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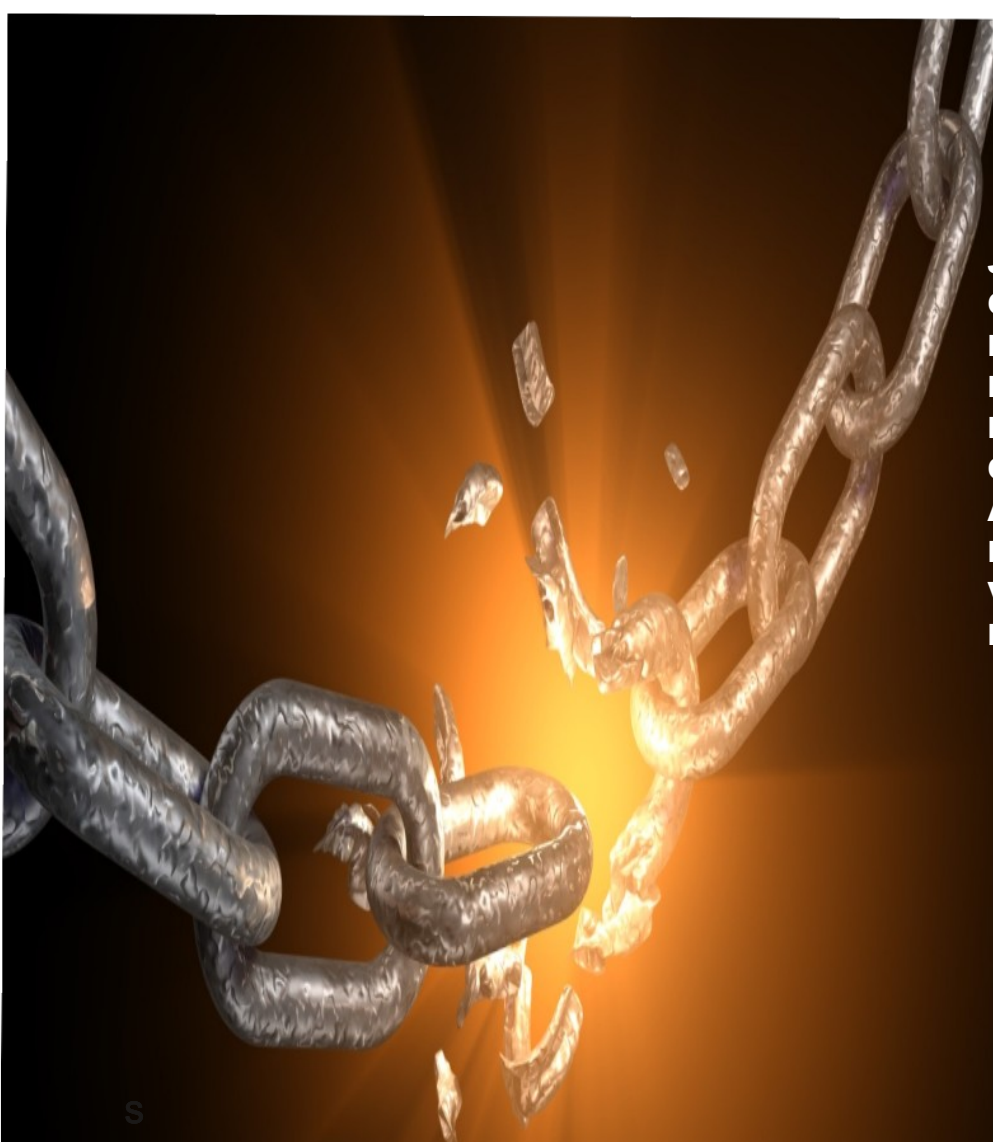
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MANAGING REFORMS IN UNIVERSITY EDUCATION IN NIGERIA FOR SUSTAINABLE NATIONAL DEVELOPMENT: CHALLENGES AND THE WAY FORWARD

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Abstract

The university is a veritable institution for sustainable development. It is set up to achieve the triple goals of teaching, research and community service and produce the manpower necessary for sustainable economic, political, social and technological advancement of the country. Unfortunately, Nigerian universities come short of this expectation and are rated poorly in global university rankings. This has led to various reforms to revamp and salvage the system for positive results. But the reform efforts seem to have yielded little results and this could be attributed to poor reform management. This paper is therefore an attempt to examine the factors responsible for poor management of university reforms and effective ways of managing reform outcomes. This paper found out that the factors responsible for poor management of reforms in Nigerian universities include: poor management strategies, inadequate financing, lack of university autonomy, etc. The work made some recommendations which include the improvement of funding of Nigerian universities, granting full autonomy to the university system and effective management of education reforms.

