes, road traffic and trains) appear to interfere with the encoding stage of memory and that this is not mediated by distraction or mood.

Statement of the Problem

The extent to which students excel in their academics is largely dependent on the friendliness, healthiness and conduciveness of the school environment which students find themselves.

However, the questions that keep begging for answers are how attractive, friendly and conducive is the school environment in public secondary schools in Gwagwalada? Are the classrooms well ventilated? Is the class size relatively small? Are there enough desks for students to sit comfortably and learn? Are students sometimes distracted by noise of vehicles, heavy duty cars and noise from construction sites? Most school environment in public secondary schools in Nigeria are characterized by overcrowdedness, inadequate seats for learners to comfortably sit and learn, dirty classrooms, lack of well-ventilated classroom, bushy school surroundings, unequipped school libraries, inadequate school laboratories etc. Udoh (1999) cited in Blum (2015) identified some unhealthy practices in some public schools to include poor sitting arrangement, inadequate facilities, poor ventilation etc. He further stressed that most schools have no light, insufficient facilities, dilapidated buildings and no ventilation.

Learning in an environment that depicted by the above factors or conditions renders the school environment unfriendly, unhealthy, unsafe and unconducive for teaching and learning. It is in the light of above, that this study sought to determine the extent to which classroom setting and school noise as components of school environment affect public secondary school students' performance in Gwagwalada Area Council of Abuja.

Purpose of the Study

This study specifically sought to:

- i. Determine influence of classroom setting on students' performance in public secondary school.
- ii. Ascertain the influence of school noise on students' performance in public secondary school.

Research Questions

Two research questions were raised to guide the study.

- i. Determine influence of classroom setting on students' performance in public secondary school.
- ii. Ascertain the influence of school noise on students' performance in public secondary school.

Methodology

The research design used for the study was a descriptive survey. The choice of this design and its consideration to be suitable for the present study was because data were collected from respondents considered to be the representative sample of the larger population; thereby guaranteeing generalization of the findings of the study to the larger population. The population of this study constituted of 700 public secondary school students in 6 secondary schools in Gwagwalada Area Council. The sample of the study comprised 402 public secondary school students selected through simple random sampling technique in order to give each element (student) equal chance of being selected. The instrument used for data gathering was closed-ended questionnaire. The questionnaire was designed using 4 points scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 402 questionnaires were administered but 394 was validly filled and returned for analysis. Data collected via questionnaire were analyzed with mean statistical technique. The choice of mean as a statistical tool was informed by the fact that the study is descriptive in nature and as such, has no hypothesis to be tested. The decision rule or benchmark for the acceptance of an item was 2.5 and above.

Data Analysis

Table 1: Classroom Setting and Public Secondary School Students' Performance

S/N	ITEM	SA 4	A 3	D 2	SD 1	Total	\bar{X}	Decision Rule
1	More open classroom makes students to learn comfortably.	112	179	29	74	1117	2.8	Accepted
2	Air conditioned classroom enhances students' understanding and retention.	41	27	288	38	859	2.1	Accepted
3	Well-lit classroom helps students' vision and ability to copy notes.	220	174	0	0	1402	3.6	Accepted
4	Soft chairs promote students' comfort and sustained learning.	186	201	7	0	1361	3.5	Accepted
5	Decoration of classrooms promotes a sense of comfort in students.	10	24	344	16	816	2.1	Accepted
6	Ventilated classroom promotes students' comfort to learn better.	199	157	29	9	1334	3.4	Accepted
7	Conducive classroom makes students feel relaxed to ask questions and express their thoughts and feelings.	210	179	5	0	1387	3.5	Accepted
8	Classroom colour affects a student's attention spent and affects a student concentration.	268	105	16	6	1425	3.6	Accepted
9	Poor classroom climate brings class distraction.	183	198	13	0	1352	3.4	Accepted

Items in table 1 above determined the effect of classroom setting on public secondary school students' performance in Gwagwalada Area Council, Abuja. To analyze the data, mean statistical tool was used with the cut-off mean score of 2.5 as the bench mark. Implying; any item that has 2.5 mean score and above is upheld or accepted while the one with less than 2.5 is rejected. Finding revealed that conducive classroom setting has positive effect on public secondary school students' performance. However, result further showed that air conditioned classroom and decoration of classrooms do not enhance students' understanding, retention and sense of comfort.

Table 2: School Noise and Public Secondary School Students' Performance

S/N	ITEM	SA	A	D	SD	Total	\bar{X}	Decision Rule
1	Lower background noise level in classroom results in higher concentration by students.	218	167	9	0	1391	3.5	Accepted
2	A lower noise level in classroom improves participation in learning	198	97	68	31	1250	3.2	Accepted
3	Exposure to noise at a young age might harm the hearing ability of students and thus, their performance.	285	84	19	6	1436	3.6	Accepted
4	Teachers in noisy classes interact less often with their students.	300	94	0	0	1482	3.8	Accepted
5	Noise tends to obstruct the smooth flow of teaching and learning.	277	89	8	20	1411	3.6	Accepted
6	A more chronic noise exposure affects students while reading thereby causing serious distraction	169	199	12	14	1311	3.3	Accepted
7	Noise results in students' inability to hear what is being taught by the teacher.	144	211	29	10	1277	3.2	Accepted

Items in table 2 above ascertained the effect school noise on public secondary school students' performance in Gwagwalada Area Council, Abuja. To analyze the data, mean statistical tool was adopted with the cut-off mean score of 2.5 as the bench mark. Implying that; any item that has 2.5 mean score and above is upheld or accepted while the one with less than 2.5 is rejected. Data analyzed showed that all the items (1-7) as indicated in table 2 above had the cut-off mean score of 2.5 above. therefore, the finding showed that school noise affects students' performance negatively.

Results

Items in table 1 determined the effect of classroom setting on public secondary school students' performance in Gwagwalada Area Council, Abuja. Finding revealed that conducive classroom setting has positive effect on public secondary school students' performance. However, result further showed that air conditioned classroom and decoration of classrooms do not enhance students' understanding, retention and sense of comfort.

The above result is in agreement with the opinion of Nathaniel (2014) who admitted that a conducive classroom setting has positive impact on the learners. In his view, a more open classroom makes students to learn comfortably and an air conditioned classroom enhances students' understanding and retention. Well-lit classroom helps students' vision and ability to copy notes and see the board very clearly. Nathaniel added that soft chairs in the classroom promote students' comfort and sustained learning. Conducive classroom makes students feel relaxed to ask questions and express their thoughts and feelings while poor classroom climate brings about class

distraction. Pohnpei (2010) stated that classroom setting affects the morale of students. In his view, if they feel their classroom is physically worse than those of richer kids, for example, they might be discouraged and upset and less willing to learn. Njoku and Yaya (1997) cited in Kwa (2017) stressed that classroom setting that is conducive will remove charged emotions and bring serenity for increased learning among students. To the researchers, poor classroom climate brings class distraction and other vices which will disturb learning by the students.

In the same direction, James (2012) posited that classroom setting affects the way teachers teach and learners learn; as overcrowded classroom reduces the level of students' concentration, understanding and retention. James (2012) further maintained that the type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment should as much as possible foster cooperation and acceptance as the teaching methods that the teacher uses.

Items in table 2 ascertained the effect school noise on public secondary school students' performance in Gwagwalada Area Council, Abuja. Finding showed that school noise affects students' performance negatively. This is in line with opinion of Bradley and Sato (2018) who observed that noise exposure affects educational outcomes and students' ability to recognize speech sounds is decreased by even modest levels of ambient noise and this effect is magnified for younger children. A study conducted by Lauren and Wang (2009) showed that for the elementary school system tested, lower students reading comprehension scores were significantly related to higher background noise levels from building mechanical systems. Hygge (2013) opined that excessive noise can also interfere with learning by affecting memory and acting as a distraction that impairs a student's ability to pay attention. Schneider (2012), in the same vein, commented that good acoustics are fundamental to good academic performance; as teachers pausing during bursts of external noise leads to an effective reduction in teaching time which has been put as high as an 11% loss in teaching time. Stansfeld and Matheson (2013) maintained that school noise has the capacity to affect the health and psychological problems of students which results in annoyance, sleep and cognitive performance in adults and children. Noise also tends to raise blood pressure and signs of learned helplessness of the learners. A more chronic noise exposure impairs cognitive functioning of the students and noise-related reading problems deficiencies in pre-reading skills and more general cognitive deficits

Conclusion

School environment encompasses all the variables that influence students' learning. This includes: classroom and its setting, school noise, teacher-students' ratio, discipline, instructional materials, teacher-students' relationship, school head-teachers' relationship, school head-students' relationship, the curriculum contents, the examination system, libraries, technical workshops, laboratories, play grounds, conveniences, sanitation, maintenance culture, aesthetics to mention but a few. School environment is an essential element for teaching and learning to take place effectively. Thus, a conducive and healthy school environment shapes the attitudes which children develop toward the school as well as promotes effective teaching and learning. However, air conditioned classroom and decoration of classrooms may not enhance students' understanding, retention and sense of comfort.

Recommendations

In line with findings of the study, two basic recommendations were made. First, since conducive classroom setting has positive effect on students' performance, teachers should ensure that their classes are well-lit in order to help students' vision and ability to copy notes. They should also make the classroom very conducive so that the students can feel relaxed, comfortable and participate more actively the teaching-learning process. Second, teachers should help in minimizing students' noise while in school. School management should ensure that schools are sited in areas devoid of noise.

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THE MENACE OF INDISCIPLINE AMONG STUDENTS AND ITS EFFECTON JUNIOR SECONDARY SCHOOL STUDENTS' PERFORMANCE IN BWARI AREA COUNCIL OF THE FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract

This study examined the menace of indiscipline among students and its effect on junior secondary school students' performance in Bwari Area Council of the Federal Capital Territory, Abuja. the study was guided by two main objectives bothering on the causes and effect of indiscipline effect on junior secondary school students' performance. The research design used for the study was a descriptive survey. The choice of this design and its consideration to be suitable for the present study was because data were collected from respondents considered to be the representative sample of the larger population; thereby guaranteeing generalization of the findings of the study to the larger population. The population of this study constituted of 498 junior secondary school students from 5 junior secondary schools in Bwari Area Council. The sample of the study was made up of 250 junior secondary school students carefully drawn from 5 junior secondary schools in Bwari Area Council. A simple random sampling technique was adopted in selecting the sample of the study. The choice of simple random technique was to give each element of the study equal chance of being selected. The instrument used for data gathering was closed-ended questionnaire. The questionnaire was designed using 4points scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 250 questionnaires were administered but only 241 was validly filled and returned for analysis. Data collected via questionnaire were analyzed with mean statistical technique. The decision rule or benchmark for the acceptance of an item was 2.5 and above. The findings of the study indicated that indiscipline has negative effect on junior secondary school students' performance. It was also revealed that the influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations are causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja. in line with the findings, it was recommended that school rules and regulations should be constantly enforced by the school authority in order to promote discipline among students. Parents should help in instilling discipline in their children at the formative stage in order to reduce the incidences of indiscipline in schools. They should also guide their children on the kind of friends they keep company.

Keywords:Menace, Indiscipline, Academic Performance and Students.

Introduction

School regulations are authoritative disciplines with a course of law intended to promote discipline in school. The successful operation of schools is directly influenced by the way schools administered students' disruptive behaviour. Since the school system is considered as the second agent of human socialization after the home, it is therefore hoped that when students are found in school, they are expected to socialize effectively, act positively devoid of malice, jealousy, rancor and rebellion feeling or actions. According to Elughe (2014), indiscipline in Nigerian educational system has

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continued to persist despite series of efforts by school authorities and concerned stakeholders. A number of measures such as closing down riot schools, suspension or dismissal of ring-leaders and the mass transfer of teachers as results of indiscipline have occurred in the school system. It is common feature to see students of being against each other on some flimsy issues of being defeated in a football match and mere defeat in inter class debate competitions. Student are found sometimes shouting, fighting, kicking, screaming and pushing each other. Some of them engage in sex play in the class room and destroy or deface books, desk, walls and their own and others clothing. Often times students tend be very arrogant, disobedient to their teachers and even school authorities. These constitute serious behavioral problems which has affected.

In the opinion of Adegoke (2011), teachers normally consider the issue of indiscipline as one of the most difficult tasks in teaching and the feeling of inadequacy in coping with the problems of school discipline and the disillusionment that comes when disruptive behavior is rampant are major causes for teachers leaving the profession after a year or two of starting the teaching profession. The factors responsible for this behavior for children are many and vary according to the area and homes children found themselves. Jemibewon (1976) cited in Johnson (2010) maintained that the widespread of indiscipline in primary and post primary schools is clearly noticed; as every year serious cases of rioting, arsons, damages to school property, fighting among students, students attacking teachers etc. occur in several schools. There are also routine cases of truancy, disobedience, absenteeism, drug-abuse, fighting and other incidences of indiscipline in schools.

Thus, if the aims and objectives of the school system are to be reasonably achieved, discipline must be maintained in the school system; since meaningful teaching and learning cannot take place in an atmosphere which threatened, insecure and unsafe both the learners and the teachers.

The concept of indiscipline has been defined by different scholars and in several ways. According to Asiyai (2012), the trouble with the term indiscipline is that every individual may know what they mean when they talk about it but individual meanings can still differ in a sense. Thus, the concept of indiscipline as used herein was within the context of the school system. Nwakoby (2011) therefore, see indiscipline as the unwillingness of students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. Zubaida (2009) defined indiscipline in schools an act of disrespect for school laws and regulations and the non-maintenance of an established standard of behavior, self-control, restraint, respect for oneself and others.

Otu (1995) cited in Asiyai (2012) defined indiscipline as unruly acts and behaviours, an acts of lawlessness and disobedience to school rules and regulation. It constitutes any form of misbehaviour which the student(s) can display in the following ways: general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism. a student is said to be discipline if his behaviours, actions and inactions conform to the predetermined rules and regulations of the school concerned. But when this is not the case, such a child or student is said to be undisciplined School indiscipline is any mode of behaviour, action and conduct which deviates from the

established and approved rules and regulations of a school and the acceptance code of behaviour, action, norms and the ethics of the society at large". Going by the above explanation therefore, any behaviour and action which deviates from acceptable and approved mode of behaviour can be regarded as undisciplined act.

Encarta (2009) observed that the use of punishment in schools is to instill discipline and is melted on students who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behaviour and therefore improving school discipline, if commensurate with the offense committed. However, what we experience in recent times is that there are situations where a student who commits an offence, can easily go unpunished. Nevertheless, in most secondary schools some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning, suspension, expulsion, branding and mutilation of students. Creswell (2013), argues that with a well-behaved class, teaching could be among the most wonderful jobs in the world. However, what really occurs on the ground is that unwanted behaviours are on the increase despite the presence of these punishments. Teachers are worried about the aggression being directed to them by both students and their parents. This has resulted in some students being expelled, others suspended, forced to do hard labour at school, chased out of classes all of which seem to affect their academic performance. Baumard (1999) in Moses (2011) shared the same opinion but argued that punishment is a means of controlling disruptive behaviour. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers need always realize the appropriateness of punishment before initiating it.

There are several forms of indiscipline acts among the students. Some occur within the classroom, some within the school premises while others are carried out outside the school premises. Wherever, they are being carried out, they constitute indiscipline. Lewis (1991) as quoted by Morongwa (2010) observed that three types of misbehavior which are regarded as disciplinary problems for the educator in the classroom include: misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of the behaviours which constitute indiscipline and tend to impact negatively on the morale and academic performance of the student. These include: a learner consistently coming to class late and disrupts the flow of the class; a learner talking while the teacher is addressing the class; He/she writing graffiti on school property; continuous going out in class; not listening and asking questions that have already been answered; defying the teacher and refusing to follow instructions; and moving around in the class to the point of becoming a distraction. Rosen (1997) cited in Creswell (2013) identified ten types of indiscipline acts among students. Among which are: defiance to school authority, class destruction, truancy, fighting, the use of profanity, damaging school property, violation of school dress code, theft/stealing, leaving school without permission and not reporting to after school detention.

Indiscipline acts in schools is not an obscure problem or phenomenon that its causes cannot be ascertained. Therefore, several factors tend to lead to the occurrence of indiscipline among students; some of which are locally, nationally and internationally-oriented. Morongwa (2010), identifies eight factors as being as responsible for indiscipline among secondary school students. This includes:

parental/home influence; teachers/educators factor; political, social and economic factors; learners with emotional problems; head teachers/principals factor; influence of gender and race as well as public schools versus private schools. Ozigi and Canlan (1979) cited in Oyetubo and Olaiya (2009) pinpointed seven likely causes of indiscipline in school and include: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the "generation gap" in ideas, beliefs and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, the young and the old; (c) the high level of sophistication of young men and women compared with that of the old generation; (d) the influence of the media (i.e. the newspaper, the radio and television) which carry regular reports about students power against authority; (e) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; (f) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples' and (g) the failure in communication between young men and women insisting on their right and the authorities who tend to see the issues involved simply from the official point of view.

The act indiscipline affects students' active learning as well as their performance in school. Elughe (2014) maintained that playing truancy as a form of indiscipline makes students fail tests and exams as well as inactive participation in the learning process. Students who resort to taking drug abuse may result in mental retardation, missing classes and eventual expulsion from the school system. Indiscipline also makes students perform poor in continuous assessment. Truancy for instance, makes students to miss unscheduled tests. It further makes students to disobey their teachers and school authorities; thereby taking to crime.

According to Ovell (2011), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Reid (2006) cited in Moses (2011) reported a positive correlation between performance and school attendance. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. According to Lawrence (1991) cited in Morongwa (2010), poor academic performance has been directly linked to indiscipline. Students who are chronic underachiever in school are also among the most likely to be indiscipline. Children who fail at school feel frustrated, angry and rejected. Believing they will never achieve success through conventional means, they seek like-minded companions and together engage in antisocial behaviors. Educational failure beginning early in the life course evokes negative responses from important people in the child's life, including teachers, parents and prospective employers. These reaction help solidify feeling of social inadequacy and in some cases, lead the underachieving students into a pattern of chronic indiscipline.

The menace of indiscipline can be addressed in several ways. Clements and Sova (2000) as cite by Deaukee (2010) opined that religion and family has major roles to play in the management and control of indiscipline of students. Religious and family institutions have to entrench morals and enforce marriage principles to be followed to the latter. In as much as humans enjoy violating laws, disciplinary measures should be imposed on any family that is found aiding and abating moral decadence of their kids. And parents should be made to understand that their kids should be where they should be at the right time.

Field and Boesser (2002) cited in Moses (2011) agreed that the traditional form of ensuring discipline which involved the total demand of obedience are closer to the authoritarian end of the spectrum and are no longer reliable. In the same way, Charles (2002) cited in Daukee (2010) stated that many of the discipline techniques that have been relied on over time are now ineffective especially those that involve demanding, bossing, scolding, warming, belittling and punishing; as these tactics can keep behaviour partially under control only for a while. He added that these techniques can produce detrimental side effects such as uneasiness, evasiveness, fearfulness, avoidance, dishonesty, undesirable attitudes towards learning, overall dislike for school and teachers, inclination to retaliate and possibly the desire to leave school as soon as possible. Charles (2002) cited in Daukee (2010) therefore observed that developing and maintaining positive teacher-students' relationship has the potential of creating a conducive learning environment and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment. This to him, will determine whether or not a learner can benefit from teaching-learning process. The researcher further advised that teachers should be aware of the need for a positive loving relationship if learning is to take place. However, if trust in the relationship between the educator and the learners is lacking, the educator is in a position of power instead of authority.

According to Deaukee (2010), one of the most basic and common parts of any discipline system is the setting of rules. He explained that a rule identifies general expectations or standards for behavior and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students. Morongwa (2010) in the same vein added that rules are the foundation for school conduct or behavior and it is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

According to Levin and Nolan (1996) as cited by Deaukee (2010) stated that behaviour contracting between the students and school management or teachers can be very effective means of controlling indiscipline among students. It is a strategy which demands both the student and a teacher or school management to have a written agreement between the student and the teacher which commits the students to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequences for not holding to the contract, rewards for meeting expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated. The development of behaviour contract as a strategy to control unruly behaviours of students was grounded on the theories of operant conditioning, which holds that behaviour which are reinforced are likely to be repeated and those which are not reinforced will soon disappear. Deaukee (2010) further emphasized the effectiveness of behaviour contracting when he stated that the contract attempts to control behaviours that are not effectively controlled by normal classroom procedures, to encourage self-discipline on the part of the student and to foster the students' sense of commitment to appropriate classroom or school behaviours.

Statement of the Problem

The school system is meant to be a place where character is refined and behavior modified. But it is worrisome that students often times openly fight their teachers, violently oppose school authorities, absent themselves from classes and school activities etc. Adegoke (2011) corroborated the above by positing that schools have become grounds for various aspects of indiscipline; as a lot of students even at junior school level even indulge in gangsterism, smoking, cultism, drug abuse,truancy, hostility towards teachers, school authorities and their fellow students. Therefore, exhibiting indiscipline tendencies of this nature greatly affects students' academic performance and their entire academic and social career.

It is in realization of the above that the present study seeks to ascertain the extent to which the menace of students' indiscipline affects their academic performance in junior secondary school in Bwari Area Council of Abuja.

Objectives of the Study

This study sought to achieve two specific objectives:

- i. To determine the effect of indiscipline on junior secondary school students' performance in Bwari Area Council, Abuja.
- ii. To ascertain the likely causes of indiscipline among junior secondary school students' performance in Bwari Area Council, Abuja.

Research Questions

The following research questions guided the study:

- i. What effect does indiscipline have on junior secondary school students' performance in Bwari Area Council, Abuja?
- ii. What are the likely causes of indiscipline among junior secondary school students' performance in Bwari Area Council, Abuja.

Methodology

The research design used for the study was a descriptive survey. The choice of this design and its consideration to be suitable for the present study was because data were collected from respondents considered to be the representative sample of the larger population; thereby guaranteeing generalization of the findings of the study to the larger population. The population of this study constituted of 498 junior secondary school students from 5 junior secondary schools in Bwari Area Council. The sample of the study was made up of 250 junior secondary school students carefully drawn from 5 junior secondary schools in Bwari Area Council. A simple random sampling technique was adopted in selecting the sample of the study. The choice of simple random technique was to give each element of the study equal chance of being selected. The instrument used for data gathering was closed-ended questionnaire. The questionnaire was designed using 4points scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. A total of 250 questionnaires were administered but only 241 was validly filled and returned for analysis. Data collected via questionnaire were analyzed with mean statistical technique. The choice of mean as a statistical tool was informed by the fact that the study is descriptive in nature and as such, has no hypothesis to be tested. The decision rule or benchmark for the acceptance of an item was 2.5 and above.

Data Analysis**Table 1: Indiscipline and Junior Secondary School Students' Performance**

S/N	ITEM	SA 4	A 3	D 2	SD 1	Total	\bar{X}	Decision Rule
1	Playing truancy as a form of indiscipline makes students miss tests and exams.	95	109	30	7	774	3.2	Accepted
2	Indiscipline increases the rate of school dropout.	87	101	21	32	725	3.0	Accepted
3	Absentingfrom class/school makes students to perform poor in continuous assessment and exams.	181	37	8	15	866	3.6	Accepted
4	Indiscipline results in students' inability to concentrate in the class.	144	49	18	30	789	3.3	Accepted
5	It contributes to students' unseriousness towards their studies.	200	39	2	0	921	3.8	Accepted
6	Indiscipline inform of truancy makes students miss their classes	109	97	14	21	782	3.2	Accepted
7	Indiscipline makes students to disobey school authorities; thereby taking to crime	76	84	69	12	706	2.9	Accepted
8	It also leads to loss of class notes due to absenteeism.	194	26	9	13	885	3.7	Accepted
9	Indiscipline makes students to develop poor study habits.	14	41	97	89	462	1.9	Accepted

Sectional Mean=28.6/9=3.2

Items in table 1 above examined the effect of indiscipline on junior secondary school students' performance. To analyze the data, mean statistical tool was adopted with the cut-off mean score of 2.5 as the bench mark. Implying that; any item that has 2.5 mean score and above is upheld or accepted while the one with less than 2.5 is rejected.

From the table above, it can deduced that items 1-8 have mean scores of 2.5 and above while only item 9 has the mean score of 1.9; making it less than the 2.5 cut-off mean. This implies that majority of the students agreed that indiscipline makes students miss tests and exams, increases the rate of school dropout, makes students to perform poor in continuous assessment and exams, results in students' inability to concentrate in the class, contributes to students' unseriousness towards their studies, makes students miss their classes, makes students to disobey school authorities; thereby taking to crime as well as leads to loss of class notes due to absenteeism. However, indiscipline may not make students to develop poor study habits.

Table 2: Causes of Indiscipline among Junior Secondary School Students

S/N	ITEM	SA 4	A 3	D 2	SD 1	Total	\bar{X}	Decision Rule
1	The influence of the media (i.e. newspaper, radio & television).	133	89	4	15	822	3.4	Accepted
2	Influence of the environment children grow up	104	119	8	10	799	3.3	Accepted
3	Poor parental/home training/upbringing.	194	39	8	0	909	3.8	Accepted
4	Wrong societal ideals.	76	160	0	5	789	3.3	Accepted
5	Peer group influence (bad friends).	201	40	0	0	924	3.8	Accepted
6	Influence of drugs.	97	129	10	5	800	3.3	Accepted
7	Teachers favoring some students in the class.	88	93	38	23	730	3.0	Accepted
8	Overcrowded classrooms.	91	117	26	7	774	3.2	Accepted
9	Non-enforcement of school rules and regulations.	167	74	0	0	890	3.7	Accepted

Sectional Mean=30.8/9=3.4

Items in table 2 above ascertained the likely causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja. To analyze the data, mean statistical tool was adopted with the cut-off mean score of 2.5 as the bench mark. Implying that; any item that has 2.5 mean score and above is upheld or accepted while the one with less than 2.5 is rejected.

From the table above, it is indicated that all the nine items had the cut-off mean of 2.5 and above. Thus, finding showed that the causes of indiscipline among junior secondary school students are: the influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations. More importantly, poor parental/home training and upbringing, peer group influence (bad friends) and non-enforcement of school rules and regulations respectively ranked the highest causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja.

Results

Items in table 1 examined the effect of indiscipline on junior secondary school students' performance in Bwari Area Council. The finding of the study revealed that indiscipline has negative effect on junior secondary school students' performance; as it makes students miss tests and exams, increases the rate of school dropout, makes students to perform poor in continuous assessment and exams, results in students' inability to concentrate in the class, contributes to students' unseriousness towards their studies, makes students miss their classes, makes students to disobey school

authorities; thereby taking to crime as well as leads to loss of class notes due to absenteeism.

The above finding corroborate with the view of Morongwa (2010) who identified the factors responsible for indiscipline among secondary school students to include: parental/home influence; teachers/educators factor; political, social and economic factors; learners with emotional problems; head teachers/principals factor; influence of gender and race as well as public schools versus private schools. Ozigi and Canlan (1979) cited in Oyetubo and Olaiya (2009) also pinpointed causes of indiscipline in secondary school to include: the influence of the media which carry regular reports about students' power against authority; the failure of many homes to provide basic and essential moral training in the upbringing of the children and the poor enforcement of discipline by school authorities.

Items in table 2 ascertained the likely causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja. Result indicated that the influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations are causes of indiscipline among junior secondary school students in Bwari Area Council, Abuja.

The result above aligned with the opinion of Elughe (2014) who maintained that playing truancy as a form of indiscipline makes students fail tests and exams as well as inactive participation in the learning process. Elughe also stated that students who resort to drug abuse may result in mental retardation, missing classes and eventual expulsion from the school system. Indiscipline also makes students perform poor in continuous assessment. Truancy for instance, makes students to miss unscheduled tests. It further makes students to disobey their teachers and school authorities; thereby taking to crime. According to Ovell (2011), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. According to Lawrence (1991) cited in Morongwa (2010), poor academic performance has been directly linked to indiscipline. Students who are chronic underachiever in school are also among the most likely to be indiscipline. Children who fail at school feel frustrated, angry and rejected. Believing they will never achieve success through conventional means, they seek like-minded companions and together engage in antisocial behaviors. Educational failure beginning early in the life course evokes negative responses from important people in the child's life, including teachers, parents and prospective employers. These reaction help solidify feeling of social inadequacy and in some cases, lead the underachieving students into a pattern of chronic indiscipline.

Conclusion

The school is always considered as the second agent of human socialization after the home. It is an environment which positively transforms children in every aspect of their lives. Therefore, students are expected to be of good moral conduct within and outside the school environment. Indulging in all forms of indiscipline such as rioting, arsons, damaging school properties, fighting among students, students attacking teachers etc. greatly affect the moral and academic performance of the learners as well

as the school system and the society at large. Therefore, drawing from the findings of the study, it can be concluded that indiscipline has serious negative effect of the performance of junior secondary school students. There are several factors responsible for indiscipline among junior secondary school students. Among which are-influence of the media (i.e. newspaper, radio & television), the environment children grow up, poor parental/home training/upbringing, wrong societal ideals, peer group influence (bad friends), influence of drugs, teachers favoring some students in the class, overcrowded classrooms and non-enforcement of school rules and regulations

Recommendations

Based on the findings of the study, it was recommended that school rules and regulations should be constantly enforced by the school authority in order to promote discipline among students. Parents should help in instilling discipline in their children at the formative stage in order to reduce the incidences of indiscipline in schools. They should also guide their children on the kind of friends they keep company.

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BUREAUCRACY IN SOCIETY: THE INFLUENCE OF MISCONCEIVED VALUES AND THE ROLE OF SOCIAL STUDIES IN CURBING THE MENACE

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Abstract

Bureaucracy as a giant mechanism operated by Pygmies was seen as the distinctive form of organization found not just in government but in all spheres of modern society. It is the mass ranks of civil servants and public officials who are charged with the execution of government business. Based on this conceptualisation, every institution in Nigeria operates bureaucracy. The theory of bureaucracy behoves on its operators some sets of guiding principles, ethos or values for smooth practice. The non-adherence of institutions to bureaucratic ethos has resulted in the decay and erosion of bureaucratic values and invariably cherished societal values. As such, bureaucratic values have been misconceived and become the norms in Nigerian institutions. This, no doubt may not be unconnected to the slow pace of development in the country and the high prevalence of social ills in the society. To effectively do justice to this topic, the paper looks at the meaning, characteristics, functions and organization of bureaucracies, bureaucratic and misconceived bureaucratic values, practice of bureaucracy and the roles of Social Studies in curbing misconceived bureaucratic values in the society. The paper recommends among others that, value teaching (including bureaucratic values and misconceived bureaucratic values) should be made a life-long learning by building it into every programme in the various levels of the school system. Orientation programmes should be organised for staff of the various government institutions and agencies regularly to educate them on the ills of misconceived bureaucratic values in the society and its tendency to breed societal ills.

Key words: Bureaucracy, Bureaucratic Values, Misconceived Values And Misconceived Bureaucratic Values.

Introduction

Bureaucracy according to Heywood (2007:19) “is a giant mechanism operated by pygmies”. “It is the structure and set of regulations in place to control activity, usually in large organizations and government” (Arowolo 2010:1). The first use of the term ‘bureaucracy’ has been traced to 19th century France, when Vincent de Gournay was reported to have used it to refer to a form of government (rule by officials) which is considered an illness (bureaumania). The French word bureaucratic eventually emerged and became the German Bureaukrate (later bureaukratic), the Italian burocrazia, and the English bureaucracy (Erero 2005). The term bureaucracy suggests “inefficiency and pointless and time-consuming formalities, in short, red tape” (Heywood 2007:21). In the field of politics, Heywood sees bureaucracy as “the administrative machinery of the state; that is, the massed ranks of civil servants and public officials who are charged with the execution of government business” (22). “The complex nature and differentiated functions of government call for the need to have

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well-trained officials to manage the complexity and differentiation that characterize government's business" (Arowolo 2010:1). The author further points out that, 'bureaucracy has become inevitable in the handling of all the business activities of governments at both the level of implementation and formulation of policy- a situation which has strengthened bureaucracy and widened its sphere of operation.

Max Weber and his followers see bureaucracy "as a distinctive form of organization found not just in government but in all spheres of modern society" (Heywood 2007:23). Heywood (2007) asserts that the question of bureaucracy engenders deep political passions. In the modern period these have invariably been negative. Liberals criticize bureaucracy for its lack of openness and accountability. The Socialists, particularly the Marxists, condemn it as an instrument of class subordination; and the New Right, for its part, portrays bureaucrats as self-serving and inherently inefficient. The term bureaucracy has tended to assume very negative connotations such as red-tapism, inefficiency, irresponsiveness, abuse of power, insensitivity, 'buck passing', rigidity and inflexibility, excessive impersonality, over secretiveness, unwillingness to delegate, reluctance to exercise discretions, maladaptations, and inadequacies (Erero, 2005). Bureaucracy as a system of organization has become useful and indispensable in the running of society whether in its economic, political or social life. This paper reviews the meaning, characteristics, organization and function of bureaucracy in society.

Meaning and Characteristics of Bureaucracy

Different strands of usage of the term bureaucracy has emerged among scholars that an attempt to develop one acceptable definition will not be an easy task. Albrow (1970) identifies seven modern concepts of bureaucracy to be:

1. bureaucracy as rational organization
2. bureaucracy as organizational inefficiency
3. bureaucracy as rule by officials
4. bureaucracy as public administration
5. bureaucracy as administration by officials
6. bureaucracy as organization
7. bureaucracy as modern society. (p.72)

To Albrow, 'these contrasting concepts and usages reflect the fact that bureaucracy has been viewed differently by different academic disciplines. Students of government, for example, traditionally understood bureaucracy in a literal sense to mean 'rule by the bureau': that is, rule by appointed officials. When bureaucracy is perceived as 'rule by officials', as used in everyday language, 'it is seen as a pejorative term meaning pointless administrative routine, or red tape' (Heywood 2007). The author explains that, 'in Social Sciences, the concept of bureaucracy is used in a more specific and neutral sense, but refers to phenomena as different as rule by non-elected officials, the administrative machinery of government, and a rational mode of organization.

In the field of Sociology, Heywood (2007) asserts that bureaucracy has typically been understood as a particular type of organization, as a system of administration rather than a system of government. Bureaucracy in this sense can be found not only in democratic and authoritarian states but also in business corporations, trade unions, political parties and other organizations. Economists, on the other hand, sometimes view bureaucracy as specifically public organizations.

The academic study of bureaucracy has been dominated by the work of Max Weber. For Weber (1948) 'bureaucracy was an 'ideal type' of rule based on a system of rational rules, as opposed to either tradition or charisma. Weber identifies a set of principles that supposedly characterize bureaucratic organization. The most important of these according to Weber (1948) are:

- a) jurisdictional areas are fixed and officials are ordered by laws or rules.
- b) there is a firmly ordered hierarchy, which ensures that lower offices are supervised by specified higher ones within a chain of command.
- c) business is managed on the basis of written documents and a filing system.
- d) the authority of officials is impersonal and stems entirely from the post they hold, not from personal status.
- e) bureaucratic rules are strict enough to minimize the scope of personal discretion.
- f) appointment and advancement within a bureaucracy are based on professional criteria, such as training, expertise and administrative competence. (p.76)

The structuralist tendency sees bureaucracy as a social organization with certain characteristics without placing any value judgment on it. Hall (as cited in Erero 2005) selected six characteristics of bureaucracy held in common by scholars. These include:

1. A well-defined hierarchy of authority.
2. A division of labour based on functional specialization;
3. A system of rules covering the rights and duties of positional incumbents;
4. A system of procedures for dealing with work situations;
5. Impersonality of interpersonal relationships; and
6. Selection for employment and promotion based on technical competence. (p.72)

'The central feature of bureaucracy from the Weberian perspective is its rationality, because bureaucratization reflects the advance of a reliable, predictable and, above all, efficient means of social organization (Heywood 2007). Bureaucracy was nothing less than the characteristic form of organization found in modern society, as its expansion was irreversible. Not only was this a result of the technical superiority of bureaucracy over other forms of administration, but it was also a consequence of significant economic, political and cultural developments' (Heywood 2007).

Weber (1948) was also concerned with the whole problem of how power and authority is and ought to be distributed in society. Weber identifies three forms of power relationships - traditional/patrimonial, charismatic/personalistic, and legal/rational. For Weber, power is based on charisma and tradition, while they may be legitimate, that are hardly rational. The author therefore postulated that administrative arrangements based on such power bases would not only tend to be arbitrary and unstable but would ultimately tend to be inefficient. Turning to legal power relations, Weber posits that it was based on a set of rules accepted by both the rulers and the ruled. The ruler (selected or elected) therefore exercises power according to the limit, constraints, and latitudes set by legally sanctioned rules and regulations.

In Weber's view, bureaucratization was further stimulated by the pressures of democratization, which weakened ideas such as tradition, privilege and duty, and replaced them with a belief in open competition and meritocracy (Weber 1948). Weber believes that 'the process of 'rationalization' would ensure that all industrial societies, whether nominally capitalist or communist, would increasingly resemble each other as they adopted bureaucratic forms of administration.

Functions of Bureaucracies

Heywood (2007), notes that bureaucracies fulfil a single, but vital, function to execute and enforce the laws made by the legislature and the policies decided by the political executive. Heywood pointed out that 'while other functions of government such as representation, policy-making and interest articulation are carried out by a variety of institutions, policy implementation is solely the responsibility of civil servants, albeit working under their political masters. Moreover, the Weberian model of bureaucracies as rational and objective machines appears to divorce the administrative world from the political world' (Erero 2005). In this view, bureaucrats are seen simply as cogs in a machine, as reliable and efficient administrators operating within a fixed hierarchy. According to clearly defined rules which reality is very different (Heywood 2007). Despite their formal subordination and impartiality, bureaucrats exert considerable influence on the policy process, and thus fulfil a number of key functions in any political system. The most important of these functions according to Heywood (2007), are carrying out administration, offering policy advice, articulating and aggregating interests, and maintaining political stability.

Organization of Bureaucracies

Heywood (2007), notes that organization of bureaucracies is important for two reasons. It influences the administrative efficiency of government, and affects the degree to which public accountability and political control can be achieved. Many states have therefore looked to rationalize their administrative machinery, to make them function effectively and bring about the needed transformations and development the societies desire. All state bureaucracies are in some way organized on the basis of purpose of function. This is achieved through the construction of departments, ministries and agencies charged with responsibility for particular policy areas, i.e. education, housing, defence, taxation and others (Heywood 2007). Some of these governments agencies include the Ministry of Education, Ministry of Finance, Ministry of Power, Ministry of Agriculture, just to mention a few.

One area that needs to be mentioned in this discourse is the degree of centralization or decentralization within bureaucracies. The systems found in the communist regimes, such as China, are subject to strict party control and supervision at every level. These are amongst the most centralized bureaucratic systems in the world. While those found in the USA, Germany, France, India, United Kingdom and Nigeria are examples of decentralized bureaucracy. The emphasis here is on the degree of control by the political executives on the day to day running of bureaucracies. While it is higher in centralized bureaucracies it is lesser in decentralized ones. In the decentralized bureaucracies, internal self-control mechanisms of institutional ethos play the dominant checks. Operators of bureaucracies in any society are supposed to be regulated by the laws of the land, values of the society and by the ethos of the organizations/institutions in question. The next sections of the paper looks at values of society, bureaucratic values and misconceived bureaucratic values paripasu the societally expected values, norms and how observed anomaly can be controlled.

Bureaucratic and Misconceived Bureaucratic Values

First of all, values are the principles and standards of society. They are a society's judgment of what is desirable and important (African Leadership Forum 1993). Values are human preferences, likes and desires. Values can, therefore, be used to refer to the

quality of something in terms of its usefulness, desirability and worthwhileness. Values are also being defined as principles and standards that guide behaviour. Values are choices people make and act upon. The chosen value is, therefore, prized or cherished, affirmed and internalized by an individual or a group (Odia 2014). From this viewpoint, values influence action. In the same vein, the consequences of the actions or inaction in turn influence the values held by individuals and groups. Bureaucratic values are values that guide operators in bureaucratic organizations/ settings. It specifies the dos and don'ts for participants in institutions, departments and agencies of society. Bureaucratic values are the same thing as administrative ethics that are either present or absent in an institution, a worker, official or bureaucrat. It denotes a set of characteristics that is assumed to be present in a worker, or which may take different forms (Ajuogu in Ibietan & Joshual 2014). Thus, organizations are perceived as always ethical, differing only in the form that ethics are presented. Ibietan and Joshua (2014) see administrative ethics as involving the application of moral principles to the conduct of official responsibilities and duties. Ibietan et al, (2014) maintains that civil servants are expected to bring to bear in the discharge of their duties, certain ethical considerations especially where they are to make value judgment which may have a direct relationship with their professional standing' (Ibietan, et al, 2014). Some of these bureaucratic values that can be extracted from the features of bureaucracy by Weber (1948) and Albrow (1970) are hierarchy of authority, actions of officials ordered by rules, fixed jurisdictional areas, written documents and filing system guide actions, authority of officials impersonal, bureaucratic rules permit discretion of officials, appointments and promotions based on professional criteria, division of labour functional specialization of duties and work situations organized on a system of procedures.

Despite efforts of the Nigerian society to use education to instill desirable values (including bureaucratic values) in its citizens there is still the prevalence of misconceived values in institutions in the society. In institutions like ministries and agencies today, the strong desire for and pursuit of material things at the expense of acceptable professional ethics and practices seem to have become the current norm. There seems to be nothing wrong striving to build panelled houses and driving flashy cars by any means possible by many. Prevalent among many civil servants is the craze of enriching themselves with any position they are privileged to hold just to use them to secure the future of their immediate family and the ones yet unborn by flouting the institutional norms guiding such positions. It is also observed that most public institutions no longer respect bureaucratic rules as their guiding ethos and principles on which they were created. The value of impersonality has been thrown aside and most public offices have been personalized and run according to the dictate of those who occupy who hold positions to their own advantage and to the detriment of those that they serve (Aimiyekagbon, Iyamu & Okobia, 2019). Arowolo (2010) affirmed that officials not only personalize public offices but also personify them where the work ethics have been severely undermined by the get-rich-quick syndrome. Arowolo (2010) notes that it is not only government officials that are corrupt, but that corruption is made official in the country.

Many occupants of government offices tend to see their position as their own opportunity to amass wealth as and many citizens no longer care how people acquire their wealth in the society. Demanding for gratification before rendering service has become the order of the day. Many do not see anything wrong in delaying people's files/ cases till they pay something in cash or kind to facilitate it before treating them. The

general belief now is that the nature of our society cannot allow one run a public office without being personal (corrupt). The norm now is that, gaining access to a high cadre public offices are seen as the opportunity to amass wealth for oneself. So, one's family and cycle of friends do not want to hear that one could not make it. To them, one's access to any high cadre office is not only viewed as one's success alone but the success of family members, friends, ethnic groups, religion and region; so they do not expect one to fail. To such office occupants, bending rules in office to benefit them and those close to them is normal (Aimiyeagbon, et al, 2019).

Practice of Bureaucracy in Nigeria

In the view of Weber, the administrative system in a democracy is fashioned to execute the just and legal decisions of the ruler and must be a system of rules - rules specifying the relations between the ruler and the ruled and between office holders (Erero, 2005). These rules also prescribe in a rational way, the arrangement of offices (both longitudinal and latitudinal), the rights and duties of each office and office-holder and the recruitment process. In addition, and of much importance, the position of the office-holder cannot be sold or inherited. In a nutshell, the position cannot be privatized since 'the means of administration' do not belong to the office holder. The strict separation between private and official income as well as personal fortune is a specific characteristic of the legal/rational power relationship, thus conducive to impartiality, stability and efficiency among others (Erero 2005). Arowolo (2010:2) opines that:

The efficiency or otherwise of bureaucracy is a function of the environment in which it operates; and that, it explains why Nigeria's public bureaucracy is inefficient and corrupt. Also that, it is influenced by its environment which is overwhelmed with and characterized by lack of strict adherence to rules, ethics and standard norms that dictate the tone and tenor of moral conduct in public offices.

In Nigeria, this bureaucratic arrangement though present in letter and practice is largely unattainable due the high enormity in the personalization of office and the non-adherence to the other bureaucratic values or ethos listed in the preceding sections in the system. This personalization makes many officials corrupt in the course of their duty as civil or public servants.

Aluko (2002) notes that some persons in authority have abdicated their supervisory responsibilities and in the process, laws and regulations have been breached without censure. This incidence of lawlessness involving public servants (civil servants and politicians) on one hand and members of the public who are seeking public services on the other has introduced a lot of unethical practices into institutions, ministries and agencies in Nigeria. Among the civil servants, they no longer see themselves as servant to the public or masses they are employed to serve. The slogan now is that nothing goes for nothing: before services are rendered to the public, money or material things must swap hands for it. Hence, files often disappear and reappear at the mercy of civil servants – boss, clerks and messengers in offices. During recruitment into public offices, pecuniary interest such as ethnicity, religion, regional sentiment and godfather's connections take priority instead of merit and technical competence. In some institutions, advancement and promotion in the system depend on the connections of the staff, that is the various societies, secrete or otherwise he/ she belongs and not the additional qualifications and competency of the staff in question.

Another worrisome dimension of this problem is the situation where staff use their wives and children to fill vacant positions in the same institutions where they work thereby sacrificing merit on the altar of nepotism. These are areas of the school system seriously need to intervene so as to reposition the value system.

Social Studies and its Roles in Curbing Misconceived Bureaucratic Values

One of the reasons that Social Studies was introduced into the Nigerian education system is to help mould the behaviour of its members and address the societal ills plaguing its survival. Social Studies as a value laden discipline has the potential to build sound morals and integrity amongst members of a society. 'It has a responsibility by virtue of its philosophy, content and methodology to instill desirable values and ensure proper character building and training of Nigerian children (Nigeria Educational Research and Development Council, 2007). Social Studies has the capacity to expose its learners to a wide variety of knowledge which enables learners to develop civic consciousness and other desirable attributes that will make them responsible, honest, patriotic, disciplined and unlearn misconceived values which have been recognized as the leading causes of the social ills plaguing the Nigerian society. The capacity of Social Studies to address these issues is very crucial to the lives of every individual and the survival of the society in general.

To this end, the goals of education in Nigeria with regard to value development for pre-primary, primary, junior secondary and post-basic education level according to the Federal Republic of Nigeria (2013) are stated as follows:

1. The development of the individual into a morally sound and patriotic citizen (Goals of Education in Nigeria);
2. Inculcation of national consciousness, values and national unity (Goals of Education in Nigeria):
3. Inculcate social and moral norms and values (Goals of Pre-primary Education);
4. Instil social, moral norms and values in the child (Goals of Primary Education);
5. Inculcate values and raise morally upright individuals capable of independent thinking, and of appreciating the dignity of labour (Goals of Junior Sec. Education);
6. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (Goals of Post Basic Education) (p.13).

These goals reflect the society's efforts and concern to use education as a medium to instill appropriate citizenship disposition in the hearts and minds of members through value teaching. Social Studies is saddled with the responsibility of helping the nation to realize these goals. The issue now is, how far has the discipline fared in this regard? The objective answer to this question is that, it has not been easy for Social Studies as a discipline to achieve these goals judging from the prevalence of misconceived values in the society. The role of Social Studies in achieving this task needs to be re-addressed.

The discipline therefore needs to intensify its effort and salvage the country from the mess of misconceived values' influence on the heart and minds of many Nigerians. The teaching and learning of Social Studies needs to demonstrate its capability and readiness as society's only hope among the disciplines to cure its social ills by stemming the trend of misconceived values in Nigeria. The subject needs to take some decisive steps to tackle this malady that is spreading fast like cancer. The discipline need to redefine the role of Social Studies teachers, their effectiveness and efficiency in the new

paradigm; that is their attitude and commitment to this new task. Social Studies teachers should double up their efforts to make students unlearn the misconceived bureaucratic values they learnt informally in school and outside school environment or to make them be able to reject misconceived bureaucratic values when projected to them, after leaving school. In addition, the right teaching pedagogy should be employed. Appropriate evaluation techniques to be used should stress more of affective domain of learning which should be thoroughly researched into and adopted. Evaluation techniques that measure attitudes should be given serious attention in Social Studies because placing too much emphasis on achievement or aptitude tests has not helped the Social Studies as a discipline to achieve its objectives in the area of imbibing societally cherished values, bureaucratic values and rejecting the misconceived ones.

Conclusion and Recommendations

From the foregoing, there is no doubt that bureaucratic values have seriously been misconceived in Nigeria. It is also not contestable that these misconceived values have had serious negative impact on Nigerians by inculcating in them wrong values and making their contribution to national development abysmally poor. These misconceived bureaucratic values by operators of the system have made the institutions in Nigeria to fail. They are virtually not in existence; only in principles. The scenario in Nigeria is that the institutions and agencies work depending on who is occupying the mantle of leadership. If the person occupying the position of leadership is good and morally upright the institutions will be working, if not nothing happens. Thus, Dora Akunyili and the success story of NAFDAC (National Administration of Food, Drug and Control) should be encouraged. Therefore, instilling the right bureaucratic values in operators is the right step to resolving the problem of social ills in Nigeria.

Based on the issues raised in this paper, the following recommendations were made:

1. Value teaching (including bureaucratic values and misconceived bureaucratic values) should be made a life-long learning by building it into every programme in the various levels of the school system from primary to tertiary education.
2. Value teaching should be made a General Studies course in the Universities where values, bureaucratic values and misconceived bureaucratic values and how to unlearn them can be packaged as a programme for all students irrespective of the disciplines of the students.
3. Orientation programmes should be organised for staff of the various institutions and agencies regularly to educate them on the ills of misconceived bureaucratic values in the society and its tendency to breed societal ills.
4. School curriculum, especially Social Studies curriculum should be overhauled with new content from literature such as conceptual meaning of values, morals, ethics, societal values, bureaucratic values and misconceived bureaucratic values to address the influence of misconceived bureaucratic values on bureaucracy in the Nigerian society.

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BOOK REVIEW

COMMUNICATION AND INTERPERSONAL RELATIONSHIP IN EDUCATIONAL MANAGEMENT

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Introduction

The fact that we humans are communicating beings can be easily discerned even by the unskilled observer. That we are communicators by nature is so true that we are incapable of not communicating – we cannot not communicate. Even in silence, humans still communicate (pg. 10).

Again, no human being is an island; we are all wired up in relationships with other humans. And, most times, the quality of our relationships depends, in direct proportion, on the quality of communication.

The book, *Communication and Interpersonal Relationship In Educational Management*, by Doctor Felix Terhile Bua, which I am honoured at this event to be the reviewer, deals with the subject in such simple terms as can be read and understood by and be beneficial, beyond educational management, to all classes of readers, the fact notwithstanding that the author specifies *Colleges and Universities* as the target readers.

Generally, as one becomes academically more aware and intellectually more mature, one always comes to the realisation that reading authors becomes more important than reading just titles. The book under review is a case in point of a thorough product of mind of a thorough young PhD.

The book is 459 pages in all, spread over twenty-five chapters; 450 of those pages constitute the main body of the work and the references take the nine last pages. There are twenty (xx) Roman numeral preliminary pages. The publisher of the book is TENT-D ASSOCIATES and CONSULTING PUBLISHERS, Makurdi, Nigeria; the publication date is 2020 and the book's International Book Standard Number (ISBN) is 978-978-51451-1-0.

The preface to the book is written by the author himself. He reveals therein that it “presents to readers the multidimensional nature of communication and interpersonal relationship in educational management which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organisational goals” (pg. v).

The foreword is written by Prof. Hauwa Imam, a professor of Educational management at the University of Abuja-Nigeria and President of the Nigerian Association for Educational Administration and Planning (NAEAP). Prof. Imam points out that the book “*Communication and Interpersonal Relationship in Educational*

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Management has been published at appropriate and right time, when there is acute shortage of materials and research works in the area in management” (pg. vii); she testifies that “the book is written in line with the National Universities Commission (NUC) benchmark on academic standards in Nigerian Universities in the area of Communication and Interpersonal Relationship in Educational Management” (same page).

Review

The opening chapter, quite naturally, treats *The Nature and Concept of Communication in Educational Organisations*; Chapter Two is on the *Types and Importance of Communication in Educational Management*; Chapter Three dwells in greater detail on *Upward Communication in Organisations* and Chapter Four explores *Communication Channels and Directives in School Organisations*.

The author highlights the importance of communication in human life and in human organisations generally, then, in educational organisations, specifically. Noting that the word “communication” is derived from the Latin root *communis* meaning “common” he proceeds to define communication simply as making something common or sharing it. Communication is explained further as “the process of passing information from the first party (the sender) to the second party (the receiver)” (pg. 15). The six different components of the communication process, namely, source, message, channel, receiver, feedback and noise factor are explained carefully (pp. 10-23).

Communications management is explained as “the systematic planning, implementing, monitoring and revision of all channels of communication within an organisation and between organisations”; it is said, furthermore, to include “the organisation of new communication directives connected with an organisation, network or communications technology” (pg. 9).

Examined in great detail are the different types of communication and the routes of communication, vertical communication, downward communication, horizontal communication, grapevine communication and consensus (pp. 24-8). *Grapevine Communication in Education Management* is taken up and treated in greater detail Chapter Eighteen (pp. 317-27).

One clear highpoint of the book is the emphasis on the role and importance of effective communication in the workplace – especially in educational organisations. Mere communication is simply the flow of information from the sender to the receiver regardless of whether the message is properly understood or not; whereas effective communication ensures that the message is received in the exact manner intended by the sender (pg. 31). “Effective communication reduces conflicts and results in a better understanding among individuals.” Therefore, “One needs to take care that information is passed on and received correctly” (pg. 35). Effective communication can be learned; it can be acquired and it is an essential skill this book aspires to instil or inculcate in the reader.

Insisting that the “ultimate aim of communication in every organisation is to ensure the importance of meaningful dialogue between super-ordinates and subordinates with the end goal being the economic success of the organisation and that of the employees within the organisation,” it is the author’s very strong position that “upward communication ... the process of information flowing from the lower levels of hierarchy to the upper levels” is key (pg. 43).

Chapter Five exposes *Communication Barriers in Educational Institutions* and proffers solutions for same in the very next chapter which the author titles *Improving Communication and Organisation of Idea Sharing at a Workplace*.

“Communication barriers are the various obstacles and hurdles which [detract from] effective communication leading to misunderstanding and misinterpretations by the receiver. ... [They] are problems that arise at every stage of the communication process and have the potential to create misunderstanding and confusion” (pg. 71). It is of essence that managers in educational organisations possess the required “additional skills to be able to recognise them” and have the capacity to resolve issues where there is breakdown” (same pg.).

Classifying communication into four broad categories personal, interpersonal, organisational and technological factors, Dr Bua enumerates seventeen (17) communication barriers some of which include people using different symbols; members of a group having different values; lack of acceptance of diversity; one way concept of cooperation and vested interest (pp. 76-88). Some of the remedies the author proffers are use of clear and concise words; encouraging feedback; measuring time properly and ensuring that actions support one’s communication (pp. 92-93).

Group Discussion in Educational Organisations is discussed in Chapter Seven while *Presentation, Preparation Content and Delivery* are the concerns in Chapter Eight.

The author defines “a group in the context of organisational communication” as “a collection of individuals who interact with each other, accept expectations and obligations as members of the group and share a common identity” (pg. 114); he explains discussion to mean thoroughly shaking up a subject, that is, examining it thoroughly to reach a conclusion” (pg. 115). Group discussion is, then, inferred as a discussion which involves about seven to eight participants in an attempt to reach a common decision on a common issue (same pg.).

Some advantages of group discussion are enumerated to include providing a deeper understanding of the subject; improving the ability to think critically and enhancing confidence in speaking among others; there are eight in all (pg. 124).

Learning the art of participation; speaking only if one is well prepared; never being rigid in one’s views and being alert are among the nine tips which the author gives as being helpful to a successful group discussion (pp. 127-8).

For impactful presentation, the author encourages proper research on the subject the presenter has the task of covering; jotting down all the points one wishes to cover; carefully choosing the words; using short sentences and covering as much information as the time one has for the presentation permits. Use of charts, graphs, diagrams, tables or pictorial representations enhances the effectiveness of the presentation and use of examples from real life certainly aids a better understanding of the listeners (pg. 136).

The author practices what he preaches by amply using all these aids throughout his own book. It would be a plus, however, if, in the next edition, the author uses more of especially the pictorial representations taken from our very own educational organisations so as to enable the reader to be better able to identify with.

Taking up again the discussion begun in the very first chapter of the book, the author, in Chapter Nine, revisits *Understanding the Communication System*. Chapters Ten and Twenty-five are devoted to very detailed discussions on theories and models; those focused on in Chapter Ten are *Communication Theories and Models* generally; whereas the ones treated specifically in the last chapter of the book are *Interpersonal Relationship Theories and Models*.

Citing the 1980 writer, S. F. Scudder, Dr Bua reiterates the basic communication theory that “all living beings existing on the planet communicate; although the ways they communicate are different” (pg. 164). The photo on the cover which is not of humans but of penguins – those intelligent sea birds – communicating is truly apt!

The Communication Models he takes up in the book are: Aristotle Model of Communication; Berlo’s Model of Communication; Shannon and Weaver Model of Communication; Schramm’s Model of Communication; Helical Model of Communication and Wesley and Maclean’s Model of Communication. The six models of communication, the author notes, are all initiatives by great scholars to simplify the process of communication and help in the better understanding of the communication process (pp. 164-184).

If Chapters Nine, Ten and Twenty-Five are more theoretical in their discourse, Chapters Eleven, Twelve, Fifteen and Nineteen are practical. It is in these chapters that the observation made at the beginning of this review of Dr Bua’s book that he “deals with the subject in such simple terms as can be read and understood by and be beneficial, beyond educational management, to all classes of readers” becomes most apparent. The chapters treat, respectively, Reporting, Minutestaking and Telephone usage.

He carefully and gradually, but methodically, takes the reader through the rudiments of basic reporting with such proficiency as must be appreciated even by the most seasoned journalist; and proceeds to handle the art of taking and making minutes with such simplicity as even the not-very-learned secretary of the most rural community progressive union will learn to improve himself or herself from (pp. 185-214).

Then, appropriate telephone usage practices are reevaluated and appraised in ways that will benefit the completely new telephone user and in a manner that even those who are already very conversant with the telephone, telephone facilities and online conferencing will again appreciate greatly. One is reminded, for instance, to always identify oneself at the beginning of a telephone call; to be sensitive to one’s tone of voice; to think through what one wants to say before placing a call and not to allow oneself to be distracted during a telephone conversation (pp. 263-5).

Prospective interviewees and the interviewers who interview them for the purpose of hiring their services will find Chapter Sixteen of this book very helpful. It explains what an interview is; defines the purpose of an interview; enumerates the types and kinds of interview and gives the interviewee the tips of the three Ps of an interview, namely, to Predict, Prepare and Practice interview questions and answers (pg. 271).

Interviewers on their own part are reminded, among other things, to arrive early at the interview venue; to check that the necessary papers are on the tables in front of each interviewer including possible questions or guidelines as to what the organisation is looking for in the candidate; to distribute assessment sheets ahead of time; to welcome interviewees in a way that dispels distress from them and makes them feel relaxed and at home (pg. 273).

The trend of thought which was developed in Chapter Two on the importance of effective communication is re-emphasised, deepened and completed in Chapters Thirteen, Fourteen and Seventeen. The fact is stressed again that effective communication produces a lot of wonderful results and that listening, especially on the part of managers, is a very important aspect of that effective communication process.

The seventeenth chapter coaches one on not only on how to become an accomplished public speaker but on how to manage public speaking and other public speakers. The essential ingredients are writing an effective speech; overcoming the fear of public speaking; practising the speech and delivering the speech (pg. 286).

The practical use of the Library which are vital to all study activities are what the author deals with at length in Chapter Nineteen. After introducing the reader to the general purpose of the use of the library, he takes the novice researcher through the practice of consulting the right catalogues, getting a book from the library, the reference section, the serials section, the media section and new arrivals (pp. 327-330). The study skills he attempts in this chapter to inculcate in his readers are listening skills, reading, writing and note taking (pp. 332-336).