Introduction

Education is a vital institution of the society. A country sets up educational institutions to achieve its national objectives. Education is defined by Akpakwu (2012) as the process of bringing desirable changes into the behaviour of human beings. The Nigerian government considers education at all levels an indispensable tool for the country's sustainable development efforts. Development should be human centred and geared towards improved conditions of living in all sectors of the society. Sustainability connotes the ability to preserve something (present) to last for a long time (future). In the present context, it refers to preserving and maintaining natural resources (human, natural, social, economic and environmental resources) for them to endure (Wiesser, 2014). The processes and outcomes of education are all designed to achieve the growth and development of individuals and society. Sustainable development involves and emphasizes fair distribution of resources. It involves transformational or functional changes in a nation's economy, social life, education, political system and environment. Quality education is a veritable tool in Nigeria's quest to become one of the largest economies in the world and the development of Nigerian human capital through education is also a critical factor to rapid economic development and the strongest weapon against poverty.

The tertiary level of education forms the bedrock of national development and sustainable economy. Tertiary education is the education given after post basic education in higher educational institutions such as universities, polytechnics, colleges of education, monotronics and other specialized institutions. The goals and objectives of tertiary education include contributing to national development through high level manpower training and providing accessible and affordable quality lifelong learning opportunities and career counselling in formal and informal education programmes. All these help to inculcate in students the requisite skills for self-reliance in the world of work. Tertiary education should therefore be geared towards producing skilled manpower relevant to the needs of the labour market (FRN, 2013).

The university occupies the apex of the tertiary education system and is primarily established to achieve the core triple goals of teaching, research and community service.

MASS PROMOTION OF PUPILS IN NIGERIAN BASIC EDUCATION SCHOOLS:
IMPLICATIONS FOR NIGERIA'S SUSTAINABLE NATIONAL DEVELOPMENT

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X



IMPROVING THE TEACHING AND LEARNING OF SOCIAL STUDIES EDUCATION THROUGH THE USE OF DISCUSSION METHOD

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Abstract

The study examined the use of discussion method in improving the teaching and learning of social studies. It defined some key concepts, which include social studies, teaching method and discussion method. It highlighted on the forms of discussion method which are whole group, large group and small group. The relevant skills in social studies, which the learners acquire through discussion method and the implementation process of discussion method, were also examined. It recommended among different ways of improving the use of discussion method in teaching and learning of social studies to include that school authorities and supervisors from ministry of education should properly monitor teachers in the classroom to ensure that they use discussion method in the teaching and learning process, seminars and workshops should be periodically organized for teachers on the skill of using discussion method, trainee teachers in colleges of educations and universities should be made to acquire adequate knowledge and skills of using discussion method in teaching and learning process, etc.

Key words: Social studies, teaching, teaching method, discussion method and learning.

Introduction

In Nigeria, as in other countries of the world, technologies are changing rapidly. This development has led to increased attention to educational outcomes. As the nation's attention is increasingly focused on the outcomes of education, policy makers have undertaken a wide range of reforms to improve schools. Some of such reforms include setting new standards and tests, redesigning schools, developing new curricula and new instructional strategies.

There have been rising expectations about what students should know and be able to do. Break-through in research on how children learn and the increasing diversity of the student population have all put significant pressure on the instructional methods that teachers should apply to achieve the goal demanded of public education (Okafor, 2008). That goal, according to Nigerian Educational Research and Development Council (NERDC, 2011) is to ensure that children of all backgrounds master some core subjects that will prepare them to assume their civic and social responsibilities in a democratic society and be able to compete within the global economy. One of such subjects is Social Studies.

According to Federal Republic of Nigeria (2014), Social Studies is one of the core subjects taught at primary and junior secondary education levels that helps in the realization of the broad goals of secondary education. Social Studies is a discipline that studies the interaction man has with his environment. It studies how man influences his environment and vice versa. It also helps man to acquire knowledge and ability to adapt successfully to his immediate and wider society. The general objectives of Social Studies education as listed by Chikwelu (2007) and Orakwue (2000), which reflect the goals stated in the National Policy on Education (Federal Republic of Nigeria, 2014) include:

- (i) Inculcation of national consciousness and national unity
- (ii) Inculcation of right attitudes and values necessary for social development.
- (iii) Training of the mind in the understanding of the world around.
- (iv) Acquisition of appropriate skills, competencies and abilities necessary for the survival of individuals and entire society.

Edinyang and Ubi (2012) observe that in 40 recent years, Nigerian secondary school students' achievement in Social Studies on average has remained on declined. This is in agreement with Ayodeji (2009) and Edozie (2009), who maintain that students have continued to achieve poorly in Social Studies examinations. According to Ayodeji and Edozie, this poor achievement also affects their interest and performances in related courses like Civics, Religious Studies and above all, makes them unable to apply desirable social and citizenship

EMERGING PERSPECTIVES ON INSTRUCTIONAL SUPERVISION OF NIGERIAN SCHOOLS: DE-EMPHASIZING GENERALIST EXTERNAL SCHOOL SUPERVISORS' DOMINANCE

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Abstract

There are in Nigeria all manner of persons and government parastatals involved in instructional supervision which is preponderantly the function of professionally qualified educational administrators. Consequent on this unprofessional practice, instructional supervision in Nigeria's educational institutions become sheer kangaroo or routine activity in which the goal objects of effective instructional supervision are jettisoned. This paper, in taking exception to the fact that instructional supervision cannot be any all-comers activity, adumbrates the emerging perspectives in instructional supervision in the contemporary globalized village and, therefore, recommends that external instructional supervisory generalists that have prior to this era dominated instructional supervision should steer clear of professional instructional supervisory activities as the onus of effective instructional supervision lies squarely on the given educational institutions with the professional trained school administrator, in each school, superintending.

Keywords: emerging perspectives, instructional supervision, Nigerian schools, De-emphasized, generalists external school supervisors.

Introduction

In Nigeria the concern of the in-school teachers and the school managers are largely on teaching, and its associated instructional evaluation, school attendance, staff and learners' disciplinary behaviours with emphases on their positivity. Professional educationists and professionally equipped educational writers, with a tilt to the classroom setting and action research beams on the classrooms, are not oblivious of learners' instructional evaluation.

As it relates specifically to instructional evaluation, there are appropriate instructional evaluation techniques which Mezieobi, Fubara and Mezieobi (2015) listed as observational techniques such as anecdotal records or reports, rating scales and checklists. These scholars also pointed out that the other instructional evaluation instruments include sociometric device/technique. They further admonished that the non-cognitive tests utilized in non-cognitive tests include self-concept scales and anxiety scales, attitude scales, interviews, interest inventories and questionnaires. These scholars, who did an in-depth study of instructional evaluation in classrooms, also pointed out that there are instructional evaluation which focused subjective and objective tests. In the context of Nigeria, as Mezieobi; Fubara and Mezieobi (2015) observed, the administration of these litany of instructional evaluation techniques and the learners' continuous or formative assessment agendum are not subjected to credible, if any, instructional supervision to ascertain whether or not they are appropriately utilized the way they should, and to correct their shortfall or imperfections, if any.

As it affects government induced instructional or schools' supervision from outside the educational institutions, the bulk of the people sent for the supervision, quality assurance or regulation, or from what Efue-Ejikeme and Onyekwere (2016) called "regulatory agencies", may be educators not educationists and, therefore, professional educational supervisory intruders.

The thrust of this paper is that given the need for schools' or educational productivity that will

GENDER INFLUENCE ON HUMAN RESOURCE MANAGEMENT EFFECTIVENESS
OF SECONDARY SCHOOL PRINCIPALS IN OWERRI EDUCATION ZONE I

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The result in Table 1 shows the mean scores of secondary school teachers on the management effectiveness of male and female principals in staff orientation function. A look at the table shows that items 1, 2, 3 and 4 were regarded by both the teachers that rated the male and female principals as effective because their mean scores were above the criterion mean of 2.50, while item 5 was regarded as “less effective” since its mean scores were below the criterion mean of 2.50. This shows that in staff orientation, both the male and female secondary school principals are effective in applying planned procedure for introducing new teachers to the school, specifying job to the new teachers, providing a position guide to every newly employed teacher and in carrying out orientation promptly. But the principals are less effective in taking time to show the new teachers the physical facilities in the school. The mean of means of 2.56 and 2.61 indicated that both the male and female secondary school principals are effective in their staff orientation management.

Research Question 2

What are the mean ratings of secondary school teachers' responses on the management effectiveness of male and female principals in staff development function?

Table 2: Mean scores of secondary school teachers responses on the management effectiveness of male and female principals in staff development function

The result in Table 2 shows the mean scores of secondary school teachers on the management effectiveness of male and female principals in staff development function. A look at the table shows that items 6, 7, 9 and 10 were effective as rated by secondary school teachers for male principals but item 8 was less effective. The table also indicated that items 7 and 10 were effective in for female principals while items 6, 8 and 9 were less effective. The mean of means were 2.76 and 2.33 for male and female principals respectively. This implies that the male principals in public secondary schools are effective in staff development management while the female principals in secondary schools are less effective in staff development management.

Hypothesis One

Ho1: There is no significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff orientation function.

Table 3: z-test analysis of significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff orientation function

Table 3 shows the z-test analysis of significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff orientation function. It was indicated in the table that the public secondary school teachers had a mean of 12.79 and a standard deviation of 2.13 while the private secondary school teachers recorded a mean of 13.08 and a standard deviation of 2.37. With the degree of freedom of 496, the hypothesis was seen as not significant and was retained since z-cal of 1.43 is less than 1.96. The conclusion is that there is no significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff orientation function.

Hypothesis Two

Ho2: There is no significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff development function.