The last six chapters of the book deal with various aspects and levels of relationships in educational management:

One thing is very clear, namely, that all the principles for quality relationships between humans in all circumstances, be they formal or informal, from the casual friendships between colleagues at work; the relationship between super-ordinates and subordinates in the most advanced of organisations or the deep and lasting life-long relationship between spouses in a marriage between a man and a woman, are equally valid at all times and in all circumstances.

Some of these principles which Dr Bua deals with beautifully, but simply – in a non-complex style –, are trying one's best to adjust with each other and compromising as much as possible; maintaining a positive frame of mind always and not unnecessarily making issues out of small things (pg. 339); transparency in communication – effective communication, that is; encouraging activities that provide occasions for working together; assigning challenging work to the team so that the members be motivated to deliver best results; motivating subordinates to avoid politics and blame games at work; superiors or team leaders not acting pricy and trying to dominate team members; and avoiding partialities (pp. 341-4).

Others are matching interests with areas of specialisation; avoidance of casual attitudes in the case of serious work; maintenance of decorum and dignity at the workplace; mutual assistance of each other in areas where work schedules overlap; and nipping conflicts in the bud before they escalate (pp. 357-360).

And nipping conflicts in the bud is precisely the main concern of the twenty-fourth chapter of the book which is devoted exclusively by the author to *Conflict Resolution in Educational Management*.

The very minimal typographical errors that occur in the book can be picked up and corrected even by the author himself through a careful readings as he edits the book in future for the next edition.

Conclusion

In summary, the book *Communication and Interpersonal Relationship In Educational Management* is a well-researched and very well written book which will be of immense benefits to all classes of readers.

VALUE REORIENTATION AND NATIONAL DEVELOPMENT IN NIGERIA: THE ROLE OF ART EDUCATION

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Abstract

For any society to experience positive and sustainable growth, positive values must be upheld and encouraged. Where social values have decayed, underdevelopment sets in hence the need for reorientation of values. The focus of this paper is on the need for value reorientation in Nigeria as a vehicle for sustainable national development. Emphasis is laid on the role of Art Education. The paper believes that using the educational approach to the enhancement of value reorientation is the best to ensure growth and development. It recommends that deliberate primary and post - primary school curricula should embrace values that will build the attitudes and behavioral pattern of the learners to instil consciousness in their positive behaviours.

Keywords: Value Orientation, National Development, Art Education.

Introduction

Nigeria's image as the giant of Africa has suffered some setbacks as a result of anti-social and criminal acts, with a high rate of corruption. The decline and fall of Nigerians in behavior has reached unacceptable level. It is regrettable that the educational system has deteriorated to the extent that instead of being an agent of transformation, empowerment and an instrument of clearing the minds of the young ones to become useful members of the society, has today become an agency of imparting negative values in the minds of the young ones.

Lack of value orientation in Nigeria educational system manifests itself in all levels of education, (primary, secondary and tertiary institutions). As teachers, we have seen different forms of corruption existing in our institutions of today. For example, examination malpractice, financial malpractice between students and lecturers, embezzlement, exploitation of students, lecturers taking advantage of students, etc. The existence of different forms of corruption in may Nigerian institutions has led to the decay of positive moral values in schools. Corruption and lack of value orientation in the society have enormity of negative effects on the output of graduate in the area of productivity and the degree of acceptance in the society.

The National Policy on Education (NPE) identifies two major objectives which Art Education should meet by all post primary level of education. They are: (1) instruction should be geared towards the production of self-reliant, resourceful, creative people; people with initiative and understanding for the need to create; people with a positive identity in the community; and (2) the development of aesthetic awareness in the general public with regard to the products of industry and the environment (FRN, 2014: pp. 1 – 34).

Many programmes have been adopted by various governments in Nigeria to stop the menace of lack of value orientation, but they proved inadequate. In recognition to the provisions of the objectives on NPE, this paper views that, Art Education has a

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unique role to play, looking at the creative nature of the subject to stop these vices in the society. Art Education has a great impact on national development. It displays the most sophisticated forms of visual experience, skill acquisition and information dissemination towards social transformation of an individual. Art Education is important in learning and teaching and can be used as a tool in the present value reorientation processes in Nigeria. Osagie (2016) reflects on President Buhari's slogan, "let the change begin with me" on mass media. This is possible because messages can be translated in practical form where those without any form of formal education can also benefit. Effective communication helps a great deal in national development. The value reorientation process is a high-priority of the present government of Nigeria. Citizens must therefore unite to ensure its success.

Concept of Value Orientation

When one talk of value reorientation, it means the principles of right or wrong that are accepted by individual or social groups (Word Net, 2012). Value orientation can also be seen as high moral intelligence and entrenchment of strong values for the development and prosperity of the Nigerian society. It is a transformation on a fundamental shift in the deep orientation of a person, an organization, or a society such that the world is seen in new ways, new actions and results which become possible that were impossible prior to the transformation (Asobie, 2012). It also means the change of the moral character for better through the renewal of the innermost nature.

Reorientation is the act of changing, adjusting, aligning or realigning something in a new or different reaction. Value reorientation is therefore conceptualized as the act "of deliberately attempting to change the direction which attitudes and beliefs in Nigeria are currently orientated or the act of adjusting or aligning behavior, attitudes and beliefs of Nigerians in a new or different direction within the public discourse of contemporary Nigerian politics" (Osisioma, 2012:68). This is articulated as a move away from corruption, embezzlement, dishonesty and general indiscipline to the direction of virtues of honesty, patriotism, hardwork, and general abhorrence of social vices (Okafor, 2014:21).

Njoku (2011) sees value reorientation as inculcating good values that can help Nigeria out of her numerous predicaments and can refocus the nation through greatness. A closer look at the above definition, would make one agree that Nigeria would be rapidly transformed if she embraces good moral values, which have the potentials to re-orientate the attitude and behaviours of Nigerians and to bring significant reduction in corruption, indiscipline, immorality, terrorism, kidnapping and other social vices.

This paper believes that value orientation in Nigeria can only be attained through the effective use of the power of creativity in Art Education to reform the schools and to an extent the society in order to achieve meaningful development. What this means is that, if students are instilled with good values at the early stages of their lives, they will grow and cherish them.

Why the Need for Value Reorientation in Nigeria

In Africa, the larger a country, the larger the problems in terms of governance. One of the difficult things to effect in Nigeria today is restoration of our national values and integrity especially when a negative attitude has been formed by past governments.

Value reorientation means restoration or a change of attitude towards a number of things that have been identified as wrong actions or wrong attitudes.

Nigerians are suffering because of its non-social and criminal activities such as: "Boko Haram insurgency", "herdsmen/farmers crises" among others. Erinoshio (2008) notes that Nigeria is listed among the most corrupt countries in the world today occupying number 157 in contrast to Ghana which is number 70 in ranking of countries worldwide". ERnoshio (2008) further states that Nigeria has earned a despicable reputation for all manners of fraudulent practices and vices. These are issues that bring degradation to a people.

Fraudulent practices in Nigeria are too numerous, so much so that people are at a loss on what to do. When one reads through the highlights of newspaper and magazine as well as watch television, one reads and sees stories of the many crimes that Nigerians indulge in. The decline and fall of Nigerians in behaviour is a well-known fact all over the world. Countries such as Britain and the United States of America have lost faith in Nigeria to the extent that the former British Prime Minister, David Cameron could declare Nigeria as 'fantastically corrupt nation' leading to total loss of confidence. This decline is rooted right at the family and schools set up, where many parents and teachers are failing in their responsibilities of bringing up children. Once the right upbringing is not received at the initial stages of a child development then, many thurgs will go wrong later in life.

It is common to hear people complain on the state of affairs of the country, particularly on the government of the day. Many people do know that effective communication through creativity in Art Education is synonymous to development. Failure to reach out to the people brings confusion, distrust, envy and many other negative tendencies that can cause emotional instability. Much has not been done regarding information and enlightenment. Using the arts to inform the populace of what to do to improve on personal character is the starting point of national development.

From the above discussion, it is obvious that so many things have gone wrong. There is need to place premium on sound educational base targeted at societal transformation. Education is a crucial sector in any nation especially as a major investment in human capital development. Education plays a critical role in long term productivity and growth in both micro and macro levels. According to UNESCO (2000), education refers to the total process of developing human ability and behaviours. It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding value for all activities of life. Education and society are inseparable. Society equips education with the values to be transmitted while education exposes each generation to the existing beliefs, norms and values of their culture (Schacfer, 2000).

Fafunwa (1974) defines education as 'what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviours which are the positive values to the society in which they live. In fact, education develops and imbues in individuals those values which make good citizenship, such as honesty, selflessness, tolerance, dedication, hardwork, and personal integrity, all of which provide the good foundation for veritable leadership. The NPE also specifies value system as acceptable in the country. This can be inculcated to the learners through the quality of educational instructions. It is only individuals who have ben positively transformed that can transform the society. It is from this perspective that it can be

conveniently argued that only a good educational approach can transform a society by reorienting the values.

This paper believes that the best approach is the adoption of Art Education for gradual and sustainable value change towards national development. Art Education and its activities have unique roles to play. Art like wind is everywhere and if well utilized, can sustain and improve an already collapsed nation like Nigeria. The idea of getting rich quick and by whatever means has not helped matters. Art Education can provide solutions that are practicable because of its nature. Art gives no room for laziness but hardwork and greater creativity to the level of which the artist's involvement through intelligent imagination is required. Value reorientation amongst Nigerians can be possible only when our focus is to ensure that everyone understands the importance of value reorientation towards national development using arts, which as the best media to reach out to the people in a more effective way using banners, posters, billboard etc. To ensure the sustenance of a well-cultured education and to create new frontiers of success, Art Education must be emphasized. Unagha and Ibenne (2010) believe that, nothing is more important than broadening our horizon, escaping from ourselves and making discoveries that make the individual a more valuable member of society.

Concept of National Development

The concept of national development is all encompassing. It entails industrialization, human capital development and social as well as educational quality of the people. All nations of the world attain such height only by tapping the tremendous power of education in their pursuit for the attainment of national objectives. For example, the Germans during the second Reich of 1871 used education as an instrument par excellence for the unification of all the Germans, while Japanese during the Meiji Restoration used education to inculcate and propagate such cardinal virtues as benevolence, fidelity, justice and integrity in the life of the people. In all these cases, each country demonstrated unflinching commitment to the realization of national imperatives. When the Meiji period ended, with the death of the emperor in 1912, Japan had a highly educated population free of feudal class restrictions.

The Soviet Union as it was called then, showed great commitment to a high quality educational system as an instrument of national development for planning through scientific and technological fields. In addition, Russian Spurtunc of 1957 at which Americans felt challenged threatened, and turned to the schools for help as stated by Bottcher (1996). In the full realization, Ukeje (1996) states that one of the functions of schools is to provide a setting in which boys and girls can grow intellectually to help in the national development.

The United Nations Human Development Report (UNHDR, 2005) pronounced a grim verdict on Nigerian developmental statues. The report says alleges that "while people are living long throughout the world, the reverse is the case in Nigeria". UNHDR (2005) specifies that life expectancy in Nigeria has fallen from 51:6 to 43:4 years, rating our developmental table from 151st position it occupied in 2004 to 158th position out of the total of 177 countries covered in the assessment. Umoru (2005) notes a front-page report title "World Bank rates Nigeria second poorest nation". The report further "cites Nigeria as a resource dependent nation, which could have produced capital five times higher than it did in 2000, if only it had made a moderate effort to save".

Umoru (2005) further observes that Nigerians have numerous problems ranging from declining productivity, ignorance, mismanagement of resources, hunger, disease,

imports of petroleum products to meet domestic demand. "United State of Africa" as Nigeria is often called, has many challenges because of mismanaged and misdirected resources. All these are rooted in the character and attitudes of Nigerians entrenched by corrupt disposition and the desire to acquire all for self. Njoku (2007:11) expresses the decaying nature of the society that "everything about Nigeria is corrupt, the political power elites are corruption, and the people are aspiring to be corrupt. Elections are corrupt. Electricity is corrupt. The water is corrupt. The land is corrupt. The air is corrupt. Even the war against corruption is corrupt". Njoku goes on to state the consequences of corruption are worse than HIV/AIDS, nuclear bombs, armed robbery and terrorism combined.

What is Art Education?

Art Education has its roots in drawing, which, with reading, writing, singing, and playing instruments comprise the basic elementary school curriculum in the seventeenth century (Mamza, 2007). Drawing has continued to be the basic component of the core curriculum throughout the eighteenth and nineteenth centuries, when educators saw drawing as important in teaching handwork, nature study, Geography, and other subjects. Art education later expanded to include painting, design, graphic art, and the 'plastic arts' (e.g. sculpture and ceramics) although art has continued to be seen primarily as utilitarian. This is the view of 1993 Arts Education Partnership Working Group study. The group study believes that art improves multicultural understanding and the development of higher-order thinking skills, creativity, and problem-solving abilities. Art Education also refers to learning, instruction and programming based upon the visual and tangible arts. It is the set of instructions on how to use the language of arts. It is all about giving opportunities to people, whether children or adults.

Denen (2013:23) highlights some benefits and roles of Art Education for sustainable development as follows:

Benefits of Art Education for National Development

1. Art Education stimulates and develops imagination, critical thinking, refines cognitive and creative skills.
2. It has a tremendous impact on the developmental growth of every child and has proven to help level the "learning field" across socio-economic boundaries.
3. Strengthens problem-solving and critical-thinking skills, adding to overall academic achievement and school success.
4. Develops a sense of craftsmanship, quality task performance, and goal-setting—skills needed to succeed in the classroom and beyond.
5. Teaches children life skills such as developing an informed perception, articulating a vision, learning to solve problems and making decisions, building self-confidence and self-discipline, developing the ability to imagine what might be, and accepting responsibility to complete tasks from start to finish, nurtures important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.

The significance of Art Education in the development of a child cannot be debated, Art Education is a tool subject. It is the child's lingua franca, through art the child's understanding and thoughts are made clear. Other subjects require visuals and illustrations to back up the process of learning. To support the processes of learning

from visuals, Enamhe (2013) carried out a study of the importance of visuals in Primary and Secondary schools in Calabar, Nigeria. The researcher came out with the discovery that students performed better using visuals and illustrations to learn than those who learnt without them (Enamhe, 2013). Art is therefore a correlation of all other subjects in school, it influences their successful teaching through sketches or illustrations. The roles of Art to nation – building are numerous: arts promotes our cultural heritage and creates identity. Nigeria is known for her traditional art cultures of Nok, Ife, Tiv, Owo, benin among others.

Nigerian Governments' Efforts towards Value Re-Orientation

Considering Governments efforts towards value re-orientation Imaekhai (2010) reviews series of attempts made by Nigerian leaders towards ethical revolution from January 15, 1966 when Major Kaduna Nzeogwu seized power with the primary aim of tackling the ills of tribalism, nepotism corruption and favouritism. In the second republic, the late President Shagu Shagari proclaimed an “ethical revolution”. Major General Muhamadu Buhari in 1983 took over the Government of Shagari and launched “War Against Indiscipline” (WAI) while Mass Mobilization, Self-Reliance, Social Justice and Economic Recovery (MAMSER) was established by President Ibrahim Babagida.

The aim of MAMSER, according to Onyia and Iyida (1987), was to get Nigerians to embrace the values embodied in the programme. MAMSER was a product of the Political Bureau that submitted reports to the Nigerian Military Federal Government on March 27th 1987. The Bureau noted with misgivings that “the behaviour of Nigerians in the political process has been largely negative” adding that the negativism was easily exemplified in “a culture of helplessness, apathy, and indifference to the political process”. It therefore called for “urgent and concerted efforts towards the creation of the right political culture in Nigeria, which should be executed through a coherent programme of social mobilization and political education...”

The Abacha's administration which came shortly after Shonekan's interim government reintroduced War Against Indiscipline and Corruption (WAI-C). The Goodluck administration came with a Rebranding policy agenda. This was in recognition of the continuous decay of the country's image which emanated from poor attitudes and behaviours. The present administration of President Muhammadu Buhari initiates the 'Change Agenda'. Unfortunately, the so much desired change is not being envisaged. For Agbese (2016), what the country needs is regimentation, not empty sloganeering. According to Agbese, leaders drive regimentation by demonstrating their discipline, their incorruptibility, their obedience to the rule of law, their respects for the rights of others, including and especially the poor. Lack of all these, no doubt has exacerbated the level of injustice in the country, resulting to self-determination agitations from various militant ethnic groups. Little wonder, that “Nigerians are politically angry, economically hungry and socially militant. Millions of Nigerians are wallowing in abject poverty, existing under primal standards of living. No jobs for timid youths and graduates while individual and ethnic interests reign supreme” (Osagie, 2016).

The aim of these policies was to inculcate positive values in the citizenry and build self-confidence and human dignity. The 'change' is expected to be imbibed by everybody irrespective of social class. It is on the basis of this that this paper having realized the continuous failures of these consistent programmes in attaining the desired objectives examines critically and discovers that the implementation of these

policies were not rooted appropriately. The best approach here is to adapt a holistic approach considering the growth and development of the child. It is true that education curriculum is being reviewed in order to address these issues. This explains why the National Policy on Education has several editions. Unfortunately, emphasis is not laid on the role of Art Education.

Conclusion

The main concern of this paper is that Nigerians need values reorientation. In other words, to what extent can Art Education help in the process of values reorientation for national development? Nigerian youths are seen to be generally active and creative. There is the need for assisting them at whatever level towards engaging themselves meaningfully. Importantly, there is need to re-orientate the minds of Nigerians for a total turn around. Nigeria will improve in terms of how we perceive it and by the kind of environment created. Values reorientation process should be a high – priority of the present government of Nigeria. Every Nigerian should be part of this exercise for a better tomorrow. On this note, the paper concludes that the desired reorientation that we look for can only be achieved through a vibrant educational programme. That is to say, instead of living the concepts in their theoretical forms alone, practical efforts should be made to employ Art Educators in the implementation of the educational policy documents.

Recommendations

Based on the issues discussed in this paper, it is therefore recommended that:

- i. The Federal Government should develop a strong Art Education curriculum so as to provide the opportunity for students to solve real-world problems through creativity and to convey their talents to others.
- ii. Materials needed in these fields of creativity are to be provided so as to facilitate students' communication skills.
- iii. The government should also establish standing frameworks for training youths to acquire practical skills.
- iv. Federal government and Non Governmental Organizations (NGOs) should embark upon massive youths development programmes on creative skills as this may be a viable intervening tool for employment.
- v. Reorientation of the youths should form part of the school curriculum in order to instil discipline in the youths. Students should be taught not to give and receive bribe no matter what.
- vi. Workshops and seminars should be organized to educate the masses of the value of Art Education to encourage parents to send their wards to study in the various aspects of the discipline.

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IMPACT OF ENTREPRENEURSHIP EDUCATION ON YOUTH DEVELOPMENT IN NASARAWA STATE

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Abstract

This study adopted a descriptive survey research design. The objective of the study was to examine the impact of entrepreneurship education on youths' development in Nasarawa South Senatorial District, Nasarawa State. The population of the study comprised 240 youths in Nasarawa South Senatorial District. Primary data were collected through a structured questionnaire. A sample one hundred and fifty (150) youths who were randomly selected from the various Local Government Areas in the Nasarawa South Senatorial District which include Awe, Doma, Keana, Obi and Lafia Area Councils with the aid of sampling technique formulated by Yamane, (1967). The findings revealed that there was significant impact of entrepreneurship education on youth development in Nasarawa South Senatorial District. The study recommend among others that government agencies responsible for youth development should ensure that the fund voted for entrepreneurship education is judiciously used to achieve results and that the youths should take more advantage of the Entrepreneurship Education scheme to enhance their entrepreneurial skills, knowledge, thinking, and attitudes towards a successful management and operations of their businesses.

Keywords: Entrepreneurship Education, Entrepreneurial Skills, Knowledge, Thinking & Attitudes, Youth Development

Introduction

Nigeria, like most developing nations of the world is faced with myriad of problems ranging from poverty, unemployment, ethno-religious conflicts, to diseases among others (Chukwu, 2012). These situations pose great challenges to the very existence of individuals in most developing nations, thereby calling for the training of educated men and women who can function effectively in the society in which they live. Despite the status of compulsory entrepreneurship education in Nigerian universities, many graduates still remain unemployed for a long time after graduation.

There is no consensus on the exact meaning of entrepreneurship as scholars and practitioners have tried to define it in various forms. Entrepreneurship is the term used broadly in connection with innovative and creative modern industrial business leaders (Emeruwa, 2005). It is often defined in respect to the functions of an entrepreneur as the person who perceives business opportunities and takes advantage of the scarce resources to use them profitably (Akinbode, 2009). On the other hand, Suleiman (2010) believes that entrepreneurship education seeks to prepare people particularly the youths to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome. Entrepreneurship studies entails teaching people that they can either take or create a job. This will enable

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them to be self-employed and not relying on working for government or other people. Often, it creates new jobs for others at the same time. In entrepreneurship studies, training could be given to interested individuals both adults and students through workshops, classes and conferences thereby learning the basic ideas of starting their own businesses and managing them well. Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, social risk, and receiving the resulting rewards of monetary, personal satisfaction and independence.

The benefits and positive effects of entrepreneurship education among youth cannot be overestimated. Any government that shows no good interest in ensuring that their graduates (youths) are entrepreneurially inclined regardless of their field of specialization has failed to plan and planned to fail. Thus, it is imperative to improve the quality of the entrepreneurship education in Nasarawa State and Nigeria at large.

The study posed to determine the impact of entrepreneurship education on youth development in Nasarawa South Senatorial District. The specific objectives were to analyze the approaches of providing entrepreneurial skills in Nasarawa South Senatorial District and determine the challenges militating against acquirement of entrepreneurship skills among youths of Nasarawa South Senatorial District. Based on the stated objectives, three hypotheses were tested:

- H₀₁: Entrepreneurship education has no significant impact on youths in Nasarawa South Senatorial District;
- H₀₂: There are no specific entrepreneurship approaches of acquiring entrepreneurial skills among youths in Nasarawa South Senatorial District; and
- H₀₃: There are no significant challenges militating against acquirement of entrepreneurship skills among youths Nasarawa South Senatorial District.

Review of Literature

This section reviews both empirical and conceptual literature. The word entrepreneur comes from the French word 'entreprendre', which means to do something. It was originally used in the Middle Ages in the sense of a 'person' who is active, who gets things done. The term entrepreneur was later applied to architects. Seeing such activities as the entrepreneurial function, Bernard and Hoselitz defined it as buying labour and material at uncertain prices and selling the resultant product at a contracted price. (Gautam, 1979). Vesper (1980) mentions that there are 11 types of entrepreneurs operating in the community. However, all of Vesper's types are private sector related. Ciastkowski and Vailey (1990) wrote:

"It is of interest to note however that when entrepreneurs are defined, they are rarely characterized by the pursuit of financial gain. Thus, persons who work in the public or social system might also be defined as entrepreneurs if the entrepreneurial processes of searching for opportunities and accessing resources are applied to this public or social role".

The term entrepreneur was first used by Richard Cantillon (1755) in his essay on "The Nature of Commerce". According to Richard Cantillon, an entrepreneur is one who buys factor services at certain prices in order to combine them to produce a product and sell it at uncertain prices at the moment at which he commits himself to his costs. This analysis recognizes that an entrepreneur has the willingness to bear risk. Cantillon (1755) views the term entrepreneur from the supply side and ignores the demand side.

According to Suleiman (2010), entrepreneurship Development Programme (EDP) is the process of enhancing entrepreneurial skills and knowledge through structured training and institutional building programmes. Entrepreneurship development programme in the context of this study refers to the process of enhancing the capacity of recipients through structured training and institutional building programme. This suggests a broader view of knowledge and skills acquisition than training. It is concerned more with individual's potentials than with immediate skills. According to the United Nations Educational Scientific and Cultural Organization (UNESCO, 2005), the aims of various governments to combat poverty through the establishment and creation of poverty reduction programmes failed because graduates of the education system lack practical skills. However, many stakeholders and political leaders believe that fostering a robust entrepreneurial culture and education through entrepreneurial education will maximize individual and collective economic and social success on local, national and global scales. Akpomi (2009) states that entrepreneurial skills and attitudes provide benefits to the society even beyond their application to business activity. The author further states that personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their responsibilities and in their daily existence, industrial or business concerns with the application of the right managerial skills.

Through quality entrepreneurship education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on these merits, it is no doubt that entrepreneurship education could be used as major weapon in reducing the worrisome, untamed and ever rising problem of unemployment and poverty in Nigeria. Jobs are created by small business started by entrepreneurial minded individuals many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedom, higher self esteem and an overall greater sense of control over their own lives. As a result, many experienced business individuals, political leaders, economist and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on local, national and global scale (Rogundade, 2011).

According to Izedonmi and Okafo (2010), entrepreneurial education has a passion for teaching, inspiring, open-minded and confident, flexible and responsible. Listening well, can harness and sell ideas as well as work student- and action- oriented. It has the skill of team players and has a good network. Entrepreneurial education seeks to close the gap between education and economy thereby includes external experts in it teaching; focusing on real-life experiences. Entrepreneurial Education refers to the economic aspect of a topic; and business-related subjects that play important roles in classes – across the disciplines. Entrepreneurial education approach must follow a flexible and adaptable study plan and refer interdisciplinary, project-based learning; using training material rather than textbooks. It puts emphasis on group processes and interactions; as well as a classroom giving room for diversity – of opinions, answers, solutions and the reflection about the learning processes.

The current thinking on entrepreneurial education approach is based on a number of recurring themes:

- a. Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, inturn, should enable a student to 'turn ideas into action,' Teachers cannot teach

- how to be entrepreneurial without themselves being entrepreneurial.
- b. Entrepreneurial competences require active methods of engaging students to release their creativity and innovation.
 - c. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.
 - d. Entrepreneurial skills can be taught across all subjects as well as a separate subject.
 - e. Entrepreneurship education should focus on 'entrepreneurs' as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions.
 - f. To give entrepreneurship education real traction, there is need to develop learning outcomes related to entrepreneurship and assessment methods as well as quality assurance procedures for all levels of education. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes.
 - g. The entrepreneurship education agenda should be promoted beyond teacher educational institutions to businesses and the wider community. Teachers and schools will not be able to realize their ambitions without cooperation and partnerships with colleagues, businesses and others. Entrepreneurship serves as suppliers to other enterprises and bigger organizations, factories or industries. These may include farm produce such as cocoa for food and beverage manufacturing industries, rubber for plastic and applied product industries, cassava and yam for chips, flour and other allied products industries etc. The supply of such products to bigger factories and organizations brings economic power to the entrepreneur, self-fulfillment, as it nurtures indigenous raw materials, to help in resources utilization. Thus leads to creation of empowerment, reduces unemployment and eradicates poverty.

Thus, entrepreneurial education enables recipients live a meaningful and fulfilling life and contribute to national development (Gibb, 2002; Agweda & Abumere, 2008). Entrepreneurship education aids the acquisition of team-building skills critical for both small-scale and large-scale businesses. Entrepreneurship education is useful for national security by creating career opportunities as identified by Okekeani (2008) and Akiri (2011) and Anho (2013),

Entrepreneurship activities include among others agriculture crop production, animal husbandry, barbing, beauty care, coal production and sales, clothes dyeing and tire, driving career (cars, keke & okada), iron and steel production, money collection (daily/monthly uses), petroleum/petrochemical production, poultry, tobacco production, soap and detergent production, wood treatment, sewing and fashion design, petty trading, car wash, waste management technology and information management technology.

According to Aliu (2007), as the need and call for entrepreneurship increases by the day, the development of entrepreneurship has been stalled in the last few years. This is because of the problems affecting and limiting its development. Many Nigerian entrepreneurs face a lot of challenges. Here are the major ones that have been affecting the development of entrepreneurship in Nigeria.

1. Lack of Capital: There are thousands of Nigerians with brilliant ideas that could be turned into real businesses. However, most of them lack the capital to push their ideas into reality. The lack of capital is the number one reason why the development of entrepreneurship has not improved over the years.

2. **Difficulty in Securing Loans from Financial Institutions:** Due to lack of capital, most people then try to turn to banks and other financial institutions to secure loans to fund their ideas or businesses. However, getting a loan is often difficult and most times impossible for average Nigerians who are looking for funds to start up a business or who already have a small business.
3. **Poor State of Infrastructure in Nigeria:** The lack of good infrastructural facilities is another major problem affecting the development of entrepreneurship in Nigeria. One of the critical infrastructure issues affecting entrepreneurship is the unstable power supply that has forced a lot of businesses to close down. Most entrepreneurs have to rely on generators to run their businesses by spending a lot of money on fuel to run these generators. Lack of good roads and transport system are also another infrastructural challenges plaguing entrepreneurship in Nigeria. The poor state of infrastructure in Nigeria makes the cost of running a business or company high. Most small businesses and start-ups cannot afford it.
4. **Unstable State of Nigerian Economy:** The state of the Nigerian economy is also a major challenge for entrepreneurs in Nigeria. The state of a country and its economy play significant impacts on the level of entrepreneurship in any country. The socio-economic problems and the unstable economy of Nigeria have frustrated a lot of businesses for many years. All these mixed with political instability are not helping businesses to develop.
5. **Inconsistent Government Policies:** There is no continuity in Nigerian government policies especially when there is a change of political leadership. Any new government comes with its own policies and mostly abandons existing ones formulated by previous governments. This seriously impact negatively on the operations of businesses.
6. **High Risk Involved in Starting a New Business:** Many people are afraid of the risks associated with start-up businesses and give up the idea to start own business. However, it is important to understand that business and risk go hand in hand, thus, no pain, no gain.

Many researchers had conducted extensive studies on the effect of entrepreneurship education on job creation for youths. Olaniyan (2005) carried out a study on small scale business in the informal sector in Nigeria. The study used data from a survey of 417 small wood working enterprises in Nigeria and found that characteristics of entrepreneurs have a strong impact on the performance of small scale enterprises. On average, each of the 417 small scale enterprises of the study employed 5 workers. Using regression analysis, the study discovered that there was a positive significant effect of entrepreneurship characteristics on the performance of small wood working enterprises in Nigeria. The level of human capital proxy by the years of schooling of the entrepreneur and the experience of the entrepreneur are the most significant factors that affect the performance of small scale enterprises in Nigeria.

Gunu (2003) carried out a study on 36 small scale businesses in Ilorin Metropolis. Using percentages for comparison found that some of the businesses were created by their owners while others were family businesses. The study further discovered that the sources of finance by these small scale businesses included personal savings, cooperatives, banks loans, family, friends, loans from the Nigerian Economic Reconstruction Fund (NERFUN) and money lenders with personal savings accounting for over 52 percent. This suggests that most business owners started their businesses

from their personal savings. The study also found that most of them were new businesses owned by the owners while few of them were either purchased their businesses, inherited from parents, restarted businesses or family businesses. The study also disclosed that the small businesses were mostly made up of sole proprietorship while majority of the small scale businesses had less than ten employees.

Bowale and Ilesanmi (2014) carried out a study on the determining factors influencing capacity of small and medium enterprises (SMEs) in employment creation in Lagos State, Nigeria. Primary data was used for the study and the target population was small businesses operators in Lagos State. The choice of the study area was based on size and concentration of SMEs. Data was collected using questionnaire from a sample of 180 small firms. The selection of respondents was done using two-stage statistical sampling procedures. In the first stage, five local governments with the highest number of SMEs concentration were selected. In the second stage, using systematic sampling on the list of all the SMEs in the selected local governments, a total number of 36 small businesses were selected systematically from each local government area in the five LGAs in Lagos State. The data collected were analyzed using descriptive statistics and inferential techniques. The results showed that 75% of surveyed SMEs operating in the study area was microenterprises employing less than 10 workers whereas only 19% and 6% of the respondents engaged in small scale and medium scale enterprises each and employing between 10 and 50 workers respectively. The results also showed that there was a substantial increase (133%) in the number of SMEs owners that have grown in terms of employment generation from microenterprises to small scale and medium scale forms over the span of five years. The results showed further that business registration, business size, nature of business and sources of capital were the major factors determining both income and employment generation potentials of SMEs. The study concluded that age of business, education of entrepreneurs and sources of raw materials were only significant in influencing the capacity of SMEs to generate employment.

Emenole and Edeoga (2015) conducted a study on the analysis of employment creation and income generation potentials of Small and Medium Scale Enterprises (SMEs) in Abia State, Nigeria. The study sought specifically to access the income generating capacity of poultry and bakery firms and assessed their employment capacity and its determinants. Sixty samples were randomly selected from each of these two SMEs. Income statement account and multiple regression analysis were used to analyze the data collected. The income statement account revealed that an average poultry in Abia State metropolis had an income generating capacity of N2,534,200 and average bakery N3,151,056 annually. The regression coefficient revealed that size of the firms (0.638) at 1% level of significance, number of department (0.611) at 5% level of significance are positively related to the employment capacity of these firms. Availability of labour (-0.636) and profitability of the organization (-3.138) have a negative relationship with the employment capacity of these firms. Each of these firms has a minimum of two employees and maximum of five persons. The research concluded that employment creation and income generation potentials of small and medium scale enterprises are indispensable for economic development of Abia state in particular and Nigeria as a whole. The researchers recommended that government should encourage more entrepreneurs through the creation of social amenities and review of tax policies which have a negative influence on their income generation capacity.

Safinyu and Njogo (2012) examined the impact of small and medium scale enterprises in the generation of employment in Lagos State. The instruments used to gather data for the study included questionnaire and interviews. A total of 150 copies of the questionnaire were administered out of which 120 copies representing 80% of the questionnaire were properly completed and retrieved while thirty (30) copies representing 20% were not retrieved. Two different statistical methods were employed to analyze the data for the study; the tools were simple percentage and chi-square (X^2). The results showed that small and medium scale enterprises and sustainable development of the Nigerian economy are related, just as promotion of SMEs and improvement in employment generation are related. The research therefore concluded that for a nation irrespective of its economic ideology to achieve meaningful and sustainable development, adequate attention must be given to wide spread of economic activities through entrepreneurship and small and medium scale enterprise generation.

Ayodeji, Paul and Adeniyi (2014) investigated on the operation, problem, and prospects of youth employment programme in Oyo State. The researchers used the Skill Acquisition Scheme and the Youth Empowerment Scheme – Oyo (YES-O) as case studies. A survey methodology was adopted for the study with structured questionnaire designed for four categories of respondents. These were trainees under the Skill Acquisition Scheme, tutors under the scheme, administrators of the two employment programmes in the state, and cadets of the YES-O programme. The data were analyzed using descriptive statistics measures such as tables and percentages through the help of the statistical software (SPSS) to ensure a lucid and simple analysis, The results obtained showed that many factors have mitigated against the ability of the two schemes to achieve their objectives. The state skill acquisition scheme was characterized by problems ranging from inadequate funding, lack of an enduring exit strategy, lack of start- up capital, ineffective monitoring and supervisory mechanism, absence of literacy and numeracy components and poor sensitization. The YES-O programme encountered challenges such as salary – related issues, absence of clearly defined exit strategy, duplications of duties and the inability of cadets to acquire relevant skills useful in the labour market. The recommendations for the improvement of the skill acquisition scheme include the expansion of channels of enrolment into the scheme through collaboration with social groups, the establishment of more training centres, the creation of linkages with microfinance institution, and the adoption of Public Private Partnership (PPP) development strategy in the scheme were proffered. With regards to the YES-O programme, components such as entrepreneurship education, vocational training and business management skills should be incorporated into the programme to cater for cadets in the post YES-O employment period.

In study carried out in Ghana, Frimpong (2014) used 220 samples of students to investigate the impact of entrepreneurship education on partnership venture intentions. The researchers used logistic regression model to test the hypotheses of the study at 5% error level. The study found large scale production, previous experience in running partnership venture, continuity of business as well as access to funds were statistically significant to impact on the intentions to form a partnership venture after graduation. However, at that same error level, the study found that variables such as gender, proximity to and familiarity with prospective venture partners as well as business ideas and opportunities therein venture partnership were statistically insignificant. This means that these variables have little or no effect on influencing entrepreneurship students to consider partnership venture. This finding was in line

with Gunu (2003) who discovered that only 33.33 percent of businesses were business partnerships while the study was also a clear confirmation of the claims of Frimpong (2014) that there was little empirical researches on business partnership.

It is against this background that this research tried to close the gap by examining the relationship between entrepreneurship education and youth development in Nasarawa South Senatorial District, Nasarawa State, Nigeria.

Research Methodology

The research design employed for this study was the descriptive survey design. The population of this study was 240 youths who had gone through entrepreneurship education programme in Nasarawa South Senatorial District, Nasarawa State. Primary data were collected from sampled youths in Nasarawa South Senatorial District with the aid of sampling technique formulated by Yamane (1967). The random sampling technique was used to select a total of one hundred and fifty (150) respondents.

$$sample = \frac{N}{1 + N(e)^2}$$

In this study, N is the total population of the study, e= sampling error is taken to be 5%, based on this, the sample size of this proposed study is computed below: n= Sample size;

$$sample (RSME) = \frac{240}{1 + 240(0.05)^2}$$
$$sample = 150$$

The research instrument was a self developed questionnaire and was purposely to elicit opinion on certain issues. The questionnaire was sub- divided into two parts: ie Sections A and Section B. Section A sought to elicit information from the respondents on personal data while section B sought the opinion of respondents on the effect of entrepreneurship education on youths in Nasarawa State. The items were on a 4 modified Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) & Strongly Disagree (SD).

In order to establish the validity of the instrument, it was subjected to validation by expert in the area of study to ensure that the items of the questionnaire adequately cover the research questions for the study and to ensure language appropriateness as well as remove ambiguity in the items of the questionnaire. Data collected were presented and analyzed using tables, percentage and mean. Where the mean score was above 2.50, was adjudged 'Agreed' in explaining the phenomenon while below 2.49 was adjudged 'Disagreed' in explaining the situation

The entrepreneurship education in Nasarawa South Senatorial District was measured by the series of entrepreneurship workshop/meetings that were organized yearly in the state. Youth development was measured by acquired entrepreneurship skills, entrepreneurship knowledge, and number of beneficiaries who are now self-employed.

Results

The findings of this study are similar to the various related reviewed literatures of Ayodeji, Paul and Adeniyi (2014) and Bowale and Ilesanmi (2014) above and are analyzed below:

Section A: Demographic Data

Table 1: Respondents by Sex

(N = 150)

Gender	No of Respondents	Percentage (%)
Male	66	44
Female	84	56
Total	150	100

Source: Field Survey, 2019

Table 4.1 shows that 66 of the respondents were male with a percentage of 44% while 84 respondents were female with a percentage of 56%.

Table 2: Employment Status of Respondents

(N = 150)

Employment Status	No of Respondents	Percentage (%)
Working	93	62
Not Working	57	38
Total	150	100

Source: Field Survey, 2019

Table 2 shows that majority of the respondents (63%) were employed while 57(38%) of the respondents were not employed.

Section B: Answering the Research Questions.

Table 3: Aim of Entrepreneurship Education among Youths in Nasarawa South Senatorial District.

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean ($\sum fx / \sum f$)	Decision
1	Entrepreneurship enable youths in Nasarawa State have intention of becoming self-employed.	36	55	29	16	2.55	Agreed
2	To make owning business very appealing & important.	58	42	24	20	2.84	Agreed
3	Developing the National Economy through Entrepreneurship.	7	51	45	36	2.05	Disagreed
4	To eradicate social vices mostly acted by youth	47	23	66	14	2.69	Agreed
5	To equip youth with skills needed for identifying business opportunities	54	36	26	25	2.67	Agreed
Sectional Mean						2.56	Agreed

Source: Field Survey, 2019

Table 3 present the different aims for entrepreneurship education among youth in Nasarawa State, Nigeria with an aggregate mean of 2.55. From the table, it was discovered that the aim of entrepreneurship education was to enable youths have intention of becoming self-employed with a mean score of 2.69, followed by the opinion that the aim was to make owning a business to be very appealing and important with a mean score of 2.84. This was followed by developing the national economy through entrepreneurship, and lastly to equip youth with skills needed for identifying business opportunities with mean scores of 2.69 and 2.67 respectively.

Table 4: Approaches of Providing Entrepreneurial Skills in Nasarawa South Senatorial District

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean	Decision
1	Support from governments by providing entrepreneurship skills to youths to engage them actively to release their creativity and innovation	12	8	59	71	1.74	Disagreed
2	Facilitators involved are professionally trained in entrepreneurship	13	19	61	57	1.92	Disagreed
3	Workshops and seminars are organized by communities to facilitate skills acquisition	38	7	49	56	2.18	Disagreed
Sectional Mean						1.95	Disagreed

Source: Field Survey, 2019?

Table 4 present approaches of providing entrepreneurial skills among youths in Nasarawa State with a sectional mean of 1.95. The table shows that youths are engaged actively to release their creativity and innovation with a mean score of 1.74 followed by engaging facilitators who are professionally trained with a mean score of 1.92. Finally, organizing workshops and seminars by communities on entrepreneurship skills with mean score of 2.18.

Table 5: Impact of Entrepreneurship education among Youths in Nasarawa South Senatorial District Nigeria.

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean	Decision
1	Youths set up businesses which will enable them utilize the local resources available to them	50	63	12	25	2.92	Agreed
2	Most of the youths own entrepreneurship skills	9	13	56	72	1.73	Disagreed
	Youths become employers of labour	13	12	63	62	1.84	Disagreed
4	Youths with entrepreneurial skills benefits the society	73	65	10	2	3.39	Agreed
5	Youths with entrepreneurship skill boost their living condition	53	55	22	20	2.66	Agreed
Sectional Mean						2.94	Agreed

Source: Field Survey, 2019

Table 1.2.3 present the current impact of entrepreneurship among youths in Nasarawa South Senatorial District, Nasarawa State, Nigeria with a sectional mean of 2.94. From the table, youth with entrepreneurial skills benefit the society with a mean score of 3.39, youth with entrepreneurship skill boost their living condition and youth set up businesses which will enable them to utilize the local resources available to them each with a mean score of 2.66. Furthermore, the table revealed that youth become employers of labor and most of the youth from north east possess entrepreneurship skills with a mean score of 2.92 and 1.84 respectively.

Table 5: Challenges Militating against Entrepreneurship Skills among Youths in Nasarawa South Senatorial District

(N = 150)

S/N	Questionnaire Items	4	3	2	1	Mean	Decision
1	Lack of adequate finance	60	69	18	3	3.24	Agreed
2	Lack of awareness and enlightenment	55	71	15	6	3.13	Agreed
3	Insufficient skilled manpower to train youths on entrepreneurship	4	37	65	44	2.01	Disagreed
4	Lack of adequate facilitating methods and materials	19	18	51	62	1.96	Disagreed
5	No foundation knowledge of entrepreneurship education	71	38	13	28	3.01	Agreed
6	Incompetent and unprofessional trainers	61	78	11	----	3.33	Agreed
Sectional Mean						2.67	Agreed

Source: Field Survey, 2019

Table 5 present the challenges militating against entrepreneurship skill among youths in Nasarawa State with a sectional mean of 2.67. From the analysis, it was revealed that incompetent and unprofessional trainers form a large part of the challenges militating against entrepreneurship skills which had a mean score of 3.33 followed by lack of awareness and enlightenment with a mean score of 3.13. Furthermore, the study revealed that lack of adequate finance with a mean score of 3.24 was one of the inhibitors, followed by insufficient and skilled manpower and lack of foundation knowledge of entrepreneurship education were challenges militating against entrepreneurship education with a mean scores of 2.01 and 3.01 respectively. Finally, the study found that lack of adequate facilitating methods and materials was a challenge militating against entrepreneurship education with a mean score of 1.96.

Conclusion and Recommendations

The study examined the impact of entrepreneurship education on youths in Nasarawa South Senatorial District, Nasarawa State, Nigeria. Based on the findings of the study, the study concludes that youth engagement in entrepreneurship education aids them in releasing their creativity and innovation by becoming potential entrepreneurs. In view of the findings of the study, the following recommendations are made.

Firstly, government should create more awareness and enlightenment on the impact of entrepreneurship education on youths' development in Nasarawa State. Secondly, Government should ensure that entrepreneurship workshops/seminars are organized regularly to facilitate the skills acquisition programmes. In addition, government should be consistent in providing the youths with entrepreneurship skills/programmes in order to enable them identify business opportunities and to become self-employed. Thirdly, Government should also provide adequate finance and sufficient manpower to train the youths on entrepreneurship skills acquisition programmes in the state. Fourthly, appropriate methods and materials should be provided to facilitate effective and efficient entrepreneurship in Nasarawa South Senatorial District and Nasarawa State and Nigeria at large. Fifthly, youths in Nasarawa State should ensure they become employers of labour instead of waiting for white collar jobs. Finally, Nigerian youths should take more advantage of the Entrepreneurship Education to enhance their entrepreneurial skills, knowledge, thinking, and attitudes towards a successful management and operations of their businesses effectively.

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FACTORS INFLUENCING THE CHOICE OF NURSING AS A CAREER AMONG SECONDARY SCHOOL STUDENTS IN OREDO AND OVIA NORTH – EAST LOCAL GOVERNMENT AREAS OF EDO STATE

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Abstract

This is a research on the factors that influence the choice of nursing among secondary school students in Oredo and Ovia North East Local Government Areas of Edo State. The aim was to assess factors associated with the choice of nursing as a career among secondary school students, to assess the perception of nursing being a lucrative job among secondary school students and to assess the difference between male and female students' perception of nursing. The target population was all the secondary school students (S.S.S. III). A descriptive survey research design was used. Simple random sampling was used to select 6 secondary schools in Oredo and Ovia North-East for the study. The total population was 4,021 students. Simple random sampling techniques were used to select 976 SSS III students from the selected schools for the study. A researcher developed questionnaire of 5-point Likert scale with a reliability of 0.90 was used for data collection. Results were presented in tables as percentages and means. Findings showed that several factors influenced the choice of Nursing. The highest influence was that the salary scale for nurses is attractive (mean=4.1). Nursing was also seen as a prestigious profession (mean=4.0) and the least influential factor was peer group in which friends say my attributes can make a good Nurse (mean=2.2). The basic perception of respondents regarding enrollment of males and females into nursing profession is because people expect nurses to be female (mean=3.75). The decision of choosing nursing as a career does not only depend on one single factor rather it involves the combination and interaction of several factors such as personal, economic, environmental societal parental or peer group factors. It is therefore recommended that the media should present nursing as a gender neutral profession. Career counselors in secondary schools should clearly explain the career opportunities of nursing profession.

Introduction

The choice of any vocation is based on some motivating factors which an individual considers to be crucial to his/her satisfaction and performance on a job. The person may be motivated by extrinsic factors such as parents, teachers, counselors, high salary, societal influence, environmental pressure and mass media. Career choice is one of the critical decisions adolescents are expected to make as effective choice will have positive impact on their self concept development and fulfillment in life.

It is unfortunate to notice that many inappropriate career choices have been made by school-age adolescents because of ignorance on their part on one hand and that of their parents on the other hand. Some parents tend to have fixed ideas on the vocation their children should choose irrespective of the child's interest and other

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capacities. Such wrong choices whether due to parental pressure or some other considerations have drawn some youths into untold psychological problems, some of which have marred their future prospects.

The choice of a career in school is one of the most difficult decisions in a person's life. Anastasi and Urbina (2013) observe that few areas of life are as important to people as their occupation, not only because of much time spent at work but also work which can provide opportunity for many intrinsic and extrinsic factors. To collaborate this, Denga (2011) notes that vocational choice involves a person's total life because it determines his/her income, choice of friends, pattern of life, dress sense, influence in the society and often times, the amount of risk an individual is exposed to. Nursing education in Nigeria is provided by both tertiary and hospital- based (health care) educational institutions. Secondary school leavers can enroll in both tertiary and hospital- based educational institutions with same O'level qualification with a minimum of five credit pass in English, Mathematics, Physics, Chemistry and Biology.

In an earlier study, Ikeotuonye (2007) has stressed that a person admitted into the Nursing training programme must have the greatest potential for effective nursing. These potentials according to the author derive not only from cognitive but also from the affective and psychomotor behaviours. Thus any force motivating the choice of nursing career must not just be external but must include intrinsic factors especially the possession of the required traits which play a dominant role in the career-decision making. Ikeotuonye (2007) notes with dismay a situation where decision making for admission or rejection of applicants into nursing training programmes in many states of the Nigeria federation, has been based on possession of secondary school certificate or its equivalent other prerequisite include entrance examination scores, interviews and other intellectual variables. Career choice is an opportunity or a decision one makes in an area of life for example Nursing, Medicine, Law and others. Making a good career choice is actually much more than choosing a job. It is about choosing something that will provide one with a lifestyle you seeks. A couple of developments such as proliferation of university nursing education programme and the enhanced practice have been able to encourage young ones to develop interest in Nursing.

This study was borne out of the researchers interactions with some student nurses about their choice of nursing as a career. Some of the students explain that they chose the profession because of the monetary gain while others said it was because they had not gained admission into studying medicine. Few of the students also inform that they chose nursing because they love to care for the sick. This prompted the researchers to want to know the factors influencing the choice of nursing as a career among selected secondary schools in Oredo and Ovia North-East Local Government Area. To find answer to the factors that influence the choice of nursing as a career the following research question were raised.

Research Questions

1. What are the factors that influence choice of nursing as a career among secondary school students?
2. What is the perception of respondents regarding the enrollment of males and females into the nursing profession?
3. How does gender influence the choice of nursing as a career?

Theoretical Framework

A number of theories have been propounded to explain career choice by different theorists. These theories try to explain why individuals choose certain careers in life and the factors influencing such decisions. It is through the process of career development that an individual fashions out a work identity. One of these theories which underlie this study is reviewed:

John Holland's Theory of Career Choice

According to John Holland's (1985) theory, there are six types of vocational personality which could make individuals better predisposed to certain occupations. The six vocational personalities include:

Realistic: Outdoor Type. These people tend to like and be good at activities that require strength and coordination. They are not keen on socializing. They also like working with (tools, machines etc). Examples of such jobs include farming, truck driving, carpentry and others.

Investigative: These are individuals who are interested in logic and concept. These people tend to enjoy and be good at abstract thought. They are often interested in science. They also like working with information (abstract ideas and theories). Examples of such jobs include nursing, chemists, statistics (Mathematicians), pharmacy (Pharmacists), dentistry (Dentists) and others.

Artistic: These ones tend to their imagination a lot. They like to express their feelings and ideas. Dislike rules and regulations as well as enjoy music, drama and art. They also like creating things. Examples of suitable jobs include art works, acting, dancing, fashion designing, composing, and painting and others.

Social: These personalities enjoy the company of other people especially to help them. They tend to be warm and caring people. Examples of these suitable jobs include nursing, librarian, counselling, physiotherapy etc.

Enterprising: These personalities also enjoy the company of other people, but mainly do this to dominate or persuade rather than help them. They like to enjoy actions more than thought. They also like to be the leaders. Examples of these suitable jobs include marketing and advertising, school administration (headmaster), law, management, journalism and others.

Conventional: These individuals like rules and regulations, structure and order. These people tend to be well organized with little or no imagination. Examples of these suitable jobs include nursing, secretarial jobs, clerical works, factory supervisors (worker) and others.

Holland's fundamental underlying hypothesis is that people will have the most job satisfaction in occupations that match their personality type and so tend to choose a career that is reflective of their personality. In the words of John Holland "people can function and develop best and find job satisfaction in work environments that are compatible with their personalities", Thus, this theory is based on what Holland (1985) calls "model personal orientation" or a "developmental process" established through

heredity and an individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction.

The relevance of this theory to this study derives from the fact that nursing is stereotyped as having the traits of nurturing, caring, dependence and submission. These traits are common with the females which contrast with the perceived male traits of strength, dominance, leadership, pride, ego, honour, authority and aggression. Choice of nursing as a career depends on the interaction of so many factors which may affect an individual in a setting called environment. These factors as examined in this study include the personal, social/environmental, economic, job-related and career-related which in one way or the other affect an individual's aspiration to choose a particular career. According to Holland's theory, all these factors are within the environment in which man resides and this is what Holland terms the modal environment which interacts with the vocational personality making the individual better predisposed to certain occupations.

Empirical Review

Kochung and Migunde (2011) conducted a study on the factors influencing students' career choices among secondary school students. The study was carried out in Maseno University, Kenya. Finding showed that a high number of students 47.3% strongly agreed that availability of jobs influenced their career choice, 23.3% agree while 11.7% were neutral, 8.7% disagreed and 8.1% strongly disagreed. It was further discovered that availability of advancement opportunities in the careers chosen was also an influential factor as 42.9% strongly agreed and 34.4% agreed, less than 10% disagreed that their career choice was not influenced by availability of advancement opportunity. Another factor that was also found to influence career choices was employment security. Report showed that more than 50% were in agreement, however a large number were neutral while 20% reportedly had the highest number of neutral respondents. Ability to choose career specialization within a given occupation was also considered influential with 35.6% strongly agreeing and 29.1% agreeing while more than 60% of the respondents reported that their career choice was influenced by their ability to apply the knowledge and skills learned. Only 12.8% did not consider this as an influential factor. The researchers concluded that students' career choices are influenced by numerous factors including outcome expectancies, individual variants such as gender, personal interests, learning experiences, environmental factors and personal factors.

In another study by Stebleton (2007) on career choice, conducted in Ethiopia, it was revealed that students had external locus of control and believe that there are numerous external factors which influence their career choices. These external factors include; political and economic considerations, previous work experience and the influence of key individuals in a person's life. The researcher concluded that economic reasons have the most influential factors when it comes to career choice. A study by Natalie (2016) on factors influencing career choice of adolescents and young adults in rural Pennsylvania and published reported that young adults through interaction with the context of the family, school and community learn about and explore careers which ultimately lead to their career choice.

In a study on adolescents' perception and choice of nursing as a career in selected senior secondary schools in Jos 2011, Nigeria to determine factors that may

influence their choice and perception, the study revealed that 83.33% were of females and 16.67% were males who chose nursing as a career while 80% made their career choice willingly, 7.50% were influenced by role models. In addition, 91.25% of respondents revealed that nurses are respected and valued while 2.5% and 6.25% of respondents disagreed and were undecided respectively

In yet another study by Wilson (2005) on the experience of males entering nursing, a phenomenological analysis of professionally enhancing factors and barriers carried out at an Australian Regional University, it was found out that males in nursing have low self confidence and no career satisfaction. The findings also proved that lack of male in nursing profession was as a result of inherent belief in the naturalism of women as nurses, poor working condition, low pay and inability of males to shake off the low reputation men have in nursing.

In a study conducted by O'lynn (2014) on gender-based barriers for male students in nursing education programme: prevalence and perceived importance in Montana State University Bozeman College of Nursing established that nursing education as a whole has failed to provide an environment optimally conducive to attracting and retaining males as students and thus preparing men for nursing profession.

Africa countries recorded similar results from similar studies. In a study carried out by Kwesi (2016) on males in nursing profession in Ghana, indicated in its findings that an average of 4.21 % of registered nurses in five Ghanaian Schools of Nursing from 1900 to 2002 were males, 3.92 % were males in Libya and 4.8% males in Egypt in the same period.

Methodology

A descriptive survey research design was adopted for this study. The descriptive survey design was considered appropriate for this study because it allowed for description of the phenomenon as they existed in their natural setting at the time of the research. The population of this study consisted of all the senior secondary school students (SSSIII) in public secondary schools in Oredo and Ovia North- East Local Government Areas of Edo State. The choice of public secondary schools was based on the fact that they had homogenous regulations governing them than schools owned by religious and private bodies (individuals). The choice of SSS III students was also based on the fact that they were at the point of decision-making for career choice. Statistics gotten from the Ministry of Education (2017) at Oredo Local Government Area had 12 public schools with a total number of 2737 SSS III students while Ovia North – east had 26 public secondary schools with a total of 1284 SSS III students thus the study population was 4021. A sample of 400 SSS III students which was a representative of the target population was obtained from the Six (6) randomly selected public secondary schools in Oredo and Ovia North – East local government areas. The schools were selected from each of the Local Government Area using a simple random sampling technique without replacement. The total number of the students selected from each school was formed the sample for the study. Data were collected using a questionnaire developed by the researchers. Questions generated were guided by the objectives set for the study. The instrument had two sections. Section A comprised two (2) items on demographic characteristics which attempted to elicit information on the age and gender of the respondents while section B was made up of 11 items which attempted to answer the research questions. Ten items were scored on a five point modified Likert type scale ranging from strongly disagree (1) to strongly agree (5) while 1 item is a

direct yes or no question. Pilot study was carried out with similar background of the target population. The instrument was administered once to 40 SSS III Science students representing 10% of the sample. Data generated from pilot study were computed, split-half method was employed and Cronbach’s Alpha was used to establish the consistency reliability coefficient of 0.827

Method of Data Analysis

The data was analyzed item by item to indicate the mean of each item on a 5 point modified likert type scale ranging from strongly disagree (1), disagree (2), undecided (3), agree (4) to strongly agree (5). The critical mean score will be 2.5. Therefore a mean score of any item from 2.5 and above was considered as an important influencing factor while a mean score below 2.5 of any item was considered as less important influencing factor. The result of the analysis was extracted and presented in tables below.

Research Question 1: What are the factors that influence the choice of Nursing Career?

Table 1: Respondents’ distribution of source of career influence

Factors	Mean	Rank
Parent	3.3	4
Personal	4.0	2
Economic/Financial	4.1	1
Peers/ Friends	2.2	5
Society/Environment	3.8	3

Five (5) items were generated to answer this research question which were subjected to descriptive analysis using means. Data were analyzed item by item and the mean scores from each item was presented on table 2. The mean score ranged from 2.2 to 4.1. The higher the mean score, the weightier the item as a factor. The result revealed that the most influential factor in the career choice of nursing was the third item which stated that “ The salary scale for nurses is attractive” (mean = 4.1) followed by the stated item “ Nursing is a prestigious profession” (mean = 4.0). The least influential factor is the peer/friends group influence “ Friends say my attribute can make a good nurse” (mean = 2.2)

Research Question 2: What is the perception of respondents regarding the enrollment of males and females into the nursing profession?

Table 2: Respondents perception of enrollment of males and females into the nursing profession

Items	Mean	Rank
Nursing traditionally has been viewed as a female profession	3.28	3
Male nurses feel inferior	2.10	5
Female nurses feel more confident practicing the profession	2.65	4
Tender care is expected from female nurses	3.56	2
People expect nurses to be female	3.75	1

Five (5) items were generated to answer this research question. The data was analyzed item by item by the means and were presented on table 2. The most dominant perception of male and female students towards the nursing profession revealed that “ People expect nurses to be females” (mean = 3.75) and “Tender care is expected from female nurses” (mean = 3.56). The least dominant perspection of students reveals that “ Male nurses feel inferior” (mean=2.1) and “Female nurses feel more confident practicing the profession” (mean=2.65)

Research Question 3: How does gender influence the choice of nursing career?

Table 3: Gender distribution of respondents who would like to consider nursing as a career

Sex	Frequency	%
Male	377	68.5
Female	388	94.6

The result on table 3 revealed that a lesser percentage of males when compared with females will choose nursing as a career (68.5% of males and 94.6% of females) while 31.5% male and 5.4% female will not choose nursing as a career.

Discussion of Findings

The result as shown on table 2 indicates that a high number of students were influenced to choose nursing because of the economic effect. Salary scale for nurses is attractive” (mean=4.1) and personal influence “nursing is a prestigious profession” (mean=4.0) then other factors such as the environment (society)“society sees nursing as a noble profession” (mean=3.8) parental influence “my parents wants me to be a nurse (mean=3.3) and lastly, peer influence “friends say that my attributes can make a good nurse” (mean =2.2). This is in agreement with Dlamini (2014) and Stebleton (2007) who reported that economic reasons was the most influential factor when it comes to career choice.