Table 4: z-test analysis of significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff development function

Table 4 shows the z-test analysis of significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff development function. It was indicated in the table that the public secondary school teachers had a mean of 13.80 and a standard deviation of 2.12 while the private secondary school teachers recorded a mean of 11.67 and a standard deviation of 2.04. With the degree of freedom of 496, the hypothesis was seen as significant and was not retained since z-cal of 11.42 is greater than 1.96. The conclusion is that there is significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff development

Discussion of Findings

It was found in this study that both the male and female secondary school principals are effective in their staff orientation management. This implies that all the principals in Owerri Education Zone I of Imo State are both effective in the administration of their staff orientation functions irrespective of gender. This finding led to the inference of no significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff orientation function. This is an indication of mutual agreement among the respondents on the issue raised above. In consonance to the above finding, Njoku (2015) revealed that the principals are effective in staff-personnel management. Similarly, Onye (2014) found out that the principals of Imo State secondary schools provide a position guide to every newly employed teacher, carries out orientation promptly and specifies job to the new teachers. However, Oyewole and Alonge (2013) indicated that there is no significant difference among Commission officials, principals/teachers in their perceptions of the general effectiveness of the Commission in carrying out its functions in human resource management. With this in place, Egwuogu (2015) results also indicated that recruitment practices used by tertiary institution administrators for human resource management include among others advertising of job openings in newspapers, informing job candidates promptly, and making good attempt to obtain an adequate pool of applicants for more choices. The congruent agreement in the above findings could be attributed to the fact that most of the studies were carried out in Imo State.

It was also revealed in this study that the male principals are effective in staff development management while the female principals are less effective in staff development management. This finding gave a step for the inference that there is significant difference between the mean ratings of secondary school teachers on the management effectiveness of male and female principals in staff development function. This implies that the male principals are more effective in staff development management than their female counterpart that are less effective. This finding is in line with Nakpodia (2010) findings which revealed that human resources undergo different forms of training in public secondary schools than the private schools. Muogbo (2013) revealed that though strategic HR management is not yet a general practice among some institutions; it has been identified as veritable tool for improving the competitiveness, performance levels, and structural development of Universities in Nigeria. This implies that there is a discrepancy between the performance of male and female secondary school principals in Owerri Education Zone I of Imo State.

Conclusion

It is concluded from this study that there is no discrepancy between the performance

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INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) KNOWLEDGE ON COGNITIVE DEVELOPMENT OF PRIMARY SCHOOL PUPILS IN IMO STATE

Nnodim Prince Ugonna, Ph.D
&
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Abstract

The researchers examined the influence of information and communication technology (ICT) on cognitive development of primary school pupils in Imo State. Two research questions and two hypotheses guided the study. The research design that was adopted for this study is ex-post-facto/causal comparative research design. The population of the study involved all the pupils in the 1280 public primary schools in the 27 Local Government Areas that make up Imo State. A sample of 358 Primary 6 pupils was involved in the study. Cluster and random sampling techniques were used for the study. The research instruments for this study were: ICT Identification Rating Scale (ICTIRS) and Cognitive Development Rating Scale (CDRS). Face and content validities of the instruments were ascertained, and their reliabilities were computed using Cronbach alpha which gave indices of 0.77 and 0.84 for ICTIRS and CDRS respectively. The data collected were analysed using mean score and standard deviation to answer the research questions, while Independent sample t-test statistic were used to test the hypotheses at an alpha level of 0.05. It was found among others that ICT significantly influence cognitive development of pupils in Imo State in the area of concept formation and second language ability. The researchers recommended among others things that the government of Imo State and other states in Nigeria should ensure that ICT enabling gadgets are provided for pupils' learning in the primary schools in order to aid the pupils in concept formation.

Introduction

Education is a lifelong process that enables people to learn and be able to live efficiently and effectively in the society where they find themselves. Education is described by various scholars as an indispensable tool for personal developments. Education aims at all round and harmonious development of an individual. Indeed, the development of a nation also depends largely upon the development of its individuals and there is no doubt that childhood is the foundation upon which the development of an individual stems. Arthur (2011) noted that through education, the citizens are empowered mentally and otherwise to contribute meaningfully to the overall development of the society. For this reason, education is arranged in segments viz: pre-primary, primary, secondary and tertiary levels of education. Each of these levels or segments of education complements the other in the course of human development. In this paper, the focus is on the primary level of education.

Primary education is the bedrock of the whole educational process by its function of providing literacy, numeracy and ability to communicate. Primary education is the education given in institutions for children aged 6-11 plus. It is the first six years of the nine years of basic education using the Universal Basic Education (UBE) standard. This stage of education is often addressed as elementary education. For the purpose of policy coordination and monitoring, the fundamental objectives of primary education, according to (FRN, 2013) are as follows:

... inculcate permanent literacy, numeracy and the ability to communicate effectively; lay a sound basis for scientific, critical and creative thinking; promote patriotism, fairness, understanding and national unity; instill social, moral norms and values in the child; develop in the child the ability to adapt to the changing environment; and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child's capability (p. 7).

Primary education is therefore, a vital component of the education system and should be attended by all citizens in a country. According to Sen (2010) Primary education is the foundation for a child's learning on which every other level of learning depends. Anderson (2010) and Obiweluzo (2016) respectively submitted that for effective education to be

A CRITIQUE ON MORAL ISSUES IN EDUCATION

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Abstract

The study is a critique on moral issues in education. This is because from time immemorial, the quest for moral principle is an intrinsic phenomenon which makes social life governable and blissful. The activities that could lead to maximum learning through smooth interaction between teachers and learners are generally characterized by good morals. The researcher did critical analysis on the hosts of moral issues in Nigeria education system according to the level of the education; moral issues in primary school level, moral issues at the secondary level, moral issues in tertiary level. The researchers also looked at the causes of moral problems and implications of moral issues in Nigerian educational system. Education is the fulcrum upon which other developmental facets are hinged upon in any given nation. But here in Nigeria, it is already on the principle; ready to trip over. The researchers recommended among others that the teaching of moral education in the Nigerian educational system should be seen to be the responsibility of teachers in the various schools, and the responsibility of the parents, the politicians, the leaders of thoughts and the religious leaders of thoughts and the religious leaders in the society. This is because the school is only a microcosm of the larger society, thus what happens in the larger society definitely influences happenings in the educational system. A sound moral society is bound to have a morally sound educational system. Similarly a largely immoral society is bound to have a largely immoral education

Keywords: A critique, Moral Issues and Education

Introduction

Education in Nigeria is nationally conceptualized not simply as the medium for cultural transmission but the main vehicle for accelerating individual, community and national development. It is a mechanism through which the society generates the knowledge and skills required for its survival and sustenance. It enriches people's understanding of themselves and the world. It improves the quality of lives and leads to broad social benefits to individuals and society (Kazeem and Ige, 2010).

From time immemorial, the quest for moral principle is an intrinsic phenomenon which makes social life governable and blissful. As such, every person, irrespective of age, colour, sex or social standing is subject to the dictates of the moral principle. This is because the concept of morality serves a holistic function as it serves as the bedrock upon which the edifice of a truly righteous and egalitarian society rests. Implicitly, moral principles form a fundamental aspect of every culture as it outlines comprehensively, codes of behaviours or conducts for the individual on the one hand, and the society on the other. The activities that could lead to maximum learning through smooth interaction between teachers and learners are generally characterised by good morals (Olaniyi and Oyelade, 2018). Thus, good moral conduct allows learners to perform their best in the school and also leads to effective achievement of the goals of the school in the society. However, today, a morally sound society has become utopian as can be observed from the high occurrence of immoral behaviours in the society, including criminality, religious fanaticism, immodest dressing,

ADULT AND NON-FORMAL EDUCATION AS A VERITABLE TOOL FOR HUMAN
RESOURCES DEVELOPMENT IN NIGERIA

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TOWARDS CURBING THE MENACE OF EXAMINATION MALPRACTICE IN HIGHER INSTITUTIONS IN NIGERIA

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Abstract

The work focuses on the causes and effects of examination malpractice in higher institutions of learning. Education is seen as an instrument per excellence for national development of the citizens, and is achieved through the implementation of the necessary school curricular and education policy of the state. Therefore, education evaluation is applied to determine whether educational goals are fulfilled or achieved through the use of examination as an assessment to measure knowledge, skills, attitude, physical fitness or classification in many other topics such as beliefs. Due to so many reasons attributed to the standard fall in education to achieve the aims and objectives of the learner and development of the society, examination malpractice has become a problem among our students. Thus, this study sought to find out those causes of examination malpractice in higher institutions of learning. The central purpose of education is to make an individual civilized, refined, cultured and educated, as well as restructure capabilities for desired development. The work defined the concepts of higher education, examination system and examination malpractice. It went further to highlight the causes of examination malpractice and effects of examination malpractice in higher institutions on national development. The work concluded that examination malpractice which has remained a cancer in the education sector requires a multidimensional approach for total eradication. Consequently, it was recommended that training and reassessment of teachers, societal re-engineering and re-orientation to revamp moral values.

Keywords: Higher institution, examination system, examination malpractice, menace

Introduction

Education is a necessary for development, it is seen as an instrument per excellence for national development (FRN, 2014). Ochoyi and Danladi (2009) and Wilson (2016) described education as a vital tool in the development of the learners, through the transmission of worthwhile values such as skills, knowledge and planned activities that can develop the learners' potentials for the benefit of the society. Education enhances the growth and development of the citizens, and is achieved through the implementation of the necessary school curricula and education policy of the state. Education evaluation is applied to find out learner's achievement and diagnose educational outcomes, which plays a vital role in improving the education quality. The reason for this is that it determines to what extent the educational procedure is in line with students' capabilities, how practical it is and how successful it has been at achieving educational goals. Seif (2008) posits that evaluation is a rule governed process of gathering and analysis of data. It is used to determine whether educational goals are fulfilled or if they are still on the process of fulfilment, and to what extent. He also believes that the main goal in education is to make changes in learner's behaviour.

Kpangban, Ajaja and Umedhe (2008) defined examination as an assessment intended to measure knowledge, skill, attitude, physical fitness or classification in many other topics. Examination could also be seen as one of the most objective techniques used in the measurement of learning outcomes at all levels of education in Nigeria and other parts of the world. Examination malpractices in Nigeria are successfully perpetrated with the active connivance of students, parents, school authorities, government functionaries, invigilators and sometimes some lecturers in the higher institutions.