Further findings revealed that people expect nurses to be female (mean=3.75), another important findings is that “tender care is expected from female nurses” (mean=3.5). This insinuates that sex of an individual is considered important in practicing nursing from the perception of the society. Thus is in line with the study of Ogunyewo, Afemikhe, Ajio and Olaniesi (2014) where an appreciable number (47.5%) who agreed that “Nursing is a Feminine profession”. Ozdemir, Akansel & Tunk (2008) were also is in support that the gender of an individual constitutes a barrier in career decision making. Price (2011) established that students’ pre-entry perceptions of nursing are affected by the stereotypical portrayal of nursing in a popular culture.

Another finding that was considered to be important in influencing career choice among students was gender. Findings reveal that 377 (68.5%) males and 388 (94.6%) females would consider nursing as a career. This is in line with Kochung and Migunde (2011) who revealed in a study that most respondents did not consider gender as an influential factor in their career choices. However, 49.2% disagreed that gender did not influence their career choice. This is in disagreement with Knight, Abdallah, Findeisen, Devereaux and Dowling (2011) who found in their study that the choice of career was often based on gender stereotyping instead of awareness of the opportunities in the field of career.

Conclusion

Based on the findings of this study, the following conclusions were made: The choice of nursing as a career does not solely depend on one single factor. It involves a combination of factors and the interaction of all the factors. Economic factor/ financial benefit were the most influential factor as well as personal interest. Students' interaction with family members on career choices or options are most important than the advice gotten from peers. Respondents' perception regarding enrollment into nursing profession revealed that people expect nurses to be females more and so gender plays significant role in career choice decision making in nursing.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. There should be educational/career enlightenment programmes on the importance of nursing profession to the public. This may help to improve the status of the profession.
2. The media should present nursing as a gender neutral profession via strategies such as pictorial representation of male as nurses.

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IMPROVING TEACHERS APPOINTMENT PROCESSES AND MORALE FOR QUALITY EDUCATION IN EDO STATE PUBLIC SECONDARY SCHOOLS

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Abstract

The quality and disposition of individuals employed to work in schools is a prerequisite to quality assurance. This study assessed the level of distortions in the appointment and promotion processes of teachers and its impact on their welfare (teachers' morale) in public secondary school in Edo State. Two research questions were raised to guide the study while one hypothesis was tested. The sample was made up of 369 teachers in Edo State public secondary schools. Multi stage sampling technique was adopted. The instrument for data collection was a questionnaire titled: Career Structural Distortion and Teachers Morale Questionnaire (CSDTMQ). The result of the analysis indicated that the level of career structural distortion is low while staff morale is high. There is a significant relationship between career structural distortion and staff morale. Based on the findings, some recommendations were made like government to ensure that distortions in the career structure of teachers is faced out.

Keywords: Improving, Career, Structural Distortion, Teachers' Morale, Promotion.

Introduction

A career refers to a job or vocation an individual ventures into with the desire to grow in it, irk out a living from and make a name from it. Thus, a career is a long term commitment in a particular line of duty, which requires dedication, hard work and consistency. Usually, an individual begins his/her career from a lower position and rises through well-defined ranks to higher positions or the highest position in chosen career. For example, an individual who chooses teaching as a career may begin as a classroom teacher and rise to become a principal or head-teacher. The progression process in every career is usually defined, and every employee understands what he/she needs to do to grow in that career.

The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualifications and the right type of personality could be appointed the administrative head in addition to full – time teaching duty (Kelechukwu, 2011). Kelechukwu however observes that most principals usually have held teaching positions before moving into administrators, and Others first become assistant principals, central office administration, and academic deans or gains experience in other administrative jobs either at school or at the district level in positions such as department head, curriculum specialist or subject matter advisors.

Ideally, the key conditions that must be met by teachers in order to be promoted are: satisfactory job performance as a teacher, technical skills in teaching methodology,

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evidence of impact on students learning achievement, an unblemished character, good relationship with students, colleagues, school authorities and parents (Kamoh, Ughili & Abada, 2013).

Kamoh Ughili and Abada (2013), however observe that teachers have often expressed dissatisfaction about the promotion system because, in practice, teachers are promoted on the basis of their qualification and years of service rather than on the basis of the stipulated conditions for promotion. The promotion exercise tends to ignore evidence of teacher performance and places emphasis on years of experience, irrespective of the quality of that experience. Arikewuyo (2009) further observes that the Nigerian Civil Service, including the educational system rely mostly on years of experience and promotion to elevate people from one cadre to the other, especially from the classroom to the managerial level. The danger here is in promoting an individual from a position of competence to a position of incompetence. There have been cases of individuals who performed well enough in lower positions, but who later occupied positions too difficult for their competencies. In Arikewuyo (2009) reports that in the Nigerian school system, individuals who have been competent teachers or heads of departments often get promoted to the post of the Vice Principal. In this position, they relate well with teachers, students and parents and are intellectually competent. Sometimes, they gain further promotions to the rank of school Principal.

Ojo (2008) asserts that experience has shown that it appears that those appointed to the position of principalship were appointed without giving much consideration to some managerial criteria such as training, around which revolves competence, experience, ability to plan, organize, coordinate, motivate, control, administer and supervise. As a result, it appears that those so appointed as principals have to gamble with their jobs before they could gain the required experience. This type of appointment is viewed by Ojo (2008) as being detrimental to the wellbeing of the school systems when as quoted as "our secondary schools do not generally realize optimum productivity because some principles, state schools board and communities tend to see school management simply as common sense affairs. In order to perform effectively in their roles, all principals and would be principals should be familiar with the operation and interpretation of the content of organizational climates".

Experience has equally shown that the appointments of some of these principals are regarded as a 'matter of course' and 'common sense affair' without the required managerial guidelines. This often results in a situation resembling the "peter principle" whereby people are routinely promoted into posts where they cannot function effectively. These managers appear not to have been properly groomed before they are appointed and are saddled with managerial roles they are not familiar with. Other factors that tend to negate the promotion exercise are; political interest and affinity, favouritism, nepotism, bribery, among others. Consequently, in most cases, both good and bad teachers are promoted together.

Morale is defined as an intangible concept that refers to how positive and supportive a group feels toward the organization to which it belongs and the special feelings members of the group share with others, such as trust, self-worth, purpose, pride in one's achievement, faith in the leadership and organizational success (Haddock, 2010). High staff morale could therefore lead to productivity and improved performance, while low morale could be costly to an organization. Similarly, Millet (2010) reveals that low morale can gradually destroy employee's commitment,

adversely affect the productivity or service they offer and alienate the clients and customers they serve.

A clear career structure can help in boosting staff morale, as it gives an employee an idea of what he/she can attain by meeting certain promotion requirement. Where there is a clear cut career structure devoured of any form of distortion, the morale of staff could be enhanced. Morgan and O'Leary (2004) note that, "there is a growing body of evidence that when teachers feel good about their work, pupil achievement improves" (p.73).

Every teacher has a burning desire to grow in the profession. This desire and/or its manifestation usually motivate them to give their best. The principal is the head of every secondary school in Nigeria. He/she is regarded as the Chief Executive who is responsible for all that happens in the school. As the Chief Executive, the principal assigns duties to those who could perform the duties, though all responsibilities still reside in him/her as the accounting officer (Oyedeji & Fasasi, 2006). The headship of secondary schools in Nigeria is usually a product of the teaching force. Teachers, who have spent a minimum of ten years in service, are usually appointed as principals and vice principals of secondary schools. Sometimes two vice principals, one for administration and the other for academic are appointed for bigger schools.

Statement of the Problem

Allegations of distortions from the stipulated career structure in the appointment and promotions of teachers usually abound with lots of hue and cry and finger pointing. It has been alleged that the appointment of principals have been based on political interest and affinity, favouritism, nepotism, bribery, among others. This could result to instances whereby a principal will fail to have a firm grip of the administration of a school due to non-cooperation of teachers who tend to see his/herself as unqualified and not desirable of staff and student loyalty, respect and cooperation. This definitely would make the school un-conducive for the attainment of educational goals and equally demoralize individuals who aspire to grow in the profession. This study therefore investigated the level of career structural distortion and teachers' morale.

Research Questions

The study was guided by the following research questions.

1. What are the level of career structural distortion in the appointment and promotion of secondary school teachers in Edo State?
2. What is the level of morale among teachers in Edo State?

Hypothesis

One hypothesis was formulated and tested at 0.05 level of significance. There is no significant relationship between the level of career structural distortion and staff morale.

Methodology

The study adopted the correlational research design. The sample was made up of 369 teachers in Edo State public secondary schools. The multi stage sampling technique was adopted. The first stage was to stratify the sample into the three senatorial district of the State. The second stage was to select a cluster from each of the three senatorial

districts. Then 50% of the subjects were drawn from each of the clusters through the simple random sampling technique. The research instrument used for data collection of data for the study was a questionnaire titled: Career Structural Distortion and Teachers' Morale Questionnaire (CSDTMQ). The instrument was validated by experts in educational administration. The internal consistency of the instrument was determined by administering it on 30 teachers who were not part of the study. The responses were analyzed using the Cronbach Alpha Statistic which yielded a coefficient of 0.73. Data collected were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to analyze the hypothesis.

Analysis of Data

Question 1: What are the levels of career structural distortion in the appointment and promotion of secondary school teachers in Edo State?

Table 1: Level of Career Structural Distortion in the Appointment and Promotion of Secondary School Teachers in Edo State

Variable	N	Total Sum	Mean	Standard Deviation	Theoretical mean	Decision
Career Structural Distortion	369	9764	26.46	4.66	30	Low

Table 1 shows that career structural distortion in the appointment and promotion of secondary school teachers in Edo State has a mean value of 26.46, the maximum response score that can be obtained based on the number of items in the instrument is 48 the minimum response score is 12, while the theoretical mean is 30. The Standard deviation of the response scores is 4.66. Comparing the mean value (26.46) obtained with the theoretical mean value (30) the researcher will say that the level of career structural distortion in the appointment and promotion of secondary school teachers in Edo State is low.

Question2: What is the level of morale among the teachers in Edo State?

Table 2: Level of Morale among Teachers in Edo State

Variable	N	Total Sum	Mean	Standard Deviation	Theoretical mean	Decision
Staff Morale	369	19050	51.63	6.98	50	High

Table 2 shows that the level of morale of secondary school teachers in Edo State has a mean response score of 51.63, the maximum response score that can be obtained based on the number of items in the instrument is 80 and the minimum response score is 20, while the theoretical mean is 50. The Standard deviation of the response scores is 6.98. Comparing the mean value (51.63) obtained with the theoretical mean value (50). Therefore, the level of morale of secondary school teachers in Edo State is high.

Hypothesis

Ho₁ There is no significant relationship between the level of career structural distortion and staff morale

Table 3; Pearson’s r of career structural distortion and staff morale

Variables	N	r	p-value (sig.2-tailed)
Career Structural Distortion			
Staff Morale	369	.179**	.001

** . Correlation is significant at the 0.01 level (2-tailed) **α = .05, p < .05**

Table 3 shows an r-value of .179 and a p-value of .001, testing at an alpha level of .05 the p-value is smaller than the alpha level ,therefore the null hypothesis that says ‘There is no significant relationship between the level of career structural distortion and teachers’ morale’ is rejected. Consequently there is a significant relationship between career structure distortion and teachers’ morale.

Discussion of Findings

The result of the analysis indicates that the career structural distortion in the appointment of secondary school teachers is low, as the result obtained was a mean value of 26.46 obtained from the theoretical mean value of 30. Therefore, from the analysis it can be inferred that the level of fulfillment among teachers in Edo State is high in terms of appointment and promotion. This result could be attributed to the decision of government to demote teachers who were made principals without fulfilling the relevant criteria. In time past, there were wide speculations that younger teachers were promoted above their senior or more experienced teachers as principals on the bases of nepotism and favouritism. In fact, principalship position was allegedly opened to the highest bidder. This finding however differs from that of Kamoh et al (2013), who observed that teachers have often expressed displeasure with the promotion system because, in practice, teachers are promoted on the basis of their qualification and years of service rather than on the basis of the stipulated conditions for promotion. The researchers asserted that promotion exercises tend to ignore evidence of teacher performance, and emphasis on years of experience, irrespective of the quality of that experience.

The analysis of result also reveals that the level of morale of secondary school teachers is high with a mean value of 51.63 obtained when compared with the theoretical mean value of 50 which at least is more than the theoretical average. In addition, the high level of teachers’ morale could be attributed to the reversal of the alleged anomalies in the promotion and appointment of principals. Thus, the high level of teachers’ morale as revealed by the study, will logically necessitate improved outcome in schools, as the view that high morale can lead to a better education for the children is one that has been shared for several years (Corwin, 2001, & Lumsden, 1998)

The result of the study also indicated that there is a significant relationship between career structural distortion and teachers’ morale. Therefore, distortions in the promotion, appointment, compensation, among others of teachers will definitely affect their morale and inadvertently affect the educational process. Promotion is a

prominent factor that boosts the morale of teachers. "It is without doubt that the chance to enhance your career, pay, and possibly reputation is something that has an effect on morale" (Naz, 2012). Bruce (2002), McConnell Umiker (2006), and Bhatia (2007) also agree that a lack of promotion prospects can have a negative effect on morale. Spear et al (2000), who also observed that 'more opportunities for promotion within the classroom are also important influence on teachers' morale'.

Recommendations

Based on the findings, it concluded that the level of career structural distortion is low, while the level of teachers' morale is high. The study therefore recommended that:

- Government should ensure that distortions in the career structure of teachers remain low or completely faced out.
- Factors such as promotion, appointment, remuneration, and other incentives due to teachers, which boost their morale should always be prioritized.
- Distortion in the career structure of teachers should be avoided to enhance their morale.

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POLITICS OF SCHOOL MAPPING AND FACILITIES PROVISION IN TERTIARY INSTITUTIONS IN DELTA STATE, NIGERIA

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Abstract

The study examines politics of school mapping and facilities provision in tertiary institutions in Delta State, Nigeria. The study adopted the survey research design using structured questionnaire of 4-point likert scale. Three research questions analyzed with mean and standard deviation and three hypotheses tested using t-test statistics were used in the study. A questionnaire designed with an internal consistency of 0.80 coefficient using Cronbach Alpha was administered to management staff and lecturers from 9 higher institutions in Delta State, and a sample of 324 was derived based on the number of questionnaire retrieved. The finding of the study showed that politics influence the location of institutions, employment of personnel and the distributions of physical facilities in higher institution in Delta State. It was therefore, recommended among others that the process of school mapping and locational strategy should be adhered to, to locate schools and allocate facilities.

Keyword: *Politics, school mapping, facilities provision*

Introduction

Education has ever since been a political issue the world over especially in developing countries like Nigeria. Politics exist in every human institution of which the school is one. It is therefore, difficult to divorce education from politics; little wonder education seems to be an easy tool in the hands of politicians in every dispensation.

Over the years, it has been noticed that Higher Institutions in Nigeria were not judiciously and equitably located due to the fact that the introduction of education and the establishment of educational institutions which were inherited from the missionaries and later the colonial government who were initially not interested in the education of the citizens, started in a disjointed and disorganized manner, for the education of the citizens, for the obvious reasons that both the missionaries and the colonial government administered their own style and philosophies of their education, to suit their own purpose and mission. However, Consequently, learning institutions were located haphazardly without due regards to school mapping principles and guidelines. Thus, without school mapping, schools would be haphazardly located without consideration for the needs of the populace. This has resulted to so many inadequacies in the school system such as lopsided location of learning establishment, disparities in access to education, over-location and under-location of educational facilities. (Adamma, 2015)

However, it is pertinent to note that the location of learning institution is a crucial educational management activity requiring some measure of expertise and the planning strategies of institutional mapping in order to ensure even spread of institutions of learning and equitable distribution of resources for the benefit and optimum utilization. School location is planned with a view to remove inequalities in the spread of schools or educational facilities such as: human, material, physical or other

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resources so as to ensure that the desirable educational objective is achieved. The curriculum also has to be revised and re-designed to meet changing trends in the education industry (Ifebuzor, Mkemakolam & Akinloye, 2015). Unfortunately, Nigeria education sector seems to become ethnically, religiously and political driven in terms of location and distribution of facilities in our tertiary institutions. Political leaders ushered in a new age of politicalizing the education sector include recruitment of heads of institutions, academic, non-academic staff and student admission process.

Furthermore, Obanya, (2011), Lenshie (2013), Cecilia & Osagi, (2013), posited that government in power indulges in the opening and running of many educational institutions, even when they are least prepared to do so, without due regards to school mapping guideline, principle, equity and rationality. This has often resulted to lowering of educational standards and so many inadequacies in the school system such as lopsided location of learning establishment, disparities in access to education, over-location and under-location of educational facilities thereby depriving particular set of learners the use of such facilities. The interference of politics in education issues has often led to the formation of educational policies which either contradict one another or complicate implementation strategies.

However, in order to realize the specified education policies, certain activities need to be systematically designed and carried out. One important educational planning activity vital to the entire process is school mapping and facility provision which this study examined based on the influence of politics.

Statement of problem

Institutions of learning are regarded as the society's refinery to refine human behaviors and thinking in order to produce a total man that is economically, socially, spiritually and morally viable. However, during school mapping, some communities may have two or three and may not have at all. In fact, Delta state has the most tertiary institutions in any Nigerian state. There are 26 tertiary institutions in Delta state in the 25 local government areas. These 26 tertiary institutions in Delta state all accredited by the Nigerian University Commission (NUC) and all relevant agencies.

However, it has been observed that there has not been an equitable situation and distribution of resources to institutions in the state show disparity. It is obvious that the provision of facilities is glossed over or neglected and it will eventually have adverse effect on quality of school environment location, student study habit and staff personnel services. Thus, if these institutions, does not meet the yearnings, the aspirations and the needs of the people in that community, is it not a total waste of resources?

Purpose of the Study

The purpose of the study is to find out politics of school mapping and facilities provision in higher institution in Delta State. Specifically, the study sought to;

1. Determine the influence of politics in the location of tertiary institution in Delta State.
2. Find out the influence of politics in the employment of personnel in tertiary institutions in Delta State.
3. Investigate the influence of politics in the distribution of physical in tertiary institution in Delta State.

Research Questions

The following research questions guided the study.

1. In what way has politics influence the location of tertiary institution in Delta State?
2. In what way has politics influence the employment of personnel in tertiary institutions in Delta State?
3. In what way has politics influence the distribution of physical facilities in tertiary institutions in Delta State?

Hypotheses

Ho1: There is no significant differences between on the mean score of management staff and lecturers on influence of politics on the location of tertiary institution in Delta State.

Ho2: There is no significant differences between on the mean score of management staff and lecturers on influence of politics on the employment of personnel in tertiary institutions in Delta State.

ho3: There is no significant differences between on the mean score of management staff and lecturers on the influence of politics on the distribution of physical facilities in tertiary institutions in Delta State.

Methodology

The data for the study were collected from a random sample of 324 respondents from 9 higher institutions (3 Universities, 3 colleges of Education and 3 Polytechnics) all in Delta state, across the three Senatorial district of the State. Applying proportionate random sampling technique, 3 management staff was selected from each of the higher institutions making a total of 27 management staff. 31 lecturers were randomly selected from the higher institutions making a total of 297 lecturers. The instrument of data collection was a researcher's development questionnaire titled politics of tertiary institution mapping and facility provision questionnaire (PTSMFPQ). A twenty-one item survey questionnaire was structured on a 4-point rating scale of: Strongly Agree, Agree, Disagree and Strongly Disagree. The items on the questionnaire were developed using information derived from literature reviewed and was based on the three research questions that guided the study. The items on the questionnaire elicit information on politics of tertiary institution mapping and facilities provision in Delta State.

The questionnaire was reviewed by a few faculty members to ensure content validity. The cronbach's alpha was calculated to be 0.80, which is an indication of a highly reliable source. Data obtained from the study were analyzed using mean, standard deviation and t-test statistics to test the hypothesis at 0.05 level of significance.

Results

The results are presented in table 1-5 according to research questions and hypotheses that guided the study.

Research Question One: In what way has politics influence the location of tertiary institutions in Delta State?

Table 1: Response of Respondents on the Influence of Politics in the locations of tertiary institutions

S/No	Politics on Location.	Management Staff No. 27			Lecturer No. 297		
		X	SD	DEC	X	SD	DEC
1	Politics godfathers influence the location of tertiary institution.	2.63	0.92	Agree	2.96	0.99	Agree
2	Establishing higher institution to promote in-genuine Philosophy to stay in power.	2.86	0.92	Agree	3.05	0.23	Agree
3	Immortalization of nation heroes using Institutions of learning	3.16	0.82	Agree	3.01	0.92	Agree
4	Establishing institutions for political balancing	3.34	0.96	Agree	3.22	0.82	Agree
5	Location of school emerged based on political consideration	2.99	1.11	Agree	2.59	1.18	Agree
6	Frequent changes in educational policy influence school location	2.87	0.92	Agree	3.22	0.82	Agree
7	Tertiary institution are located in areas that vote in the ruling party	2.98	0.99	Agree	2.58	1.04	Agree
	GRAND MEAN	2.98	0.99	Agree	2.95	1.02	Agree

Mean bench mark. 2.5.

(X=Mean, SD= Standard Deviation, DEC= Decision level)

Table 1 shows the mean response of management staff and lecturers on the influence of politics in the location of tertiary institutions. From the data analysis in the table, it was found that the mean response of items 1-7 are rated 2.63, 2.86, 3.16, 3.34, 2.99, 2.87 and 2.98, and a grand mean value of 2.98 and standard deviation of 0.99 by management staff. Lecturers rated the same items with mean score of 2.96, 3.05, 3.01, 3.22, 2.59, 3.22 and 2.58 respectively with a grand mean value of 2.95 and Standard Deviation of 1.02. The above responses show that both management staff and academic staff agreed with the entire items provided as ways politics influenced the location of tertiary institutions in Delta State.

Research Question Two: In what way has politics influence employment of personnel in tertiary institutions in Delta State?

Table 2: Response of respondents on influence of politics in the employment of personnel in higher institutions

S/No	Influence of politics on employment	Management Staff No. 27			Lecturer No. 297		
		X	SD	DEC	X	SD	DEC
8	Appointment of personnel is confined to a particular ethnic group.	3.04	0.81	Agree	3.12	0.99	Agree
9	Consideration of candidates of political leaders during employment	3.29	0.95	Agree	3.31	0.46	Agree
10	Political system rewarding community after electioneering.	3.35	0.92	Agree	2.59	1.18	Agree
11	Government contracting academic staff for a period of two years	3.02	0.91	Agree	3.02	1.00	Agree
12	Religion and ethnicity as determining factors in recruitment process.	3.35	0.92	Agree	2.99	0.92	Agree
13	Employment of indigene for political balancing	3.14	0.90	Agree	3.02	1.00	Agree
14	Appointment	2.80	0.81	Agree	2.96	1.07	Agree
	GRAND MEAN	3.14	0.90	Agree	3.00	0.96	Agree

Mean bench mark = 2.5

(X= Mean, SD= Standard deviation, DEC= Decision)

Table 2 indicates the view of management staff and academic staff on influence of politics on employment of personnel in tertiary institution. The table shows that items 8-14 have mean score of 3.04, 2.29, 3.35, 3.04, 3.35, 3.14 and 2.80 and a grand mean value of 3.14 and standard deviation of 0.90 for management staff. Lecturers rated same items with mean scores of 3.12, 3.31, 2.51, 3.02, 2.99, 3.02 and 2.96 respectively and a grand mean of 3.00 and Standard deviation of 0.96. The above analysis indicated that the respondents agreed with the entire items as influence of politics towards the employment of personnel in tertiary institutions in Delta State.

Research Question Three

In what way has politics influence the distribution of physical facilities in higher institutions in Delta State?

Table 3: Response of respondents on influence of politics in the distribution of physical facilities in tertiary institutions

S/No.	Politics on Distribution of facilities	Management Staff No. 27			Lecturer No. 297		
		X	SD	DEC	X	SD	DEC
15	The introduction of federal character influences the distribution of facilities.	3.07	1.07	Agree	3.22	0.82	Agree
16	Facilities are provided for political balancing	3.02	0.91	Agree	3.11	0.99	Agree
17	Political system rewarding communities with infrastructural facilities	3.04	0.81	Agree	3.36	0.80	Agree
18	School administrators lobby government for infrastructural provision	3.17	0.89	Agree	3.11	0.99	Agree
19	Religion and ethnicity as determining factors for the provision of facilities.	3.01	0.97	Agree	3.21	0.88	Agree
20	Provision of facilities for political balancing	3.09	0.83	Agree	2.99	1.03	Agree
21	Provision of school facilities to promote in-genuine philosophy to stay in power.	3.18	0.94	Agree	2.96	1.07	Agree
GRAND MEAN		3.08	1.06	Agree	3.14	0.94	Agree

Mean bench mark = 2.5.

(X=Mean, SD= Standard deviation, DEC=Decision)

Table 3 shows the opinion of management staff and lecturers on the influence of politics in the distribution of physical facilities. From the mean analysis, meant was observed that the grand mean value of 3.08 and 3.14 for management staff and lecturers respectively was higher than the grand(criterion) meanvalue of 2.50. This means that both management staff and lecturers believed that federal character, political balancing, political system rewarding, religion and ethnicity are political factors influencing the distribution of physical facilities in tertiary institutions in Delta State.

Hypothesis 1

There is no significant differences between the mean score of management staff and lecturers on influence of politics on the location of tertiary institution in Delta State.

Table 4: Summary of t- test Analysis of respondents on influence of politics in the location of tertiary institutions

S/No.	Respondents	No.	X	SD	df	Level of sign	t-cal	t-value	Dec
1	Management staff	27	2.98	0.99	322	0.05	0.143	1.96	Not significant
2	Lecturers	297	2.95	1.02					

Table 4 shows that the t-calculated value (0.143) was less than t- critical value (1.96) at degree of freedom 322 and at 0.05 level of significance. Thus the null hypothesis stated was retained as stipulated. It therefore means that there is no significant different between the mean score of management staff and lecturer on to the influence of politics in the location of tertiary institutions in Delta State.

Hypothesis 2

There is no significant differences between the mean score of management staff and lecturers on influence of politics on the employment of personnel in tertiary institutions in Delta State.

Table 5: Summary of t-test Analysis of respondents on influence of politics in the employment of personnel in tertiary institutions

S/No.	Respondents	No.	X	SD	df	Level of sign	t-cal	t-value	Dec
1	Management staff	27	3.14	0.90	322	0.05	0.78	1.96	Not significant
2	Lecturers	297	3.00	0.96					

Table 5 shows that the t-calculated value (0.78) was less than t- critical value (1.96) at degree of freedom 322 and at 0.05 level of significance. Thus the null hypothesis stated was retained. This means that there is no significant differences between the mean score of management staff and lecturers on influence of politics on the employment of personnel in tertiary institutions in Delta State.

Hypothesis Three

There is no significant differences between on the mean score of management staff and lecturers on the influence of politics on the distribution of physical facilities in tertiary institutions in Delta State.

Table 5: Summary of t-test Analysis of respondents on influence of politics in the distribution of physical facilities in tertiary institutions

S/No.	Respondents	No.	X	SD	df	Level of sign	t-cal	t-value	Dec
1	Management staff	27	3.08	1.06	322	0.05	0.27	1.96	Not significant
2	Lecturers	297	3.14	0.94					

Table 6 reveals that the t-calculated value (0.27) was less than t- critical value (1.96) at degree of freedom 322 and at 0.05 level of significance. Thus the null hypothesis stated was retained. This means that there is no significant differences between the mean score of management staff and lecturers on influence of politics on the distribution of physical facilities in tertiary institutions in Delta State.

Discussion

The focus of this study was politics of school mapping and facilities provision in tertiary institutions in Delta State, Nigeria. The objective of the study was to examine the influence of politics on the location of tertiary institutions, employment of personnel and distribution of physical facilities In tertiary institutions In Delta State.

Finding from the study on location of tertiary institutions politics significantly influence location of tertiary in Delta State in terms of establishing institutions for political balancing, frequent changes in educational policy and tertiary institutions are located in areas that in the ruling party. This indicates that politics influence the location of tertiary institutions. This result is in consonance with the finding of Lenshie(2013)& Shown (2019) which reported that schools are not equally distributed as some geographical areas have lesser number of schools than others as a result of political consideration. Hypothesis one observed that there is no significant difference between management staff and lecturers view in terms of their mean ratings on the influence of politics towards the location of tertiary institutions in Delta State. Both management staff and lecturers agreed respectively that politics have greater influence on the location of tertiary institutions in Delta State.

The finding of the study show that politics influence the employment of personnel in tertiary institutions. This influence ranged from appointment of personnel is confined to a particular ethnic group and employment of indigene for political balancing. This result is in agreement with the findings of John, Nwankwo,&Nwosu, (2015). In their study on the Influence of school mapping on the growth of public schools in River State revealed that the recruitment of personnel in the educational system in the Nigeria is based on political consideration by political leaders. Likewise, hypothesis two showed that respondents are of the view that politics has influence on personnel management of institutions of learning. This finding agrees with the study of Ohamobi, Manafa & Osegbue (2018) who are of the view that politics influence employment processes in schools in Anambra State.

The finding of the study also revealed politics influence the distribution of physical facilities. It was revealed that school administrators lobbying government for infrastructural provision. Similarly, it was found that religion and ethnicity serve as determining factors for the provision of facilities to tertiary institutions. This finding is in line with Anifowose and Lawal (2013)& Obasi (2018) findings which show that provision of facilities to tertiary institutions is higher in urban communities than institutions in rural communities in Delta State. The provision and distribution of facilities more in urban areas according to the authors is politically influenced. From the analytical results of the hypothesis three, it was revealed that there is no significant difference management staff and lecturers' mean ratings on politics influence in the distribution of resource to tertiary institutions. This means that both management staff and lecturers agreed that politics influence the distribution of physical facilities to tertiary institutions significantly. This finding corroborated the finding of Adaje&Osagie (2015) which indicated that the distribution of school facilities in Nigerian school is politically oriented. Similar, Adamma (2015) found that the distribution of facilities in learning institutions is politically influenced. Adamma, (2015)& Ibara (2019), observed that there was no significant difference between the perception of respondents regards the influence of politics in the distribution of physical facilities in institutions of learning.

Conclusion

Adequate provision of facilities such as school buildings, classrooms, libraries, laboratories, workshops, teaching equipments and materials as well as quality teachers are relevant for optimal utilization in teaching – learning processes in order to actualize the realization of educational objectives. Often times, the government in power embarks

on establishment of schools in arbitrary way, disregarding the tenets of school mapping which is a planning tool and dynamic process of planning the distribution, size and spacing of schools and resource requirements for optimum utilization. Fortunately, the degree of diversification of political interests on these issues account for the failure and successes of the educational system.

Recommendations

The following are suggested in order for school mapping and facilities provision to be done appropriately:

- That the allocation and distribution of school facilities should not be politicized; it should be distributed on the principle of equity and fairness.
- Adequate data in terms of population of school age children, number of schools, projected figures in terms of population and facilities needed should be made available for orderly development of education.
- Government should disburse adequate funds to the Ministry of Education and heads of schools for the procurement of educational facilities provisions in the various schools.
- Finally the process of school mapping and locational strategy should be adhered to, to locate school, allocate facilities and assign - school age children for enrolment to reduce the problem of over-utilization or under-utilization arising from over concentration of learners in one zone than others.

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PROBLEMS CONFRONTING TEACHING PRACTICE STUDENTS OF THE FACULTY OF EDUCATION, BENUE STATE UNIVERSITY, MAKURDI, DURING TEACHING PRACTICE EXERCISE

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Abstract

This study investigated into the problems confronting teaching practice students of the Faculty of Education, Benue State University, Makurdi, during teaching practice exercise. The population for the study comprised of 300 and 400 levels students that took part in the teaching practice preparations and actual participation for the 2017/2018 academic session. A sample of 150 student teachers were used for the study. Data were collected using an instrument titled Problems Confronting Student Teachers during Teaching Practice Questionnaire. The instrument was validated by the staff of Faculty of Education. The research questions were answered using frequency/percentage and mean. The hypotheses were analysed using chi square, statistic, formulated at 0.05 level of significances. It was found that the duration of the teaching practice (T.P.) exercise have significant influence on their performance in the exercise and that the problems confronting student teachers during teaching practice exercise have significant influence on their performance during the exercise. It was recommended that Education lecturers, especially methodology lecturers, should encourage micro-teaching exercises for all prospective teaching practice students.

Introduction

In this 21st century, the importance of Education has been made very apparent and more realizable. This is because it emphasizes skills performance. The content of Educational programmes should therefore reflect the past, present and future in this wave of modernization process (FRN, 2013). To Denga (1988), education is seen as a process by which individual beneficiaries acquire basic knowledge, skills, attitudes and beliefs to help them become functional members of the society and the wider world. According to Agogo, Ogbeba, Damkor-Ikpa and Agogo (2018:p. 1), education “should emphasize the training of the mind in building valuable concepts, generalizations and the understanding of the world around us”. In a similar way, Uever (2004) had earlier informed that education is a process of preparing people to fit into the complex social structure and to play particular social roles as members of institutional groups. This means that, education is not limited to the classroom alone, but all the experiences one acquires within and outside the classroom. This means that, education involves the teaching of the learners (Capel, 1997), using the most appropriate teaching methods.

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Teaching is an exciting and rewarding activity, but it is a demanding experience too. A professionally trained teacher uses different methods of teaching to be a success in the classroom (Agogo, 2009). This is why all teachers-to-be have to undergo a refresher course during teaching practice, without which no teacher can be referred to as a professional teacher. Afolabi (1999) opined that teaching practice exercise enables the student teachers to get acquainted with the practical knowledge of teaching and learning process. According to Oyekan (2000) in Agogo et al (2018), the objectives of teaching practice include to:

- i. Provide the student teachers with the dynamic social life system of the school as they interact with the learners and staff, use physical facilities within and around the school.
- ii. Enhance the supervisory capacity of the cooperating teachers.
- iii. Provide an avenue for the student teachers and their supervisors to translate theory into practice.
- iv. Develop personal relationship with others, like the administrators, fellow teachers.
- v. Provide an opportunity for self-evaluation and to discover own strengths and weaknesses, among others.

The teaching practice student teachers should acquire basic work ethics like;

- ❖ Good personal appearance.
- ❖ Audible and non-pitched or harsh voice during teaching.
- ❖ Good emotional control and well mannered.
- ❖ Good teaching entering behaviour, which Onwuka (1984) said are basic and essential for better knowledge anchorage, using proper curriculum package.
- ❖ Punctuality to all school activities. There are several terms that are used to mean teaching practice like, practice teaching, students' practical teaching, student teachers' field studies or infield experience for the student teachers. There are certain basic things to be learnt from teaching practice exercise, which Stones and Morris in 1977 as cited in Agogo et al (2018 P.19) include:
 - i. The practicing of teaching skills and the acquisition of the role of a teacher in a real life situation.
 - ii. The whole range of experiences that student teachers go through in the schools.
 - iii. The practical aspects of the course as distinct from theoretical studies in the school.
 - iv. They learn to handle students in practical situations.

These connotations are parts of the problems of teaching practice which the student teachers must try to overcome during the practical experiences.

The school is expected to cooperate with all student teachers. In addition, the cooperating teachers are expected to guide student teachers during class activities and to give them all the professional support they need for their successful teaching. Many of the student teachers may feel jittery as they start teaching.

On the teaching practice duration, Nakpodia (2011) informed that, the period of six weeks is too short as it may not provide the student teachers ample opportunity to effectively gain enough practical experience which the exercise is intended to achieve. He further informed that some of the supervisors do not sit throughout a lesson period during assessment. Some others do not even discuss their vital observations and comments with their student teachers. The two-time opportunity given to supervisors

to visit them are not implemented as most of them visit the student teachers once. It is important to increase the time duration to three months that cover a term-duration in primary and secondary school levels. This will make the student teachers to gain maximally from this practical exercise.

Performance in this study is seen as what the student teachers do to during the exercise to ensure that he translates what he has learnt in these schools effectively. He or she should be able to:

- ❖ Teach the students well during the exercise, that is subject competence.
- ❖ Apply all the best teaching methods for maximum learning to take place.
- ❖ Adhere to all the professional ethics in the class (appearance, voice control, mannerism, emotional control, questioning styles).
- ❖ Access his or her students after teaching.
- ❖ Relate well with the students, fellow teachers as well as the instructional materials.

Research Questions

The following research questions were raised and answered.

1. Do the student teachers possess the prerequisite knowledge of the teaching practice exercise?
2. How does the duration of the teaching practice influence the student teachers' performance during the teaching practice teaching exercise?
3. What problems confront the student teachers during teaching practice exercise?

Hypotheses

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

1. The duration of the teaching practice exercise has no significant influence on the student teachers' performance in the exercise.
2. The problems confronting student teachers during teaching practice exercise have no significant influence on their performance in the teaching exercise.

Research Method

The design for this study is the descriptive survey design. According to Agogo and Achor (2019), survey design gathers relevant information from the intended respondents from the population. In most cases, it uses questionnaire as its instrument to collect data. The population of the 400 level students for teaching practice exercise is 542 students. The sample size was 150 teaching practice students for 2017/2018 academic session.

The instrument used for data collection is titled Problems Confronting Student Teachers during Teaching Practice Questionnaire (PCSTPQ). It is divided into two sections. Section A is on the demographic information of the respondents while section B contained information related to the variables of the research. Five point likert scale was used;

Strongly Agree (SA)	-	4 points
Agree (A)	-	3 points
Disagree (D)	-	2 points
Strongly Disagree (SD)	-	1 point

The student teachers were administered, the questionnaire with a 100% return rate. The research questions were answered using mean scores, while the hypotheses were analysed using chi square statistic at 0.05 level of significance.

The decision rule is that, if the mean is 2.50 or above, it was accepted, while below 2.50, it was rejected.

Results

The data collected were analysed for both the research questions and hypotheses.

Research Question One

Do the student teachers possess the prerequisite knowledge of the teaching practice exercise?

Table 1: Mean Rating of Student Teachers’ Possession of Prerequisite Knowledge of Teaching Practice Exercise

S/No	Item	SA	A	D	SD	Mean	Decision
1.	Student-teachers register teaching practices as a prerequisite course	64	80	0	0	3.31	Accept
2.	Students teachers usually take observational exercise in assigned schools before actual teaching practice	33	82	30	5	2.95	Accept
3.	Student-teachers participate in peer teaching exercise before teaching practice	34	66	41	9	2.83	Accept
4.	Student-teachers participate in micro-teaching exercise before teaching practice exercise	70	80	0	0	3.47	Accept
Cluster Mean						2.94	

Table 1 shows the mean rating of **2.94**, showing that the student teachers possess prerequisite knowledge of the teaching practice exercise before they go for their teaching practice exercise.

Research Question Two

How does the duration of the teaching practice influence the student teachers’ performance during the teaching practice exercise?

From the responses, the time duration of the teaching practice exercise influence the student teachers in the following ways:

Table 2: Frequency of Responses from the Respondents

S/No	Item	Frequency %	Remarks
1.	A long duration for the T.P. exercise makes it more effective	50	33.30
2.	Long duration enables the supervisors to do better evaluation on the T.P. student teachers	42	28
3.	The student teachers gain needed experience when longer time duration is allowed.	30	20
4.	The mastery of the teaching experience goes with longer time for practical teaching	16	10.70
5.	There is better student-teacher interactions with longer time	12	8
Total Average Percentage =		150	

“Long duration for teaching practice exercise makes it more effective” gave the highest score of 50 (33.30%), while “there is better student teachers’ interactions with longer time” scored 12(8%), the lowest of the items.

Research Question Three

What Problems Confront the Student teachers during teaching practice exercise?

From the respondents, the following problems confront student teachers during teaching practice exercise. They are:

Table 3: Problems Confronting Teaching Practice students

S/No	Item	Frequency %	Remarks
1.	Problem of preparing lesson plan for teaching	40	
2.	Large class with high pupil/student/T.P. affect teaching	25	
3.	Lack of instructional materials for T.P. student teachers to use for teaching	24	
4.	The student teachers’ work load during T.P. is very high	20	
5.	Most schools prefer male students than the female student teachers	18	
6.	Lack of staff room big enough to accommodate teaching staff, so most T.P. student teachers have no seat in the school.	15	
7.	Most student teachers cannot manage their time during teaching duration (per class period)	8	

Hypotheses Testing

The two hypotheses were analysed using chi square and were tested at 0.05 level of significance.

Hypothesis One

The duration of the teaching practice exercise has no significant influence on the student teachers’ performance in the exercise.

Table 3: Chi square test of the Influence of the Duration of the T.P. Exercise on Student Teachers’ Performance

Response	O	E	DF	X ² cal	X ² tab	Sig	Decision
SA	32.25	37.5	3	18.19	7.82	0.05	Rejected
A	52.25	37.5					
D	46.75	37.5					
SD	18.75	37.5					
Total	150	150					

Table 3, chi square calculated ($X^2_{cal} = 18.19$) is greater than the critical value ($X^2_{tab} = 7.82$). Therefore, the null hypothesis is rejected. This means that the duration of the teaching practice (T.P.) exercise has significant influence on the student teachers’ performance in their teaching practice exercise.

Hypothesis Two

The problems confronting student teachers during teaching practice exercise have no significant influence on their performance in the teaching exercise.

Table 4: Chi square test on the Problems Confronting Student Teachers during their Teaching Practice Exercise

Response	O	E	DF	X ² cal	X ² tab	Sig	Decision
SA	46.50	37.5	3	15.94	7.82	0.05	
A	51.25	37.5					
D	32.00	37.5					
SD	20.25	37.5					
Total	150	150					

From Table 4, the null hypothesis is rejected, since **X²cal (15.94)** is greater than the critical chi square value (**X²tab = 7.82**). This means that the problems confronting student teachers during the teaching practice exercise have a significant influence on student teachers’ performance in the exercise.

Discussion of Findings

Education is a major thing that is happening in many countries, including Nigeria. It is therefore important to have functional teachers with prominent roles to play in the development of the country, especially in this 21st century, of access to information and functional teacher education.

The results of the findings in terms of the possession of prerequisite knowledge of the teaching practice exercise by the student teachers from the Faculty of Education, Benue State University, Makurdi, it was found that they do possess prerequisite knowledge of the exercise. Ekundayo, Alonge, Kolawole and Ekunayo (2014) revealed that student teachers, in most tertiary institutions in Nigeria do not have the opportunity to interact with partnership schools before the real exercise begins. This has worsened when micro-teaching exercises are not always organized for the student teachers. All these account for the inadequate preparation of the students for the exercise. How many universities organize for micro-teaching exercise at the university today?

Problem of time duration gave several reasons why longer time should be allowed for the teaching practice exercise. However, the hypothesis found that the duration of the teaching practice exercise has significant influence on the student teachers’ performance in the exercise. They have more time to perfect in the act of teaching as well as better interactions. This is in disagreement with Okobia, Augustine and Osagie (2013) who revealed that student teachers complained that during the teaching practice exercise, some lecturers in the serving departments, continue to hold their lectures. This act usually affects and influences the student teachers on their teaching practice exercise (Moore, 1989, Agogo et al, 2018).

On the problems confronting the student teachers during teaching practice exercise, several problems were identified. It was found that the problems confronting student teachers during the teaching practice exercise has significant influence on student teachers’ performance in the exercise. The implication is that, both the student teachers, the school system and the stakeholders (like the Ministry of Education and School Proprietors) should come together to address them. It is important to stress that,

teaching practice exercise is very basic for graduates from the Faculty of Education and all students from the Colleges of Education for good job performance (Nwoke, 2004, and Capel, 1997). This exercise is their first outing as prospective teachers.

Summary

The study investigated into the problems that confront teaching practice students, particularly from the Faculty of Education, Benue State University, Makurdi. The importance of teaching practice exercise to all the students from the Faculty of Education, is established and the need to meaningfully sustain it. The study revealed that:

1. The student teachers from Faculty of Education possess the prerequisite knowledge of the teaching practice exercise from their lecturers and the micro-teaching exercises some lecturers hold with their students.
2. The duration of the teaching practice exercise has significant influence on the student teachers' performance in the exercise.
3. The problems confronting student teachers during teaching practice exercise have a significant influence on their performance in the exercise before graduation.

Conclusion

There are some problems that the student teachers face during their teaching practice exercise. Some problems have been identified in the study. It is expected that, single parenthood should be avoided so as to strengthen the academic performance of children coming from such a family. The teaching practice exercise is a practical session all prospective teachers should exercise.

Recommendations

The following recommendations have been made for this study:

1. Lecturers of Education methods and indeed the school system should encourage micro-teaching exercise for their prospectus student teachers to acquire prerequisite knowledge of the teaching practice exercise.
2. Student teachers' supervisors should be patient with their teaching practice students during supervision. They should give them all their observed criticisms to enable these teaching practice students grasp its tenets. This is why longer time duration is advocated for.
3. The student teachers should be encouraged in all ways possible to enable these students perform their teaching practice with minimal problems.
4. The student teachers should meaningfully integrate themselves into the systems of their cooperating schools to gain maximally from their teaching practice exercise.

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MANAGING ENTREPRENEURSHIP EDUCATION FOR JOB CREATION FOR UNIVERSITY STUDENTS IN NORTH EAST NIGERIA FOR TODAY AND TOMORROW

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Abstract

This study investigated the impact of managing entrepreneurship education on job creation for university students in North Eastern Nigeria for today and tomorrow. Descriptive survey research design was employed for the study. Two research questions and two hypotheses guided the study. The population comprised 10,312 staff from in 11 public universities in North-Eastern, Nigeria (Academic staff 7,407 and non academic staff 2, 905). The sample size was 400 selected through multi-stage sampling procedure. The instrument used for data collection was a structured questionnaire titled: Managing Entrepreneurship Education for Job Creation Questionnaire (MEEMQ) reliability of 0.71. The data collected were analyzed using mean score and standard deviation to answer the research questions and chi-square was used to test the null hypotheses at the 0.05 level of significance. The study revealed that there is positive significant impact of students' supervision and students' mentoring on job creation for university students in North Eastern Nigeria for today and tomorrow. Based on the findings of the study, it was recommended among others that. The university management and supervisors should exhibit and establish a good relationship between them and the students for this will help students to become creative and active in their chosen career and the university management and academic staff should develop mentorship programmes as way through which out of students could be empowered to make worthwhile decisions that impact on their lives.

Keywords: Entrepreneurship, Education and Job creation

Introduction

Today's position is because of yesterday's decision and tomorrow's position depends upon the today's decision. The success or failure of any nation depends on the decision they made in the past or present. These decisions are always influenced by the behavioural element of the decision maker. The decision makers make decisions that might ignite the entrepreneurial activities of their nation which rejuvenate the economic activities of the nation. However, the success and the failure of these entrepreneurial activities depend on the effective and efficient management. Effective management of entrepreneurship education enhances job creation which subsequently reduces unemployment, poverty and social vices (Sule, 2013). This also helps to improve the standard of living; hence it promotes social, economic and political development in nations which is the cardinal objective of Millennium Development Goals (MDGs).

Entrepreneurship education is the process of fostering or developing entrepreneurial capacities and mind-sets of students through education and learning.

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According to Enu (2012), entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. Entrepreneurship education goes beyond business creation for an individual but also creating jobs for unemployed graduates. Entrepreneurship education offer to the students the tools that will enable them think creatively, analyze a business idea objectively, solve problems effectively and evaluate a given project optimally. To Bubou and Okrigwe (2011), the importance of entrepreneurial education is to make students feel more confident about setting up their own business, since, entrepreneurship education is oriented towards different ways of realizing opportunities. While management education is focused on the best way to operate hierarchies, entrepreneurship education focuses on the realization of available opportunities.

Job creation is important to the wellbeing of an economy and has become an urgent national priority following the recent economic meltdown in many countries of the world. Job creation is the sum of positive employment changes at the establishment level in a given time interval and in a specific industry (Yeyiale, 2012). The sum of job creation is measured in employment reshuffle across establishments. Job creation is devoting one's labour time to achieve economic tasks. Job creation is a self-created position for exerting own efforts directly to business creation. According to Lowrey (2012), entrepreneurs do not only create jobs, but also supply labour force in the market. The effort of transforming labour force and other human capital in the creation of new enterprises and jobs should be taken into account in assessing actual number of total labour inputs. Sánchez (2010) observes that during the last decade, entrepreneurs have been at considerable increase level with the aim of creating jobs and businesses.

Managing entrepreneurship education is very important for students' job creation in the university. It creates enabling environment for students to strive in their chosen enterprises or business. Management implies the process by which a cooperative group direct actions towards achieving a common goal. Ogbonnaya, Oboegbulem, Onwurah and Enyi (2015) define management as the social or interactional process involving a sequence of coordinated events such as planning, organizing, coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way. In a similar way, Akpakwu (2012) defines management as the judicious utilization of human, material, financial and time resources towards the achievement of organizational goals or objectives. Therefore, managing entrepreneurship education is the ability of universities to provide strategies such as supervision and mentoring to enable them to be able to create jobs for themselves and unemployed graduates.

Supervision of entrepreneurship education programmes enables students acquires experiences that give them the ability and vision of how to access and transform opportunities of different kinds (Enu, 2012). Okure (2010) defines supervision as the process through which the inherent work and potentialities of subordinates are challenged, developed and utilized. This is done through clarification of educational concepts, terms and methods. This means that a close supervision of entrepreneurship instruction and students on industrial attachment to organizations will ensure the achievement of the goals of entrepreneurship education for students' job creation. Supervision is essential for the success of any task. Poor (in some cases, lack of) supervision has greatly affected the success of the students' entrepreneurship programme. Ismail and Sidiki (2016) found that there was effective supervision

between supervisee and supervisor in giving students quality study experience, especially when they are doing their programme and final year project as final assessment to graduate. The authors further revealed that supervision provides the best input to help students grow. The study also that explained that most supervision mould students towards developing mutual aptitude such as good relationship and good communication, expectation and confidentiality, formulation of student-based, agreed upon aims and outputs and systematic training and learning process in relation to their desired goals.

Students' mentoring is managing strategy that could be used for inculcating the spirit of entrepreneurship education in students for them to become job creators (Makaye, 2015). Mentoring is an initiative which provides focused instruction for students who could not have the opportunity of receiving formal training in a particular field. Mentoring has been described by Ajayi and Ogunmola (2015) as the process through which an individual is assisted in making significant transition in knowledge, work or thinking. Midigo, Omia, Odundo and Mwanda (2018) found that mentorship had positive influence on the attitude of post-secondary school students on their career preparations. This reasoning was based on the fact that most students at the baseline registered responses which indicated negative attitude towards their career and that the attitudes changed to more positive after the mentorship program. The study also indicated that with the help of mentorship many students considered going back to school and considering different career options which could make self employed.

The situation of entrepreneurship education among university students is a concern to stakeholders in the education. The scenario of unemployment among universities in the North Eastern Nigeria has become worrisome. This is because available jobs vacancies cannot absorb all the students who graduate from universities in North Eastern, Nigeria. The implication of the above is that, there is need for students to start entrepreneurship courses as a career option. The driving factor of the growth of entrepreneurship education lies in the role of university education through the organization of entrepreneurship education (Zimmerer & Scarborough, 2010).

Entrepreneurship education is expected to evoke the spirit of entrepreneurial skills, self-sufficient as well as working and developing the national economy (Asmani, 2011). However, the loom picture in universities in North Eastern Nigeria showed that entrepreneurship education courses are integrated into the curriculum of universities as student extra-curricular activities and this seems not to be good as package that could systemically build entrepreneurial motivated and mental attitude for students. The researchers has observed that many students on university campuses in the North Eastern Nigeria seem to engage in one small scale business or another which appears to enable them obtain or make income from. But, this seems thwarted by the poor students' supervision and mentoring. It is against this background that, this study intends to investigate the impact of managing entrepreneurship education for job creation among university students in North Eastern Nigeria for today and tomorrow.

Statement of the Problem

The high rate of unemployed university graduates in the country is worrisome and has become an issue of concern to stakeholders such as government, labour market and parents. Every year, universities in Nigeria turn out thousands of graduates into the labour market searching for non-available jobs. This challenge of lack of jobs is not only affecting the already sizeable unemployed graduates, but also of absorbing the new

entrants into the labour market. However, the manner in which the entrepreneurship education is being managed in Nigerian universities seems to be a dilemma. This is as a result of many students being poorly supervise which consequently affect their venturing into entrepreneurship.

An explorative survey by the researcher in many universities in North Eastern Nigeria has showed that students are not giving the desired orientation this may be reason why many students to pursue courses that will make them self-reliant. Managing entrepreneurship education for job creation in universities in North Eastern, Nigerian appears to be thwarted by inadequate mentoring of students' activities that may result into job creation. Many students in universities in North Eastern, Nigeria are alleged to venture into business ventures that they have little or no knowledge of the business, possibly this could be the reasons why many show poor attitude to business. However, if proper supervise and mentor and the desired priority in universities, it could probably help re-energize their morale.

The above situation is alleged to be common in universities in North Eastern Nigeria without proffering adequate solutions. The problem of this study is put in a question form thus: What is the impact of managing entrepreneurship education on job creation for university students in North Eastern, Nigeria?

Research Questions

The following research questions are raised to guide the study;

1. What is the impact of students' supervision on job creation among university students in North Eastern Nigeria?
2. In what ways does students' mentoring impact on job creation among university students?

Hypotheses

1. There is no significant impact of students' supervision on job creation among university students in North Eastern Nigeria.
2. There is no significant impact of students' mentoring on job creation among university students.

Methodology

This study employed descriptive survey research design. The study will adopt descriptive survey design. The descriptive survey design is one of the methods used in education to verify knowledge that will help educationists in making valid decisions and policies (Oso & Onen, 2008). A descriptive survey design involves the collection of data from a small sample of a large population to enable the researcher to describe and interpret in a systematic manner, the characteristic features and facts about things that exist in the population without manipulation.

The population of the study comprised 10,312 staff from in 11 public universities in North-Eastern, Nigeria (Academic staff 7,407 and non academic staff 2, 905, Registry Departments of the Universities, 2018). The sample size was 400 academic staff and non-academic staff using Glenn (2012) sample determination formula from a given population of the study. To arrive at this sample size multi-stage sampling technique was used.

The instrument used for data collection for the conduct of this research was questionnaire titled: Managing Entrepreneurship Education for Job Creation

Questionnaire (MEEMQ). The questionnaire had sections ‘A’ which dealt with the instruction for respondents. Section ‘B’ contained questionnaire items of managing entrepreneurship education and job creation for university students’ based on four likert type scale of Strongly Agree (SA)=4, Agree (A)=3 Disagree (D)=2 and Strongly Disagree (SD)=1 with reliability of 0.71. The questionnaires were administered on the respondents from the six sampled universities using six research assistants who were chosen from the sampled universities in North Eastern Nigeria. The data generated were analyzed using mean score and standard deviation to answer the research questions while chi-square was used to test the null hypotheses at the 0.05 level of significance.

Results

Research Question 1: What is the impact of students’ supervision on job creation for university students in North Eastern Nigeria?

Table 1:

Mean and Standard Deviation of Respondents on Impact Students’ Supervision on job creation for university students

Item No	Item Description	N	X	SD	Decision
1	Regular checking of entrepreneurial lecturers help in the achievement of its objectives.	400	2.83	0.99	Agree
2	Monitoring students during industrial attachment enhances their job creation ability.	400	3.15	0.73	Agree
3	Checking on students activities make students to develop ideas and skills to accomplish a task easier.	400	3.44	0.74	Agree
4	Monitoring students’ progress enables them develop critical thinking that leads to business plan.	400	2.36	1.01	Agree
5	Adequate supervision will ensures that students carry out their practicals which could lead students’ job creation.	400	3.45	0.92	Agree
Cluster Mean &SD			3.05	0.88	Agree

Table 1 shows high mean ratings on all the items which are above the accepted cut off point of 2.50. It also shows cluster mean of 3.05 with standard deviation of 0.88 is above the cut-off point of 2.50. This implies that students’ supervision impact on job creation for university students in North Eastern Nigeria.

Research Question 2: In what ways does students' mentoring impact on job creation for university students?

Table 2:
Mean and Standard Deviation of Respondents on Impact Students' Mentoring on Job Creation for University Students'

Item No	Item Description	N	Mean	SD	Decision
6	Experienced professional lecturers provide support to students in developing skills and expertise to becoming effective in their entrepreneurial activities.	400	3.41	0.98	Agree
7	Coaching of students on modern trends of doing business could greatly improve their professional competency.	400	3.20	0.91	Agree
8	If a student is guided towards the growth of his profession he/she will be able to achieve their desire goal diligently.	400	2.99	1.07	Agree
9	Mentoring assists in exposing students to varieties of innovations in doing business.	400	3.28	0.78	Agree
10	Through coaching students acquire knowledge on how to present business plan objectivity and better.	400	3.56	0.77	Agree
Cluster Mean &SD			3.29	0.91	Agree

Table 2 indicates high mean ratings on all the items which are above the accepted cut off point of 2.50. It also shows cluster mean of 3.29 with standard deviation of 0.91 is above the cut-off point of 2.50. This implies that students' mentoring impact on job creation for university students.

Hypothesis 1: There is no significant impact of students' supervision on job creation for university students in North Eastern Nigeria

Table 3:
Chi-square on Impact of Students' Supervision on Job Creation for University Students in North Eastern Nigeria

Responses Mode	Observed Frequency	Expected Frequency	Df	Sig. Level	χ^2	P.Value	Decision
SA	101	10.0	3	.05	140.84	.000	Rejected
A	195	10.0					
D	37	10.0					
SD	67	10.0					
Total	400						

Table 3 shows that the $\chi^2=140.84$, Df=3, P.value of $0.00 < 0.05$. The null hypothesis which states that there is significant impact of students' supervision on job creation among university students in North Eastern Nigeria is rejected. This implies that there is significant impact of students' supervision on job creation among university students in North Eastern Nigeria.

Hypothesis 2: There is no significant impact of students’ mentoring on job creation among university students.

Table 4:
Chi-square on Impact of Students’ Mentoring on Job Creation among University Students

Responses Mode	Observed Frequency	Expected Frequency	Df	Sig. Level	χ^2	P.Value	Decision
SA	274	10.0	3	.05	405.14 ^a	.000	Rejected
A	51	10.0					
D	41	10.0					
SD	34	10.0					
Total	400						

Table 4 shows that the $\chi^2=405.14^a$, Df=3, P.value of $0.00 < 0.05$. The null hypothesis which states that there is no significant impact of students’ mentoring on job creation among university students is rejected. This implies that there is significant impact of students’ mentoring on job creation among university students.

Discussion

The finding indicated that there is significant impact of students’ supervision on job creation for university students in North Eastern Nigeria. This study found that regular checking of entrepreneurial lecturers help in the achievement of its objectives and monitoring students during industrial attachment enhances their job creation ability. The study also found that regular checking of students’ activities make them to develop ideas and skills to accomplish a task easier. The discovered that monitoring students’ progress enables them develop critical thinking that leads to business plan. This result is in consonants with Ismail and Sidiki (2016) who found that there was effective supervision between supervisee and supervisor in giving students quality study experience, especially when they are doing their programme and final year project as final assessment to graduate. Ismail and Sidiki further found that supervision provides the best input to help students grow. The study also that explained that most supervision mould students towards developing mutual aptitude such as good relationship and good communication, expectation and confidentiality, formulation of student-based, agreed upon aims and outputs and systematic training and learning process in relation to their desired goals. The implication of the study is that poor qualifications of supervisors was responsible for poor supervision in schools by educationists and this therefore created poor teaching of entrepreneurship education in schools in the three countries.

The finding also revealed that there is significant impact of students’ mentoring on job creation for university students. This study discovered that when experienced professional lecturers provide support to students in developing skills and expertise to becoming effective in their entrepreneurial activities. It also found that coaching of students on modern trends of doing business could greatly improve their professional competency and when students are guided towards the growth of their profession it enable them achieve their desire goal diligently. This result agrees with Midigo, Omia, Odundo and Mwanda (2018) found that mentorship had positive influence on the attitude of post-secondary school students on their career preparations. This reasoning

was based on the fact that most students at the baseline registered responses which indicated negative attitude towards their career and that the attitudes changed to more positive after the mentorship program. The implication is that entrepreneur mentors could influence the rate of entrepreneurship, with the greatest influence on students' with specific risk orientation and family backgrounds.