Consequently, examination malpractice is perpetrated for different reasons and it affects the credulity of results in the sense that grades are assigned to candidates wrongly thereby misleading the teacher and other users of the school products in decision making. Denga (2001) stated that the different factors responsible for examination malpractices could

Table 3 indicated that the respondents accepted the entire item in research question three which centred on evaluation of lecturers by the students in real classroom situations after attending the workshop training. The result shows that students really agreed that lecturers who attended workshops improve in their skills and methods of lecture delivery in classrooms. This finding is in collaboration with Roermund et al; (2013), who reported that teachers who had positive feedback from their students showed positive attitude towards their classroom engagements and self-confidence about their teaching abilities. Whereas, teachers with poor results tended to discuss the items and tried to relate the results caused outside themselves and mentioned that the students didn't understand their approach or attributed the outcomes to the characteristics of students. Okon and Anderson, (2009); and Esu, Enufoha and Umoren (2013), in their various findings agreed that in-service training, seminars, and workshops are all significantly related to improved teacher instructional techniques, and the overall academic performance of students in the schools.

Statistical Test of Hypotheses

HO1: There is no significant difference in the mean scores of lecturers who attended workshop and training to those who did not.

Table 4: t-Test Analysis on mean scores of lecturers who attended workshop and training to those who did not

Source: Researchers' Result; 2019 Accept Ho if $t_{cal} \leq t_{crit}$, else Reject

Since the calculated value of t (t_{cal}) is greater than the critical value of t (t_{crit}), the null hypothesis that there is no significant difference in the mean scores mean scores of lecturers who attended workshop and training to those who did not schools, the null hypothesis is rejected while alternate is accepted.

HO2: There is no significant difference in the mean scores of students' feedbacks on the performances of the lecturers in real classroom situations before and after attending the workshop training.

Table 5: t-Test Analysis on mean scores of students' feedbacks on the performances of the lecturers in real classroom after attending the workshop training

Source: Researchers' Result; 2019 Accept Ho if $t_{cal} \leq t_{crit}$, else Reject

Since the calculated value of t (t_{cal}) is greater than the critical value of t (t_{crit}), the null hypothesis that there is no significant difference in the mean scores of students' feedbacks on the performances of the lecturers in real classroom situations before and after attending the workshop training, the alternate hypothesis is accepted.

PRINCIPALS' LEADERSHIP ROLES IN THE IMPLEMENTATION OF SUSTAINABLE
FUNCTIONAL EDUCATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA
STATE

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The finding in Table I preferred the influence of mentoring of principals on implementation of sustainable functional education in public secondary schools in Anambra State. The study showed that the respondents agreed that all the item statements were the influence of mentoring role of principals on implementation of sustainable functional education. Invariably, the study concluded that the respondents agreed that mentoring role of principals influenced implementation of sustainable functional education in public secondary schools in Anambra State.

Research Question 2

How has programming role of principals influence the implementation of sustainable functional education in public secondary schools in Anambra State?

Table 2: Mean and SD of responses on the influence of programming role of principals in implementation of sustainable functional education

As displayed in Table 2, the respondents agreed that all the items influenced the programming role of principals in the implementation of sustainable functional education. Meanwhile, the grand mean was also an indication of respondents' agreement to the items. Hence, the programming role of principals influenced the implementation of sustainable functional education in public secondary schools in Anambra State.

Research question 3

How has curriculum supervisory role of principals influenced the implementation of sustainable functional education in public secondary schools in Anambra State?

Table 3: Mean and SD of responses on the influence of curriculum supervisory roles of principals in implementation of sustainable functional education.

The result in Table 3 displayed the responses of the respondents on the influence of curriculum supervisory role of principals in implementation of sustainable functional education in public secondary schools in Anambra State. The result indicated that all the respondents agreed that all the item statements were the influence of curriculum supervisory role of principals in the implantation of sustainable functional education. Moreover, the grand mean was also an indication of respondents' agreement to see items. Therefore, curriculum supervisory role of principals influence the implementation of sustainable functional education in public secondary school in Anambra State.

Hypothesis 1

Mentoring role would not significantly influence the implementation of sustainable functional education in public secondary schools in Anambra State.

Table 4: Paired samples t-test of mentoring and implementation of sustainable functional education

Analysis on Table 4 revealed that paired sample t-test of mentoring role of principals and implementation of sustainable functional education in public secondary schools in Anambra State. The result showed that p-value of .000 was less than .05 level of significance which resulted in the decision to reject the null hypothesis. Therefore, mentoring role of principals would significantly influence the implementation of sustainable functional education in public secondary schools in Anambra State.

Hypothesis 2

Programming role of principals would not significantly influence the implementation of sustainable functional education in public secondary schools in Anambra State.

Table 5: paired sample t-test of programming role of principals and implementation of sustainable functional education.

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Table 4 shows that the mean score of principals is 2.62 with a standard deviation of 0.57, while teachers recorded a mean of 2.61 with a standard deviation of 0.61. Thus, at 248 degree of freedom, 0.03 z-calculated was also not significant at 0.05 level of confidence because it was less than 1.96 in the z-table. The hypothesis was therefore not rejected but accepted.