Conclusion

Based on the findings of the study, it is worth concluding that managing entrepreneurship education strategies such as supervising students' activities and mentoring students have significant impact on job creation for university students in North East Nigeria.

Recommendations

Based on the findings of the study, it was recommended that:

1. The university management and supervisors should exhibit and establish a good relationship between them and the students for this will help students to become creative and active in their chosen career.
2. The university management and academic staff should develop mentorship programmes as way through which students could be empowered to make worthwhile decisions that impact on their lives.

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PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND TEACHERS' EFFICACY IN SENIOR SECONDARY SCHOOLS IN MAIDUGURI EDUCATION ZONE, BORNO STATE, NIGERIA

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Abstract

This study examined the principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri Education Zone of Borno state. Three objectives were raised to guide the study. Two research questions were answered and one null hypothesis was tested. Correlational research design was used for the study. The populations of the study were 25 principals and 1,478 teachers in public senior secondary schools in Maiduguri Education Zone of Borno state. Stratified and simple random sampling techniques were used to draw 410 respondents which were made up of 10 principals and 400 teachers. Two versions of 15 items questionnaire titled "Principals' Instructional Leadership Rating Scale (PILRS)" and teachers' efficacy in senior secondary schools (TESSS)" respectively" were used as the instruments for data collection. The instruments were subjected to face validation by experts in Department of Measurement and Evaluation from the Department of Education, University of Maiduguri. The Cronbach alpha was used to ascertain the reliability of the instruments which yielded the index value of 0.72. Mean and standard deviation were used to answer research questions, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed among others that there is a significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri Education Zone of Borno State. The study also indicated that, the level of instructional programme in senior secondary schools in Maiduguri education zone is high. Based on the findings, it was recommended among others that, principals with high instructional leadership should be maintained in senior secondary schools for high teachers' efficacy, while those with low instructional leadership, ministry of education should organize induction courses to acquaint them with relevant knowledge on instructional leadership.

Key words: *Principal Instructional Leadership, School Climate and Teachers' Efficacy*

Introduction

Secondary education is an instrument for achieving national goals. According to Federal Government of Nigeria (2013), secondary schools' teachers will continue to be given a major emphasis in all our educational planning, because no education can rise

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above the quality of its teachers. The policy further stated that all teachers in our educational institutions will be professionally trained and be qualified to teach in secondary schools. According to Lashway, (2004) and Hoy & Miskel, (2008), instructional leadership is a leadership model that focuses on the core responsibility of a school, namely teaching and learning by defining the school vision, mission and goals, managing the instructional program, and promoting the school climate. Nkobi, (2008) opined that, principals' instructional leadership in senior secondary school in Maiduguri education zone of Borno state, seeks to improve teachers' efficacy of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards achieving school goals.

The core roles of school principal as instructional leader in secondary schools is to provide support for instruction, classroom supervision, evaluation of teachers, proper planning, teachers professional development courses and managing teaching strategies (King 2002; Anderson 2008; Hallinger and Murphy 2012). A study conducted by Njuguna, (2005) on the instructional leadership established that frequency of teachers' supervision of classroom activities by the school principal and checking students' homework contributed towards achieving the school goals and objectives. Robinson, Lloyd and Rowe (2008), pointed out five-dimensional framework for principals' instructional leadership: (1) establishing goals and expectations; (2) strategic resourcing; (3) planning, coordinating and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development; and (5) ensuring an orderly and supportive environment. Hallinger, Wang, Chen and Liare (2015), observed that, promoting school climate and managing instructional programme are core responsibilities of school principal. The situations of school climate and managing instructional programmes in senior secondary schools in Maiduguri education zone of Borno state over the years were low, despite the state government effort by providing facilities to most of the schools.

The principal in developing a school climate as instructional leader, he/she protect instructional time, develops professional development, maintains high visibility and provides incentives for teachers (Hallinger & Wang, 2015). This is supported through their key performance indicators and maintained high visibility around the school for teachers' efficacy. In senior secondary schools in Maiduguri education zone, principals managed the available resources allocated to them by the state government to appreciate their teachers for their efficacy. But despite the effort of the principals, the school climate was not favourable to enhanced teachers' efficacy. Harris, Kenny, Soon Devadason and Adams (2017) opined that, it is important to understand that principals in public schools have the responsibility for protecting instructional time and provides good school climate for teaching and learning and teachers' efficacy.

The principal in managing the instructional program, focuses on the control and coordination of curriculum and the instruction. Hallinger & Wang (2015), observed three functions which are: supervision and evaluation of instruction, coordinating the curriculum and monitors student progress. The principals in senior secondary schools in Maiduguri education zone of Borno state have a lot of administrative duties. Some principals in the zone assigned their vice principals administration to managed the instructional programme by supervising and monitoring teaching and learning process in school to ensure teachers' efficacy. They are involved mostly in daily activities that range from administrative duties to monitoring teachers' efficacy. They interact with teachers and observed them during classes and provide advice in term of the teaching

method (Harris et al. 2017). Despite the involvement of the vice principals, senior secondary schools in Maiduguri education zone have low supervision and evaluation of instruction, coordination of curriculum and monitoring student progress which is the core responsibilities of principals' as instructional leader.

According to Hallinger and Murphy (2017) The achievement of the school goals is being determined by the teachers who transmit theory into practical in the classroom. Teachers' Efficacy is related to the confidence of teachers to organize or coordinate one new task in school. Ross and Gray (2006) also explained that teacher efficacy as; a set of personal beliefs that refer to the specific function of the teacher's professional behavior. It is about how the teachers feel and the teaching methods that is communicated into students learning outcomes. Teachers can feel both efficacious and quite inefficacious in school or another Harris et al., (2017). Teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state can be measured in terms of students' academic accomplishment, loyalty, neatness, punctuality, classroom management and logical use of teaching methodologies. Teachers' efficacy has the ability to produce students higher than predicted, measured by the achievement of the goal of education. In general, the most crucial yardstick for measuring teachers' efficacy is the students' academic performance.

There is a decline in teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state in spite of government huge expenditure on education. This decline, has questioned teachers' capacity to perform effectively. Teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state has been put under observations. And since the principals' controls, supervise, coordinate and direct the teachers, this study therefore deemed it necessary to look specifically into the contributions of principals' instructional leadership towards teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state.

Objectives of the Study

The objectives of the study were to determine:

1. impact of school climate on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state
2. impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state
3. The relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno State

Research Questions

The following research questions were answered

1. What is the impact of school climate on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state?
2. What is the impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state?

Hypothesis

The hypothesis was tested at 0.05 level of significance;

H₀₁ There is no significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state

Literature Review

The major purpose of a school is to establish and maintain a climate that is hospitable for teaching and learning to take place. Available empirical evidence exists regarding the importance of principals' instructional leadership in establishing positive school climate with the focus on teachers' efficacy. Research shows that teachers' efficacy is related to the willingness of the school principal to provide support and experiences that contribute to teachers' abilities. According to Hoy and Miskel (2005) school climate is a set of internal characteristics that distinguish one school from another and influence the behaviors of teachers in that school. However, where the school climate becomes unfavorable, that is, where the school and physical environments are not safe, this can affect teachers' efficacy. Several factors have been linked empirically to teachers' efficacy in senior secondary schools.

According to Choi, Lee, & Kim, (2019), school climate is the major factor that determined teachers' efficacy in secondary schools. Collie, Shapka, and Perry (2012) examined the relationship between teachers' perceptions of their social-emotional learning and the climate within their schools. They measured three variables to determine teachers' efficacy. The study sampled 664 secondary school teachers. The study established that a positive school climate had the highest teachers' efficiency, and a negative school climate had the lowest teachers' efficiency. The study was in line with Yusuf (2020) who found out that, there exist significant relationship between school climate and teachers' efficacy in senior secondary.

Laura (2017), observed that, Schools with healthy climates are described as promoting high teachers' efficacy, having open leadership, and maintaining collegiality among staff. Schools with these types of climates are also found more conducive for teachers and students. School climate is an extrinsic motivator that affects teachers, and therefore influences teachers' efficacy. Similarly, Hallinger and Murphy (2012) observed that, instructional leadership is an influence process through which leaders identify a direction for the school, motivate staff, and coordinate school and classroom-based strategies aimed at improvement in teaching and learning.

The principal influences classroom instruction through teachers and delivery of the school's goals, curriculum, instructional practices and professional development. The school principals are expected to carry out a lot of duties at schools. One of them is instructional leadership which has been an issue and studied recently (Hallinger, 2015). Instructional leadership is an important management tool to improve teachers' efficacy in terms of teaching and it continues to become the dominant paradigm for school principals who maintained a high focus on curriculum and instruction (Lashway, 2004).

According to Nkobi, (2008) instructional leadership seeks to improve teachers' efficacy of classroom work for the ultimate purpose of achieving school goals. Kipyegon, (2015) and Abeya (2017) observed that, there exist a significant positive relationship between instructional leadership and teachers' efficacy. In a study conducted by Al-Mahdy, Emam and Hallinger (2018) found that there is a significant relationship between the dimension of managing an instructional program with teachers' efficacy.

Ahmad Kamaruzaman (2012), stated that principal supervised curriculum that will be used by the teachers in the instructional time in order to make sure that the curriculum that the teachers will use is parallel to the curriculum that has been prepared by the Ministry of Education. Moreover, Zheng, Yin and Li (2018) stated that the principal that practiced the instructional leadership participated more in interactions with the teachers by monitoring and supervising them. Hallinger et al.

(2015), opined that, although there exists positive influence of instructional leadership on teachers' efficacy, the effect size of this relationship varies greatly.

Methodology

The study used correlational research design which determined relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno State. According to Cohen (2013), correlational design is concerned with describing the degree or magnitude of the relationship between the two variables.

The populations for this study were 25 principals and 1,478 teachers from senior secondary schools in Maiduguri education zone. Using stratified and simple random sampling technique 10 principals and 400 teachers representing 30% were selected as sampled. The sampled was selected according to Daniel (2010). The principals' Instructional Leadership Rating Scale (PILRS) developed by Hallinger (2015), was adapted to measure principals' instructional leadership, while questionnaires on teachers' efficacy was design by the researcher to test teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state. The reliability of the instrument was 0.72. The data collected on research questions were analyze using mean and standard deviation, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis at 0.05 level of significance.

Data Analysis and Results

The results of the study are presented in tables according to the research questions and hypothesis followed by their interpretation.

Research Question One: What is the impact of school climate and teachers' efficacy in senior secondary schools in Maiduguri education zone, Borno State?

Table 1: Descriptive statistics of school climate and teachers' efficacy in senior secondary schools in Maiduguri education zone

S/N	ITEMS	N	Mean	St. deviation	Decision
1	Develops professional development	10	0.88	0.42	Rejected
2	Provides incentives for teachers	10	1.00	0.00	Rejected
3	Maintains high visibility	10	2.50	0.53	Rejected
4	Protects instructional time	10	3.20	1.03	Rejected
5	Provides incentives for learning	10	3.70	2.25	Rejected

Mean = 2.24 < 2.50 (Mean Point) Hence, all items was rejected.

Table 1 revealed that, Mean = 2.24 < 2.50 (Mean Point) Hence, all items was rejected. This indicated that, the school climate in senior secondary schools in Maiduguri education zone is a closed climate, this implies that it does not encourage or improve teachers' efficacy.

Research Question Two: what is the impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone, Borno State, Nigeria?

Table 2: Descriptive analysis of the impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone, Borno State, Nigeria.

S/N	ITEMS	N	Mean	St. deviation	Decision
1	Supervises of instruction	10	0.80	0.42	Rejected
2	Coordinates the curriculum	10	3.00	0.94	Accepted
3	Monitors student progress	10	2.50	0.52	Accepted
4	Evaluate performances	10	3.20	1.03	Accepted
5	Review instructional Programs	10	3.70	1.25	Accepted

Mean= 2.64 > 2.50 (Mean Point) therefore, all items were accepted

Table 2 revealed that, Mean= 2.64 > 2.50 (Mean Point) therefore, all items were accepted. This indicated that, the level of instructional programme in senior secondary schools in Maiduguri education zone is high. This implies that instructional programme encourages teachers' efficacy.

H01: There is no significant relationship between principals' instructional leadership and teachers' efficacy in secondary schools in Maiduguri education zone

Table 3 Correlation between principals' instructional leadership and teachers' efficacy in secondary schools in Maiduguri education zone

Variables	Mean	SD	N	r	P-value	Decision
Principals' Instructional Leadership	74.4	9.79				
Teachers' Efficacy	87.3	14.74				
	400	.527	0.000		Significant	

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

Table 3 indicates that r value .527 is significant at 0.05 level, therefore the null hypothesis which says there is no significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone was rejected. Therefore, there was significant relationship between principals' instructional leadership and teachers' efficacy.

Discussion

The finding in Table 1 revealed that, Mean =2.24 < 2.50 Mean Point. This shows that, the school climate in senior secondary schools in Maiduguri education zone is a closed climate. This is because the study reveals that, the school climate is not favorable and does not encourage teachers' efficacy. The study indicated that there were low Provision of incentives for teaching and learning. The study revealed that the school climate is not open for teachers' efficacy. This finding is contrary to popular opinion among the public that closed school climate is favorable for teachers' efficacy in public senior secondary schools. This finding is in agreement with Choi, Lee, & Kim, (2019) and Yusuf (2020) who sought teachers' perception on school climate. Their findings revealed that teachers' were inefficacious in a closed school climate.

The finding of the study on the level of instructional programme in senior secondary schools in Maiduguri education zone revealed that, it is high, this indicated that instructional programme encourages teachers' efficacy. Table 2 shows that, Mean = 2.64 > 2.50 Mean Point this indicated that teachers were effective because there were high level of supervision and evaluation of instructions, the curriculum is well coordinated and monitored students' progress in senior secondary schools in Maiduguri education zone. This is contrary to the findings of Lashway, (2004), Nkobi, (2008) and Kipyegon, (2015). They found that teachers were effective with low level of supervision and evaluation of instructional programme. This finding is in agreement with Ahmad Kamaruzaman (2012), Abeya (2017) and Al-Mahdy, Emam and Hallinger (2018). They found that teachers' efficacy in senior secondary schools largely depends on the level of instructional programme. They established that teachers are effective in a school where they are high level of coordinated curriculum and supervision of teaching and learning.

In the findings analysis for this study on relationship between principals' instructional leadership and teachers' efficacy, it was found that r value .527 is significant at 0.05 level. This shows that the principals in senior secondary schools in Maiduguri education zone are implementing the instructional leadership practice in their schools. This finding has been supported by Nguyen, Hallinger and Chen (2018). In their study, they found that principals' instructional leadership influences teachers' efficacy in secondary schools. Hence, from this finding, this study established that teachers' efficacy depends on the principals' instructional leadership in senior secondary schools in Maiduguri education zone. On the other hand, Bellibas and Liu (2017) stated that the principals can influence teachers' efficacy by engaging in activities aimed to improve teaching and learning in their schools.

Furthermore, the study found that, there exist a significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone. Table 3 indicated that r value .527 is significant at 0.05 level. This implies that principals' instructional leadership is a determinant of teachers' efficacy in senior secondary schools. The study established that principals' instructional leadership in senior secondary schools predicts teachers' efficacy. This finding is contrary to popular opinion among parents of public schools that teachers' efficacy is independent of the school principals' leadership since they transformed theory in practical in the classroom. The study also disagreed with Robinson, Lloyd, and Rowe (2008). The finding of the study is in line with Ahmad Kamaruzaman (2012), Hallinger et al. (2015), Harris et al. (2017) Al-Mahdy, Emam and Hallinger (2018) and Zheng, Yin and Li (2018). They found that there exists a significant relationship between principals' instructional leadership and teachers' efficacy. They established that teachers' efficacy becomes low in a school with low principal's instructional leadership, while teachers are highly effective in a school with good principals' instructional leadership.

Conclusion

Based on the findings of this study, it was concluded that principals' instructional leadership is a strong predictor of teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state. This implies that, teachers' efficacy largely depends on the principals' instructional leadership. This simply means once the instructional leadership becomes high in any school, teachers' efficacy would also be high, when it is average, teachers' efficacy could be average, and when it is low, teachers' efficacy could be low.

Recommendations

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

1. Borno state ministry of education should organize induction courses for those promoted to the rank of principals, to acquaint them with relevant knowledge on how to create open and positive school climate for teachers' efficacy in senior secondary schools
2. The school principals should maintain regularly supervision of instructional programme for teachers' efficacy in senior secondary schools
3. Principals with high instructional leadership should be maintained in senior secondary schools for high teachers' efficacy, while those with low instructional leadership, ministry of education should organize induction courses to acquaint them with relevant knowledge on instructional leadership.

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UNDERSTANDING THE DYNAMICS OF GROUP FORMATION AND ITS APPLICATION IN EDUCATIONAL ADMINISTRATION IN NIGERIA: THE PERSPECTIVE OF INTERACTION AND BALANCE THEORIES

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Abstract

Managing the day to day affairs of education is usually a cumbersome process; as often times some school administrators have slim or thin knowledge of the dynamics of group formation. Hence, the extent to which educational administrators administer the system more efficiently and effectively lies greatly on their knowledge and application of the dynamics of group formation. The thrust of this paper therefore critically examined interaction and balance theories of group formation with more emphasis on the borrowables or implications of the theories to educational administrators. The knowledge of interaction and balance theories of group formation would help school administrators to ensure a clearly and distinctive definition and delineation of the responsibilities of employees in the system. It would also help them to maintain and sustain a healthy work environment which promotes positive interactions and sentiments among staff members; thereby promoting effective and efficient realization of the system's predetermined aims and objectives.

Key Words: Group Formation, Interaction Theory and Educational Administration

Introduction

Group formation is the process in which a number of individuals with common purpose come together interacting with each other with respect to: common motives and goals, an accepted division of labor, established status relationships, accepted norms and values with reference to matters relevant to the group as well as development of accepted sanctions-praise and punishment (Muzafer and Sherif, 2010). Forsyth (2010) in his opinion submits that when a group is formed, its component varies greatly, including verbal or non-verbal communication, social loafing, networking, forming bonds, etc. Groups that are usually formed vary in sizes, functions, purpose and life span. In a group, there is the tendency for interdependence or objective similarity. The process of group formation takes time as well as skills and a successful and sustainable group is hard to form. As such, every formal work environment; the school system inclusive encompasses of a group of people with different needs and interests who have come together to work towards realizing educational goals.

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Therefore, the need for school administrators to understand the way and manner in which groups are usually formed and the principles as well as the values which they are predicated on is very necessary; as this can help administrators shape interventions that would promote or enable a team to become high performing (Platow, Grace and Smithson, 2011). Thus, the central focus of this work is not to merely x-ray interaction and balance theories of group formation but more emphasis is laid on the implications and application of the theories to the school system and other work environment.

Several scholars over the years have come up with different school of thoughts with a view to explicitly explaining the dynamics of group formation. Thus, this work principally examined two theories of group formation such as-Homan's interaction theory and balance theory

Homan's Interaction Theory

As the name implies, Homan's interaction theory was postulated by George Homans in 1951. Homan's theory explains the basic rationale underlying group formation. It is built or based on three fundamental elements such as: activities, interaction and sentiments. In fact, the three basic elements are directly related to each other.

The first element (activities) refers to the assigned tasks to which group members are to carry out. According to the theorist, the more activities people share, the more will their interactions be and the stronger will be their shared activities and sentiments. And the more sentiments persons have for one another, the more will be their shared activities and interactions. According to Pragya (2010), members of a group or organization do share activities and interact with one another not just because of physical proximity but also to accomplish the predetermined aims and objectives the group.

Interaction which the second element takes place when any person's activity is influenced by the activity of another person. Thus, interaction is brought about when individuals in a group try to carry out their activities or assigned responsibilities. The way and manner in which group members interact determines and influences the performance of their assigned tasks. When members see themselves as pursuing a common goal, they are very much likely to align themselves and work as a team; thereby promoting the principle of unity of purpose. The process of healthy or positive interaction among group members is often moderated and regulated by clear and distinctive definition and delineation of the roles and tasks of each member. Failure to do this is tantamount to having confliction of responsibilities among members; as a member may encroach into another member's role knowingly or unknowingly (Pragya, 2010).

Sentiment which is the last element refers to the feelings or attitudes of a person towards others. That is, group members' likes or dislikes, approval or disapproval for each other. When members of a group (the school system) is characterized by likes for each other in the process of their interaction, the tendency for healthy and harmonious relationship very like; thereby culminating in organization/group effectiveness and efficiency. On the other hand, when the interaction of group members is depicted by dislikes or disapproval for other, the reverse of the above would be the case. Hence, the most important element is interaction. This is because it is through it that group members develop common sentiments for one another. Interaction further helps in

attaining goals as well as helps to solve group problems, facilitate co-ordination, reduce tension and achieve a balance (Pragya, 2010).

Writing on Homans interaction theory, Buchanan and Andrzej (2010), posit that Homans developed the idea of an external and internal system. The external system according to Buchanan and Andrzej refers to three basic elements: activities, interactions and sentiments. The external system describes formal organization. From workers' perspective, there are certain givens of their jobs, which meet the expectations of their managers. These are requirements that demand individuals to perform certain activities have certain interactions with others and have certain sentiments toward their work. Each of these three elements reinforces each other. The more activities employees share, the more frequent will be their interactions and the stronger will be their shared activities and sentiments (how much the other persons are liked or disliked). The greater the numbers of interactions between persons, the more will be their shared activities and the stronger their sentiments towards each other. The stronger the sentiments people have for one another, the greater will be the number of their shared activities and interactions. Persons in a group interact with one another, not just because of spatial or geographical proximity (called propinquity) but also to accomplish goals such as cooperation and problem-solving.

The internal system is regarded as a definitive theory of informal groups within the organization. It relates not to the formal groups of the external system but is applied only to informal groups. The internal system also has great influence on the external system; as it defined group members' activities, interactions and sentiments emerging from the physical/technological/social environment. He termed them emergent activities, emergent interactions *and* emergent sentiments which in his view collectively making up the internal system (Buchanan and Andrzej, 2010). Thus, the internal and external systems are interrelated. A change in one will apparently lead to a change in the other. This is in essence a dialectical relationship. Homans's systems are essentially useful sociological guides to how groups relate to the dynamics of the workplace and how individual interactions form into group relationships. They are a useful aid to anyone, not just managers, seeking to understand how informal groups emerge, and how they can be built into formal groups given the context of the workplace concerned.

Application and Implications to Educational Administration

Interaction theory is predicated or built on three fundamental elements such as: activities, interaction and sentiments. The implications of the above fundamental elements (activities, interaction and sentiment) to work setting and educational administrators are very gamine. In fact, each of the elements has its unique applications and implications.

Activities refer to the assigned tasks to which group members are to carry out. What application can be derived from this? Activities as an element imply that in every work setting, there are organizational activities which are usually split into tasks and assigned to staff. Thus, an educational administrator must ensure that responsibilities to be carried out by each staff are clearly articulated and distinctively assigned to member staff. This is to avoid negligence of duty; as everybody's business/task is nobody's business/task. It also helps to reduce if not remove role clash; as often times some over-zealous staff may over step their bounds by doing other people's work. When every worker in an organization has clear information and understanding as to who is to do what, responsibility and accountability (answerability) would be highly promoted

and sustained. Also, an administrator has to be very assertive in assigning responsibilities to staff. That is, assertive of what he/she expects his staff to do and on the other hand, assertive of what his/her subordinates expect of him/her too.

More importantly, in assigning teachers/staff with responsibilities, managers/administrators must as a matter of necessity ensure that the ability and capability of members are indeed put into cognizance. That is, administrators should have a pre-idea as to who can do what and how? Doing otherwise is tantamount to assigning responsibilities to mediocre, promoting inefficiency and organizational ineffectiveness. This is further important because being guided by the personality of your staff as an educational administrator while assigning responsibilities would determine the expectations or outcome of the job performance.

The second element which is interaction also has its implications to work setting and educational administrators. Interaction is brought about when individuals in a group try to carry out their activities or assigned responsibilities. First, it shows that no member/worker can entirely work in isolation in the process of carrying out his/her assigned activities or responsibilities in an organization. Workers need to seek for other colleagues' knowledge and experience in areas of challenge in order to solve the problem. Interaction therefore, is an integrating force or element that promotes unity, collectivism, team work, brain storming and sharing of ideas in an organization.

Therefore, administrators should ensure that work environment is healthy enough to promote positive interaction among staff in their organizations. One of such ways is to encourage team work, hold regular meetings and interaction sessions when need be etc. However, there should be certain rules and regulations that should be put in place to regulate the level of interaction among members. For instance, no phone calls should be made on official hours; workers should not leave their duty post to other places to gist with friends during official hours etc. Though, the regulation of workers' interaction level by managers should be done with wisdom, flexibility and relativity; thereby not affecting the performance of staff's responsibilities and organization effectiveness and efficiency.

Sentiment refers to the feelings, attitudes, behaviors and disposition of group members towards each other such as group members' likes or dislikes, approval or disapproval for each other.

By implication, the extent to which members in an organization carry out their responsibilities and more importantly interact with one another depends to a very great extent on the kind of sentiment being shared among themselves. When group members express more of negative sentiment (dislikes or disapproval) towards each other, the performance of their activities and interaction level would be negatively influenced; thereby affecting organizational level of effectiveness. On the other hand, when group members express more of positive sentiment (likes or approval) towards each other, the performance of their activities and interaction level would be positively influenced; thereby promoting organizational effectiveness.

Thus, it is the responsibility of every school administrator/manager to ensure that the organizational culture in existence is such that promotes peaceful and harmonious relationship among workers in his team/organization. This is because a happy workforce is a committed workforce. When there seems to be discord/ dislikes among workers, administrators should understand that such is inevitable and would occur but the timely and sagacious handling of the conflict matters. Hence, conflict

resolution strategies should also be put in place to raptly take care of such issue when it occurs.

In sum, Interaction theory promotes division of labour (shared activities) and team work in an organization. The more there is shared activities, the more interaction among the workers is like to take place and the more sentiment (approval) is to be shared. When workers work very closely in terms of team work, they are more likely to interact often and better. And the often they interact, the more positive sentiment they are more likely to exhibit. This is because their understanding of group dynamics would go a long way promoting their integration and appreciation of individual difference. Administrators should as such promote team work.

Balance Theory

Balance theory was developed by Psychologist Fritz Heider in 1946, as first published in his article and later presented in his book in 1958 titled "The Psychology of Interpersonal Relations". Theodore Newcomb later contributed to the development of the theory in 1953. It states that persons are attracted to one another or group on the basis of similar attitudes towards commonly relevant objects and goals. Once a group/relationship is formed, it strives to maintain a symmetrical balance between the attraction and the common attitudes. If an imbalance occurs, attempts are made to restore the balance. And if the balance cannot be restored, the relationship dissolves. Pragma (2000) submits that there must be a balance in the relationship between the group members for the group to be formed and for its survival.

The theorist posits that sentiment or liking relationships are balanced if the affect-valence in a system multiplies out to a positive result. Heider also holds that people will attempt to maintain a psychological balance and form relationships that balance out their likes and dislikes. Balance theory holds that if people see a set of cognitive elements as being a system, then they will have a preference to maintain a balanced state among these elements. In other words, if people feel they are out of balance, then they would be motivated to restore a position of balance. The felt discomfort at imbalance will increase with the strength of the attitude and the overall interest in the matter.

The basic tenet of this theory according to Ashley (2017) is that groups are formed on the basis of attractions of people towards each other having similar attitudes and values. Thus, attraction and interaction by members of a group play significant role in ensuring that balance is always ensured. The persistence of imbalance interactions results in the discontinuity or dissolution the group or interaction. Pragma (2010) critique that balance theory of group formation fails to explain the full view of group formation; as mere similarity of attitudes and value do not necessarily lead to group formation. Further, there are other reasons for group formation besides similarity of attitudes.

Application and Implications to Educational Administration

The basic tenet of Balance Theory can be richly applied by educational administrators; thereby enhancing organizational effectiveness.

Since similar attitudes and values promote group formation, administrators should ensure that the principles of unity of purpose and subordination of individual interest are practiced and a healthy organizational culture that promotes good harmonious relationship among workers is in existence. Educational administrators at

all levels should understand that workers are human beings and tend to have values and would do everything humanly possible to protect and preserve them. Therefore, their different attitudes and values should be respected provided there do not inhibit the realization of organizational aims and objectives. Once there exist imbalance between the values of workers and that of the organization they are working, the growth and development of such organization is likely not to be guaranteed. Thus, a good administrator should strike a balance between workers' divergent attitudes and values with that of the values of the organization by incorporating workers' values into the organizational values. He is duty bound as a matter of obligation to ensure that as he works towards achieving the objectives of the organization, the values of his employees are also pursued zealously.

A good administrator/manager should see how the different attitudes and values of workers can be modified, aligned and subordinated through building organizational culture that would promote such atmosphere thereof. This can also be achieved through induction of workers. When workers are given adequate, functional and timely induction from inception, their attitudes, behaviors as well as values can be modified and aligned with that of the existing organizational culture. When this is effectively done, every worker would adjust and subordinate individual values and share the same values of the organization through unity of purpose.

Conclusion

Group formation is the process by which a number of individuals with common purpose come together interacting with each other with respect to: common motives and goals, an accepted division of labor, established status relationships, accepted norms and values with reference to matters relevant to the group as well as development of accepted sanctions-praise and punishment. The knowledge and ability of educational administrators to understand the dynamics of group formation especially from the perspective of interaction and balance theories as well apply borrowables thereof would go a long way enhancing efficient and effective administration of the day to day affairs of education.

Recommendations

The application of theoretical information and knowledge by administrators in the day to day management of educational affairs is very important. Thus, educational administrators at all levels should equip themselves by different theoretical school of thoughts; thereby applying all relevant knowledge gained from such process in effective administration of educational affairs.

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THE THEATRE MANAGER'S CHALLENGES AND APPROACHES TOWARDS SALVAGING THE THREAT OF LIVE THEATRE UNDER THE MOVIE INDUSTRY IN NIGERIA

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Abstract

Apparently, in our contemporary society, entertainment is predicated on accessibility of the medium and the channels with which its identity is commonly distributed and received by people in the society. In Nigeria, the film cinema and most importantly the movie industry has taken over the field of entertainment so much that, the earliest medium of the theatre known for live performances over the years has fast declined. People no longer patronize the live theatre complex performances at the times of performance. However, while they are there, they glue to their phones onto the social media platforms. Others discharge the need of going there at all. Hence, so many of these social media platforms are readily available with information of entertainment. This paper explored the difficulties faced by live theatre industry and the managers' approaches towards salvaging its threat to the movie industry. The origins are also discoursed and conclusions drawn to foster the link of development salvaging the problem in the country.

Keywords: Theatre Management/Manager, challenges, approaches, threat, movie industry.

Introduction

Basically, live performances of any kind (drama, songs, music and dance) in Nigeria have played a vital role in the socio-political and economic activities of the society. It involves an artistic expedition into the inner mind of people, their experience in words and in actions. It explores the natural endowment, having reactions with a face-to-face contact with the audience.

Live theatre x-rays life and presents it before the public (audience) and by its physical and direct contact with the performers-performance to the audience. The audience has a direct bearing of interaction and what they seem to hear, think and react positively or negatively to lies in the live experience received from the performance. In schools, churches, mosques, market places, funerals, political rallies and at various places of human endeavor, live theatre has fostered the skills, feelings and ideas behind policy making for nation building through the arts of theatre participation and performance.

The Origin in Brief

The idea behind live performance can be linked to the origins of theatrical performances of festivals, myths and rituals which are synonymous in history with every society for onward development which in the past where to appease the gods and, fear of the unknown.

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In Nigeria for instance, the art of live theatre performances began as a medium of public expression and communication in indigenous Nigerian cultures by different ethnic groups each with its style and pattern of performance. They were ceremonial art objectives of annual festivals valued within the ethnic groups for communication, entertainment and exposure of evil within such societies. One among the major festivals was the Yoruba egungen; which had a spiritual link between the living and the dead.

According to Brockett (1999):

The festival was performed annually at the beginning of the planting season. On the night before the festival, in an all night ceremony, sacrifices were offered and petition for blessings and prosperity were addressed to the dead in the sacred egungen grave (636).

These performances were later grouped under the indigenous theatre, popular travelling theatre and the literary theatre traditions. In view of this, the Alarinjo, and the Ogunde, Ladipo, Adejumo (Baba Sala) and a host of their theatre performances occurred in organized places referred to as theatre even though, were tagged travelling theatre troupe's, places where they performed were identified and audiences go there to watch at those stipulated times of event live and direct.

Accordingly, the ancient Greek theater in Egypt, (www.digitalegypt.ucl.ac.uk/oxyrhynchus/theatre.html) puts that;

European theatre traces its roots to ancient Greek theatre, with architectural, literary and religious presence. From the fifth century BC, ancient Greek cities staged tragedies, comedies or short satyr plays composed specially for dramatic performance in specific festivals (religious times) and in specific theatre (religious civic architecture), with fixed conventions for main characters, chorus, manner of delivery, plot. However, there is no Ptolemaic theatre building prescribed in Egypt. Excavation has revealed great theatre in the architecture of the Roman period, at Alexandria, and Oxyrhynchus. The theatre portico of Antinopolis is one of the magnificent Roman monuments of that city recorded by the French military expedition of 1798-1801 but destroyed in the early 19th industrialization.

This means that live theatre was the main performance in most cultures worldwide. However, with the current trends of civilization and modernization, most activities of the theatre are modified to suit the need among other developments in the 21 century. This leads to the gradual and aggressive spring into action of the film and movie industries in the world. In America and India for instance, the movie industry took to its heels as far back in the 10th century with sophisticated names to suit its bid.

www.historical.com/hollywood/history/html posits that:

The name Hollywood was coined by Hobar Johnson Whitley, the Father of Hollywood in 1888 along side his wife Gigi. (from Margaret Vorgimic Whitley; Mumori;) a locally popular etymology is that the name Hollywood traces to the ample stands of native Toyon or California Holy' that covers the hill sides with cluster of bright berries each winter.

This paved way and encouraged the idea behind series of motion pictures being produced under the platform of technological advancement. Since not only companies that can afford the equipment for production, families and individuals have also sprung up into the movie industries.

The Bollywood and Hindi Cinema of the Indians came on board with significant roles of improving their economy by generating revenue and promoting culture. It is rated one of the largest movies industry in the world. The earlier source props it that, "the terms Bollywood has its origins in the 1970s when idea overtook America as the world's largest film producer". So, as entertainment is concern, bollywood has gone international and has put the discovery of cultural transformation in the Indian Nation and its diaspora.

The above opened up ways for other film makers and movie industries across the globe to thrive which the Nigerian Nollywood is inclusive. Accordingly, the history-of Nollywood explains that:

Nollywood ranks third in the movie industry after dollywood (USA) and Bollywood (India). It has been able to hold its own despite so many deterrents which to a few include expensive technical tools of the trade, inconsistent supply of electronic (which is taken for granted in almost every other country in the world) the horrible traffic-jam a condition which can lead to extreme lateness in production. What makes the industry so unique is that it is video driven industry. The movies in the early days were produced and put straight on vits cassettes and then released and distributed for sale to the public. Now with the new technological advancement in place they are usually on VCD's Nigerians refers to the movies as "home video".

This act has successfully been embraced by our culture and people, and is fast consuming the place of the live theatre in Nigerian traced back to the 80s. Afolabi Adesanya posits that:

Video production (in Nigeria) started in the late 80s out of a desperate desire by producers to remain in the motion picture business and thus as on a shoe string budget. The videographers and their products were readily embraced by distributors. Who had established themselves in the marking of audio-cassettes. Undoubtedly the '90s are the decades of videographers. While theoretical release is the principal market for the film producer, the video graphs, has been able to combine theatrical release and the video cassette market. The possibility of this was enhanced by provisions in the National film policy of 1992 and the cinematographic act review act as contained in Decree No. 85 of 1993, which guaranteed censorship of video for both private screening and public exhibition (17).

With this on board for its numerous roles played in the entertainment filed through socio-political, economic and cultural menu, the place value for movie industry in Nigeria today has overwhelmed the live theatre. What then can be ascertained for this reason is what we seek to eerily (find).

Conceptual Clarification

Theatre

Theatre is a collaborative form of performing art that uses live performances, typically actors or actresses, to present the experience of a real or imagined event before a live audience in a specific place, often a stage....modern theatre includes performances of plays and musical theatre.

The Theatre Manager/Management

The act of management in theatre deals with the running and maintaining of the theatre complex for live performances of drama, songs, music and dance, including variety of humorous/comedy series like 'night of a thousand laugh' etc. This includes harnessing of resources and coordinating of individual efforts in the theatre industry to achieve the set goals for the organization. By implication, it means that the success and failure of the industry revolves on the head of the manager. <https://study.com>articletheatre> explains thus; As a theatre manager, you will coordinate theatres finances, administration, event planning, and marketing aspects. You 'll also hire and train theatre staff. The level of your involvement will largely depend on a theatre size. A job as a theatre manager may require long night and weekend hours, which are some of the busiest times for this programme. Similarly, Langley; p22 states thus; A good art theatre manager is a person who is knowledgeable in the art with which he is concerned, an impresario, labour negotiator, diplomat, educator, publicity and public relations experts, politician, skilled businessman, a social sophisticate, a servant of the community, a tireless leader-becoming humble before authority-a teacher, a tyrant, and a continuing student of the arts.

Contributory factors to declining nature of live theatre over the movie industry

The declining nature of the theatre over the movie industry in Nigeria cannot be overemphasized. This can attribute to the typical belief and the usual African mentality that theatre performers are unserious set of people, the only thing required of them is dance and music. This phenomenon has remained in the minds of the individual so much such that most whatever performances of the theatre has been neglected especially now that there is enough alternative of the movie to live performances.

Another fact is that the increase in crime rate is threatened for ones safety at night to risk his/her self just to go watching a performance in the theatre, when so much can be hocked unto at home since electronic media has made it a lot easier for one to capture the whole world right at his/her bedroom, making use of sufficient whatsapp, facebook, twitter, zoom and so on.

Poor release of fund by the government to the managerial team to improve themselves and improve the facilities needed for the conducive atmosphere of such theatre halls is one other factor. It is obvious that the theatre alone cannot uplift the standard of the venue since not such performance do not regularly take place, the fund raised at times of performance becomes insufficient to pay the staff and improve or service the facilities for better patronage. The government of the days is expected to service and maintained theatre halls owned by the government just while the national theatre in Abuja recently to be renovated.

The government in question also contributes to the decline nature of the live theatre patronage. This simply means that since not many of those in position are interested in the area arts and performances, their support is not so much drawn to improving the standard of things in live theatre performances. It takes courage and interest to be able to facilitate a thing to an amiable standard. If those in power at one time or the other were regular and understood the social and economic need of these area, encouragement and improvement would have been pronounced in this field of discipline by trying to build or renovate most theatre houses in Nigeria since there are very few theatre structures and even those available are not properly equipped with the rightful equipments needed to be used. Just like the recently approved renovation of the national Art theatre, Abuja by the central bank of Nigeria.

Poor publicity in terms of marketing the product available to the public. In case of the live theatre performance, the rightful of the audience. This means that the strategic avenues for the publicity has to be taken with the right message put across if for instance the production carrying a particular culture is adulterated and the audience are not informed of the correct information, this can discourage the patronage. Other factors as stated by Dandaura and Asigbo (2002) include economic factor. The battered economy has made theatre audience a Luxury for the majority of the urban populations, especially where gate fees are involved.

There is epileptic nature of theatre production in few playhouses. This means that the theatre hall for all theatrical performance should not lack a play or any live performance of any kind. It is expected that at every point in time the theatre should always have one thing or the other to perform. It should always be an avenue where people go to ease up to tension from a hectic day live and direct reducing the habit at drinking alcohol various so at night and attracting more crime in the society.

Lack of managerial skills by the theatre manager or by person in control. today most of those who manage these play houses are so selfish and self centered that they do not consider their partners in practice for instance, theatre performance cannot others involved like the musician, crew and a host of others. In view of this both have to be treated and given due regards in order to be interested in doing the job well. However, most management do not understand this fact, instead of attracting the juicy packages accordingly as expected, they claim superiority over the other and this does not go well in terms of participation by all members involved and this leads to its declining by all members involved and this leads to its declining nature.

The Managers Approach towards Salvaging these Dilemmas

The manager of a theatre house is that who organizes coordinate and, a policy maker of that complex. According to Oshiombebo and Idebi: The personality combines the duties artistic and administrative responsibilities together in the day-to-day running of the theatre. He/she is responsible for all the happenings in the theatre, ranging from policy formation, execution of policy and programme. He/she is answerable to the board of directors of organization. He is the boss of the business manager who is more or less the accounting officer of the theater.

Having extracted who the theater manager is, he/she is expected to carry out the following duties in order to salvage the drastic threat of the live theatre against the movie industry.

- i. Getting together with other theatre managers in order that he/she too can improve upon those areas in lack and also, having a good rapport with other members of this cabinet.
- ii. Proper check and balancing should be adopted by the whole establishments in order to monitor and solve areas which are found lacking in one way or the other.
- iii. The manager should be willing to learn even from the lesser group if he or she is found wanting or stand corrected.
- iv. Ensuring that the theatre meets the correct requirements of legislation such as health and safety and licensees. This will usher in a new drive of confidence into the live theatre thereby reinvigorating it for sustainable national growth.
- v. The guarantee for breath and safety must come to re-shape the live theatre scenario.

- vi. Improving the standard of production and performance by searching and involving well skilled actors and actresses to keep the theatre active and in livable mood for active.
- vii. Motivating participation by giving, by giving actors and actresses' juicy packages from time to time in order to take their minds away from searching for greener posture so as to keep the live theatre going, this will include sourcing for sponsorship from big aid popular firms which may also attract the audience interest and patronage.
- viii. Ensuring proper use of fund by the manger. This implies that hence the manger is in control of every aspect and the execution of law in this case, all the project executed to carryout should not be taken advantage of but should be mined as stipulated.
- ix. Even schools and colleges who offer Theatre Arts as a course should not relent in serious practical to reinforce the spirit of participation. the theatre should always be kept live with various live performance.
- x. Planning forthcoming events by applying knowledge of audience, ensuring a balance between different types of productions, been aware of other productions well received elsewhere and accepting new net work offered b reputable production companies. This will enable ea quality production that is likely to attract high degree patronage.
- xi. Competition of festivals should be encouraged annually with the right attractions awarded to the right winners to enhance the strong will of serious participation by participants to emerge as the winner when next, and to keep the spirit of oneness among members of participants. For instance, festivals of Arts and Culture which keeps most of the rural participants should not be neglected but be active as it used to be when most of them were sponsored abroad in early '80s, by the state government and wealthy sons of the soil.
- xii. A good rapport with the government by the manger to help bring the government closer to look into problems of the live theatre thereby bringing solutions to the needed.
- xiii. Children participation in the Arts of the theatre should encouraged by the manger to keep the pace from generation to generation for live theatre to continue.
- xiv. Above all, security measures should be employed and mounted of strategic points to keep watch over the complex environment so as to avoid evil eye and penetration of attack.

Theoretical Framework

This paper adopts the contingency theory of leadership proposed by Fred Edward Feildler 1964 which emphasizes the importance of both the manager's personality and the situation in which that manager operates. Theorist group common characteristics into models of "x" and "y" to make such characteristics stand the taste of time. This theory allows for flexibility in solving complex problems by managers and whatever successes that may be archived in the theatre organization are products of the situation of the organization. The adherents of this theory see the major factor affecting management practice as the organizational environment, which precludes external influence like economic, political and social impact on the organization or internal constrains, which anchor on the resources (including human/personal) available to the organization. This theory recognizes that effective managers must be adaptable to unique situations and circumstances. It found that high performing organization make better use of technology and their managers make better context.

This theory is best applied in this paper as it highlights the major factors affecting the live theatre to be in the context of organizational environment including external influences such as economic and social impact. This is anchored on the technological advancement in all sectors of life in the society which has grown to a maximum proportion. If the live theatre is to still have its way in the society, it will also have to advance its form to the current trend of digitization which allows the audience/viewers to have their viewing in their comfort zones as the performances are ongoing. Individuals today all have access to personal phones and can access the different social media forum of their choice such as WhatsApp, Facebook, Opera-mini, Chrome, Instagram, Twitter, MiChat, MySpace, MapsGo, Zoom, YouTube etc. The managers of live theatre industry can therefore have their apps which people can easily connect to it.

Suggestions/Way Forward

With this development, the hazards and risk with which people fear at night will be reduced. Even with the current situation of corona pandemic and other transmittable diseases on health ground will be curtailed. Performers of live theatre may only need to buff up their publicity/advertising skills to win people's interest. In another development based on security reasons which people fear mostly in attending the live performances at night, the installation of Circuit Television (CCTV) can best be employed to secretly arrest the offenders and crime perpetrators.

On political ground which the contingency theory also highlights, it is deduced that most political office holders are not given their rightful offices considering their disciplines. The minister for information, culture and tourism which the entertainment industry (live theatre) is a part needs to be given to one who knows the importance of all that is involved to keep it a brace with the development of the day. Because the political times are expected to be the times which things should move but on the contrary, these times are the times which things go the opposite direction most times.

Conclusion

For live theatre to continue in Nigeria it is not an easy task. Serious competition abound. This in recent time, however, keeps a brace with the above mentioned strongly and with all seriousness, it is hoped that live theatre shall not be a victim of decline in Nigeria.

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ESSENCE AND ROLES OF SANITARY INSPECTION IN NORTHERN NIGERIA

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Abstract

The paper described the major role in the health and well-being of the individual in the developing countries. Described the major causes of morbidity and mortality, the paper further went on to describe the purposes and objectives of sanitary inspection, sanitary requirements of living premises and recommended minimum number of latrines and toilets to the number of persons and philosophy of sanitary inspection. The paper concluded recommending that there is need to follow an approved protocol beginning with self, identification, followed by internal and external inspection of premises in question.

Keywords: Sanitary, Inspection, Living Premises

Introduction

The environment plays a major role in the health and well-being of the individual. In developing countries, the major causes of morbidity and mortality are traceable to factors arising from poor environmental sanitation. Poor housing, coupled with rapid increase in population in the urban and rural centres have encouraged the occurrence of various environmental health hazards including, overcrowding in living accommodations, inadequate water supply, poor solid waste management and indiscriminate disposal of faeces. In some instances, reared animals co-habit the already overcrowded living accommodations with humans, thus promoting the spread of zoonotic infections.

Environmental health is basis of public health practice that is concerned with the technologies of promoting health, preventing disease, and prolonging life through well-organised integrated environmental interventions based on community participation, institutional efforts/support, and integrated research. It has components, like Health, Safety and Environment (HSE), epidemiological investigation and control, water resources management and sanitation, environmental health control of housing and sanitation, food hygiene and safety, environmental health impact assessment, among others (Garba, 2015).

Adamu (2004) posited that, inspection of premises in environmental health practice is a fundamental oversight function of sanitarians. The overall purpose of this aspect of duties is to detect and abate nuisances with a view to promote health, prevent diseases and death. In environmental health practice, the word 'premises' is used to describe passage, building, land, tenement, vehicle, van, ship or vessel and aircraft in any port or on any inland waters used or intended for use by man. In this unit, you will learn some concepts, definitions and other terminologies that are used in the course of sanitary inspection of premises.

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Purposes and Objectives of Sanitary Inspection

A sanitary inspection is an on-site inspection and evaluation by qualified individuals of all conditions, devices, and practices in the water-supply system that pose an actual or potential danger to the health and well-being of the consumer. According to La Fond (1991) it is a fact-finding activity that should identify system deficiencies—not only sources of actual contamination but also inadequacies and lack of integrity in the system that could lead to contamination.

The National Council on Health during its meeting in Jos in 1991 recommended that all states in the federation should re-introduce house to house inspection (sanitary inspection of premises) in all local government areas as a means of raising the level of environmental sanitation in Nigeria. This was based on the recognition of the vital roles played by sanitary inspectors in ensuring general cleanliness in homes and communities during the colonial and immediate post-independence era. The call by the National Council on Health was further reinforced by the National Council on Environment, which also recommended during its meetings in Kano and Ilorin in September 2000 and December 2003 respectively, the re-introduction of house to house sanitary inspection in all the local government areas of the federation.

General purpose

1. To detect and abate all nuisances.
2. To conform to byelaws particularly health regulations and prevention of overcrowding,
3. To improve standard by having approved plans before buildings are constructed.
4. To allocate social amenities.

Objectives

1. To strengthen sanitary inspection of premises [house to house inspection] for detection and abatement of nuisances,!,
2. To promote clean and healthy environment for the populace.
3. To prevent sanitation related diseases, illness and injuries thus reduce poverty and increase life expectancy.

Ibet-Iragunima (2006) asserted that, the type of building usually determines the type of material for construction, and the facilities to be provided. Houses that serve as shelter for human beings (living premises), a place for relaxation, are often constructed of durable materials. For every building, a file is to be opened by the environmental health officer who oversees the area in which the building is located. The approved building plan of such premises should also be included. This ideal practice is near absence in the northern Nigeria.

Sanitary Requirement of Living Premises

The following are the requirements of living premises as ascertained by Oluwagbemi (2003);

- a. **Rooms:** The living room shall have not less than 12 square metres of floor area, an average height of not less than 2.7 metres and width of not less than 2.4 metres.
- b. **Lighting:** Rooms shall be well lit.
- c. **Ventilation:** Every living room shall contain at least one window in one wall opening directly to the external air. The total area of the window or windows in any one room

clear of the frames shall be equal to at least one-eighth of the floor area of the room.

In addition, every room must have provision for cross ventilation in the form of either a second window or large ventilator in one of the other walls and this may open to an internal corridor if the latter is not ventilated at both ends. Properties shall not be kept in the room in such a manner as to obstruct the free flow of fresh air.

- d. **Bathroom accommodation:** Adequate numbers of bathroom accommodation of not less than 1.5 square metres shall be provided for the occupiers of the building.
- e. **Kitchen:** A kitchen of not less than 2.0 square metres of floor area shall be provided. The number of kitchens shall depend on the number of households in the building.
- f. **Water supply:** Adequate water shall be provided for the use of occupants. The source of water supply shall be safe in quality and adequate in quantity. The source shall not be less than 30 metres away from any source of possible contamination. The Environmental Sanitation Authority shall ensure the regular monitoring of drinking water quality in its area of jurisdiction. It shall inspect regularly and register all water points from where water is collected for sale to the public. All water tankers used to convey water within its area of jurisdiction shall be registered with the Sanitation Authority. The water tanker owner shall ensure that such a tanker conforms to the standard requirement of the relevant authority. The owner of a borehole or other water points shall apply to the Sanitation Authority having jurisdiction in that area for registration of the water point from where water shall be sold to the public. John and Steven (1992), opined that, the environmental health officer shall inspect the location, collect samples of the water and send same for analysis in a government laboratory. Where no such laboratory exists in the area, a registered private laboratory may be used. The owner of the premises shall pay the cost of such analysis. The water so tested shall conform to the National Standard for Drinking Water Quality. The water point conforming to the required standard shall be licensed. Such a license shall be renewed every year. The water point shall be regularly monitored to ensure that high standard is maintained (Gemson, 2006).
- g. **Refuse disposal:** Every household shall provide a covered bin or other receptacle into which household refuse is placed. Sheltered refuse collection points shall be provided in houses with more than four (4) floors.
- h. **Excreta disposal:** Every house shall have suitable and adequate numbers of sanitary latrines/toilets. This shall be built of hygienic, easy to clean materials, accessible and designed to minimise the proliferation/harbourage of disease vectors.

The latrine/toilet shall provide adequate privacy for users. The latrine/toilet shall be located to avoid potential contamination of water sources and surface soil. There shall be no handling of fresh faeces (Unuraye and Olojoba, 2005).

It is a general recommendation that the following minimum number of latrines/toilets to the number of persons indicated below shall be accepted as ideal:

1	-	10	persons	1 toilet
11	-	20	persons	2 toilets
21	-	40	persons	3 toilets
50	-	75	persons	4 toilets
75	-	100	persons	5 toilets

Over 100 persons, one toilet to every additional 30 persons

This is again an area that we have not fared well. In most homes in this part of the country the number of toilets to number of persons as indicated above is hardly complied with. This, to us is attributable to the deficient knowledge. In this regard education maybe more appropriate than legislation (National Guidelines on Environmental Health practice in Nigeria).

The Legal Aspect of Sanitary Inspection

Okonkwo (2003) posited that, in order to define the principles of law upon which the activities of sanitary inspection rest, it is necessary to have clearly before us what the function of sanitary inspection is. A fairly definite conception of this function may be obtained from the knowledge that, in almost all government action concerned with the preservation of the public health, the idea of nuisance has assumed an important place. The field of activity of sanitary authorities, therefore, has been developed through legal precepts, which have restricted this field to the investigation of nuisances. This restriction is, of course, not a narrow one, since it permits of the control of practically all those elements which affect the health of the community.

A nuisance may be defined as any condition which annoys or gives trouble. In the more restricted phraseology of the law, it becomes anything which is detrimental to persons or property. The importance of a nuisance is determined usually by the number of persons whom it may affect. The simplicity of this fundamental principle of the law of nuisances is apparent. The complexity of current legal controversies into which local health authorities are frequently led rests more upon the inability to allocate the condition in question to the class of nuisance, than upon the failure to motivate the wheels of the courts (Wing, 2007).

A mere definition of terms, however, does not clarify sufficiently the legal concept of nuisance which every health officer should have as it is ascertained by Okonkwo (2006). We must employ some yardstick, some measure, however qualitative, other than that of the chronic pessimist to whom everything and everybody is a nuisance, or of a Ruskin who view the entire industrial environment as one despicable, though massive, nuisance. For the purpose of our present discussion the simplest summary of nuisances resolves itself to contrasting types. Of the first type, the so-called legalized nuisances are to be considered. This class rests for its sanction upon "the principle of the greatest good of the greatest number." According to Osamor (2004), acts which come in this sanction are protected usually against indictment or civil suit. Although legislatures may not arbitrarily violate rights of private persons, they may and sometimes do secure a public benefit, even though at some sacrifice of individual comfort and convenience. On the other hand, legislative enactments often come to our aid through the authorization to local bodies to declare acts, practices or things to be nuisances.

The Philosophy of Sanitary Inspection

As a particular field of sanitation develops, it is often of value to view its problems in retrospect in order to plan their solution for the future, in many discussions of sanitary inspection this failure to review and to plan, upon the basis of history, results in immeasurable loss to all concerned. The problems of sanitary inspection have much in common with those that have arisen in other fields. Garba (2004) maintained that, analysis should lead to a philosophy of action, just as the analysis of a problem of calculus leads to its solution. Let us attempt such an analytical study.

The problems which are under discussion have passed or are still passing through one of three stages. A primary stage of recognition, a secondary of technical

development, and a tertiary of activity of application of the solutions developed in the second. Before sanitary inspection could exist, it was necessary for people to recognize that there were problems of excreta disposal, of bad water supply, and of malaria control. As long, as the memory of man will go, the problems of sanitary inspection have been accepted (Robin et al., 1991).

As our knowledge advances, the recognition of new problems of public health will advance. Following close upon the recognition of problems, there comes their technical solution. As the writer has already attempted to show, these technical solutions will be in process of study forever, but enough are already available for the level of intensive application. It is apparent, therefore, that, although each of these three phases of sanitary inspection may, chronologically, merge into each other, yet we may safely conclude that today only the third phase, of application, is of prime importance to the practical health officer. The public at large has not yet reached completely the first phase, that of recognition. The research student is submerged in the second, the technical; while the health officer, the advance guard should enter the third stage to bring about the adoption of scientific methods for the elimination of disease.

Now that we have definitely located or oriented ourselves in our own microcosm of sanitation, let us proceed upon our task of formulating a philosophy, a future policy or basis of sanitary inspection. In the past we have been concerned with standards of design and construction. Our mental energies have been focused upon problems of materials, of things, of structures. At many times, in our haste to formulate new designs, to install more privies, to make more housing regulations have we not forgotten our real standards? Now often do standards of design conceal the only standards worthwhile, those of accomplishment? And here it is well to recall that the velocity of sanitary privy construction does not always measure the amount of fruitful work accomplished. For construction and use, alas, are not synonymous.

La fond (1991) obtained that, the literature of sanitary inspection is filled with excellent and valuable pages concerned with the privy, but how little do we see of the analysis of the people who are to use them! In the health officer's interminable search for the one best privy, does he often stop by the wayside to ponder upon the frailty of human nature? Most often he worries about the weakness of the E type in contrast with the A or the B. It is by no means a strange or startling statement to make at this time that after all the type of privy means little or nothing in the progress of sanitation. The human type is the important element and not the privy, or the manure pile, or the fly.

These latter elements are environmental only. How useless it is to attempt to control these, when these in turn are controlled by man, who alone is not subjected to study, to analysis, to minute design and re-design, to modification after modification. Attention is showered upon the material, while the family remains an appendage, an incidental. As long as the sanitary inspector views man as a stubborn obstacle standing in the way of sanitary progress, rather than a living organism, blindly groping for brilliant sunlight, just so long will real progress be slow, difficult and disheartening. Just so long as the engineer permits the slope of a sewer line to assume more importance in his calculations than the weaknesses and the instincts of human beings, that is how long our road will seem dark and dreary. For after all, are sewer lines' and privies and plumbing codes our only concern?

Ormandy and Burrige (1988) opined that, whether we believe in trade unions or open shop, in bolshevism or monarchy we must recognize their existence if we are to carry forward our work. The day is definitely passed when the only factors in

sanitary Inspection are legal and technical. To this category must now be added a new phase, the human side. The old science, to paraphrase Dr. Osier, must be linked with the new humanities. We have long recognized the primary elements of design, now we must begin to study just as closely the primary instincts of people. Our progress depends upon the recognition of the existence of factors other than those of the science of structures. It has been a source of curiosity to the writers as to how often so-called privy campaigns are predicated on a study of the psychological, physiological, and economic conditions of a community. Are there any instances where the nature of peoples has predetermined the line of attack, rather than the existing standards of design? Does the sanitary inspector vary his privy design for Pole, Jew, Irish or Italian? Obviously the demands of these races are different, their reactions are varied, and their tempers innumerable.

It is difficult to expect centuries of custom to give way to two weeks of Yankee privy campaign, no matter how well planned and conducted. If privy design is not varied, and human nature is untouched, why should failures surprise? When this socialization of viewpoint appears, when society becomes more than a mere hunting ground for nuisances, then it is believed a newer and better philosophy of sanitary inspection will appear.

Conclusion

The essence and role sanitary inspection of premises in our communities and hospitals cannot be overemphasized, there is need to follow an approved protocol. This begins with self-identification, followed by external and internal inspection of the premises in question. The need to master all the key areas that would require attention during such inspection is apt.

We are all aware that good health is a pre-requisite for economic prosperity. Therefore, governments should focus attention on preventive health measures rather than curative health, which in any case is more expensive. In this respect a clean environment is important in the promotion of basic health services. Citizens are requested to partner with government in the prevention of diseases through our programme of sanitation and preventive health. Therefore, all hands must be on deck to ensure the enhancement of a clean and sustainable environment.

Recommendations

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

1. There should be need to follow an approved protocol beginning with self-identification, following internal and external inspection.
2. All states in the federation should re-introduce house to house inspection (sanitary inspection of premises) in all local government areas as means of raising the level of environmental sanitation in Nigeria.
3. Every household should provide a covered bin or other receptacle into which household refuse should be placed.
4. Every house should have suitable and adequate number of sanitary latrines/toilets which shall be built in a hygienic way, easy to clean materials, accessible and designed to maximize the proliferation of disease vectors.

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