Discussion of Findings

Principal and teachers engage in staff personnel administration, principal and teachers engages in student personnel administration, principal and teachers ensures the maintenance of infrastructures, principal and teachers engages in school community relations management and principal and teachers ensures proper utilization of resources to achieve set goals . There is positive and significant relationships exist between principals and teachers instructional supervision to quality of education. This findings is in consonance with Onyeike, and Nwosu (2018) principals engage in staff personnel administration and providing assistance on instructional activities to teachers. Ayeni, (2012) also stated that there is a positive relationship between principals and teachers on their instructional roles in school.

However, the findings of research question two shows that principal and teachers engages in providing assistance to infrastructural activities to the student, discussing new trends in the school with students, ensuring that students have functional infrastructures, assisting students to adapt with the school library, and encouraging students on the use school library. There is positive and significant relationships exist between principals and teachers infrastructural supervision and quality of education. This findings agrees with Adeyemi, (2010) that the one major task areas of principals and teachers are to help the students adapt to the school environment. By doing this, the student will get acquainted to the school libraries, school halls, school laboratory and other infrastructures available in the school. Leigha, (2010) also posited that teachers plays important roles to ensure that the students make use of the available infrastructures that aids learning in school.

Conclusion

The study concluded that the gaps in input-process-output system were challenges that principals faced in the tasks of institutional governance, resource inputs and curriculum management; these require that the principals being instructional leaders are expected to be more resourceful and pro-active in collaborating with the stakeholders in education sector to ensure effective resource inputs, coordinating and managing human and material resources in their strive to meet the competing demands of school administration and instructional supervision which are germane for continuous improvement and achievement of the set goals in secondary schools.

Recommendations

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

1. Government should initiate a periodic training for principals and teachers on supervisory and administrative roles performance. 160
2. Government should ensure that principals and teachers have functional infrastructure in their schools that will impact on students' academic performance.

CONSTRUCTION AND VALIDATION OF INSTRUMENT FOR ECONOMICS
ACHIEVEMENT TEST FOR SENIOR SECONDARY SCHOOL STUDENTS IN
ONITSHA EDUCATION ZONE OF ANAMBRA STATE

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Analysis in the table 1 shows the item difficulty index and discrimination index of each of the items of the instrument. In terms of item difficulty, all of the items of the achievement test instrument have item difficulties between 0.47 to 0.98. This shows that the items are mostly ideal items in terms of the degree of easiness or difficulty of the items. In terms of discrimination index of the items, 24 of the items have their discrimination indices between 0.20 to 0.43. This implies that most of the items are also ideal items in terms of item's ability to discriminate between the dull and bright students. Thus, the Economics Achievement Test instrument constructed has high item difficulty as well as discrimination index.

Research Question 2: What is the reliability co-efficient of Economics Achievement Test?
The reliability coefficient of the Economic Achievement Test (EAT) instrument is 0.95 computed using Kuder-Richardson Formula 20 (KR-20). This shows that the Economic Achievement Test (EAT) instrument constructed is highly reliable
Research Question 3: What is the influence of school location on the achievement of students on economics as measured by Economics Achievement Test (EAT)

Table 3: The influence of school location on the mean achievement of students in EAT.

Analysis in the table 3 shows that the mean achievement score of students in the rural schools in the economics test was 24.73 with a standard deviation of 5.61, while the mean achievement score of students in the urban schools was 39.73 with a standard deviation of 7.00. The analysis indicates that the mean achievement score of students in urban schools was higher than the mean achievement scores of students in rural schools. The standard deviation scores of the students in urban schools were greater than the standard deviation of students in rural schools.

Research Question 4: What is the influence of gender on the achievement of students on economics as measured by Economics Achievement Test (EAT)?
Table 2: Mean and Standard Deviation scores of students in EAT according to gender.

Analysis in the table 2 shows that the mean achievement score of male students in the economics test was 37.16 with a standard deviation of 9.37 while the female students obtained a mean score of 31.00 with a standard deviation of 9.29. The analysis indicated that the mean achievement score of male students in the economics test was higher than their female student counterparts. The standard deviation of the male and female students did not differ much from each other and were equally moderate.

Hypothesis 1:

HO1: There is no significant difference between students in the rural and urban areas in the mean achievement score in economics test as measured by the EAT.

Table 4: Independent samples t-test analysis of the difference between the mean ratings of urban and rural students' achievements in the economics as measured by EAT.

Analysis in the table 4 shows that the value of t-calculated is greater than the t-critical of 1.96 with 58 degree of freedom at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there was a significant difference between students in the rural and urban areas in their mean achievement score in the economics test as measured by the EAT.

Hypothesis 2:

HO2: There is no significant difference between male and female students in the mean achievement score in economics test as measured by EAT.

Table 5: Independent samples t-test analysis of the difference between the mean ratings of male and female students' achievements in economics as measured by EAT.

Analysis in the table 5 shows that the value of t-calculated is greater than the t-critical of 1.96 with 58 degree of freedom at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there was a significant difference between male and female students in their mean achievement score in the economics test as measured by EAT.

Discussion

The results of the study showed that all the items have items of EAT have difficulty indices ranging from 0.47 to 0.99 which satisfied the acceptable range, In terms of item discrimination, less than 24 items have item discrimination indices ranging from 0.20 to 0.43 which also satisfied the acceptable range. This implies that most of the items are ideal and are acceptable because they have appropriate difficulty indices and positive discrimination indices. These results are similar to the findings by Ugwu (2012) who developed and validated a criterion referenced achievement test in biology on senior secondary two (SS2) students in Enugu State. The items have facility indices which ranged from 0.31 to 0.50 and discrimination indices of 0.20 to 0.67. Also the results are similar to those of Adikwu (2015) who developed and standardized an achievement test in geography for senior secondary schools in Benue State. The following psychometric measures were established for the test: an average discriminative index of 0.20 to 0.67, a difficulty indices range of 0.30 to 0.70. Constructed and validated basic science achievement test for junior secondary three (JS3) students in public secondary schools in Akwa Ibom State by Obilor & Akpan (2020), has a very high reliability coefficient of 0.92 using Kuder-Richardson 20 formula (KR-20). In a similar manner, the studies by Adikwu (2015) and Ugwu (2012) had reliability coefficients of 0.94 and 0.51 respectively using KR-20. These values of reliability coefficient were considered high reliability, thus this study is equally considered to have a high level of reliability coefficient of 0.95 computed using Kuder-Richardson Formula 20 (KR-20), thereby making the EAT very valuable and reliable.

Conclusion

This study has constructed and validated 60 items of Economics Achievement Test (EAT) for use in public senior secondary schools in Onitsha Education Zone of Anambra State and other senior secondary schools in the state. The test was duly validated with reliability coefficients of 0.95 obtained. The test possesses appropriate difficulty and discrimination making it very adequate for use in senior secondary schools, not only in Anambra State, but everywhere in Nigeria and beyond.

Recommendations

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

1. The constructed EAT instrument should be used by economics teachers.
2. The constructed EAT instrument should be used in Anambra State and in other State senior secondary schools where economics is offered with appropriate updating from time to time.
3. The items of the EAT constructed should serve as template to construct other achievement test instrument in economics.
4. Regular sensitization workshop, seminars and conferences should be organized for economics teachers in order for them to be acquainted with techniques needed for construction of valid assessment instruments.

References

Adikwu, O. (2015). Development and standardization of achievement test in geography for senior secondary schools in Benue state. Unpublished Ph.D Thesis, Faculty of Education, University of Nigeria, Nsukka.

THE INDISPENSABLE PLACE OF PHILOSOPHY OF EDUCATION IN EFFECTIVE TEACHER EDUCATION IN NIGERIA

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Abstract

The study investigated the role that Philosophy has to play in the education of teachers, both at the beginning of and during their careers. The currently fashionable craft conception of teaching is inadequate as a preparation for a career in teaching. Philosophy of Education has an important role to play in preparing for a career in teaching. First, it enables teachers to acquire a grasp of the conceptual field of education and an ability to find their way around the often contested views within that field, which in turn impinge upon the normative structure of particular education systems. Second, it enables them to understand better the conceptual debates that involve the subjects that they are teaching. Third it enables teachers to understand the scope and limits of empirical research in education and the relationships between that research and conceptual issues in education. These claims are discussed with examples, and recent government statements about standards and competences in teaching are looked at through the perspective of a conceptually informed, career-oriented profession of teaching. Reasons for the past decline of philosophy of education in teacher education and how they might be avoided in the future are also reviewed.

Keywords: Philosophy of education, teacher education

Introduction

The aim of this paper is to re-assess the indispensable place of Philosophy and the roles it play in the education of teachers, both at the beginning of and during their careers. Detailed references will be to the UK but the concern has much wider applicability within an international context in which the theoretical components of teacher education programmes have come under increasing scrutiny, while at the same time the need for an increasingly highly qualified teaching force is widely recognised. Pressures to make teacher education courses more vocationally relevant exist in many countries and it is too easily assumed that this means that their theoretical content has to be compromised. There is a frequent confusion between the claim that the learning teacher should be an apprentice (i.e. a junior employee) rather than a student and the claim that teaching does not require theoretical understanding. Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice. (Department for Education, 2010, p. 19) This suggests that apprenticeship in the traditional mode is a sufficient form of teacher education. But apprenticeship does not exclude academic study and theoretical induction which is then applied in a controlled way to practice. It is evident through apprenticeship models available in many countries, such as the German dual system, that the integration of theory into practice can take place at least as well through induction as a junior employee rather than as a student, provided that there is a rigorous selection process in which assessment of the intellectual ability of the aspiring teacher is a priority (see for example, Brockmann et al., 2010 on modern European apprenticeships systems). The claim is that the ability to think philosophically is an indispensable component of a teacher's capacity for professional judgment. The paper begins with an account of why teachers need a conceptual framework, moves on to consider current restricted views concerning the education of teachers and picks up philosophically relevant aspects of subject and pedagogic content knowledge.

Definition of Philosophy

Philosophy etymologically is derived from two Greek words "philo" and "Sophia". Philo means "lover" or "love" and "Sophia" meaning knowledge or wisdom. The combination of two words philo and Sophia which is philosophia means "Love of knowledge". According to